

College of San Mateo

Student Equity Plan

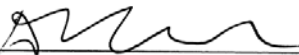


December 2015

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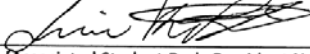
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Executive Summary

EXECUTIVE SUMMARY

Introduction

College of San Mateo has long championed open access, student support and student success. The College's vision of access, support and success is expressed in key statements that guide its priorities and decisions. Its *Mission Statement* reads, in part, "The College is an open-access, student-centered institution that serves the diverse educational, economic, social, and cultural needs of its students and the community." Its *Diversity Statement* acknowledges the evolving demographic changes in the community and in its student body: "College of San Mateo maintains a policy of inclusiveness that recognizes, values, and reflects the diversity of the community it serves." The Mission Statement further expresses that institutional decisions are based on relevant research: "[College of San Mateo] uses analysis of quantitative and qualitative data and information, collaborative integrated institutional planning, and assessment to inform decision-making and ensure continuous improvement." The College's Mission and Diversity Statements, and its institutional research, represent a commitment to student equity. And, with the Student Equity Plan, we further commit to achieving student equity.

Target Groups

The Office of Planning, Research and Institutional Effectiveness (PRIE) provided campus-based data for the Diversity In Action Group/Equity Committee. The Committee analyzed the Student Equity Plan's five success indicators and assessed the impact on targeted groups. To document equity gaps and disparities in the five success indicators, we used two different methodologies - the Percentage Point Gap and the Proportionality Index ("P Index").

Percentage Point Gap presents each subgroup is average as compared with the percentage of a population who achieve the same outcome ("reference rate"). The Percentage Point Gap is expressed as both a percentage point difference from the reference rate and a numeric count based on the unit being measured. The Proportionality Index compares the percentage of a disaggregated cohort to its own percentage in the outcome group. A ratio of 1.00 = identical proportionality. The Percentage Point Gap was used to identify equity gaps, while the Proportionality Index methodology served as a secondary measure for data analysis.

Equity gaps were identified for eleven of fifteen target populations. The Hispanic or Latino group was represented in four of five success indicators, with African American, Native Hawaiian or Other Pacific Islander, Foster Youth, Some other race (Filipino), Veteran, and Multi-race groups identified as underserved in two success indicators. Asian, White, Males, and Individuals with Disabilities were identified as having a disparity in only one success indicator.

In addition to prescribed target populations, other groups identified as underserved are incarcerated youth, LGBTQ+, and undocumented students; these student populations often contend with bullying, harassment, stigmatization, and marginalization. The five success indicators and historically underserved target populations are presented in Table 1.

Table 1. Success Indicators and Target Groups

Success Indicator	Underserved Student Populations
*Access	Asian, Veteran, Hispanic or Latino
Course Completion (Retention)	Foster Youth, Black or African American, Native Hawaiian or Other Pacific Islander, Hispanic or Latino
ESL and Basic Skills Completion	Veteran, Multi-race, White, Hispanic or Latino
Degree and Certificate Completion	Multi-race, Males, Native Hawaiian or Other Pacific Islander, Some Other Race (Filipino), Foster Youth
Transfer	Hispanic or Latino, Some Other Race (Filipino), Individuals with disabilities, Black or African American

*CSM's students extend beyond its immediate service area and county. College data highlight that, in 2014-15, more than 17% of students were from outside jurisdictions. Disaggregation by ethnicity, this group presents significant numbers of historically underserved populations, including Asian, African American, Some Other Race (Filipino), Hispanic or Latino, Multi-race, and Native Hawaiian or Other Pacific Islander. Outreach efforts to these populations will include these groups. See Table 2.

Table 2. Out of County Residents Attending CSM

Out of County Residents Attending CSM	F12 - Sp13		F13 - Sp14		F14 - Sp15	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
American Indian/Alaskan Native	2	.1	6	.2	4	.2
Asian	536	21.0	574	21.7	570	23.7
Black - Non-Hispanic	188	7.4	217	8.2	169	7.0
Filipino	168	6.6	168	6.4	177	7.4
Hispanic	364	14.3	414	15.7	327	13.6
Multi Races	371	14.5	415	15.7	451	18.8
Pacific Islander	54	2.1	50	1.9	42	1.7
Unknown	158	6.2	120	4.5	98	4.1
White Non-Hispanic	711	27.9	677	25.6	563	23.4
Total	2552	100.0	2641	100.0	2401	100.0

Goals

The five student equity success indicators present specific goals for the identified historically underserved target populations. A minimum three-year timeframe will be used to achieve the goals. Although all five success indicators are important, Course Completion and ESL and Basic Skills Completion are highest priority goals. Course Completion has the greatest disproportionate impact based on Percentage Point Gap and P Index measurements. ESL and Basic Skills Completion is a high priority goal because, like Course Completion, successful ESL and basic course completion can lead to success in a sequential course and close equity gaps in degree and certificate completion. Similarly, Course Completion and ESL and Basic Skills Completion can narrow the equity gap for the Transfer success indicator. Although not given highest priority, Access, the fifth of the success indicators, is also important; the data highlight that Asian, Veteran, and Hispanic or Latino populations are underrepresented at College of San Mateo compared to representation in San Mateo County.

Success Indicator Goals

Access- Within the first three years of this plan, increase access by 10 percent for Asian, Veteran, and Hispanic or Latino students. In addition, increase by 3 percent enrollment of other historically underserved populations from outside the local service area and county.

Course Completion (Retention)- Within three years of this plan increase course completion rates by 5 percent for Foster Youth, Black or African American, Native Hawaiian or Other Pacific Islander, and by 3 percent for Hispanic or Latino students.

ESL and Basic Skills Completion- Within three years of this plan, increase ESL and basic skills course completion in English and math by 5 percent for Veteran, Multi-race, White, and Hispanic or Latino students.

Degree and Certificate Completion- Within five years of this plan, increase by 10 percent the degree and certificate rates for Multi-race, Males, Native Hawaiian or Other Pacific Islander, Some Other Race (Filipino), and Foster Youth students.

Transfer- Within three years of this plan, increase by 5 percent the transfer rates for Hispanic or Latino, Some Other Race (Filipino), Individuals with Disabilities, and Black or African American students.

Activities

New initiatives and activities to augment and support existing programs will address the five success indicators for identified historically underserved target populations. A primary focus is to ensure for effective interventions and student support activities. While many initiatives are classroom-specific, ongoing professional development for all college personnel will address diversity, equity, and cultural competency. Professional learning opportunities help the college “move the needle” towards student success. A brief overview of select activities for each success indicator is presented below.

Activities by Success Indicator

Access- Currently, some groups are not targeted for access to the college. Asians are often categorized as one entity, yet are comprised of ethnic subgroups that include Southeast Asian -- Vietnamese, Cambodian, Hmong, and Laotian; Chinese, Indian, and Korean students. These diverse subgroups will be targeted for outreach, in part, through the college’s Adult-Education College and Career Educational Leadership initiative and through its First Year Success Initiative. In addition, to reach these target populations, publications and marketing materials will be developed in specified Asian languages, as well as Spanish. Veterans will be targeted for outreach by the new Program Services Coordinator charged with recruiting, enrolling and supporting veteran students.

Course Completion- The new Program Services Coordinator will be provide support services to Puente (Latino), Umoja (Black or African American), Mana (Pacific Islander), and Writing in the End Zone (athletes in the football program) learning communities. The current “Early Alert” system will be replaced and is expected to be implemented by fall 2016 to support students experiencing academic challenges and those on academic probation. An alternative placement tool using multiple measures will be developed in key gatekeeper English and math courses. Basic support for the physical and mental health of target and other student populations will be promoted, through a food pantry, health services, and psychological services.

ESL and Basic Skills Completion- Expanded Supplemental Instruction will be expanded to support students in math, ESL, and basic skills English courses, along with expanded peer mentoring for target populations, The college will develop an English and math acceleration path for basic skills students. The Reading and ESL Center will expand operations to provide more student support services.

Degree and Certificate Completion- It is expected that students who meet with a counselor to specify a matriculation goal and who complete a comprehensive Student Education Plan will have higher degrees of success. Implementation of the First Year Success Initiative which is targeted to incoming high school students will promote students’ academic and social engagement thus increasing degree and certificate completion. Providing professional development activities, including speakers, consultants and workshops for faculty to apply culturally relevant methodologies (Critical Race Theory, Queer Theory, and Indaba Principles)

will further engage students in the classroom. Increasing the number of faculty applying Habits of Mind and Reading Apprenticeship strategies and incorporating Threshold concepts will enhance student success.

Transfer- Supplemental Instruction will be scaled up, particularly in courses that enroll large numbers of target student populations. Transfer Center activities will be expanded. Cohort transfer-based learning communities, such as Mana, Puente and Umoja will receive more guidance and support. The Honors Project will implement a series of strategies to make honors coursework and activities more accessible to the target populations, so as to provide further support and improved transfer possibilities.

Table 3. Student Equity Funding and Other Resources

Success Measure	Target Groups	# of Gaps	Students Lost	Funding
Access	Asian, Veterans, Hispanic or Latino	3	961	\$79,040
Course Completion	Black or African American, Foster Youth, Native Hawaiian or Other Pacific Islander, Hispanic or Latino	4	989	\$246,540
Basic Skills Completion	Multi-race, White, Hispanic or Latino	3	24	\$63,200
Degree and Certificate Completion	Multi-race, Males, Native Hawaiian or Other Pacific Islander, Some Other Race (Filipino), Foster Youth	5	43	\$52,000
Transfer	Hispanic or Latino, Some Other Race (Filipino), Individuals with Disabilities, Black or African American	4	16	\$38,280
Other College Initiatives	Foster Youth, Black or African American, Native Hawaiian or Other Pacific Islander, Hispanic or Latino, Veterans, Multi-race, White, Some Other Race (Filipino), Males, Disabled	10	1,078	\$76,484

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Planning Committee and Collaboration

The Diversity In Action Group (DIAG), one of four committees comprising the College's participatory shared governance group (Institutional Planning Committee,) was charged with developing the Student Equity Plan (SEP). In response, DIAG reconceived itself as the Diversity In Action Group/Equity Committee. The DIAG/Equity Committee expanded its roster to ensure broad participation of all college constituencies. Additional faculty, staff, students, and administrators were welcomed to join the committee's work along with two community representatives (Peninsula Vet Center and San Mateo County Behavioral Health Center).

The expanded committee includes representatives from three academic disciplines (Biology, Communication, and Political Science) and student support staff representing DSPS, EOPS, MANA, Puente, Umoja, Foster Youth, Veterans, CalWORKs, Admissions and Records, Financial Aid, and the Learning Center. Two counseling faculty and the Psychological Services Director complete the committee. In addition, the Student Support and Success Program (SSSP) and Basic Skills Initiative (BSI) coordinators collaborated extensively in the SEP's development. SSSP, BSI, and other college units have partnered to support many of the SEP's activities, illustrating how different areas of the college have come together to support student equity and success.

Through participatory governance, the DIAG/Equity Committee built awareness of its evolving plan. It solicited input and feedback from various college constituencies. For example, the co-chairs presented iterations of the plan to the Academic Senate Governing Council, Institutional Planning Committee, President's Cabinet, and the Associated Students. The committee calendared a college-wide meeting to present the SEP and seek additional revisions, suggestions, and criticisms. The plan was also made available on the DIAG/Equity Committee website with a request for feedback on the proposed SEP. Lastly, prior to their final approval of the plan, a presentation was conducted to the District's Board of Trustees.

Data from institutional research was used to guide and support development of the SEP, including its goals and activities. The DIAG/Equity Committee aligned the SEP with the college's key documents—its Mission and Diversity Statements, Educational Master Plan, Institutional Priorities, Program Review, BSI, SSSP, and its Institutional Effectiveness goal setting. The SEP is *directly* connected with the San Mateo County Community College District Strategic Plan; the SMCCCD commits its colleges to a "Students First" policy and valorizes the overarching themes of "Student Success, Equity, and Social Justice."

The collaborative process involved a broad group of college and community representatives. The CSM Student Equity Plan will serve as the framework to narrow and eliminate existing equity gaps.

Student Equity Plan Committee Membership List

Member Name	Title	Organization(s), Program(s) or Role(s) Represented
Sylvia Aguirre-Alberto	Counselor	Faculty, Diversity Planning Committee Chair, Multicultural Center, BSI, AB540
Patricia Brown	Student	Student Body
Tabitha Conaway	Instructional Aide	Classified Staff, Learning Center, Project Change
Kristen Dempsey	Community Representative	California Institute for Behavioral Health Solutions
Justine Evirs	Program Services Coordinator	Classified Staff, Veteran Resource Opportunity Center
Lorena Gonzales	Counselor	Faculty, Puente Project Coordinator, AB540
Fauzi Hamadeh	Student Life and Leadership Assistant	Classified Staff, BSI, CSM Cares, Safe Zone Co-Chair
James Howard	Community Representative	Peninsula Vet Center
Theresa Martin	Professor, Biology	Faculty, DIAG/Equity Committee Co-Chair; Center for Academic Excellence Chair, BSI, Safe Zone
Lee Miller	Professor, Political Science	Faculty, Project Change
Kate Motoyama	Professor, Communication	Faculty, Mana Program
Krystal Romero	Director of Student Support	Manager, EOPS, DSPS, CalWORKs, Foster Youth, BSI, SSSP
John Sewart	Dean, Planning, Research and Institutional Effectiveness	Administration, Research
Annie Theodos	Division Assistant	Classified Staff, Project Change
Finausina Tovo	Program Services Coordinator	Classified Staff, Mana Program
Makiko Ueda	Psychologist	Faculty, Psychological Services, CSM Cares, Safe Zone
Henry Villareal	Dean, Enrollment Services	Administration, DIAG/Equity Committee Co-Chair, BSI, CSM Cares, Financial Aid, Project Change, Safe Zone, SSSP, Veterans
Marco Zavala	Student	Associated Students

Access

CAMPUS-BASED RESEARCH: ACCESS

A. ACCESS. Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served.

Target Population(s)	# of your college's total enrollment in Fall 2014 – Spring 2015	% of your college's total enrollment (proportion)	% of adult population within the community served (proportion)	Gain or loss in proportion (Percentage point difference with +/- added)*
Example Group		59%	64%	-6**
American Indian / Alaska Native	25	.3	.2	0.1
Asian	2,100	21.8	26.4	-4.6
Black or African American	273	2.8	2.7	0.1
Hispanic or Latino	2,088	21.6	23.3	-1.7
Native Hawaiian or other Pacific Islander	235	2.4	1.4	1.0
White	3,541	36.7	43.7	-7.0
Some other race	NA	NA	NA	NA
More than one race	1,393	14.4	2.3	12.1
Total of 8 cells above (Orange cells should = 100%)	9,655	100%	100%	
Males	4,816	48.3	48.8	-0.5
Females	5,159	51.7	51.2	0.5
Unknown	NA	NA	NA	NA
Total of 3 cells above (Orange cells should = 100%)	9,975	100%	100%	
Current or former foster youth	43	1.4	0.3	1.1
Individuals with disabilities	871	8.7	5.1	3.6
Low-income students	2,128	20.8	12.5	8.3
Veterans	244	2.4	5.9	-3.5

*Calculated by subtracting the % of the adult population within the community served from the % of your college's total enrollment – paying close attention to the +/- designation. Note: Because it would be confusing for positive values to represent a loss of proportion and negative values to represent a gain in proportion, the worksheet switches the order of the operation. Where the college's population is lower than the adult population, a negative value will result.

**'-6' is calculated by subtracting 64 (% of your college's total enrollment) from 59 (% of the adult population within the community served). The '-' is added to signify that the example group has lower representation at the college vs. the community served. A '+' would indicate that a given group has greater representation at the college vs. the community served.

GOALS, ACTIVITIES, FUNDING AND EVALUATION: ACCESS

GOAL A.

Within the first three years of this plan, increase access by 10 percent for Asian, Veteran, and Hispanic or Latino students. In addition, increase by 3 percent enrollment of other historically underserved populations from outside the local service area and county.

Target Population(s)	Current gap, year	Goal*	Goal Year
<i>Example Group</i>	<i>-6, 2014</i>	<i>No gap</i>	<i>2020</i>
Asian+	-443, 2012/2013	Increase by 10%	2018
Hispanic	-164, 2012/2013	Increase by 10%	2018
Veterans	-354, 2012/2013	Increase by 10%	2018

*Expressed as either a percentage or number

**Benchmark goals are to be decided by the institution.

ACTIVITIES: A. ACCESS

A.1

• **Activity Type(s)**

X	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation	X	Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
A.1.1	Asian+	-443
A.1.2	Hispanic	-164

• **Activity Implementation Plan**

Adult-Education College and Career Educational Leadership (ACCEL) is the planning body for San Mateo County responsible for carrying out the charge and opportunity of AB 86. Since Feb 2014, ACCEL has been collaboratively rethinking and redesigning Adult Education to accelerate student success. They are a coalition of adult schools, community colleges and partners throughout the region. Their mission is to support adult education students' transition to college, workplace success, and community contributions.

The California Legislature passed the AB 86 Adult Education Consortium Planning program to develop a seamless system of transitions between Adult Schools and Community Colleges.

ACCEL’s goal is to create collaborative relationships, systems and strategies to achieve sustainable results as community needs change. The collaboration includes:

- A countywide Steering Committee developing integrated regional strategies
- Collaborative Action Teams (CATs) creating targeted initiatives to meet sub-regional needs
- Partnerships with community organizations, public agencies, employers, labor and philanthropy to expand options for adult learners.

San Mateo Adult School-CSM partnerships through ACCEL will support English as a Second Language (ESL) students’ enrollment in community college. The program includes creating seamless curricula to bridge the Adult School ESL classes to CSM ESL classes, and providing College Readiness Workshops and matriculation resources for San Mateo Adult School students. The program also offers Career Technical Education (CTE) pathways. In addition, mentoring support is being provided to ESL students at College of San Mateo. The ACCEL project has a Adult Education Regional Comprehensive Plan available for review at

http://aebg.cccco.edu/portals/1/docs/plans/13-328-53_ACCEL%20San%20Mateo%20County_3%201%2015%20Final_Report.pdf

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
A.1	2014 to 2018	\$0	Adult Education Block Grant (AEBG) - \$379,000 Basic Skills Initiative - 1,000

• **Link to Goal**

It is expected that the improved pipeline from Adult School to CSM will provide increased access for recent Asian and Hispanic immigrant students.

• **Evaluation**

Annually track the number of students transitioning from San Mateo Adult School to CSM. Disaggregate by target populations. Document the alignment of curriculum, and services provided to bridge San Mateo Adult School and CSM. Identify the faculty and counselors that work with ACCEL.

A.2

• **Activity Type(s)**

X	Outreach	Student Equity Coordination/Planning	Instructional Support Activities
X	Student Services or other Categorical Program	Curriculum/Course Development or Adaptation	Direct Student Support
	Research and Evaluation	Professional Development	

• **Target Student Group(s) & # of Each Affected:**

ID	Target Group	# of Students Affected
A.2.1	Asian+	-443
A.2.2	Hispanic	-164
A.2.3	Veterans	-354

• **Activity Implementation Plan**

Partner with Student Success and Support Program (SSSP) to expand community outreach to promote CSM student success programs such as Puente Program, MANA, Extended Opportunities Programs and Services (EOPS), Multi-Cultural Center, Umoja, and Veteran’s Resource and Opportunity Center (VROC), First Year Success Program (FYS). Outreach includes presentations, development of brochures in Spanish and specified Asian languages. Community includes P-12 educational institutions and community organizations like Martin Luther King Center in San Mateo [TM1].

ID	Timeline(s)	Student Equity Funds	Other Funds
A.2	2015 - 2020	\$5,000	SSSP - \$7,000, First Year Success (FYS) Program – \$2,000

• **Link to Goal**

Promotion of CSM academic and student support services will lead to an increase in the number of Latino, Asian, and Veteran students who choose to attend CSM.

• **Evaluation**

Track promotion efforts, and collect data on follow-through enrollments annually.

A.3

• **Activity Type(s)**

X	Outreach	Student Equity Coordination/Planning	Instructional Support Activities
X	Student Services or other Categorical Program	Curriculum/Course Development or Adaptation	Direct Student Support
	Research and Evaluation	Professional Development	

• **Target Student Group(s) & # of Each Affected:**

ID	Target Group	# of Students Affected
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A.3.1	Asian+	-443
A.3.2	Hispanic	-164

• **Activity Implementation Plan**

Expand Dreamer Workshops for AB540 students and increase collaboration between feeder schools (high school and adult school), and CSM to identify and recruit AB540 students. Develop material (print and web) to promote DREAMERS. Expand Multicultural Center (MCC) resources including improved access to financial aid information.

ID	Timeline(s)	Student Equity Funds	Other Funds
A.3	2015 - 2020	\$2,000	SSSP - \$7,000, EOPS - 2,000

• **Link to Goal**

Increased support for, and promotion, of DREAM act students will increase enrollment of Asian and Hispanic students.

• **Evaluation**

Track promotion and support activities. Track AB540 student enrollments annually.

A.4

• **Activity Type(s)**

X	Outreach	Student Equity Coordination/Planning	Instructional Support Activities
X	Student Services or other Categorical Program	Curriculum/Course Development or Adaptation	Direct Student Support
	Research and Evaluation	Professional Development	

• **Target Student Group(s) & # of Each Affected:**

ID	Target Group	# of Students Affected
A.4.1	Asian+	-443
A.4.2	Hispanic	-164

• **Activity Implementation Plan**

Partner with First Year Success Program, and SSSP to implement components of FYS Program e.g. early assessment, multiple modes of assessment, to attract Asian and Hispanic high school students. The goal of the First-Year Success Initiative is to provide robust, comprehensive, services, and support for every community college bound student while the student is enrolled in high school and through their first two-years of college at CSM. This initiative targets approximately 700 first-time freshmen each fall.

Components of the initiative involve early outreach and identification of students while they are still in high school. College of San Mateo will adopt the Multiple Measures placement process for two high schools beginning with fall 2016 enrollment. All feeder high schools will use Multiple Measures placement process for spring 2017 enrollment. College of San Mateo will institute the Common Assessment when it becomes available. See more information here <http://collegeofsanmateo.edu/fys/>

ID	Timeline(s)	Student Equity Funds	Other Funds
A.4	2015 - 2020	\$0	SSSP - \$46,000, FYS Program - \$3,000

- **Link to Goal**

Early assessment and multiple modes of assessment for Asian and Hispanic students who wish to transition to CSM from high school will lead to greater enrollments.

- **Evaluation**

Document program elements as they roll out. Track enrollments of Asian and Hispanic students who take early assessments, or are placed via multiple modes of assessment. Track enrollments from feeder high schools to CSM. Annually.

A.5

- **Activity Type(s)**

X	Outreach	X	Student Equity Coordination/Planning	Instructional Support Activities
X	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation	Direct Student Support
	Research and Evaluation	X	Professional Development	

- **Target Student Group(s) & # of Each Affected:**

ID	Target Group	# of Students Affected
A.5.1	Asian+	-443
A.5.2	Hispanic	-164

- **Activity Implementation Plan**

Partner with Center for Academic Excellence (CAE), FYS, SSSP, EOPS, BSI, International Student Program, ACCEL, and Middle College High School to train high school and CSM faculty and counselors to understand and support Asian, Hispanic High School students.

ID	Timeline(s)	Student Equity Funds	Other Funds
A.5	2015 - 2020	\$0	CAE - \$1,000, FYS - \$10,000 SSSP - \$2,000, EOPS - 1,000,

			BSI - \$1500
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- **Link to Goal**

Professional development of faculty and counselors, especially high school faculty and counselors, will lead to increased enrollments of HS students, including Asian, Hispanic.

- **Evaluation**

Annually document professional development activities for High School and CSM faculty and counselors, and any changes to curriculum or support based on the activities.

A.6

- **Activity Type(s)**

	Outreach	Student Equity Coordination/Planning	Instructional Support Activities
	Student Services or other Categorical Program	Curriculum/Course Development or Adaptation	Direct Student Support
X	Research and Evaluation	Professional Development	

- **Target Student Group(s) & # of Each Affected:**

ID	Target Group	# of Students Affected
A.6.1	Asian+	-443
A.6.2	Hispanic	-164
A.6.3	Veterans	-354

- **Activity Implementation Plan**

Evaluate efforts to increase access for Asian, Hispanic and Veteran students, looking for gaps and opportunities to improve efficacy.

ID	Timeline(s)	Student Equity Funds	Other Funds
A.6	2015 - 2020	\$0	Planning, Research, and Institutional Effectiveness Office (PRIE) - \$1500, SSSP - \$1000, FYS - \$1000

- **Link to Goal**

Analyzing the efforts to increase enrollments of target populations will lead to improvements in actions taken to improve access.

- **Evaluation**

Track enrollments of target populations and analyze patters relative to effort made to increase enrollment

A.7

• **Activity Type(s)**

x	Outreach	X	Student Equity Coordination/Planning	Instructional Support Activities
x	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	Direct Student Support
x	Research and Evaluation	x	Professional Development	

• **Target Student Group(s) & # of Each Affected:**

ID	Target Group	# of Students Affected
A.7.1	Veterans	-354

• **Activity Implementation Plan**

Hire a Veterans Resource Opportunity Center (VROC) Program Services Coordinator (PSC) to reach out to veteran students to provide academic support and make referrals to other student support services such as EOPS, Disabled Students Programs and Services (DSPS), Health Center, psychological, tutoring, and financial aid. As well, promote availability of, and certify veterans’ eligibility for, GI bill benefits. The Program Services Coordinator will also reach out to community veteran organizations to promote CSM educational opportunities.

Provide direct support to the Veteran’s Resource Opportunity Center such as computers, Smart Pens, books, and supplies to support veteran students.

ID	Timeline(s)	Student Equity Funds	Other Funds
A.7	2015 – 2020	\$47,040 (Partial Funding for fiscal 2015-16 year)	SSSP - \$40,000, EOPS - \$1000, DSPS - \$1500, General Fund (GF) - \$5000

• **Link to Goal**

Direct outreach activities and marketing materials targeted to veterans, veteran community groups and other veteran organizations will promote educational opportunities.

• **Evaluation**

Track outreach events and enrollments of veteran’s to determine increase in veteran students attending CSM. Assess the number of veteran students applying for and receiving GI Bill Benefits.

Success Indicator: Course Completion

CAMPUS-BASED RESEARCH: COURSE COMPLETION

B. COURSE COMPLETION. The ratio of the number of credit courses that students, by population group, complete compared to the number of courses in which students in that group are enrolled on the census day of the term. Calculate course completion rates by dividing:

Rate	Denominator	Numerator
Rate of Course Completion	The # of courses students enrolled in and were present in on census day in the base term.	The number of courses out of ← (the denominator) in which students earned an A, B, C, or credit in the goal term.

Target Population(s)	the # of courses students enrolled in & were present in on census day in base year	The # of courses in which students earned an A, B, C, or credit out of ←	The % of courses passed (earned A, B, C, or credit) out of the courses students enrolled in & were present in on census day in base year	Total (all student average) pass rate*	Comparison to the all student average (Percentage point difference with +/- added)*
<i>Example Group</i>	2567	1463	57%	71%	-14**
American Indian / Alaska Native	93	58	62.4	69.8	-7.4
Asian	6,865	5,132	74.8	69.8	5.0
Black or African American	2,066	1,221	59.1	69.8	-10.7
Hispanic or Latino	9,532	6,087	63.9	69.8	-5.9
Native Hawaiian or other Pacific Islander	1,290	803	62.2	69.8	-7.5
White	14,444	10,642	73.7	69.8	3.9
Some other race (Filipino)	6,157	2,100	73.9	69.8	4.1
More than one race	7,270	4,806	66.1	69.8	-3.7
All Students	47,717	28,749	*69.8		
Males	24,123	16,601	68.8	69.8	0.9
Females	22,525	15,954	70.8	69.8	1.1
Unknown	1,069	735	68.8	69.8	-1.0
Current or former foster youth	516	252	48.8	69.8	-20.9
Individuals with disabilities	4,764	3,341	70.1	69.8	0.4
Low-income students	10,300	6,528	63.4	69.8	-6.4
Veterans	1,282	883	68.9	69.8	0.9

*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the orange boxes and used to calculate the equity gap for each group (the last column on the right).

**Calculated by subtracting the average rate of courses passed from the student group's rate of courses passed – paying close attention to the +/- designation. Note: Because it would be confusing for positive values to represent a gap and negative values to represent equal or higher success, the worksheet switches the order of the operation. Where a student group's success rate is lower than the average group's rate, a negative value will result.

***'-14' is calculated by subtracting 71 (the average student success rate) from 57 (the success rate of the example group). The '-' is added to signify that the example group's success rate is lower than the all student average. A '+' would indicate that a given group has greater success.

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		1	2		3	4
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage	Percentage expressed as decimal 25% becomes .25	Multiply	the # of courses students enrolled in & were present in on census day in base year	= Number of Students "Lost"
---	Example Group	14%	<u>.14</u>	x	2,567	= 359
Largest Gap	Foster Youth	20.9%	<u>.209</u>	x	516	= 108
Second Largest	Black/African American	10.7	<u>.107</u>	x	2,066	= 220
Third Largest	Native Hawaiian/Other Pacific Islander	7.5	<u>.075</u>	x	1,290	= 97
Fourth Largest	*Hispanic /Latino	5.9	<u>.059</u>	x	9,532	= 563

*Hispanic/Latino students are included in this measure given the gap and the significant number of students "lost."

GOALS, ACTIVITIES, FUNDING AND EVALUATION: COURSE COMPLETION

GOAL B.

Within three years of this plan increase course completion rates by 5 percent for Foster Youth, Black or African American, Native Hawaiian or Other Pacific Islander, and by 3 percent for Hispanic or Latino students.

Target Population(s)	Current gap, year	Goal*	Goal Year
Example Group	-14, 2014	Gap no > -6	2020
Foster Youth	-20.9, 2012/2013	Increase by 5%	2018
African American	-10.7, 2012/2013	Increase by 5%	2018
Pacific Islander	-7.5, 2012/2013	Increase by 5%	2018
**Hispanic or Latino	-5.9, 2012/2013	Increase by 3%	2018

**Hispanic or Latino students are included in this measure given the disproportionate impact and the significant number of students “lost.” The goal is increase course completion by 3% for this target population.

ACTIVITIES: B. COURSE COMPLETION

B.1

• **Activity Type(s)**

x	Outreach	x	Student Equity Coordination/Planning	x	Instructional Support Activities
x	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
x	Research and Evaluation	x	Professional Development		

• **Target Student Group(s) & # of Each Affected:**

ID	Target Group(s)	# of Students Affected
B.1.1	Foster Youth	-108
B.1.2	African American	-220
B.1.3	Pacific Islander	-97
B.1.4	Hispanic or Latino	-563

*Hispanic or Latino students are included in this measure given the disproportionate impact and the significant number of students “lost”.

• **Activity Implementation Plan**

Learning Communities. Enhance direct student support to the Puente Project, Umoja and Writing in the End Zone Learning Communities. Support the implementation of the Mana Program.

-Data compiled by the CSM Planning Research and Institutional Effectiveness Office highlight the effectiveness of Learning Communities such as Puente and Writing in the End Zone (WEZ) in improving course completion, retention, and associate degree and/or

transfer rates. Further, numerous studies highlight the benefits of learning communities in enhancing student success. (Tinto, 2008; Tinto, Russo, Kadel, 1994; Bloom & Sommo, 2005, Bailey & Morest, 2006; Williams, 2013).

The Puente Project was implemented in Fall 2012. The Puente Project links English and career classes in a one-year learning community that advances the Puente mission to increase the number of educationally underrepresented students. CSM data indicate that Latino student participants have higher course completion rates than non-program Latino participants and the overall student population. For example, Puente students progressed from basic skills English to transfer level English at a rate of 40% compared to 25% for non-Puente Latino students and the overall college rate of 28%. Learn more about the CSM Puente Project at <http://collegeofsanmateo.edu/puente/>.

-Student Equity Funds will augment the existing Puente Project budget by expanding direct student support services such as tutoring, peer mentors, educational supplies, and university campus tours.

The Mana Learning Community commenced in Fall 2015. The Mana Program is a certificate, transfer and support program that focuses on improving communication skills needed for success in college. It focuses on the Pacific Islander American-student experience and is open to all students. The three primary components of the program are ethnic studies, communication and academic support. This program is designed to increase the number of Pacific Islander students who complete requirements for a certificate, associate's degree and/or transfer into a four-year university. CSM's Mana Program provides students with a bridge to higher education while offering academic support through the college's many learning support centers and a variety of student services including admissions, financial aid, and counseling. Learn more about the Mana Program at <http://collegeofsanmateo.edu/mana/docs/StudentEquityFunding.pdf>.

-Student Equity funds support instruction, student services, direct student support, and hiring a Program Services Coordinator.

Umoja is part of a state-wide consortium and is a learning community that focuses on the African American experience through the study of culture, history, literature, and identity. Umoja, (a Kiswahili word meaning unity) is a community and critical resource designed to enhance the educational experiences of African American and other students. The program pairs English and ethnic studies in a two-semester program. Umoja was implemented in Fall 2014 with a cohort group of 30 students comprised primarily of African American and Polynesian students. Success outcome data for the Umoja Program 2014-15 academic will soon be available. To learn more about the CSM Umoja Program visit their website at <http://collegeofsanmateo.edu/mana/docs/StudentEquityFunding.pdf>.

-Student Equity Funding is supporting the Umoja Program that includes instruction, coordination, and direct student support.

Writing in the End Zone (WEZ) is a long-standing learning community established to support student athletes. Many of the students in the program are first generation, low-income and students of color. The program focuses on student success by promoting academics first

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and athletics second, i.e. student athlete vs. athlete student. The curriculum emphasizes writing skills and the program outcome is to prepare students for an associate’s degree and/or transfer. College data highlight that WEZ participants completed English 100 (degree applicable) at a rate of 71.4% compared to 63.3% for Non-WEZ participants. Visit the WEZ website to learn more about this learning community at <http://collegeofsanmateo.edu/learningcommunities/writingintheendzone.asp>.

-Student Equity Funds is augmenting the WEZ Program by supporting faculty coordination, enhanced student support including tutoring, educational supplies and direct student support.

The Project Change Learning Community is the first of its kind to be offered at a California community college. The program aims to serve current and/or formerly incarcerated youth and connects students to resources and programs at CSM, including a summer readiness bridge program, and social and academic support services. A supportive network of volunteer faculty and staff mentors as well as a project director, assist students with navigating their first year in college. Further, the program unites CSM and San Mateo County community organizations together in a joint effort to help underrepresented populations of students make the transition to community college. To learn more about the unique Project Change Program visit the website at <http://collegeofsanmateo.edu/projectchange/>.

-Funds from Student Equity will augment a program grant and include direct student support such as tutoring, academic advising, and educational supplies.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
B.1	Fall 2015/2018 and ongoing	\$142,040	General Fund - \$75,000 Financial Aid \$5,000; Puente Project- \$1,500; Project Change \$75,000;

• **Link to Goal**

Implementation of the Mana and Project Change Learning Communities along with augmented funds for the Puente, Umoja and Writing in the End Zone Learning Communities will allow the programs to directly serve the needs of participating program students through innovative instruction that incorporates culturally relevant curriculum, student services support that includes hiring a Mana Program Services Coordinator, counseling and imbedded tutoring, and activities that engage students in the college community.

• **Evaluation**

Ongoing annual assessment of the program and its impact on student success will be measured by increases in course completion, the attainment of certificates, associate degrees, and transfer. A subset of the learning community participants may be contacted to gain participants personal stories about their experience in the programs (qualitative data).

B.2

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• **Activity Type(s)**

Outreach	Student Equity Coordination/Planning	X	Instructional Support Activities
Student Services or other Categorical Program	Curriculum/Course Development or Adaptation		Direct Student Support
Research and Evaluation	Professional Development		

• **Target Student Group(s) & # of Each Affected:**

ID	Target Group	# of Students Affected
B.2.1	Foster Youth	-108
B.2.2	African American	-220
B.2.3	Pacific Islander	-97
B.2.4	*Hispanic or Latino	-563

*Hispanic/Latino students are included in this measure given the gap and the significant number of students “lost”.

• **Activity Implementation Plan**

Expand tutoring services for target populations for general education courses but also specifically for basic skills courses and gatekeeper courses in math and science. Encourage students on probation to utilize tutoring services. See attachment “Academic Standing— Probation and Dismissal Status” for Campus-based research for this population.

ID	Timeline(s)	Student Equity Funds	Other Funds
B.2	Spring 2015/2020	\$10,000	General Fund \$40,000

• **Link to Goal**

Target student populations will demonstrate an increase in the number of courses completed successfully. Reduction in the number of target population students who are placed on probation as they will be informed about and encouraged to utilize expanded tutoring services.

• **Evaluation**

Annually assess data on course completion rates for target student populations who utilized tutoring services. Also review data by term to determine the decrease in the number of target students being placed on probation or who are dismissed due to lack of academic progress.

B.3

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• **Activity Type(s)**

Outreach	Student Equity Coordination/Planning	x	Instructional Support Activities
Student Services or other Categorical Program	Curriculum/Course Development or Adaptation		Direct Student Support
Research and Evaluation	Professional Development		

• **Target Student Group(s) & # of Each Affected:**

ID	Target Group	# of Students Affected
B.3.1	Foster Youth	-108
B.3.2	African American	-220
B.3.3	Pacific Islander	-97
B.3.4	*Hispanic/Latino	-563

*Hispanic/Latino students are included in this measure given the gap and the significant number of students “lost”.

• **Activity Implementation Plan**

Develop and promote the use of an early alert system such as Starfish for faculty and include collaboration with student services faculty and staff to provide “just-in-time” support for students struggling in their classes, and for students on probation. As noted in the *Ellucian White Paper (2015)*, <http://www.ellucian.com/White-Papers/Early-alerts-as-a-tool-for-student-success/>, consider including peer mentors as part of this program.

ID	Timeline(s)	Student Equity Funds	Other Funds
B.3	Spring 2016/Spring 2020	\$5,000	SSSP \$150,000; General Fund \$150,000

• **Link to Goal**

Reduction in the number of target population students who are placed on probation and improved course completion rates.

• **Evaluation**

Administer a survey each semester to determine the number of faculty utilizing the early alert system and to determine their satisfaction with the system. After implementation of the Early Alert system, for two consecutive terms conduct focus groups with a subset of faculty who use the Early Alert system to gain additional insight about their satisfaction, their assessment of counseling support as part of the Early Alert system, and how the process can be improved. Course completion rates will be assessed at the end of each term to determine impact on increased student success.

B.4

• **Activity Type(s):**

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	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
x	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
x	Research and Evaluation	x	Professional Development		

• **Target Student Group(s) & # of Each Affected:**

ID	Target Group	# of Students Affected
B.4.1	Foster Youth	-108
B.4.2	African American	-220
B.4.3	Pacific Islander	-97
B.4.4	*Hispanic/Latino	-563

*Hispanic/Latino students are included in this measure given the gap and the significant number of students “lost”.

• **Activity Implementation Plan**

Partner with pilot high schools and analyze high school transcript data for exploring alternative assessment for English and math placement.

ID	Timeline(s)	Student Equity Funds	Other Funds
B.4	Spring 2016/Spring/2018 and ongoing	\$0	General Fund \$10,000; SSSP \$50,000

• **Link to Goal**

Implementation of alternative assessment for English and math placement will facilitate appropriate course level placement, lead to course completion, and help expedite educational goal achievement.

• **Evaluation**

Annually assess the course completion rates for targeted students who were placed into English and math courses using the alternative placement process.

B.5

• **Activity Type(s):**

	Outreach		Student Equity	x	Instructional Support
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			Coordination/Planning		Activities
	Student Services or other Categorical Program	x	Curriculum/Course Development or Adaptation		Direct Student Support
x	Research and Evaluation	x	Professional Development		

• **Target Student Group(s) & # of Each Affected:**

ID	Target Group	# of Students Affected
B.5.1	Foster Youth	-108
B.5.2	African American	-220
B.5.3	Pacific Islander	-97
B.5.4	*Hispanic/Latino	-563

*Hispanic/Latino students are included in this measure given the gap and the significant number of students “lost”.

• **Activity Implementation Plan**

Continue to revise Program Review Report and process to ensure that a robust dialogue occurs at the department and program level to analyze student achievement data and make program revisions based on identified gaps. Explicitly state commitment to hiring a diverse faculty.

ID	Timeline(s)	Student Equity Funds	Other Funds
B.5	Fall 2015/Spring 2018 and ongoing	\$0	General Fund \$50,000

• **Link to Goal**

Departments assessing equity and achievement gaps and incorporating revisions will reduce student achievement gaps. Course completion rates will increase.

• **Evaluation**

Read Instruction Program Reviews to determine how many departments are making program and course revisions based on identified achievement gaps. Every other year assess the success rates of students by department, program and at the course level. (College of San Mateo has recently changed the Program Review submission cycle to every other year).

B.6

• **Activity Type(s):**

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	Outreach		Student Equity Coordination/Planning	Instructional Support Activities
x	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	Direct Student Support
	Research and Evaluation	x	Professional Development	

• **Target Student Group(s) & # of Each Affected:**

ID	Target Group	# of Students Affected
B.6.1	Foster Youth	-108
B.6.2	African American	-220
B.6.3	Pacific Islander	-97
B.6.4	*Hispanic/Latino	-563

*Hispanic/Latino students are included in this measure given the gap and the significant number of students “lost.”

• **Activity Implementation Plan**

Partner with Foster Youth Services, Associated Students of CSM (ASCSM), CSM Cares, Multicultural Center, Veterans Opportunity Resource Center, and other campus service providers to present Safe Zone activities and events that are created to support and engage the target student populations and also those who are formerly incarcerated, LGBTQ and/or veteran students.

-Research studies focusing on community college students highlight that the more academically and socially integrated students are with their institution, the higher the probability of their persistence to graduation (Tinto, 1993, 2002; Jalamo, 1995; Rendon & Hope, 1996; Braxton, 2000; Villareal, 2004; Pascarella & Terenzini, 2005; Laugerman, 2012).

ID	Timeline(s)	Student Equity Funds	Other Funds
B.6	Fall 2015/2018 and Ongoing	\$15,000	General Fund \$50,000; ASCSM \$1,000; SSSP \$18,000; Multicultural Center \$20,000; Financial Aid \$5,000;

• **Link to Goal**

Support services for these target groups will enhance their academic and social integration with the institution and lead to a reduction in the number of students placed on probation and increase course completion.

• **Evaluation**

Each year assess the course completion rates of target student groups. It is expected that enhanced student academic and social integration will lead to enhanced course completion.

B.7

• **Activity Type(s):**

	Outreach	x	Student Equity Coordination/Planning	x	Instructional Support Activities
x	Student Services or other Categorical Program	x	Curriculum/Course Development or Adaptation		Direct Student Support
x	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected:**

ID	Target Group	# of Students Affected
B.7.1	Foster Youth	-108
B.7.2	African American	-220
B.7.3	Pacific Islander	-97
B.7.4	*Hispanic/Latino	-563

*Hispanic/Latino students are included in this measure given the gap and the significant number of students “Lost.”

• **Activity Implementation Plan**

Provide faculty coordination to support recruitment, enrollment and retention of Puente Project, Umoja, Mana, and Writing in the End Zone Learning Communities and Project Change students.

ID	Timeline(s)	Student Equity Funds	Other Funds
B.7	2015/2018 and ongoing	\$74,000	General Fund \$125,000

• **Link to Goal**

Implementation of the Mana Learning Community and continuation of the other Learning Communities along with Project Change will allow programs to directly serve the needs of participating program students through innovative instruction, culturally relevant curriculum, student services support that includes counseling, embedded and course-specific tutoring, and activities that engage students in the college community.

• **Evaluation**

Ongoing annual assessment of the programs and their impact on student success as measured by successful course completion.

Success Indicator: ESL and Basic Skills Completion

CAMPUS-BASED RESEARCH: ESL AND BASIC SKILLS COMPLETION

C. ESL AND BASIC SKILLS COMPLETION. The ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course compared to the number of those students who complete such a final ESL or basic skills course. Calculate progress rates through basic skills by dividing:

Rate	Denominator	Numerator
Rate of ESL and Basic Skills Completion	The # of students who complete a final ESL or basic skills course with an A, B, C or credit in the base year	The # of students out of ← (the denominator) that complete a degree applicable course with an A, B, C, or credit in the goal year

Target Population(s)	The # of students who complete a final ESL or basic skills course with an A, B, C or credit	The number of students out of ← (the denominator) that complete a degree applicable course with an A, B, C, or credit	The rate of progress from ESL and Basic Skills to degree-applicable course completion	Total (all student average) completion rate*	Comparison to the all student average (Percentage point difference with +/- added)*
Example Group	1457	247	17%	24%	-7**
American Indian / Alaska Native	NA	NA	NA	NA	NA
Asian	150	67	44.7	36.5	8.1
Black or African American	63	28	44.4	36.5	7.9
Hispanic or Latino	314	109	34.7	36.5	-1.8
Native Hawaiian or other Pacific Islander	61	27	44.3	36.5	7.7
White	307	101	32.9	36.5	-3.6
Some other race (Filipino)	124	48	38.7	36.5	2.2
More than one race	170	55	32.4	36.5	-4.2
All Students	1,245	455	*36.5		
Males	698	251	36.0	36.5	-0.6
Females	518	196	37.8	36.5	1.3
Unknown	29	8	27.6	36.5	-9.0
Current or former foster youth	14	4	28.6	36.5	-8.0
Individuals with disabilities	131	57	43.5	36.5	7.0
Low-income students	510	198	38.8	36.5	2.3
Veterans	34	9	26.5	36.5	-10.1

*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the orange boxes and used to calculate the equity gap for each group (the last column on the right).

**Calculated by subtracting the average (all student) rate from the student group's rate of progress through ESL and Basic Skills – paying close attention to the +/- designation. Note: Because it would be confusing for positive values to represent a gap and negative values to represent equal or higher success, the worksheet switches the order of the operation. Where a student group's success rate is lower than the average group's rate, a negative value will result.

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**-7' is calculated by subtracting 24 (the average student success rate) from 17 (the success rate of the example group). The '-' is added to signify that the example group's success rate is lower than the all student average. A '+' would indicate that a given group has greater success.

		1	2		3	4
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage %	Percentage expressed as decimal 25% becomes .25	Multiply	The # of students who complete a final ESL or basic skills course with an A, B, C or credit	Number of Students "Lost"
---	Example Group	7%	<u>.07</u>	X	1457	= 101
Largest Gap	Veterans	-10.1	<u>.101</u>	X	34	= 3
Second Largest	Multi-race	-4.2	<u>.042</u>	X	170	= 7
Third Largest	*White	-3.6	<u>.036</u>	X	307	= 11
Fourth Largest	Hispanic or Latino	-1.8	<u>.018</u>	X	109	= 6

*Foster Youth while exhibiting a -8.0 rate only reflected one "lost" student thus the White student group was included along with the Hispanic or Latino student group as they also demonstrate a significantly larger gap.

GOALS, ACTIVITIES, FUNDING AND EVALUATION: ESL AND BASIC SKILLS COURSE COMPLETION

GOAL C.

Within three years of this plan, increase ESL and basic skills course completion in English and math by 5 percent for Veteran, Multi-race, White, and Hispanic or Latino students.

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Target Population(s)	Current gap, year	Goal*	Goal Year
Example Group	-7, 2014	No gap	2020
Veteran	-10.1	Increase by 5%	2018
Multi-race	-4.1	Increase by 5%	2018
White	-3.6	Increase by 5%	2018
Hispanic	-1.8	Increase by 5%	2018

*Due to the small number of students affected among the top three target populations, the Hispanic or Latino group was also included as a target group.

ACTIVITIES: C. ESL AND BASIC SKILLS COURSE COMPLETION

C.1

• **Activity Type(s):**

Outreach	Student Equity Coordination/Planning	x	Instructional Support Activities
Student Services or other Categorical Program	Curriculum/Course Development or Adaptation		Direct Student Support
Research and Evaluation	Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group(s)	# of Students Affected
C.1	Veterans	-3
C.1.2	Multi-race	-7
C.1.3	White	-11
C.1.4	Hispanic or Latino	-6

*Due to the small number of students affected, the Hispanic or Latino group was also included as a target group.

• **Activity Implementation Plan**

Expand the Supplemental Instruction (SI) Project and other student peer support projects to include ESL and basic skills English courses. Students will be hired to provide in- and out-of-classroom support to students and coordinate SI support with course instructors.

-Supplemental Instruction in basic skills math was implemented as a Basic Skills Initiative in 2010-2011 and became institutionalized in Fall of 2013. Results of students starting in and participating in SI Basic Skills Math 811 and who progressed and completed the degree applicable Math 120 course demonstrate a success rate of 11.4%. A comparative student population who did not participate in SI had a success rate of 6.9%. Thus, SI does make a difference. SI has expanded to include degree applicable courses such as philosophy, political science, physics and biology.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
C.1	2015/2018	\$10,000	Learning Center \$40,000,

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			BSI \$1,600; SSSP \$2,000
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- **Link to Goal**
ESL and basic skills students will persist in progressing from ESL and basic skills courses to degree and transferable courses.
- **Evaluation**
Data will be collected at the end of each term that compares success rates for ESL and basic skills students participating in SI in comparison to those ESL and basic skills students who do not participate in SI courses.

C.2

- **Activity Type(s):**

	Outreach	x	Student Equity Coordination/Planning	x	Instructional Support Activities
x	Student Services or other Categorical Program	x	Curriculum/Course Development or Adaptation	x	Direct Student Support
x	Research and Evaluation	x	Professional Development		

- **Target Student Group(s) & # of Each Affected*:**

ID	Target Group(s)	# of Students Affected
C.2.1	Veterans	-3
C.2.2	Multi-race	-7
C.2.3	White	-11
C.2.4	Hispanic or Latino	-6

*Due to the small number of students affected, the Hispanic or Latino group was also included as a target group.

- **Activity Implementation Plan**

Develop accelerated courses for Basic Skills Math, English, and ESL. Embed counseling and Student Ed Plan completion into the acceleration sequence of courses. Implement Math and English Jam. Math and English Jam are one- to two-week intensive review sessions that are completed prior to taking English and Math Placement Tests.

ID	Timeline(s)	Student Equity Funds	Other Funds
C.2	2016/2019	\$0	General Fund \$30,000; SSSP \$50,000

- **Link to Goal**
Accelerated basic skills Math, English and ESL courses will allow students to complete these course sequences more expediently. Incorporation of Math and English Jam will provide

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students the opportunity to prepare for the placement exams and/or refresh their basic math and English skills.

• **Evaluation**

Data will be collected annually to compare success rates of those students who participated in accelerated ESL, English and math courses vs those who did not participate in the accelerated courses. Data will be collected to assess placement rates of students who participated in Math and English Jam.

C.3

• **Activity Type(s):**

Outreach	Student Equity Coordination/Planning	x	Instructional Support Activities
Student Services or other Categorical Program	Curriculum/Course Development or Adaptation		Direct Student Support
Research and Evaluation	Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group(s)	# of Students Affected
C.3.1	Veterans	-3
C.3.2	Multi-race	-7
C.3.3	White	-11
C.3.4	Hispanic or Latino	-6

*Due to the small number of students affected, the Hispanic or Latino group was also included as a target group.

• **Activity Implementation Plan**

Expand tutoring, mentoring and other academic support services targeted to students in ESL and basic skills and gatekeeper courses, and students on probation.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
C.3	2015-2018	\$10,000	General Fund \$20,000; BSI \$3,000; Learning Center \$20,000

• **Link to Goal**

Targeted services such as tutoring and mentoring will assist students in completing their courses.

• **Evaluation**

Annually assess course completion rates for students in these programs in comparison to non-participating students.

C.4

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• **Activity Type(s):**

	Outreach	x	Student Equity Coordination/Planning	x	Instructional Support Activities
	Student Services or other Categorical Program	x	Curriculum/Course Development or Adaptation		Direct Student Support
x	Research and Evaluation	x	Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group(s)	# of Students Affected
C.4.1	Veterans	-3
C.4.2	Multi-race	-7
C.4.3	White	-11
C.4.4	Hispanic or Latino	-6

*Due to the small number of students affected, the Hispanic or Latino group was also included as a target group.

• **Activity Implementation Plan**

Hire a Director of Student Equity to coordinate and direct college-wide diversity and equity initiatives.
Provide support for faculty coordination of equity projects and initiatives.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
C.4	2015/2018 and ongoing	\$38,220 (Partial funding for 2015-16 fiscal year)	General Fund \$18,000; BSI \$20,000; Center for Academic Excellence \$40,000

• **Link to Goal**

Incorporation of culturally responsive teaching principles and academic strategies in the classroom will support student learning and contribute to course completion. Director and faculty coordination will support college-wide equity initiatives leading to course completion and success in other equity success indicators.

• **Evaluation**

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Determine the number of faculty who participate in professional development activities and incorporate culturally responsive teaching principles and strategies. Assess by term the increase in course completion rates.

C.5

• **Activity Type(s):**

	Outreach	Student Equity Coordination/Planning		Instructional Support Activities
x	Student Services or other Categorical Program	Curriculum/Course Development or Adaptation	x	Direct Student Support
x	Research and Evaluation	Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group(s)	# of Students Affected
C.5.1	Veterans	-3
C.5.2	Multi-race	-7
C.5.3	White	-11
C.5.4	Hispanic or Latino	-6

*Due to the small number of students affected, the Hispanic or Latino group was also included as a target group.

• **Activity Implementation Plan**

Expand operations in the Reading & ESL Center to provide more student support services opportunities such as financial aid, EOPS, and counseling. Extend support to students on probation.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
C.5	2015/2018	\$5,000	General Fund \$75,000; Financial Aid \$5,000; BSI \$3,300

• **Link to Goal**

Promotion of services that provide financial aid, EOPS, Counseling, and Health & Psychological Services will help sustain students and contribute to course completion.

• **Evaluation**

Annually track the number of students utilizing the Reading & ESL Center’s expanded student support services. As appropriate, annually assess ESL and Basic Skills course completion and persistence rates.

C.6

• **Activity Type(s):**

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	Outreach		Student Equity Coordination/Planning	x	Instructional Support Activities
x	Student Services or other Categorical Program	x	Curriculum/Course Development or Adaptation		Direct Student Support
x	Research and Evaluation	x	Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group(s)	# of Students Affected
C.6.1	Veterans	-3
C.6.2	Multi-race	-7
C.6.3	White	-11
C.6.4	Hispanic or Latino	-6

*Due to the small number of students affected, the Hispanic or Latino group was also included as a target group.

• **Activity Implementation Plan**

Support the integration of Reading Apprenticeship and MINDSET 4.0 (Habits of Mind) principles into all ESL and basic skills courses.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
C.6	2015/2018	\$0	General Fund \$25,000; BSI \$10,000; CAE \$10,000

• **Link to Goal**

Students who have learned persistence, time management, communication, and other non-cognitive skills will have better rates of course completion.

• **Evaluation**

Annually track the number of students participating in courses that incorporate MINDSET 4.0 skills and their completion rates.

Success Indicator: Degree and Certificate Completion

CAMPUS-BASED RESEARCH: DEGREE AND CERTIFICATE COMPLETION

D. DEGREE AND CERTIFICATE COMPLETION

Rate	Denominator	Numerator
Degree and	The # of first-time students who enrolled	The number of students out of

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Certificate Completion	in the base year and named certificates and degrees as their matriculation goal in their student educational plan or by taking degree or certificate applicable course(s) using the definitions outlined in the Scorecard.	← (the denominator) that earned a degree or certificate within one or more years, as decided by the college.
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Target Population(s)	The # of first-time students who enrolled in the base year with the goal of obtaining a certificate or degree	The number of students out of ← (the denominator) who earned a degree or certificate within one or more years.	The rate of degree and certificate completion	Total (all student average) completion rate*	Comparison to the all student average (Percentage point difference with +/- added)*
Example Group	1947	568	29%	33%	-4**
American Indian / Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	187	64	34.2	28.1	6.1
Black or African American	54	16	29.6	28.1	1.5
Hispanic or Latino	342	106	31.0	28.1	2.9
Native Hawaiian or other Pacific Islander	45	10	22.2	28.1	-5.9
White	409	116	28.4	28.1	0.2
Some other race (Filipino)	124	30	24.2	28.1	-3.9
More than one race	129	25	19.4	28.1	-8.8
All Students	1,461	411	*27.0		
Males	686	160	23.3	28.1	-4.8
Females	664	228	34.3	28.1	6.2
Unknown	111	23	20.7	28.1	-7.4
Current or former foster youth	12	1	8.3	28.1	-19.8
Individuals with disabilities	147	41	27.9	28.1	-0.2
Low-income students	1,461	184	30.9	28.1	2.7
Veterans	79	24	30.4	28.1	2.2

*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the orange boxes and used to calculate the equity gap for each group (the last column on the right).

**Calculated by subtracting the average (all student) rate from the student group's rate of degree or certificate completion—paying close attention to the +/- designation. Note: Because it would be confusing for positive values to represent a gap and negative values to represent equal or higher success, the worksheet switches the order of the operation. Where a student group's success rate is lower than the average group's rate, a negative value will result.

***'-4' is calculated by subtracting 29 (the all student average success rate) from 33 (the success rate of the example group). The '-' is added to signify that the example group's success rate is lower than the all student average. A '+' would indicate that a given group has greater success.

		1	2		3	4
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as	Percentage expressed as	Multiply	The # of first-time students who	= Number of Students

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		Percentage	decimal 25% becomes .25		enrolled in 2011 and named certificates and degrees as their matriculation goal	"Lost"
---	Example Group	7%	<u>.04</u>	x	1947	= 77
Largest Gap	Foster Youth	-19.8	<u>-.0198</u>	x	12	= -2
Second Largest	More than one race	-8.8	<u>-.088</u>	x	129	= -11
Third Largest	Males	-4.8	<u>-.048</u>	x	686	= -33
Fourth Largest	Native Hawaiian or Pacific Islander	-5.9	<u>-.059</u>	x	45	= -3

GOALS, ACTIVITIES, FUNDING AND EVALUATION: DEGREE AND CERTIFICATE COMPLETION

GOAL D.

Within five years of this plan, increase by 10 percent the degree and certificate rates for Multi-race, Males, Native Hawaiian or Other Pacific Islander, Some Other Race (Filipino), and Foster Youth students.

Target Population(s)	Current gap, year	Goal	Goal Year
Example Group	-4, 2014	No gap	2020
Foster Youth	-2, 2013/2014	Increase by 10%	2020
More than one race	-11, 2013/2014	Increase by 10%	2020
Native Hawaiian or Pacific Islander	-3, 2013/2014	Increase by 10%	2020
Some other Race (Filipino)*	-5, 2013/2014	Increase by 10%	2020
Males	-33, 2013/2014	Increase by 10%	2020

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* Filipino students make up 6.9% of the student population in 2012. The headcount is 684. The degree and completion percentage point gap for Filipino students is -3.9%. *Foster Youth and Native Hawaiian or Pacific Islander are also included as part of the Target Populations due to the significant equity gaps.

ACTIVITIES: D. DEGREE AND CERTIFICATE COMPLETION

D.1

• **Activity Type(s)**

	Outreach	Student Equity Coordination/Planning	Instructional Support Activities
X	Student Services or other Categorical Program	Curriculum/Course Development or Adaptation	Direct Student Support
	Research and Evaluation	Professional Development	

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group(s)	# of Students Affected
D.1.1	Foster Youth	-2
D.1.2	More than one race	-11
D.1.3	Native Hawaiian or Pacific Islander	-3
D.1.4	Filipino	-5
D.1.5	Males	-33

• **Activity Implementation Plan**

All learning community participants and impacted students will see a counselor to generate a Student Educational Plan (SEP). Writing in the End Zone (WEZ), Puente, FYS, MANA, Umoja, EOPS, Project Change, LGBTQ+, veterans, Students for Success (Engl 838/848), Math 811 and students on probation. 48.9% of all students in 2013/2014 received academic advising. Goal is to have 100% of impacted populations receive academic advising. Increase number of degree or certificate seeking students. Currently CSM provides embedded counseling services in more than 50% of our basic math courses. Counseling and career and life planning courses are offered to special groups (EOPS, DSPS, limited English Speaking, Middle College, International Students). Counseling is embedded into three learning communities and one special program - Puente, UMOJA, Student Success English 838/848, and Project Change. As noted in the *Ellucian White Paper (2015)*, <http://www.ellucian.com/White-Papers/Early-alerts-as-a-tool-for-student-success/>, students who identify an educational goal early on, are more likely to succeed.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
D.1	2015 - 2020	\$0	SSSP - \$120,000

• **Link to Goal**

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Students seeking a degree or certificate will have outlined a pathway to achieving the degree or certificate.

• **Evaluation**

Annually report on SEPs of learning community participants and other impacted student groups

D.2

Activity Type(s)

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group(s)	# of Students Affected
D.2.1	Foster Youth	-2
D.2.2	More than one race	-11
D.2.3	Native Hawaiian or Pacific Islander	-3
D.2.4	Filipino	-5
D.2.5	Males	-33

• **Activity Implementation Plan**

First Year Success Program for first time college students that includes SEP and counseling, peer mentoring, academic support. Additional targeted student populations include formerly or incarcerated and LGBTQ. The goal of the First-Year Success Initiative is to provide robust, comprehensive, services, and support for every community college bound student while the student is enrolled in high school and through their first two-years of college at CSM. This initiative targets approximately 700 first-time freshmen each fall. Students age 20-24 lag behind the average course completion rate of 69% with a course completion rate of 66%, from 2010/2011 academic year.

ID	Timeline(s)	Student Equity Funds	Other Funds
D.2	2015 - 2020	\$0	FYS - \$200,000, SSSP – \$120,000

• **Link to Goal**

First year students will have an educational goal and plan which guides their progress to completion.

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• **Evaluation**

Data that will be collected—both quantitative and qualitative—to measure impact of activity on the goal. Annually track and report on first year success students, formerly or incarcerated students, and LGBTQ students. Look at degree and certificate completion at two years, three years, four years, five years, and six years for each incoming cohort.

D.3

Activity Type(s)

	Outreach		Student Equity Coordination/Planning	Instructional Support Activities
	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation	Direct Student Support
	Research and Evaluation		Professional Development	

• **Target Student Group(s)**

ID	Target Group(s)	# of Students Affected
D.3.1	Foster Youth	-2
D.3.2	More than one race	-11
D.3.3	Native Hawaiian or Pacific Islander	-3
D.3.4	Filipino	-5
D.3.5	Males	-33

• **Activity Implementation Plan**

Revise local associate degree requirements to align with Title 5 requirements.

ID	Timeline(s)	Student Equity Funds	Other Funds
D.3	2015 – 2020	\$0	General Fund - \$5,000

• **Link to Goal**

Streamline pathway to degree attainment for CSM students.

• **Evaluation**

Document changes to degree requirements.

D.4

Activity Type(s)

	Outreach		Student Equity Coordination/Planning	Instructional Support Activities
X	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation	Direct Student Support

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Research and Evaluation	Professional Development
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• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group(s)	# of Students Affected
D.4.1	Foster Youth	-2
D.4.2	More than one race	-11
D.4.3	Native Hawaiian or Pacific Islander	-3
D.4.4	Filipino	-5
D.4.5	Males	-33

• **Activity Implementation Plan**

Communicate with those impacted students who:

- have earned degrees or certificates but have not applied to receive them
- have reached key milestones progressing toward their degree and certificates
- do not register for the subsequent semester
- are struggling in their classes
- are on academic probation

ID	Timeline(s)	Student Equity Funds	Other Funds
D.5	2015 - 2020	\$0	SSSP - \$20,000, General Fund - \$5,000

- **Link to Goal**
Students will be informed about their progress towards completion, and that information will help them understand what they need to do to complete.
- **Evaluation**
Track students receiving communication to see if they apply for a degree or certificate within one to six years.

D.5

Activity Type(s)

Outreach	Student Equity Coordination/Planning		Instructional Support Activities
Student Services or other Categorical Program	Curriculum/Course Development or Adaptation	X	Direct Student Support
Research and Evaluation	Professional Development		

• **Target Student Group(s)**

ID	Target Group(s)	# of Students Affected
D.5.1	Foster Youth	-2
D.5.2	More than one race	-11
D.5.3	Native Hawaiian or Pacific Islander	-3
D.5.4	Filipino	-5

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D.5.5	Males	-33
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• **Activity Implementation Plan**

Provide direct and indirect student support such as tuition, book vouchers, textbooks on reserve at the library, bus tokens, and educational supplies. Linked planning and other criteria to the direct support.

ID	Timeline(s)	Student Equity Funds	Other Funds
D.5	2015 - 2020	\$50,000	EOPS - \$5,000, FYS - 50,000, MCC - \$5,000

• **Link to Goal**

Reducing the financial burden of attending college will increase the number of students who stay in the pathway and encourage students to finish a degree.

• **Evaluation**

Track and evaluate degree attainment by students receiving support, annually.

D.6

Activity Type(s)

	Outreach	Student Equity Coordination/Planning	Instructional Support Activities
X	Student Services or other Categorical Program	Curriculum/Course Development or Adaptation	Direct Student Support
	Research and Evaluation	Professional Development	

• **Target Student Group(s)**

ID	Target Group(s)	# of Students Affected
D.6.1	Foster Youth	-2
D.6.2	More than one race	-11
D.6.3	Native Hawaiian or Pacific Islander	-3
D.6.4	Filipino	-5
D.6.5	Males	-33

• **Activity Implementation Plan**

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Work with coordinators from Umoja, Puente, WEZ, Mana, Project Change, VROC, DIAG, Honors Project, and Marketing Department to expand special recognition of achievements of target populations to include on-campus ceremonial events, web presence, publications and other promotional materials.

ID	Timeline(s)	Student Equity Funds	Other Funds
D.6	2015 - 2020	\$2,000	General Fund - \$5,000

- **Link to Goal**
Recognition of student achievements promote college success programs as related to degree and certificate completion.
- **Evaluation**
Annually document events, activities and attendance.

Transfer

CAMPUS-BASED RESEARCH: TRANSFER

E. TRANSFER. The ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English, to the number of students in that group who actually transfer after one or more (up to six) years. Calculate transfer rates by dividing:

Rate	Denominator	Numerator
Transfer	The # of students who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English	The number of students out of ← (the denominator) who actually transfer after one or more years.

Target Population(s)	The # of students who complete a	The number of students out of	The transfer rate	Total (all student	Comparison to the all student
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	minimum of 12 units and have attempted a transfer level course in mathematics or English.	← (the denominator) who actually transfer after one or more (up to six) years.		average) pass rate*	average (Percentage point difference with +/- added)*
Example Group	1947	568	29%	33%	-4**
American Indian / Alaska Native	NA	NA	NA	NA	NA
Asian	65	52	80.0	73.9	6.1
Black or African American	14	11	78.6	73.9	4.7
Hispanic or Latino	59	41	69.5	73.9	-4.4
Native Hawaiian or other Pacific Islander	11	8	72.7	73.9	-1.2
White	115	87	75.7	73.9	1.8
Some other race (Filipino)	33	22	66.7	73.9	-7.2
More than one race	NA	NA	NA	73.9	NA
All Students	340	254	*74.7		
Males	158	120	75.9	73.9	2.0
Females	174	127	73.0	73.9	-0.9
Unknown	8	7	87.5	73.9	13.6
Current or former foster youth	NA	NA	NA	NA	NA
Individuals with disabilities	20	13	65.0	73.9	-5.1
Low-income students	96	75	78.1	73.9	6.4
Veterans	NA	NA	NA	NA	NA

*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the orange boxes and used to calculate the equity gap for each group (the last column on the right).

**Calculated by subtracting the average (all student) rate from the student group's rate of transfer— paying close attention to the +/- designation. Note: Because it would be confusing for positive values to represent a gap and negative values to represent equal or higher success, the worksheet switches the order of the operation. Where a student group's success rate is lower than the average group's rate, a negative value will result.

***-4' is calculated by subtracting 29 (the all student average success rate) from 33 (the success rate of the example group). The '-' is added to signify that the example group's success rate is lower than the all student average. A '+' would indicate that a given group has greater success.

Equity Gap	Student Group	1 Gap in comparison to the Average, Expressed as Percentage	2 Percentage expressed as decimal 25% becomes .25	Multiply	3 The # of first-time students who enrolled in 2011 and named transfer as their matriculation goal.	4 Number of Students "Lost"
---	Example Group	7%	<u>.07</u>	x	1947	= 77
Largest Gap	Some other race	-7.2	<u>-.072</u>	x	33	= 3

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	(Filipino)						
Second Largest	Individuals with disabilities	-5.1	<u>-.051</u>	x	20	=	2
Third Largest	Hispanic or Latino	-4.4	<u>-.044</u>	x	59	=	3
Fourth Largest	Black or African American	-5.8*	<u>-.058</u>	x	14	=	1

GOALS, ACTIVITIES, FUNDING AND EVALUATION: TRANSFER

GOAL E.

Within three years of this plan, increase by 5 percent the transfer rates for Hispanic or Latino, Some Other Race (Filipino), Individuals with Disabilities, and Black or African American students.

Target Population(s)	Current gap, year	Goal	Goal Year
Example Group	-4, 2014	No gap	2020
Hispanic	-3, 2013/2014	Increase by 5%	2018
Filipino	-3, 2013/2014	Increase by 5%	2018
Disabled	-2, 2013/2014	Increase by 5%	2018
African American	-1*, 2013/2014	Increase by 5%	2018

*Completion Rates of First-time Full-time Transfer-plus Delayed Students (minimum ENGL 110/165), 2008/09 – 2013/14 is 62.9%. Using this metric, African American and Disabled students show disproportionate impact with 57.1% and 60% of the students transferring in five years, respectively. Thus, the target groups that are disproportionately impacted with respect to transfer rates are Hispanic, Filipino, African American, and Disabled Students.

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ACTIVITIES: E. TRANSFER

E.1

- **Activity Type(s)** (Mark an X in all that apply. See [Student Equity Expenditure Guidelines](#) for more information.):

	Outreach	Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Program	Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation	Professional Development		

- **Target Student Group(s) & # of Each Affected*:**

ID	Target Group(s)	# of Students Affected
E.1.1	Hispanic	3
E.1.2	Filipino	3
E.1.3	Disabled	2
E.1.4	African American	1

- **Activity Implementation Plan**

Scale up Supplemental Instruction (SI) program to include courses that enroll large numbers of impacted [students\[TM2\]](#).

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E.1	2015 - 2020	\$28,280	General Fund - \$40,000

- **Link to Goal**

The main impediment to transfer is course completion, especially ESL and Basic Skills English and math. Providing academic support to students in targeted classes will enhance course completion and thus progress towards transfer.

- **Evaluation**

Annually compare course completion for those courses with SI vs. those without SI.

E.2

- **Activity Type(s)**

X	Outreach	Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program	Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation	Professional Development		

- **Target Student Group(s)**

ID	Target Group	# of Students Affected
E.2.1	Hispanic	3

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E.2.2	Filipino	3
E.2.3	Disabled	2
E.2.4	African American	1

- **Activity Implementation Plan**

Develop First Year Success cohort program that includes outreach to high schools, early placement, Summer Bridge program, peer mentoring, first year seminar [TM3] and case management. NEED BACKGROUND ON FYS.

ID	Timeline(s)	Student Equity Funds	Other Funds
E.2	2015 - 2020	\$0	FYS -\$50,000, SSSP-\$50,000, ACCEL- \$5,000

- **Link to Goal**

This program will provide first time college students with services and support designed to enhance their success.

- **Evaluation**

Track the first year students as they move through courses. Collect data on transfer rates in five year timespan. Analyze services provided to look for gaps and opportunities to improve support and services.

E.3

- **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

- **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
E.3.1	Hispanic	3
E.3.2	Filipino	3
E.3.3	Disabled	2
E.3.4	African American	1

- **Activity Implementation Plan**

Develop accelerated courses for Basic Skills Math, English, and ESL. Embed counseling and Student Ed Plan completion into the accelerated sequence of courses. Promote the accelerated courses.

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ID	Timeline(s)	Student Equity Funds	Other Funds
E.3	2015 - 2020	\$0	See C.3: BSI - \$4,000, SSSP – \$20,000

- **Link to Goal**
Students who enter transferable courses sooner have a higher rate of completion and transfer.
- **Evaluation**
Track success, retention, and persistence of the enrolled students in the accelerated courses and subsequent courses. Collect data on transfer rates in five-year timespan.

E.4

- **Activity Type(s)**

	Outreach	Student Equity Coordination/Planning	Instructional Support Activities
X	Student Services or other Categorical Program	Curriculum/Course Development or Adaptation	Direct Student Support
	Research and Evaluation	Professional Development	

- **Target Student Group(s) & # of Each Affected:**

ID	Target Group	# of Students Affected
E.4.1	Hispanic	3
E.4.2	Filipino	3
E.4.3	Disabled	2
E.4.4	African American	1

- **Activity Implementation Plan**
Support and expand Transfer Center activities to target impacted groups, including Transfer Tribute ceremony, presentations to clubs and athletic teams. Incorporate college and university campus tours for target populations including students in the Learning Communities.

ID	Timeline(s)	Student Equity Funds	Other Funds
E.4	2015 - 2020	\$10,000	General Fund - \$10,000

- **Link to Goal**
Students who access Transfer Center services will be more likely to successfully transfer. College and university campus tours will enhance students’ transfer expectations and possibilities.

District: San Mateo College: College of San Mateo

- **Evaluation**
Annually collect data on usage of transfer services by impacted students.

E.5

- **Activity Type(s)**

	Outreach	Student Equity Coordination/Planning	Instructional Support Activities
X	Student Services or other Categorical Program	Curriculum/Course Development or Adaptation	Direct Student Support
	Research and Evaluation	Professional Development	

- **Target Student Group(s) & # of Each Affected:**

ID	Target Group	# of Students Affected
E.5.1	Hispanic	3
E.5.2	Filipino	3
E.5.3	Disabled	2
E.5.4	African American	1

- **Activity Implementation Plan**

For those students who have identified transfer as a goal, or who have completed transfer milestones, develop case management strategies, such as assigned counseling caseloads, to support their progress towards transfer.

ID	Timeline(s)	Student Equity Funds	Other Funds
E.5	2015 - 2020	\$0	SSSP- \$20,000, EOPS - \$9,000

- **Link to Goal**
Students who feel someone at the college is monitoring their progress will be more likely to succeed and transfer.
- **Evaluation**
Annually document services provided to students and measure increase in transfer rates.

E.6

- **Activity Type(s)** (Mark an X in all that apply. See [Student Equity Expenditure Guidelines](#) for more information.):

	Outreach		Student Equity Coordination/Planning	Instructional Support Activities
	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation	Direct Student Support
	Research and Evaluation		Professional Development	

- **Target Student Group(s) & # of Each Affected:**

District: San Mateo College: College of San Mateo

ID	Target Group	# of Students Affected
E.5.1	Hispanic	3
E.5.2	Filipino	3
E.5.3	Disabled	2
E.5.4	African American	1

- **Activity Implementation Plan**
Continue to add AS-T degrees as they come online, and publicize AS-T degrees, TAG agreements, and transfer opportunities to the community.

ID	Timeline(s)	Student Equity Funds	Other Funds
E.6	2015 - 2020	\$0	SSSP- \$8,000

- **Link to Goal**
Students getting up-to-date information about transfer opportunities will increase the transfer rate.
- **Evaluation**
Annually document number of AS-T degrees obtained, and the activities to publicize opportunities.

E.7

- **Activity Type(s)** (Mark an X in all that apply.)

X	Outreach	Student Equity Coordination/Planning	Instructional Support Activities
	Student Services or other Categorical Program	Curriculum/Course Development or Adaptation	Direct Student Support
	Research and Evaluation	Professional Development	

- **Target Student Group(s) & # of Each Affected:**

ID	Target Group	# of Students Affected
E.7.1	Hispanic	3
E.7.2	Filipino	3
E.7.3	Disabled	2
E.7.4	African American	1

- **Activity Implementation Plan**
Recruit target students into Honors Program in order to provide undergraduate research opportunities.

ID	Timeline(s)	Student Equity Funds	Other Funds
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District: San Mateo College: College of San Mateo

E.7	2015 - 2020	\$0	SSSP- \$8,000
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- **Link to Goal**
Students who participate in Honors Program will be more likely to transfer.
- **Evaluation**
Annually document the outreach to underrepresented students, track number of target students participating in Honors Program.

E.8

- **Activity Type(s)**

X	Outreach	Student Equity Coordination/Planning	Instructional Support Activities
	Student Services or other Categorical Program	Curriculum/Course Development or Adaptation	Direct Student Support
	Research and Evaluation	Professional Development	

- **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
E.8.1	Hispanic	3
E.8.2	Filipino	3
E.8.3	Disabled	2
E.8.4	African American	1

- **Activity Implementation Plan**
Promote hiring of diverse faculty and staff to better mirror CSM’s student population.

ID	Timeline(s)	Student Equity Funds	Other Funds
E.8	2015 - 2020	\$0	SSSP- \$8,000

- **Link to Goal**
Students who have teachers and staff role models with similar narratives will be more likely to succeed and transfer.
- **Evaluation**
Document the activities used to promote the change in hiring practices.

District: San Mateo College: College of San Mateo

Other College- or District-wide Initiatives Affecting Several Indicators

GOALS, ACTIVITIES, FUNDING AND EVALUATION: AFFECTING SEVERAL INDICATORS

ACTIVITIES: F. ACTIVITIES AFFECTING SEVERAL GOALS

F.1

- *Indicators/Goals to be affected by the activity*

	Access	X	Degrees and Certificate Completion
X	Course Completion	X	Transfer
X	ESL and Basic Skills Course Completion		

- *Activity Type(s)*

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	Outreach		Student Equity Coordination/Planning	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	Direct Student Support
	Research and Evaluation	x	Professional Development	

• **Target Student Group(s) & # of Each Affected:**

ID	Target Group	# of Students Affected
F.1.1	Foster Youth	-110
F.1.2	African American	-221
F.1.3	Pacific Islander	-100
F.1.4	Hispanic/Latino	-572
F.1.4	Veterans	-3
F.1.5	Multi-race	-18
F.1.6	White	-11
F.1.7	Filipino	-8
F.1.8	Males	-33
F.1.9	Disabled	-2

• **Activity Implementation Plan**

Provide Professional Development activities including speakers, consultants, and workshops for faculty that develop cultural proficiency and apply culturally responsive methodologies such as Critical Race Theory, Queer Theory, and Indaba principles. Also incorporate and apply Habits of Mind and Reading Apprenticeship strategies along with Threshold concepts. Support in-state diversity and equity conference participation for faculty, staff, administrators and students.

-As noted by Brad Phillips, “Cultural Competence is not good enough for our students and the kind of future they aspire to. If education is to truly be in the opportunity-making business, college educators must go beyond tolerating or accepting diversity to achieve cultural proficiency. Cultural proficiency becomes a set of beliefs and actions that lead educators to continuously provide relevant, challenging learning experiences and opportunities to grow. Cultural proficiency is a standard that changes how education is delivered to improve student learning and preparation for career and life.” (Playing “Cultural Competence” Catch Up in Higher Education, 2015).

ID	Timeline(s)	Student Equity Funds	Other Funds
F.1	Fall 2015/2018 and Ongoing	\$25,000	General Fund \$18,000; BSI \$20,000; Center for Academic Excellence

District: San Mateo College: College of San Mateo

			\$40,000
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• **Link to Goal**

Incorporation of culturally responsive teaching principles and academic strategies in the classroom will support student learning and contribute to course completion, ESL and Basic Skills Completion, Degree and Certificate Completion, and Transfer rates.

• **Evaluation**

By term, determine the number of faculty who participate in professional development activities related to student equity and indicate they will incorporate these practices into their teaching. Capture data by term to assess annually the increase in course completion rates, ESL and Basic Skills Completion rates, Degree and Certificate Completion rates, and Transfer rates.

F.2

• **Indicators/Goals to be affected by the activity**

	Access	X	Degrees and Certificate Completion
X	Course Completion	X	Transfer
X	ESL and Basic Skills Course Completion		

• **Activity Types**

Outreach	Student Equity Coordination/Planning		Instructional Support Activities
Student Services or other Categorical Program	Curriculum/Course Development or Adaptation	x	Direct Student Support
Research and Evaluation	Professional Development		

• **Target Student Group(s) & # of Each Affected:**

ID	Target Group	# of Students Affected
F.2.1	Foster Youth	-110
F.2.2	African American	-221
F.2.3	Pacific Islander	-100
F.2.4	*Hispanic/Latino	-572
F.2.5	Veterans	-3
F.2.6	Multi-race	-18
F.2.7	White	-11
F.2.8	Filipino	-8

• **Activity Implementation Plan**

Support the basic physical and mental health needs of target groups and other students including AB540, formerly incarcerated, LGBTQ+, and veterans by promoting the availability of on-campus services such as the Food Pantry, Student Health Center, Psychological Services, CSM Cares and CSM Cares Peer Educators, CSM Safe Zone, Multicultural Center, Veterans Resource Opportunity Center (VROC), and Financial Aid.

-According to a recent study of more than 4,000 undergraduates at 10 community colleges across the nation, including three California Community Colleges, a growing number of low-income undergraduates experience food and housing insecurity, even when students receive financial aid. As defined in the study, "Food insecurity is the limited or uncertain availability of nutritionally adequate and safe foods, or the ability to acquire such foods in socially acceptable ways." (Wisconsin Hope Lab, 2015) The study also examined several mental health issues and found that food and housing insecurity can contribute to significant stress and distress, which might in turn impair students' abilities to access supportive resources." http://www.wihopelab.com/publications/Wisconsin_HOPE_Lab_Hungry_To_Learn.pdf.

-A study by the Rand Corporation (2015), found that "Among community college students reporting that they have a disability, 28 percent say they struggle with mental illness/depression." The study also finds that California community college students are taking advantage of psychological services available on their college campus. http://www.rand.org/content/dam/rand/pubs/research_reports/RR1300/RR1370/RAND_RR_1370.pdf.

ID	Timeline(s)	Student Equity Funds	Other Funds
F.2	2015/2018 and ongoing	\$30,000	General Fund \$75,000; Multicultural Center \$75,000; SSSP \$150,000; BSI \$3,000; Financial Aid \$20,000

- **Link to Goal**

Promotion of services that support basic physical health needs along with mental health services will help sustain impacted students and contribute to course completion.

- **Evaluation**

Annually track the number of students utilizing Food Pantry, Health Center, Psychological Services and CSM Cares Peer Educators. As appropriate assess course completion rates.

District: San Mateo College: College of San Mateo

Summary Budget

2015-16 Student Equity Plan Summary Budget	
San Mateo	
College of San Mateo	

Part I: Student Equity Funding

Total 2015-16 College Student Equity Allocation Enter whole numbers only

If applicable, for Multi-College Districts, Total 2015-16 Student Equity Allocation Reserved at the District Level

Part II: 2015-16 Planned Student Equity Expenditures

Balance 2015-16 College Student Equity Allocation

2014-15 Student Equity Plan Summary Budget:
Part I: Funding
Specific Entry Instructions

This completed budget worksheet is an attachment to and part of the college Student Equity Plan narrative.

cell:
F9 Enter your college's 2015-16 Student Equity Allocation. Due to legislative requirements, the CCCCO only calculates allocations by district. The district determines the amount allocated to each college. Colleges in multi-college districts will need to obtain their college allocation from the district office.

Student Equity Plan Summary Budget (8/18/2015) Date Printed 12/4/2015 Page 3 of 10

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College: College of San Mateo

5000	Other Operating Expenses and Services	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adaption	Professional Development	Instructional Support	Direct Student Support	Total
	Professional Development	F.1	\$ -	\$ -	\$ -	\$ -		\$ 25,000		\$ -	25,000
	Early Alert System	B.3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,000		5,000
	University Tours	E.4	\$ -	\$ 10,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	10,000
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
		Subtotal	\$ -	\$ 10,000	\$ -	\$ -	\$ -	\$ 25,000	\$ 5,000	\$ -	40,000

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College: College of San Mateo

6000	Capital Outlay	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adaption	Professional Development	Instructional Support	Direct Student Support	Total
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
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			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
		Subtotal	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
7000	Other Outgo	Activity ID	Outreach	Other Student Services	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adaption	Professional Development	Instructional Support	Direct Student Support	Total
	Direct Student Support	D.5	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 50,000	50,000
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
		Subtotal	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 50,000	\$ 50,000
Grand Total			\$ 58,500	\$ 135,150	\$ 18,750	\$ 40,680	\$ 6,000	\$ 48,600	\$ 177,864	\$ 70,000	\$ 555,544

District: San Mateo College: College of San Mateo

SUMMARY EVALUATION SCHEDULE AND PROCESS

The timeline for assessing evaluating progress towards the goals included in the Student Equity Plan will be an annual basis. Assessment will include progress being made toward achieving the established goals and to determine how effective the implemented activities are in narrowing the achievement/equity gaps.

Individuals responsible for implementing specific activities associated with the plan's goals will work closely with the research staff to collect data that informs of the effectiveness of activities associated with their activities. An identified project lead will be responsible for carrying out the activities and will submit an annual report describing the impact of the activity and include any modifications that will be made as a result of preliminary data.

Annual updates will be presented to the College's Institutional Planning Committee to inform them of the progress being made towards narrowing the identified achievement/equity gaps. As well, Program Reviews will be assessed to determine if there is a narrowing of achievement gaps and enhanced student success in the various academic programs.

Fully recognizing the importance of narrowing and ultimately eliminating existing achievement gaps, the Student Equity Plan will be incorporated as part of the College's overall planning process including its Educational Master Plan, Program Review, institutional effectiveness goal setting, BSI and SSSP.

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Attachments

Data for CSM Student Equity Plan 2015/16 Indicator #1 Access



Access: Student Equity Plan Definition

The percentage of each population group that is enrolled compared to that group's representation in the adult population within the community served.

Data Included:

- Table 1: Comparison of CSM Students Residing in San Mateo County vs. San Mateo County Residents, by Ethnicity, Fall 2012 – Spring 2013
- Table 2: Comparison of CSM Students Residing in San Mateo County vs. San Mateo County Residents, by Gender, Fall 2012 – Spring 2013
- Table 3: Comparison of CSM Students Residing in San Mateo County vs. San Mateo County Residents, by Age, Fall 2012 – Spring 2013
- Table 4: Comparison of CSM Students Residing in San Mateo County vs. San Mateo County Residents, by Disability Status, Fall 2012 – Spring 2013
- Table 5: Comparison of CSM Students Residing in San Mateo County vs. San Mateo County Residents, by Economic Status, Fall 2012 – Spring 2013
- Table 6. Comparison of CSM Students Residing in San Mateo County vs. San Mateo County Residents, by Foster Youth Status, Fall 2012 – Spring 2013
- Table 7. Comparison of CSM Students Residing in San Mateo County vs. San Mateo County Residents, by Age and Veteran Status, Fall 2012 – Spring 2013

Key Findings:

- The proportional enrollment of all San Mateo County residents enrolling at CSM is presented in Tables 1-7. In accordance with the California Community College Chancellor's Office Student Equity Plan guidelines, the following populations are analyzed:
 1. Ethnicity
 2. Gender
 3. Age
 4. Disability status
 5. Low income economic status
 6. Foster Youth
 7. Veterans
- The key reference indicator for access is the "P Index", where a value of 1.00 = identical proportionality. That is, if a specific population comprised 10.0% of all San Mateo County residents and that same population comprised 10.0% of all CSM students, the P Index would = 1.00. In other

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words, the proportions of that population is equal. Any value less than 1.00 indicates that a specific San Mateo County population is under-represented in CSM’s student body. Conversely, any value greater than 1.00 indicates that a group is over-represented.

- The proportionality metric is not intended to specify at which point a proportionality index should be considered as a “disproportionate impact.” The designation of which disaggregated populations should be considered as disproportionately under-represented is based on local conditions and will rely on the judgment of the CSM Student Equity team. The data presented are intended to stimulate conversation and investigation into areas where disproportionality may be affecting student success.
- For example, the age data presented in Table 3 reveals varying degrees of both under- and over-representation for various age categories. These range from a P Index = 5.33 for CSM students aged 20 – 24 to a P Index = 0.15 for students 60 years or older. The proportional representation of these two groups is to be understood in terms of the larger context of CSM’s programs, services, and the larger college participation rates of these 2 groups.

Table 1. Comparison of CSM Students Residing in San Mateo County vs. San Mateo County Residents, by Ethnicity, Fall 2012 – Spring 2013

	San Mateo County Residents	CSM Students Residing in San Mateo County		
		Count	Percent	P index
Total 15 years and older	603,865	9,655		
African American	2.7%	273	2.8%	1.04
American Indian/ Alaska Native	0.2%	25	0.3%	1.56
Asian	26.4%	2,100	21.8%	0.82
Hispanic	23.3%	2,088	21.6%	0.93
Multi races	2.3%	1,393	14.4%	6.20
Pacific Islander	1.4%	235	2.4%	1.77
White	43.7%	3,541	36.7%	0.84
Other	0.0%	N/A	0.0%	---
U Unknown	N/A	564	5.8%	---

Notes: P index = proportionality index, which is the percentage of the CSM subgroup divided by the percentage of the county subgroup (e.g., for Hispanics, the index is 21.6% divided by 23.3% = 0.93). A ratio of 1.0 indicates that a subgroup is present in both the college and the county at the same rate. A ratio of less than 1.0 indicates that the subgroup is less prevalent in the college than in the county. CSM data include only San Mateo County residents and do not include concurrently enrolled high school students. Census Bureau ethnic categories were adjusted to conform to CSM ethnic categories. "Asian" includes Filipino. Multi races includes "Two or more races".

Sources: U.S. Census Bureau, Annual County Resident Population Estimates by Age, Sex, Race, and Hispanic Origin: April 1, 2010 to July 1, 2012 (CC-EST2012-ALLDATA-[ST[FIPS]]); SMCCCD Student Database, End of term.

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Table 2. Comparison of CSM Students Residing in San Mateo County vs. San Mateo County Residents, by Gender, Fall 2012 – Spring 2013

	San Mateo County Residents		CSM Students Residing in San Mateo County		P Index
	Count	Percent	Count	Percent	
Total 15 years and older	603,865		9,975		
Male	294,714	48.8	4,816	48.3	0.99
Female	309,151	51.2	5,159	51.7	1.01
Unrecorded	N/A	N/A	244	2.4	---

Notes: P index = proportionality index, which is the percentage of the CSM subgroup divided by the percentage of the county subgroup (e.g., for Females, the index is 51.7% divided by 51.2% = 1.01). A ratio of 1.0 indicates that a subgroup is present in both the college and the county at the same rate. A ratio of less than 1.0 indicates that the subgroup is less prevalent in the college than in the county. CSM data include only San Mateo County residents and do not include concurrently enrolled high school students. Census Bureau gender categories do not include "unrecorded".

Sources: U.S. Census Bureau, Annual County Resident Population Estimates by Age, Sex, Race, and Hispanic Origin: April 1, 2010 to July 1, 2012 (CC-EST2012-ALLDATA-[ST[FIPS]]); SMCCCD Student Database, End of term.

Table 3. Comparison of CSM Students Residing in San Mateo County vs. San Mateo County Residents, by Age, Fall 2012 – Spring 2013

	San Mateo County Residents		CSM Students Residing in San Mateo County		P Index
	Count	Percent	Count	Percent	
Total 15 years and older	603,865		10,214		
15 to 19 years	41,228	6.8	1,898	18.6	2.72
20 to 24 years	41,027	6.8	3,701	36.2	5.33
25 to 29 years	49,479	8.2	1,442	14.1	1.72
30 to 39 years	106,371	17.6	1,363	13.3	0.76
40 to 49 years	112,080	18.6	828	8.1	0.44
50 to 59 years	106,298	17.6	619	6.1	0.34
60 years or older	147,382	24.4	363	3.6	0.15

Notes: P index = proportionality index, which is the percentage of the CSM subgroup divided by the percentage of the county subgroup (e.g., for those 15 to 19 years old, the index is 18.6% divided by 6.8% = 2.72). A ratio of 1.0 indicates that a subgroup is present in both the college and the county at the same rate. A ratio of less than 1.0 indicates that the subgroup is less prevalent in the college than in the county. CSM data include only San Mateo County residents and do not include concurrently enrolled high school students.

Sources: U.S. Census Bureau, Annual County Resident Population Estimates by Age, Sex, Race, and Hispanic Origin: April 1, 2010 to July 1, 2012 (CC-EST2012-ALLDATA-[ST[FIPS]]); SMCCCD Student Database, End of term.

District: San Mateo

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Table 4. Comparison of CSM Students Residing in San Mateo County vs. San Mateo County Residents, by Disability Status, Fall 2012 – Spring 2013

	San Mateo County Residents			CSM Students Residing in San Mateo County			P Index
	Total	With a disability	Pct with a disability	Total	With a disability	Pct with a disability	
Persons 18 to 64 years	461,948	23,394	5.1%	10,001	871	8.7%	1.71
Persons 65 years and over	94,802	28,751	30.3%	213	88	41.3%	1.36

Notes: P index = proportionality index, which is the percentage of the CSM subgroup divided by the percentage of the county subgroup (e.g., for Persons 18 to 64 years, the index is 8.7% divided by 5.1% = 1.71). A ratio of 1.0 indicates that a subgroup is present in both the college and the county at the same rate. A ratio of less than 1.0 indicates that the subgroup is less prevalent in the college than in the county. CSM data include only San Mateo County residents and do not include concurrently enrolled high school students.

Sources: U.S. Census Bureau, 2008-2012 American Community Survey 5-Year Estimates, Table S1810: Disability Characteristics; SMCCCD Student Database, End of term.

Table 5. Comparison of CSM Students Residing in San Mateo County vs. San Mateo County Residents, by Economic Status, Fall 2012 – Spring 2013

Population for whom poverty/economic status is determined	San Mateo County Residents			CSM Students Residing in San Mateo County			P Index
	Total	With Low Income		Total	With Low Income		
		Count	Percent		Count	Percent	
Total 18 years or older	556,133	69,626	12.5%	10,214	2,128	20.8%	1.66
18 to 64 years	461,331	56,852	12.3%	10,001	2,115	21.1%	1.72
65 years or older	94,802	12,774	13.5%	213	13	6.1%	0.45

Notes: P index = proportionality index, which is the percentage of the CSM subgroup divided by the percentage of the county subgroup (e.g., for Total 18 years or older, the index is 20.8% divided by 12.5% = 1.66). A ratio of 1.0 indicates that a subgroup is present in both the college and the county at the same rate. A ratio of less than 1.0 indicates that the subgroup is less prevalent in the college than in the county. CSM data include only San Mateo County residents with known age and do not include concurrently enrolled high school students. CSM student economic status determined by student receipt of financial aid awards for low income students (e.g. BOG Fee Waivers A & B, Chafee Grant, etc.).

Sources: U.S. Census Bureau, 2008-2012 American Community Survey 5-Year Estimates, Table B17024: Age by Ratio of Income to Poverty; SMCCCD Student Database, Financial Aid Awards.

Table 6. Comparison of CSM Students Residing in San Mateo County vs. San Mateo County Residents, by Foster Youth Status, Fall 2012 – Spring 2013

	Total Youth 16-20 Years	Foster Youth	
		Count	Row Pct
California	2,838,463	12,888	0.5
San Mateo County	44,947	130	0.3
CSM	3,075	43	1.4
P Index			4.67

Notes: P index = proportionality index, which is the percentage of the CSM subgroup divided by the percentage of the county subgroup (e.g., for foster youth 16 to 20 years old, the index is 1.4% divided by 0.3% = 4.67). A ratio of 1.0 indicates that a subgroup is present in both the college and the county at the same rate. A ratio of less than 1.0 indicates that the subgroup is less prevalent in the college than in the county. CSM data include only San Mateo County residents and do not include concurrently enrolled high school students.

Sources: Lucille Packard Foundation for Children's Health, kidsdata.org; State of California Department of Finance, Report P-3: State and County Population Projections by Race/Ethnicity, Detailed Age, and Gender, 2010-2060; SMCCCD Student Database, End of term.

Table 7. Comparison of CSM Students Residing in San Mateo County vs. San Mateo County Residents, by Age and Veteran Status, Fall 2012 – Spring 2013

	Total San Mateo County Residents	San Mateo County Veterans		Total CSM Students	CSM Students Residing in San Mateo County		
		Count	Row Pct		Count	Row Pct	P Index
Civilian population 18 years and older	561,621	33,337	5.9	10,182	243	2.4	0.40
18 to 34 years	155,569	2,034	1.3	7,847	160	2.0	1.56
35 to 54	219,032	6,334	2.9	1,702	57	3.3	1.16
55 to 64	89,859	7,467	8.3	420	16	3.8	0.46
65 to 74	51,108	7,034	13.8	156	8	5.1	0.37
75 years and over	46,615	10,501	22.5	57	2	3.5	0.16

Notes: P index = proportionality index, which is the percentage of the CSM subgroup divided by the percentage of the county subgroup (e.g., for those 18 to 34 years old, the index is 2.0% divided by 1.3% = 1.56). A ratio of 1.0 indicates that a subgroup is present in both the college and the county at the same rate. A ratio of less than 1.0 indicates that the subgroup is less prevalent in the college than in the county. CSM data include only San Mateo County residents and do not include concurrently enrolled high school students.

Sources: U.S. Census Bureau, 2008-2012 American Community Survey (S2101 Veteran Status); SMCCCD Student Database, End of term.

Data for CSM Student Equity Plan 20115/16

Indicator #2 Course Completion



Course Completion: Student Equity Plan Definition

The ratio of the number of credit courses that students, by population group, complete compared to the number of courses in which students in that group are enrolled on the census day of the term. "Course Completion" means the successful completion of a credit course for which a student receives a recorded grade of A, B, C, or Credit.

Data Included:

- Table 1: Successful Course Completion, Fall 2012 – Spring 2013

Key Findings:

- Table 1 displays successful course completion rates of CSM students enrolled in Fall 2012 and Spring 2013, combined. Successful course completion = earning a grade of A, B, C, P, or CR. The data presented are counts of all courses attempted/completed—not student headcount.
- In accordance with the California Community College Chancellor's Office Student Equity Plan guidelines, the successful course completion rates of the following populations are analyzed:
 8. Ethnicity
 9. Gender
 10. Age
 11. Disability status
 12. Low income economic status
 13. Academic standing (Probation 1, Probation 2, and Dismissed)
 14. Foster Youth
 15. Veterans
- The primary Student Equity Plan reference point is the "Percentage Point Gap". This methodology compares the percentage of each subgroup who achieves an outcome (e.g., dismissal) to the percentage of all students who achieve the same outcome ("collegewide rate"). The gap is expressed in terms of both a percentage point difference from the collegewide rate, and a headcount or enrollment count difference, depending upon the unit of measurement.
- Using this methodology, the Percentage Point Gap data column in Table 1 highlights the difference between various populations' successful course completion rates and the collegewide average.

- An additional reference indicator is the proportionality index, or “P Index”, which compares the percentage of each subgroup in an initial cohort (e.g., percent of total headcount) to its own percentage in the outcome group (e.g., percent on probation status). A ratio of 1.00 = identical proportionality. That is, if a specific population comprised 10.0% of all CSM students and that same population comprised 10.0% of students on probation, the P Index would = 1.00. Any value less than 1.00 indicates that a population is under-represented in the outcome group. Conversely, any value greater than 1.00 indicates that a group is over-represented.
- Disproportionality assessments are advised to consider both 1) the number of students impacted and 2) the subgroup's proportion of the total population. *Care should be taken when interpreting results with low subgroup counts (n<50), as rates calculated for smaller subgroups will be subject to greater variability.* In an extreme example, a subgroup of 1 will exhibit an “all or nothing” outcome. In consideration of student impact, a campus may choose to prioritize a large subgroup with a smaller equity gap over a small subgroup with a larger equity gap, because such action may target a greater number of students. Finally, the Equity team should keep in mind that the greater the subgroup's share of the total population, the more similar are its outcomes to the collegewide average.
- Using ethnicity as an example: Native American students have one of the greater percentage point gaps from the collegewide average (-7.4 points), yet because of a small population size, the difference corresponds to 7 enrollments when expressed in terms of enrollment counts. Pacific Islander students, who have a similar percentage point gap from collegewide (-7.5 points), have a larger enrollment count difference (97 enrollments) due to the relatively larger Pacific Islander population size.
- Neither the percentage point gap nor the proportionality index is intended to specify a point at which an outcome should be considered as a “disproportionate impact.” The designation of which disaggregated populations should be considered as disproportionately under-represented is based on local conditions and will rely on the judgment of the CSM Student Equity team. The data presented are intended to stimulate conversation and investigation into areas where disproportionality may be affecting student success.

Table 1. Successful Course Completion, Fall 2012 – Spring 2013

Collegewide Rate: 69.8%

		Total Enrollment Count (duplicated)	Successful Course Completion		EQUITY METRICS		P Index
			Count	Rate	Percentage Point Gap (+/- collegewide average)	Enroll Count	
Ethnicity	African American	2,066	1,221	59.1%	-10.7	-220	0.85
	American Indian/ Alaskan Native	93	58	62.4%	-7.4	-7	0.89
	Asian	6,865	5,132	74.8%	5.0	343	1.07
	Filipino	3,372	2,441	72.4%	2.6	89	1.04
	Hispanic	9,532	6,087	63.9%	-5.9	-563	0.92
	Multi Races	7,270	4,806	66.1%	-3.7	-266	0.95
	Pacific Islander	1,290	803	62.2%	-7.5	-97	0.89
	White	14,444	10,642	73.7%	3.9	565	1.06
	Unknown	2,785	2,100	75.4%	5.6	157	1.08
	Total	47,717	33,290	69.8%	---	---	---
Gender	Female	22,525	15,954	70.8%	1.1	239	1.02
	Male	24,123	16,601	68.8%	-0.9	-229	0.99
	Not recorded	1,069	735	68.8%	-1.0	-11	0.99
	Total	47,717	33,290	69.8%	---	---	---
Age	Younger than 20 years	12,802	8,419	65.8%	-4.0	-513	0.94
	20 – 24 years	19,103	13,025	68.2%	-1.6	-303	0.98
	25 – 29 years	5,576	3,982	71.4%	1.6	92	1.02
	30 – 39 years	4,860	3,662	75.3%	5.6	271	1.08
	40 – 49 years	2,583	1,945	75.3%	5.5	143	1.08
	50 – 59 years	1,693	1,347	79.6%	9.8	166	1.14
	60 years and older	1,076	895	83.2%	13.4	144	1.19
	Total	47,717	33,290	69.8%	---	---	---
Disability Status	DSPS services	4,764	3,341	70.1%	0.4	17	1.01
	No DSPS services	42,953	29,949	69.7%	0.0	-17	1.00
	Total	47,717	33,290	69.8%	---	---	---
Economic Status	Low income student	10,300	6,528	63.4%	-6.4	-658	0.91
	Not low income	37,417	26,762	71.5%	1.8	658	1.03
	Total	47,717	33,290	69.8%	---	---	---
Academic Standing	Good standing	40,438	31,340	77.5%	7.7	3128	1.11
	Probation 1	3,918	959	24.5%	-45.3	-1774	0.35
	Probation 2	1,985	627	31.6%	-38.2	-758	0.45
	Dismissed	1,376	364	26.5%	-43.3	-596	0.38
	Total	47,717	33,290	69.8%	---	---	---
Foster Youth	Foster youth	516	252	48.8%	-20.9	-108	0.70
	Not foster youth	47,201	33,038	70.0%	0.2	108	1.00
	Total	47,717	33,290	69.8%	---	---	---

District: San Mateo

College: College of San Mateo

		Total Enrollment Count (duplicated)	Successful Course Completion		EQUITY METRICS		P Index
			Count	Rate	Percentage Point Gap (+/- collegewide average)		
					Pctg Pts	Enroll Count	
	Veteran	1,282	883	68.9%	-0.9	-11	0.99
Veterans	Not a veteran	46,435	32,407	69.8%	0.0	11	1.00
	Total	47,717	33,290	69.8%	---	---	---

Notes: Care must be taken when interpreting results with low subgroup counts (n<50). CSM course completion data do not include 690 courses or concurrently enrolled high school students.

Source: SMCCCD Student Database: Academic History, Term GPA, and Financial Aid Awards tables.

Data for CSM Student Equity Plan 2015/16

Indicator #3 ESL and Basic Skills Completion



ESL and Basic Skills Completion: Student Equity Plan Definition

The ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course compared to the number of those students who complete such a final ESL or basic skills course.

Data Included:

1. ENGL 838/848 Student Progression to ENGL 100, 2010/11 – 2013/14
2. ESL 828 Student Progression to ESL 400, 2010/11 – 2013/14
3. ESL 400 Student Progression to ENGL 100, 2010/11 – 2013/14
4. MATH 110/112 Student Progression to MATH 120/122, 2010/11 – 2013/14
5. MATH 120/123 Student Progression to MATH 125+, 2010/11 – 2013/14

Key Findings:

- The data presented in Tables 1-5 tracks the progression of students who initially enroll in specified 'target' coursework during Academic Year 2010-11 (Summer-Fall-Spring) and who subsequently enroll in specified higher level coursework within the discipline (e.g., ESL 828 ► ESL 400). All course outcomes are tracked through Spring 2014.
- In accordance with the California Community College Chancellor's Office Student Equity Plan guidelines, the ESL and basic skills course progression rates of the following populations are analyzed:
 16. Ethnicity
 17. Gender
 18. Age
 19. Disability status
 20. Low income economic status
 21. Academic standing (Probation 1, Probation 2, and Dismissed)
 22. Foster Youth
 23. Veterans
- The primary Student Equity Plan reference point is the "Percentage Point Gap". This methodology compares the percentage of each subgroup who achieves an outcome (e.g., dismissal) to the percentage of all students who achieve the same

outcome ("collegewide rate"). The gap is expressed in terms of both a percentage point difference from the collegewide rate, and a headcount or enrollment count difference, depending upon the unit of measurement.

- Using this methodology, the Percentage Point Gap data column in Tables 1-5 highlight the differences between various populations' successful course completion rates and the collegewide average.
- An additional reference indicator is the proportionality index, or "P Index", which compares the percentage of each subgroup in an initial cohort (e.g., percent of total headcount) to its own percentage in the outcome group (e.g., percent on probation status). A ratio of 1.00 = identical proportionality. That is, if a specific population comprised 10.0% of all CSM students and that same population comprised 10.0% of students on probation, the P Index would = 1.00. Any value less than 1.00 indicates that a population is under-represented in the outcome group. Conversely, any value greater than 1.00 indicates that a group is over-represented.
- Disproportionality assessments are advised to consider both 1) the number of students impacted and 2) the subgroup's proportion of the total population. *Care should be taken when interpreting results with low subgroup counts (n<50)*, as rates calculated for smaller subgroups will be subject to greater variability. In an extreme example, a subgroup of 1 will exhibit an "all or nothing" outcome. In consideration of student impact, a campus may choose to prioritize a large subgroup with a smaller equity gap over a small subgroup with a larger equity gap, because such action may target a greater number of students. Finally, the Equity team should keep in mind that the greater the subgroup's share of the total population, the more similar are its outcomes to the collegewide average.
- Using age as an example (Table 2): Students ages 25-29 have the greatest percentage point gap from the collegewide average (-4.8 points), yet because of a small population size, the difference corresponds to 3 individuals when expressed in terms of headcount. Students ages 20-24, who have a percentage point gap from collegewide of just -1.8 points, have a larger enrollment count difference (6 individuals) due to a relatively larger population size.
- Neither the percentage point gap nor the proportionality index is intended to specify a point at which an outcome should be considered as a "disproportionate impact." The designation of which disaggregated populations should be considered as disproportionately under-represented is based on local conditions and will rely on the judgment of the CSM Student Equity team. The data presented are intended to stimulate conversation and investigation into areas where disproportionality may be affecting student success.

Table 1. ENGL 838/848 Student Progression to ENGL 100, 2010/11 – 2013/14
Collegewide Rate: 36.5%

		Total Enrolled ENGL 838/848 (unduplicated)	Progressed to ENGL 100		EQUITY METRICS		
			Count	Rate	Percentage Point Gap (+/- collegewide average)		P Index
					Pctg Pts	Headcount	
Ethnicity	African American	63	28	44.4%	7.9	5	1.22
	American Indian/Alaskan Native	**	**	**	**	0	1.37
	Asian	150	67	44.7%	8.1	12	1.22
	Filipino	124	48	38.7%	2.2	3	1.06
	Hispanic	314	109	34.7%	-1.8	-6	0.95
	Multi Races	170	55	32.4%	-4.2	-7	0.89
	Pacific Islander	61	27	44.3%	7.7	5	1.21
	White	307	101	32.9%	-3.6	-11	0.90
	Unknown	**	**	**	**	-1	0.96
	Total	1,245	455	36.5%	0.0	0	1.00
Gender	Female	518	196	37.8%	1.3	7	1.04
	Male	698	251	36.0%	-0.6	-4	0.98
	Not recorded	29	8	27.6%	-9.0	-3	0.75
	Total	1,245	455	36.5%	0.0	0	1.00
Age	Younger than 20	757	281	37.1%	0.6	4	1.02
	20 - 24	328	114	34.8%	-1.8	-6	0.95
	25 - 29	63	20	31.7%	-4.8	-3	0.87
	30 - 39	43	18	41.9%	5.3	2	1.15
	40 - 49	20	9	45.0%	8.5	2	1.23
	50 - 59	**	**	**	**	0	0.98
	60 and older	**	**	**	**	-1	0.00
	Total	1,227	447	36.4%	-0.1	-1	1.00
Disability Status	Receives DSPTS services	131	57	43.5%	7.0	9	1.19
	No DSPTS services	1,114	398	35.7%	-0.8	-9	0.98
	Total	1,245	455	36.5%	0.0	0	1.00
Economic Status	Low income student	510	198	38.8%	2.3	12	1.06
	Not low income	735	257	35.0%	-1.6	-12	0.96
	Total	1,245	455	36.5%	0.0	0	1.00
Probation 1 Status AY10-11	On probation 1 status	353	121	34.3%	-2.3	-8	0.94
	Not on probation 1 status	892	334	37.4%	0.9	8	1.02
	Total	1,245	455	36.5%	0.0	0	1.00
Probation 2 Status AY10-11	On probation 2 status	154	57	37.0%	0.5	1	1.01
	Not on probation 2 status	1,091	398	36.5%	-0.1	-1	1.00
	Total	1,245	455	36.5%	0.0	0	1.00

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		Total Enrolled ENGL 838/848 (unduplicated)	Progressed to ENGL 100		EQUITY METRICS		
			Count	Rate	Percentage Point Gap (+/- collegewide average)	P Index	
					Pctg Pts	Headcount	
Dismissal Status AY10-11	On dismissal status	78	13	16.7%	-19.9	-16	0.46
	Not on dismissal status	1,167	442	37.9%	1.3	16	1.04
	Total	1,245	455	36.5%	0.0	0	1.00
Foster Youth	Foster youth	14	4	28.6%	-8.0	-1	0.78
	Not foster youth	1,231	451	36.6%	0.1	1	1.00
	Total	1,245	455	36.5%	0.0	0	1.00
Veterans	Veteran	34	9	26.5%	-10.1	-3	0.72
	Not a veteran	1,211	446	36.8%	0.3	3	1.01
	Total	1,245	455	36.5%	0.0	0	1.00

Notes: This table reports on students who were enrolled in ENGL 838/848 during AY2010-11 (Summer-Fall-Spring) and who subsequently enrolled in ENGL 100 through Spring 2014. Care must be taken when interpreting results with low subgroup counts (n<50).

“***” indicates the suppression of results for subgroups with small counts (n<10), with complementary suppression of at least one other subgroup, for privacy and data reliability concerns. For further discussion, see National Center for Education Statistics Technical Brief 2012-151, <http://nces.ed.gov/pubs2012/2012151.pdf>.

Source: SMCCCD Student Database: Academic History, Term GPA, and Financial Aid Awards tables.

Table 2. ESL 828 Student Progression to ESL 400, 2010/11 – 2013/14
Collegewide Rate: 40.7%

		Total Enrolled ESL 828 (unduplicated)	Progressed to ESL 400		EQUITY METRICS		P Index
			Count	Rate	Percentage Point Gap (+/- collegewide average)		
					Pctg Pts	Headcount	
Ethnicity	African American	**	**	**	**	0	0.00
	American Indian/Alaskan Native	0	---	---	---	---	---
	Asian	60	30	50.0%	9.3	6	1.23
	Filipino	**	**	**	**	0	0.92
	Hispanic	40	12	30.0%	-10.7	-4	0.74
	Multi Races	**	**	**	**	1	1.23
	Pacific Islander	0	---	---	---	---	---
	White	14	6	42.9%	2.1	0	1.05
	Unknown	**	**	**	**	-2	0.89
	Total	167	68	40.7%	---	---	---
Gender	Female	84	33	39.3%	-1.4	-1	0.96
	Male	64	30	46.9%	6.2	4	1.15
	Not recorded	19	5	26.3%	-14.4	-3	0.65
	Total	167	68	40.7%	---	---	---
Age	Younger than 20	17	10	58.8%	18.1	3	1.44
	20 - 24	40	20	50.0%	9.3	4	1.23
	25 - 29	27	9	33.3%	-7.4	-2	0.82
	30 - 39	30	10	33.3%	-7.4	-2	0.82
	40 - 49	**	**	**	**	-2	0.78
	50 - 59	**	**	**	**	-1	0.61
	60 and older	**	**	**	**	1	2.46
	Total	167	68	40.7%	---	---	---
Disability Status	Receives DSPS services	**	**	**	**	1	1.23
	No DSPS services	**	**	**	**	-1	0.99
	Total	167	68	40.7%	---	---	---
Economic Status	Low income student	86	39	45.3%	4.6	4	1.11
	Not low income	81	29	35.8%	-4.9	-4	0.88
	Total	167	68	40.7%	---	---	---
Probation 1 Status AY10-11	On probation 1 status	16	5	31.3%	-9.5	-2	0.77
	Not on probation 1 status	151	63	41.7%	1.0	2	1.02
	Total	167	68	40.7%	---	---	---
Probation 2 Status AY10-11	On probation 2 status	**	**	**	**	0	0.92
	Not on probation 2 status	**	**	**	**	0	1.00
	Total	167	68	40.7%	---	---	---
Dismissal	On dismissal status	**	**	**	**	0	0.92

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		Total Enrolled ESL 828 (unduplicated)	EQUITY METRICS				
			Progressed to ESL 400		Percentage Point Gap (+/- collegewide average)		P Index
			Count	Rate	Pctg Pts	Headcount	
Status AY10-11	Not on dismissal status	**	**	**	**	0	1.00
	Total	167	68	40.7%	---	---	---
Foster Youth	Foster youth	0	---	---	---	---	---
	Not foster youth	167	68	40.7%	0.0	0	1.00
	Total	167	68	40.7%	---	---	---
Veterans	Veteran	**	**	**	**	0	0.00
	Not a veteran	**	**	**	**	0	1.01
	Total	167	68	40.7%	---	---	---

Notes: This table reports on students who were enrolled in ESL 828 during AY2010-11 (Summer-Fall-Spring) and who subsequently enrolled in ESL 400 through Spring 2014. Care must be taken when interpreting results with low subgroup counts (n<50).

“***” indicates the suppression of results for subgroups with small counts (n<10), with complementary suppression of at least one other subgroup, for privacy and data reliability concerns. For further discussion, see National Center for Education Statistics Technical Brief 2012-151, <http://nces.ed.gov/pubs2012/2012151.pdf>.

Source: SMCCCD Student Database: Academic History, Term GPA, and Financial Aid Awards tables.

Table 3. ESL 400 Student Progression to ENGL 100, 2010/11 – 2013/14
Collegewide Rate: 44.1%

	Total Enrolled ESL 400 (unduplicated)	Progressed to ENGL 100		EQUITY METRICS			
		Count	Rate	Percentage Point Gap (+/- collegewide average)		P Index	
				Pctg Pts	Headcount		
Ethnicity	African American	0	---	---	---	---	
	American Indian/Alaskan Native	0	---	---	---	---	
	Asian	61	30	49.2%	5.1	3	1.12
	Filipino	**	**	**	**	1	2.27
	Hispanic	46	14	30.4%	-13.6	-6	0.69
	Multi Races	**	**	**	**	-1	0.45
	Pacific Islander	**	**	**	**	0	0.00
	White	**	**	**	**	-2	0.57
	Unknown	**	**	**	**	5	1.41
Total	152	67	44.1%	---	---	---	
Gender	Female	81	29	35.8%	-8.3	-7	0.81
	Male	53	26	49.1%	5.0	3	1.11
	Not recorded	18	12	66.7%	22.6	4	1.51
	Total	152	67	44.1%	---	---	---
Age	Younger than 20	**	**	**	**	3	2.27
	20 - 24	34	14	41.2%	-2.9	-1	0.93
	25 - 29	**	**	**	**	0	0.97
	30 - 39	34	14	41.2%	-2.9	-1	0.93
	40 - 49	16	2	12.5%	-31.6	-5	0.28
	50 - 59	**	**	**	**	0	0.76
	60 and older	**	**	**	**	0	0.00
Total	152	67	44.1%	---	---	---	
Disability Status	Receives DSPS services	**	**	**	**	-1	0.57
	No DSPS services	148	66	44.6%	0.5	1	1.01
	Total	152	67	44.1%	---	---	---
Economic Status	Low income student	66	26	39.4%	-4.7	-3	0.89
	Not low income	86	41	47.7%	3.6	3	1.08
	Total	152	67	44.1%	---	---	---
Probation 1 Status AY10-11	On probation 1 status	**	**	**	**	-1	0.76
	Not on probation 1 status	**	**	**	**	1	1.02
	Total	152	67	44.1%	---	---	---
Probation 2 Status AY10-11	On probation 2 status	**	**	**	**	0	0.76
	Not on probation 2 status	**	**	**	**	0	1.00
	Total	152	67	44.1%	---	---	---
Dismissal	On dismissal status	**	**	**	**	1	1.36

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		Total Enrolled ESL 400 (unduplicated)	EQUITY METRICS				
			Progressed to ENGL 100		Percentage Point Gap (+/- collegewide average)		P Index
			Count	Rate	Pctg Pts	Headcount	
Status AY10-11	Not on dismissal status	**	**	**	**	-1	0.99
	Total	152	67	44.1%	---	---	---
Foster Youth	Foster youth	0	---	---	---	---	---
	Not foster youth	152	67	44.1%	0.0	0	1.00
	Total	152	67	44.1%	---	---	---
Veterans	Veteran	**	**	**	**	1	1.51
	Not a veteran	**	**	**	**	-1	0.99
	Total	152	67	44.1%	---	---	---

Notes: This table reports on students who were enrolled in ESL 400 during AY2010-11 (Summer-Fall-Spring) and who subsequently enrolled in ENGL 100 through Spring 2014. Care must be taken when interpreting results with low subgroup counts (n<50).

“***” indicates the suppression of results for subgroups with small counts (n<10), with complementary suppression of at least one other subgroup, for privacy and data reliability concerns. For further discussion, see National Center for Education Statistics Technical Brief 2012-151, <http://nces.ed.gov/pubs2012/2012151.pdf>.

Source: SMCCCD Student Database: Academic History, Term GPA, and Financial Aid Awards tables.

Table 4. MATH 110/112 Student Progression to MATH 120/122, 2010/11 – 2013/14
Collegewide Rate: 39.1%

	Enrolled MATH 110/112 (unduplicated)	Progressed to MATH 120/122		EQUITY METRICS		P Index	
		Count	Rate	Percentage Point Gap (+/- collegewide average)	Headcount		
Ethnicity	African American	43	15	34.9%	-4.2	-2	0.89
	American Indian/Alaskan Native	0	---	---	---	---	---
	Asian	53	17	32.1%	-7.0	-4	0.82
	Filipino	62	27	43.5%	4.4	3	1.11
	Hispanic	229	90	39.3%	0.2	0	1.01
	Multi Races	100	42	42.0%	2.9	3	1.07
	Pacific Islander	34	13	38.2%	-0.9	0	0.98
	White	252	97	38.5%	-0.6	-2	0.98
	Unknown	53	22	41.5%	2.4	1	1.06
	Total	826	323	39.1%	---	---	---
Gender	Female	402	163	40.5%	1.4	6	1.04
	Male	407	158	38.8%	-0.3	-1	0.99
	Not recorded	17	2	11.8%	-27.3	-5	0.30
	Total	826	323	39.1%	---	---	---
Age	Younger than 20	332	152	45.8%	6.7	22	1.17
	20 - 24	261	92	35.2%	-3.9	-10	0.90
	25 - 29	86	27	31.4%	-7.7	-7	0.80
	30 - 39	79	28	35.4%	-3.7	-3	0.91
	40 - 49	**	**	**	**	-1	0.90
	50 - 59	20	10	50.0%	10.9	2	1.28
	60 and older	**	**	**	**	0	0.00
	Total	826	323	39.1%	---	---	---
Disability Status	Receives DSPS services	93	35	37.6%	-1.5	-1	0.96
	No DSPS services	733	288	39.3%	0.2	1	1.00
	Total	826	323	39.1%	---	---	---
Economic Status	Low income student	341	146	42.8%	3.7	13	1.09
	Not low income	485	177	36.5%	-2.6	-13	0.93
	Total	826	323	39.1%	---	---	---
Probation 1 Status AY10-11	On probation 1 status	180	61	33.9%	-5.2	-9	0.87
	Not on probation 1 status	646	262	40.6%	1.5	9	1.04
	Total	826	323	39.1%	---	---	---
Probation 2 Status AY10-11	On probation 2 status	96	28	29.2%	-9.9	-10	0.75
	Not on probation 2 status	730	295	40.4%	1.3	10	1.03
	Total	826	323	39.1%	---	---	---
Dismissal	On dismissal status	60	10	16.7%	-22.4	-13	0.43

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		Enrolled MATH 110/112 (unduplicated)	Progressed to MATH 120/122		EQUITY METRICS Percentage Point Gap (+/- collegewide average)		P Index
			Count	Rate	Pctg Pts	Headcount	
Status AY10-11	Not on dismissal status	766	313	40.9%	1.8	13	1.04
	Total	826	323	39.1%	---	---	---
Foster Youth	Foster youth	**	**	**	**	-1	0.51
	Not foster youth	**	**	**	**	1	1.00
	Total	826	323	39.1%	0.0	0	1.00
Veterans	Veteran	38	10	26.3%	-12.8	-5	0.67
	Not a veteran	788	313	39.7%	0.6	5	1.02
	Total	826	323	39.1%	---	---	---

Notes: This table reports on students who were enrolled in MATH 110/112 during AY2010-11 (Summer-Fall-Spring) and who subsequently enrolled in MATH 120/122 through Spring 2014. Care must be taken when interpreting results with low subgroup counts (n<50).

“***” indicates the suppression of results for subgroups with small counts (n<10), with complementary suppression of at least one other subgroup, for privacy and data reliability concerns. For further discussion, see National Center for Education Statistics Technical Brief 2012-151, <http://nces.ed.gov/pubs2012/2012151.pdf>.

Source: SMCCCD Student Database: Academic History, Term GPA, and Financial Aid Awards tables.

Table 5. MATH 120/123 Student Progression to MATH 125+, 2010/11 – 2013/14
Collegewide Rate: 42.1%

		Enrolled MATH 110/112 (unduplicated)	Progressed to MATH 120/122		EQUITY METRICS		P Index
			Count	Rate	Percentage Point Gap (+/- collegewide average)		
					Pctg Pts	Headcount	
Ethnicity	African American	50	17	34.0%	-8.1	-4	0.81
	American Indian/Alaskan Native	**	**	**	**	-2	0.40
	Asian	104	49	47.1%	5.0	5	1.12
	Filipino	80	36	45.0%	2.9	2	1.07
	Hispanic	265	116	43.8%	1.7	4	1.04
	Multi Races	98	45	45.9%	3.8	4	1.09
	Pacific Islander	29	7	24.1%	-18.0	-5	0.57
	White	329	136	41.3%	-0.8	-3	0.98
	Unknown	**	**	**	**	-2	0.91
	Total	1,026	432	42.1%	---	---	---
Gender	Female	469	200	42.6%	0.5	3	1.01
	Male	527	223	42.3%	0.2	1	1.00
	Not recorded	30	9	30.0%	-12.1	-4	0.71
	Total	1,026	432	42.1%	---	---	---
Age	Younger than 20	382	185	48.4%	6.3	24	1.15
	20 - 24	375	148	39.5%	-2.6	-10	0.94
	25 - 29	106	46	43.4%	1.3	1	1.03
	30 - 39	88	30	34.1%	-8.0	-7	0.81
	40 - 49	41	12	29.3%	-12.8	-5	0.70
	50 - 59	**	**	**	**	-2	0.48
	60 and older	**	**	**	**	-1	0.00
	Total	1,005	423	42.1%	---	---	---
Disability Status	Receives DSPS services	100	53	53.0%	10.9	11	1.26
	No DSPS services	926	379	40.9%	-1.2	-11	0.97
	Total	1,026	432	42.1%	---	---	---
Economic Status	Low income student	390	168	43.1%	1.0	4	1.02
	Not low income	636	264	41.5%	-0.6	-4	0.99
	Total	1,026	432	42.1%	---	---	---
Probation 1 Status AY10-11	On probation 1 status	180	62	34.4%	-7.7	-14	0.82
	Not on probation 1 status	846	370	43.7%	1.6	14	1.04
	Total	1,026	432	42.1%	---	---	---
Probation 2 Status AY10-11	On probation 2 status	90	26	28.9%	-13.2	-12	0.69
	Not on probation 2 status	936	406	43.4%	1.3	12	1.03
	Total	1,026	432	42.1%	---	---	---
Dismissal	On dismissal status	47	7	14.9%	-27.2	-13	0.35

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		Enrolled MATH 110/112 (unduplicated)	Progressed to MATH 120/122		EQUITY METRICS		
			Count	Rate	Percentage Point Gap (+/- collegewide average)		P Index
					Pctg Pts	Headcount	
Status AY10-11	Not on dismissal status	979	425	43.4%	1.3	13	1.03
	Total	1,026	432	42.1%	---	---	---
Foster Youth	Foster youth	**	**	**	**	0	1.02
	Not foster youth	**	**	**	**	0	1.00
	Total	1,026	432	42.1%	---	---	---
Veterans	Veteran	**	**	**	**	-1	0.95
	Not a veteran	**	**	**	**	1	1.00
	Total	1,026	432	42.1%	---	---	---

Notes: This table reports on students who were enrolled in MATH 120/123 during AY2010-11 (Summer-Fall-Spring) and who subsequently enrolled in MATH 125/130/145/200/241 through Spring 2014. Care must be taken when interpreting results with low subgroup counts (n<50).

“***” indicates the suppression of results for subgroups with small counts (n<10), with complementary suppression of at least one other subgroup, for privacy and data reliability concerns. For further discussion, see National Center for Education Statistics Technical Brief 2012-151, <http://nces.ed.gov/pubs2012/2012151.pdf>.

Source: SMCCCD Student Database: Academic History, Term GPA, and Financial Aid Awards tables.

Data for CSM Student Equity Plan 2015/16 Indicator #4 Degree and Certificate Completion



Degree and Certificate Completion: Student Equity Plan Definition

The ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal as documented in the student educational plan developed with a counselor/advisor.

Data Included:

- Table 1: Degree and Certificate Completion of Degree-Seeking Students, Fall 2010 – Spring 2014
- Table 2: Degree Completion of Degree-Seeking Students, Fall 2010 – Spring 2014
- Table 3: Degree and Certificate Completion of Certificate-Seeking Students, Fall 2010 – Spring 2014
- Table 4: Certificate Completion of Certificate-Seeking Students, Fall 2010 – Spring 2014

Key Findings:

- The data presented in Tables 1 - 4 track students who both met with counselors for Student Education Plan (SEP) reasons during AY2010-11 (Summer-Fall-Spring) and indicated an educational goal of obtaining an Associate Degree or Certificate, and reports on the rate at which those students subsequently earned any Degree or Certificate through Spring 2014. Both Certificates of Achievement and Certificates of Specialization are counted.
- In accordance with the California Community College Chancellor's Office Student Equity Plan guidelines, the Degree and Certificate completion rates of the following populations are analyzed:
 24. Ethnicity
 25. Gender
 26. Age
 27. Disability status
 28. Low income economic status
 29. Foster Youth
 30. Veterans
- The primary Student Equity Plan reference point is the "Percentage Point Gap". This methodology compares the percentage of each subgroup who achieves an outcome (e.g., dismissal) to the percentage of all students who achieve the same

outcome ("collegewide rate"). The gap is expressed in terms of both a percentage point difference from the collegewide rate, and a headcount or enrollment count difference, depending upon the unit of measurement.

- Using this methodology, the Percentage Point Gap data column in Tables 1-4 highlights the difference between various populations' successful course completion rates and the collegewide average.
- An additional reference indicator is the proportionality index, or "P Index", which compares the percentage of each subgroup in an initial cohort (e.g., percent of total headcount) to its own percentage in the outcome group (e.g., percent on probation status). A ratio of 1.00 = identical proportionality. That is, if a specific population comprised 10.0% of all CSM students and that same population comprised 10.0% of students on probation, the P Index would = 1.00. Any value less than 1.00 indicates that a population is under-represented in the outcome group. Conversely, any value greater than 1.00 indicates that a group is over-represented.
- Disproportionality assessments are advised to consider both 1) the number of students impacted and 2) the subgroup's proportion of the total population. *Care should be taken when interpreting results with low subgroup counts (n<50)*, as rates calculated for smaller subgroups will be subject to greater variability. In an extreme example, a subgroup of 1 will exhibit an "all or nothing" outcome. In consideration of student impact, a campus may choose to prioritize a large subgroup with a smaller equity gap over a small subgroup with a larger equity gap, because such action may target a greater number of students. Finally, the Equity team should keep in mind that the greater the subgroup's share of the total population, the more similar are its outcomes to the collegewide average.
- Using the data in Table 1 as an example: foster youth have one of the greatest percentage point gaps from the collegewide average (-19.8 points), yet because of a small population size, the difference corresponds to 2 individuals when expressed in terms of headcount. Students younger than 20 years, who have a smaller percentage point gap from collegewide (-7.9 points) than foster youth, have a larger headcount difference (31 individuals) due to its relatively larger population size.
- Neither the percentage point gap nor the proportionality index is intended to specify a point at which an outcome should be considered as a "disproportionate impact." The designation of which disaggregated populations should be considered as disproportionately under-represented is based on local conditions and will rely on the judgment of the CSM Student Equity team. The data presented are intended to stimulate conversation and investigation into areas where disproportionality may be affecting student success.

Table 1. Degree and Certificate Completion of Degree-Seeking Students,
Fall 2010 – Spring 2014
Collegewide Rate: 28.1%

		Total Headcount (unduplicated)	Any Award Completion		EQUITY METRICS		
			Count	Rate	Percentage Point Gap (+/- collegewide average)		P Index
					Pctg Pts	Headcount	
Ethnicity	African American	54	16	29.6%	1.5	1	1.05
	American Indian/Alaskan Native	**	**	**	**	1	1.33
	Asian	187	64	34.2%	6.1	11	1.22
	Filipino	124	30	24.2%	-3.9	-5	0.86
	Hispanic	342	106	31.0%	2.9	10	1.10
	Multi Races	129	25	19.4%	-8.8	-11	0.69
	Pacific Islander	45	10	22.2%	-5.9	-3	0.79
	White	409	116	28.4%	0.2	1	1.01
	Unknown	**	**	**	**	-5	0.89
	Total	1,461	411	28.1%	---	---	---
Gender	Female	664	228	34.3%	6.2	41	1.22
	Male	686	160	23.3%	-4.8	-33	0.83
	Not recorded	111	23	20.7%	-7.4	-8	0.74
	Total	1,461	411	28.1%	---	---	---
Age	Younger than 20 years	390	79	20.3%	-7.9	-31	0.72
	20 – 24 years	541	171	31.6%	3.5	19	1.12
	25 – 29 years	180	48	26.7%	-1.5	-3	0.95
	30 – 39 years	140	46	32.9%	4.7	7	1.17
	40 – 49 years	69	32	46.4%	18.2	13	1.65
	50 – 59 years	**	**	**	**	5	1.42
	60 years and older	**	**	**	**	-1	0.44
	Total	1,461	411	28.1%	---	---	---
Disability Status	Receives DSPS services	147	41	27.9%	-0.2	0	0.99
	No DSPS services	1314	370	28.2%	0.0	0	1.00
	Total	1,461	411	28.1%	---	---	---
Economic Status	Low income student	596	184	30.9%	2.7	16	1.10
	Not low income	865	227	26.2%	-1.9	-16	0.93
	Total	1,461	411	28.1%	---	---	---
Foster Youth	Foster youth	12	1	8.3%	-19.8	-2	0.30
	Not foster youth	1,449	410	28.3%	0.2	2	1.01
	Total	1,461	411	28.1%	---	---	---
Veterans	Veteran	79	24	30.4%	2.2	2	1.08
	Not a veteran	1,382	387	28.0%	-0.1	-2	1.00
	Total	1,461	411	28.1%	---	---	---

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Notes: This table tracks students who both met with counselors for Student Education Plan (SEP) reasons during AY2010-11 (Summer-Fall-Spring) and indicated an educational goal of obtaining an associate degree, and reports on whether or not those students subsequently earned any degree or certificate through Spring 2014. Care must be taken when interpreting results with low subgroup counts (n<50).

“***” indicates the suppression of results for subgroups with small counts (n<10), with complementary suppression of at least one other subgroup, for privacy and data reliability concerns. For further discussion, see National Center for Education Statistics Technical Brief 2012-151, <http://nces.ed.gov/pubs2012/2012151.pdf>.

Source: SMCCCD Student Database: Academic History, Term GPA, and Financial Aid Awards tables.

Table 2. Degree Completion (only) of Degree-Seeking Students, Fall 2010 – Spring 2014
Collegewide Rate: 22.9%

		Total Headcount (unduplicated)	Degree Completion Only		EQUITY METRICS Percentage Point Gap (+/- collegewide average)		P Index
			Count	Rate	Pctg Pts	Headcount	
Ethnicity	African American	54	15	27.8%	4.9	3	1.22
	American Indian/Alaskan Native	**	**	**	**	0	1.09
	Asian	187	49	26.2%	3.3	6	1.15
	Filipino	124	26	21.0%	-1.9	-2	0.92
	Hispanic	342	89	26.0%	3.2	11	1.14
	Multi Races	129	20	15.5%	-7.4	-9	0.68
	Pacific Islander	45	9	20.0%	-2.9	-1	0.87
	White	409	91	22.2%	-0.6	-3	0.97
	Unknown	**	**	**	**	-4	0.89
	Total	1,461	334	22.9%	---	---	---
Gender	Female	664	191	28.8%	5.9	39	1.26
	Male	686	128	18.7%	-4.2	-29	0.82
	Not recorded	111	15	13.5%	-9.3	-10	0.59
	Total	1,461	334	22.9%	---	---	---
Age	Younger than 20 years	390	66	16.9%	-5.9	-23	0.74
	20 – 24 years	541	145	26.8%	3.9	21	1.17
	25 – 29 years	180	38	21.1%	-1.7	-3	0.92
	30 – 39 years	140	36	25.7%	2.9	4	1.12
	40 – 49 years	69	26	37.7%	14.8	10	1.65
	50 – 59 years	**	**	**	**	2	1.20
	60 years and older	**	**	**	**	-1	0.55
	Total	1,461	334	22.9%	---	---	---
Disability Status	Receives DSPS services	147	28	19.0%	-3.8	-6	0.83
	No DSPS services	1314	306	23.3%	0.4	6	1.02
	Total	1,461	334	22.9%	---	---	---
Economic Status	Low income student	596	146	24.5%	1.6	10	1.07
	Not low income	865	188	21.7%	-1.1	-10	0.95
	Total	1,461	334	22.9%	---	---	---
Foster Youth	Foster youth	12	1	8.3%	-14.5	-2	0.36
	Not foster youth	1,449	333	23.0%	0.1	2	1.01
	Total	1,461	334	22.9%	---	---	---
Veterans	Veteran	79	19	24.1%	1.2	1	1.05
	Not a veteran	1,382	315	22.8%	-0.1	-1	1.00
	Total	1,461	334	22.9%	---	---	---

Notes: This table tracks students who met with counselors for Student Education Plan (SEP) reasons during AY2010-11 (Summer-Fall-Spring) and indicated an educational goal of obtaining an associate degree, and reports on whether or not those students subsequently earned any degree through Spring 2014. Care must be taken when interpreting results with low subgroup counts (n<50).

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“***” indicates the suppression of results for subgroups with small counts ($n < 10$), with complementary suppression of at least one other subgroup, for privacy and data reliability concerns. For further discussion, see National Center for Education Statistics Technical Brief 2012-151, <http://nces.ed.gov/pubs2012/2012151.pdf>.

Source: SMCCCD Student Database: Academic History, Term GPA, and Financial Aid Awards tables.

Table 3. Degree and Certificate Completion of Certificate-Seeking Students,
Fall 2010 – Spring 2014
Collegewide Rate: 28.6%

		Total Headcount (unduplicated)	Any Award Completion		EQUITY METRICS		P Index
			Count	Rate	Percentage Point Gap (+/- collegewide average)		
					Pctg Pts	Headcount	
Ethnicity	African American	**	**	**	**	-1	0.00
	American Indian/Alaskan Native	**	**	**	**	0	0.00
	Asian	**	**	**	**	-2	0.39
	Filipino	**	**	**	**	0	0.00
	Hispanic	**	**	**	**	-1	0.44
	Multi Races	**	**	**	**	1	1.75
	Pacific Islander	0	---	---	---	---	---
	White	21	9	42.9%	14.3	3	1.50
	Unknown	**	**	**	**	0	1.75
	Total	49	14	28.6%	---	---	---
Gender	Female	**	**	**	**	-1	0.91
	Male	24	7	29.2%	0.6	0	1.02
	Not recorded	**	**	**	**	0	1.75
	Total	49	14	28.6%	---	---	---
Age	Younger than 20 years	**	**	**	**	0	1.75
	20 – 24 years	11	2	18.2%	-10.4	-1	0.64
	25 – 29 years	**	**	**	**	-1	0.00
	30 – 39 years	11	5	45.5%	16.9	2	1.59
	40 – 49 years	**	**	**	**	0	0.95
	50 – 59 years	10	2	20.0%	-8.6	-1	0.70
	60 years and older	0	---	---	---	---	---
	Total	49	14	28.6%	---	---	---
Disability Status	Receives DSPS services	**	**	**	**	0	1.00
	No DSPS services	**	**	**	**	0	1.00
	Total	49	14	28.6%	---	---	---
Economic Status	Low income student	21	5	23.8%	-4.8	-1	0.83
	Not low income	28	9	32.1%	3.6	1	1.13
	Total	49	14	28.6%	---	---	---
Foster Youth	Foster youth	0	---	---	---	---	---
	Not foster youth	49	14	28.6%	0.0	0	1.00
	Total	49	14	28.6%	---	---	---
Veterans	Veteran	**	**	**	**	0	1.40
	Not a veteran	**	**	**	**	0	0.95
	Total	49	14	28.6%	---	---	---

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Notes: This table tracks students who met with counselors for Student Education Plan (SEP) reasons during AY2010-11 (Summer-Fall-Spring) and indicated an educational goal of obtaining a vocational certificate, and reports on whether or not those students subsequently earned any degree or certificate through Spring 2014. Care must be taken when interpreting results with low subgroup counts (n<50).

“***” indicates the suppression of results for subgroups with small counts (n<10), with complementary suppression of at least one other subgroup, for privacy and data reliability concerns. For further discussion, see National Center for Education Statistics Technical Brief 2012-151, <http://nces.ed.gov/pubs2012/2012151.pdf>.

Source: SMCCCD Student Database: Academic History, Term GPA, and Financial Aid Awards tables.

**Table 4. Certificate Completion (only) of Certificate-Seeking Students,
Fall 2010 – Spring 2014**
Collegewide Rate: 24.5%

		Total Headcount (unduplicated)	Certificate Completion Only		EQUITY METRICS		
			Count	Rate	Percentage Point Gap (+/- collegewide average)		P Index
					Pctg Pts	Headcount	
Ethnicity	African American	**	**	**	**	-1	0.00
	American Indian/Alaskan Native	**	**	**	**	0	0.00
	Asian	**	**	**	**	-1	0.45
	Filipino	**	**	**	**	0	0.00
	Hispanic	**	**	**	**	-1	0.51
	Multi Races	**	**	**	**	0	1.02
	Pacific Islander	0	---	---	---	---	---
	White	21	8	38.1%	13.6	3	1.56
	Unknown	**	**	**	**	1	2.04
	Total	49	12	24.5%	---	---	---
Gender	Female	23	6	26.1%	1.6	0	1.07
	Male	**	**	**	**	-1	0.85
	Not recorded	**	**	**	**	1	2.04
	Total	49	12	24.5%	---	---	---
Age	Younger than 20 years	**	**	**	**	1	2.04
	20 – 24 years	11	1	9.1%	-15.4	-2	0.37
	25 – 29 years	**	**	**	**	-1	0.00
	30 – 39 years	11	4	36.4%	11.9	1	1.48
	40 – 49 years	11	3	27.3%	2.8	0	1.11
	50 – 59 years	**	**	**	**	0	0.82
	60 years and older	0	---	---	---	---	---
	Total	49	12	24.5%	---	---	---
Disability Status	Receives DSPS services	**	**	**	**	0	1.17
	No DSPS services	**	**	**	**	0	0.97
	Total	49	12	24.5%	---	---	---
Economic Status	Low income student	21	3	14.3%	-10.2	-2	0.58
	Not low income	28	9	32.1%	7.7	2	1.31
	Total	49	12	24.5%	---	---	---
Foster Youth	Foster youth	0	---	---	---	---	---
	Not foster youth	49	12	24.5%	0.0	0	1.00
	Total	49	12	24.5%	---	---	---
Veterans	Veteran	**	**	**	**	0	0.82
	Not a veteran	**	**	**	**	0	1.02
	Total	49	12	24.5%	---	---	---

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Notes: This table tracks students who met with counselors for Student Education Plan (SEP) reasons during AY2010-11 (Summer-Fall-Spring) and indicated an educational goal of obtaining a vocational certificate, and reports on whether or not those students subsequently earned any certificate through Spring 2014. Care must be taken when interpreting results with low subgroup counts (n<50).

“***” indicates the suppression of results for subgroups with small counts (n<10), with complementary suppression of at least one other subgroup, for privacy and data reliability concerns. For further discussion, see National Center for Education Statistics Technical Brief 2012-151, <http://nces.ed.gov/pubs2012/2012151.pdf>.

Source: SMCCCD Student Database: Academic History, Term GPA, and Financial Aid Awards tables.

Data for CSM Student Equity Plan 2015/16 **Academic Standing--Probation and Dismissal Status**



Academic Standing—Probation and Dismissal Status: Student Equity Plan Definition

Colleges should report on the academic/progress probation and disqualification data of their students. The report should include the college's organized effort in dealing with this matter to assist students in improving their academic/progress probation and disqualification rate/s.

Data Included:

- Table 1: Summary Academic Standing, Fall 2012 – Spring 2013
- Table 2: Probation 1 Status, Fall 2012 – Spring 2013
- Table 3: Probation 2 Status, Fall 2012 – Spring 2013
- Table 4: Dismissal Status, Fall 2012 – Spring 2013

Key Findings:

- Table 1 provides a summary profile of students' academic standing—Probation 1, Probation 2, and Dismissal status. Because the data reported is for 2 academic semesters, some students may be included in multiple academic standing categories.
- Tables 2 through 4 examine the student characteristics for each type of academic standing status.
- In accordance with the California Community College Chancellor's Office Student Equity Plan guidelines, the successful course completion rates of the following populations are analyzed:
 31. Ethnicity
 32. Gender
 33. Age
 34. Disability status
 35. Low income economic status
 36. Foster Youth
 37. Veterans
- The primary Student Equity Plan reference point is the "Percentage Point Gap". This methodology compares the percentage of each subgroup who achieves an outcome (e.g., dismissal) to the percentage of all students who achieve the same outcome ("collegewide rate"). The gap is expressed in terms of both a percentage

point difference from the collegewide rate, and a headcount or enrollment count difference, depending upon the unit of measurement.

- An additional reference indicator is the proportionality index, or "P Index", which compares the percentage of each subgroup in an initial cohort (e.g., percent of total headcount) to its own percentage in the outcome group (e.g., percent on probation status). A ratio of 1.00 = identical proportionality. That is, if a specific population comprised 10.0% of all CSM students and that same population comprised 10.0% of students on probation, the P Index would = 1.00. Any value less than 1.00 indicates that a population is under-represented in the outcome group. Conversely, any value greater than 1.00 indicates that a group is over-represented.
- Disproportionality assessments are advised to consider both 1) the number of students impacted and 2) the subgroup's proportion of the total population. *Care should be taken when interpreting results with low subgroup counts ($n < 50$), as rates calculated for smaller subgroups will be subject to greater variability.* In an extreme example, a subgroup of 1 will exhibit an "all or nothing" outcome. In consideration of student impact, a campus may choose to prioritize a large subgroup with a smaller equity gap over a small subgroup with a larger equity gap, because such action may target a greater number of students. Finally, the Equity team should keep in mind that the greater the subgroup's share of the total population, the more similar are its outcomes to the collegewide average.
- NOTE: Aside from the summary table, the data for Academic Standing are presented in terms of "**Not** on Probation 1/2/Dismissal Status". This reversal allows for a consistent application of the P Index when applied to probation and dismissal data.
- Using ethnicity (Table 2) as an example: Native American students have the greatest percentage point gap from the collegewide average (-5.2 points), yet because of the small population size, the difference corresponds to 1 individual when expressed in terms of headcount. In comparison, Hispanic students, although having the smallest percentage point gap (-3.4) out of all subgroups below the collegewide average, have the largest headcount difference (85 individuals) due to the relatively large Hispanic population size.
- Neither the percentage point gap nor the proportionality index is intended to specify a point at which an outcome should be considered as a "disproportionate impact." The designation of which disaggregated populations should be considered as disproportionately under-represented is based on local conditions and will rely on the judgment of the CSM Student Equity team. The data presented are intended to stimulate conversation and investigation into areas where disproportionality may be affecting student success.

Table 1. Summary of Academic Standing, Fall 2012 – Spring 2013

		Total Headcount (unduplicated)	Probation 1		Probation 2		Dismissal	
			Count	Row N %	Count	Row N %	Count	Row N %
Ethnicity	African American	479	64	13.4%	42	8.8%	30	6.3%
	American Indian/ Alaskan Native	27	4	14.8%	1	3.7%	1	3.7%
	Asian	1,924	126	6.5%	72	3.7%	55	2.9%
	Filipino	886	68	7.7%	42	4.7%	44	5.0%
	Hispanic	2,478	324	13.1%	182	7.3%	163	6.6%
	Multi Races	1,772	245	13.8%	138	7.8%	107	6.0%
	Pacific Islander	293	43	14.7%	25	8.5%	20	6.8%
	White	4,274	320	7.5%	185	4.3%	160	3.7%
	Unknown	731	49	6.7%	32	4.4%	22	3.0%
	Total	12,864	1,243	9.7%	719	5.6%	602	4.7%
Gender	Female	6,325	568	9.0%	307	4.9%	282	4.5%
	Male	6,217	637	10.2%	392	6.3%	303	4.9%
	Not recorded	322	35	11.7%	19	6.4%	17	5.7%
	Total	12,864	1,243	9.7%	719	5.6%	602	4.7%
Age	Younger than 20	2,299	550	23.9%	247	10.7%	93	4.0%
	20 - 24	4,580	452	9.9%	321	7.0%	346	7.6%
	25 - 29	1,980	95	4.8%	77	3.9%	67	3.4%
	30 - 39	1,843	84	4.6%	43	2.3%	65	3.5%
	40 - 49	1,023	37	3.6%	17	1.7%	17	1.7%
	50 - 59	712	19	2.7%	9	1.3%	10	1.4%
	60 and older	417	4	1.0%	5	1.2%	4	1.0%
	Total	12,854	1,241	9.7%	719	5.6%	602	4.7%
Disability Status	Receives DSPS services	1,057	99	9.4%	61	5.8%	61	5.8%
	No DSPS services	11,807	1,144	9.7%	658	5.6%	541	4.6%
	Total	12,864	1,243	9.7%	719	5.6%	602	4.7%
Economic Status	Low income student	2,664	347	13.0%	190	7.1%	150	5.6%
	Not low income	10,200	896	8.8%	529	5.2%	452	4.4%
	Total	12,864	1,243	9.7%	719	5.6%	602	4.7%
Foster Youth	Foster youth	126	27	21.4%	10	7.9%	11	8.7%
	Not foster youth	12,738	1,216	9.5%	709	5.6%	591	4.6%
	Total	12,864	1,243	9.7%	719	5.6%	602	4.7%
Veterans	Veteran	342	36	10.5%	23	6.7%	9	2.6%
	Not a veteran	12,522	1,207	9.6%	696	5.6%	593	4.7%
	Total	12,864	1,243	9.7%	719	5.6%	602	4.7%

College of San Mateo
Data for CSM Student Equity Plan 2014: Academic Standing

Notes: Headcounts are unduplicated within each academic standing category, however, a student may be counted in more than one category (e.g., a student may be counted once in both the Probation 1 and Probation 2 columns).

Source: SMCCCD Student Database: Academic History, Term GPA, and Financial Aid Awards tables.

District: San Mateo

College: College of San Mateo

Table 2. Probation 1 Status, Fall 2012 – Spring 2013

Collegewide Non-Probation 1 Rate: 90.3%

		EQUITY METRICS					
		Total Headcount (unduplicated)	NOT on Probation 1 Status		Percentage Point Gap (+/- collegewide average)		P Index
			Count	Row N %	Pctg Pts	Headcount	
Ethnicity	African American	479	415	86.6%	-3.7	-18	0.96
	American Indian/Alaskan Native	27	23	85.2%	-5.2	-1	0.94
	Asian	1,924	1,798	93.5%	3.1	60	1.03
	Filipino	886	818	92.3%	2.0	18	1.02
	Hispanic	2,478	2,154	86.9%	-3.4	-85	0.96
	Multi Races	1,772	1,527	86.2%	-4.2	-74	0.95
	Pacific Islander	293	250	85.3%	-5.0	-15	0.94
	White	4,274	3,954	92.5%	2.2	93	1.02
	Unknown	731	682	93.3%	3.0	22	1.03
	Total	12,864	11,621	90.3%	---	---	---
Gender	Female	6,325	5,757	91.0%	0.7	43	1.01
	Male	6,217	5,580	89.8%	-0.6	-36	0.99
	Not recorded	322	284	88.2%	-2.1	-7	0.98
	Total	12,864	11,621	90.3%	---	---	---
Age	Younger than 20	2,299	1,749	76.1%	-14.3	-328	0.84
	20 - 24	4,580	4,128	90.1%	-0.2	-9	1.00
	25 - 29	1,980	1,885	95.2%	4.9	96	1.05
	30 - 39	1,843	1,759	95.4%	5.1	94	1.06
	40 - 49	1,023	986	96.4%	6.0	62	1.07
	50 - 59	712	693	97.3%	7.0	50	1.08
	60 and older	417	413	99.0%	8.7	36	1.10
	Total	12,864	11,621	90.3%	---	---	---
Disability Status	Receives DSPS services	1,057	958	90.6%	0.3	3	1.00
	No DSPS services	11,807	10,663	90.3%	0.0	-3	1.00
	Total	12,864	11,621	90.3%	---	---	---
Economic Status	Low income student	2,664	2,317	87.0%	-3.4	-90	0.96

Attachment E: Percentage Point Gap Methodology - 107

EQUITY METRICS

		Total Headcount (unduplicated)	NOT on Probation 1 Status		Percentage Point Gap (+/- collegewide average)		P Index
			Count	Row N %	Pctg Pts	Headcount	
	Not low income	10,200	9,304	91.2%	0.9	90	1.01
	Total	12,864	11,621	90.3%	---	---	---
Foster Youth	Foster youth	126	99	78.6%	-11.8	-15	0.87
	Not foster youth	12,738	11,522	90.5%	0.1	15	1.00
	Total	12,864	11,621	90.3%	---	---	---
Veterans	Veteran	342	306	89.5%	-0.9	-3	0.99
	Not a veteran	12,522	11,315	90.4%	0.0	3	1.00
	Total	12,864	11,621	90.3%	---	---	---

Notes: Care must be taken when interpreting results with low subgroup counts (n<50).

Source: SMCCCD Student Database: Academic History, Term GPA, and Financial Aid Awards tables.

Table 3. Probation 2 Status, Fall 2012 – Spring 2013

Collegewide Non-Probation 2 Rate: 94.4%

		Total Headcount (unduplicated)	NOT on Probation 2 Status		EQUITY METRICS		P Index
			Count	Row N %	Percentage Point Gap (+/- collegewide average)		
					Pctg Pts	Headcount	
Ethnicity	African American	479	437	91.2%	-3.2	-15	0.97
	American Indian/Alaskan Native	27	26	96.3%	1.9	1	1.02
	Asian	1,924	1,852	96.3%	1.8	36	1.02
	Filipino	886	844	95.3%	0.8	8	1.01
	Hispanic	2,478	2,296	92.7%	-1.8	-43	0.98
	Multi Races	1,772	1,634	92.2%	-2.2	-39	0.98
	Pacific Islander	293	268	91.5%	-2.9	-9	0.97
	White	4,274	4,089	95.7%	1.3	54	1.01
	Unknown	731	699	95.6%	1.2	9	1.01
	Total	12,864	12,145	94.4%	---	---	---
Gender	Female	6,325	6,018	95.1%	0.7	47	1.01
	Male	6,217	5,825	93.7%	-0.7	-45	0.99
	Not recorded	322	302	93.8%	-0.6	-2	0.99
	Total	12,864	12,145	94.4%	---	---	---
Age	Younger than 20	2,299	2,052	89.3%	-5.2	-119	0.95
	20 - 24	4,580	4,259	93.0%	-1.4	-65	0.98
	25 - 29	1,980	1,903	96.1%	1.7	34	1.02
	30 - 39	1,843	1,800	97.7%	3.3	60	1.03
	40 - 49	1,023	1,006	98.3%	3.9	40	1.04
	50 - 59	712	703	98.7%	4.3	31	1.05
	60 and older	417	412	98.8%	4.4	18	1.05
	Total	12,864	12,145	94.4%	---	---	---
Disability Status	Receives DSPS services	1,057	996	94.2%	-0.2	-2	1.00
	No DSPS services	11,807	11,149	94.4%	0.0	2	1.00
	Total	12,864	12,145	94.4%	---	---	---
Economic Status	Low income student	2,664	2,474	92.9%	-1.5	-41	0.98
	Not low income	10,200	9,671	94.8%	0.4	41	1.00

Attachment E: Percentage Point Gap Methodology - 108

		EQUITY METRICS					
		Total Headcount (unduplicated)	NOT on Probation 2 Status		Percentage Point Gap (+/- collegewide average)		P Index
			Count	Row N %	Pctg Pts	Headcount	
	Total	12,864	12,145	94.4%	---	---	---
Foster youth	Foster youth	126	116	92.1%	-2.3	-3	0.98
	Not foster youth	12,738	12,029	94.4%	0.0	3	1.00
	Total	12,864	12,145	94.4%	---	---	---
Veterans	Veteran	342	319	93.3%	-1.1	-4	0.99
	Not a veteran	12,522	11,826	94.4%	0.0	4	1.00
	Total	12,864	12,145	94.4%	---	---	---

Notes: Care must be taken when interpreting results with low subgroup counts (n<50).

Source: SMCCCD Student Database: Academic History, Term GPA, and Financial Aid Awards tables.

Table 4. Dismissal Status, Fall 2012 – Spring 2013

Collegewide Non-Dismissal Rate: 95.3%

		Total Headcount (unduplicated)	EQUITY METRICS				P Index
			NOT on Dismissal status		Percentage Point Gap (+/- collegewide average)		
			Count	Row N %	Pctg Pts	Headcount	
Ethnicity	African American	479	449	93.7%	-1.6	-8	0.98
	American Indian/Alaskan Native	27	26	96.3%	1.0	0	1.01
	Asian	1,924	1,869	97.1%	1.8	35	1.02
	Filipino	886	842	95.0%	-0.3	-3	1.00
	Hispanic	2,478	2,315	93.4%	-1.9	-47	0.98
	Multi Races	1,772	1,665	94.0%	-1.4	-24	0.99
	Pacific Islander	293	273	93.2%	-2.1	-6	0.98
	White	4,274	4,114	96.3%	0.9	40	1.01
	Unknown	731	709	97.0%	1.7	12	1.02
	Total	12,864	12,262	95.3%	---	---	---
Gender	Female	6,325	6,043	95.5%	0.2	14	1.00
	Male	6,217	5,914	95.1%	-0.2	-12	1.00
	Not recorded	322	305	94.7%	-0.6	-2	0.99
	Total	12,864	12,262	95.3%	---	---	---
Age	Younger than 20	2,299	2,206	96.0%	0.6	15	1.01
	20 - 24	4,580	4,234	92.4%	-2.9	-132	0.97
	25 - 29	1,980	1,913	96.6%	1.3	26	1.01
	30 - 39	1,843	1,778	96.5%	1.2	21	1.01
	40 - 49	1,023	1,006	98.3%	3.0	31	1.03
	50 - 59	712	702	98.6%	3.3	23	1.03
	60 and older	417	413	99.0%	3.7	16	1.04
	Total	12,854	12,252	95.3%	---	---	---
Disability Status	Receives DSPS services	1,057	996	94.2%	-1.1	-12	0.99
	No DSPS services	11,807	11,266	95.4%	0.1	12	1.00
	Total	12,864	12,262	95.3%	---	---	---
Economic Status	Low income student	2,664	2,514	94.4%	-1.0	-25	0.99
	Not low income	10,200	9,748	95.6%	0.2	25	1.00

Attachment E: Percentage Point Gap Methodology - 110

		EQUITY METRICS					
		Total Headcount (unduplicated)	NOT on Dismissal status		Percentage Point Gap (+/- collegewide average)		P Index
			Count	Row N %	Pctg Pts	Headcount	
	Total	12,864	12,262	95.3%	---	---	---
Foster youth	Foster youth	126	115	91.3%	-4.1	-5	0.96
	Not foster youth	12,738	12,147	95.4%	0.0	5	1.00
	Total	12,864	12,262	95.3%	---	---	---
Veterans	Veteran	342	333	97.4%	2.0	7	1.02
	Not a veteran	12,522	11,929	95.3%	-0.1	-7	1.00
	Total	12,864	12,262	95.3%	---	---	---

Notes: Care must be taken when interpreting results with low subgroup counts (n<50).

Source: SMCCCD Student Database: Academic History, Term GPA, and Financial Aid Awards tables.