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Marin Community College District
Student Equity Plan
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District: Marin Community College District  Date Approved by Board of Trustees: ________________

College President: David Wain Coon

Vice President of Student Services: Jonathan Eldridge

Vice President of Instruction: Jonathan Eldridge

Academic Senate President: Sara McKinnon

Student Equity Coordinator/Contact Person: Derek Levy
Executive Summary
The proposed Student Equity Plan (SEP) includes both new and continuing initiatives to support student success and equity, as well as the need to “plan to plan” in the upcoming year.

The need to defer creating a full-fledged plan is due to both changes in the demographic populations designated by statute to be assessed as well as current challenges in College of Marin’s local data gathering and assessment capacity. The latter was additionally hampered by a significant period of vacancy in the institutional research director position. The new Director of Planning, Research, and Institutional Effectiveness began at College of Marin in September of this year and has begun implementing a near term plan to achieve enhanced data gathering and reporting capabilities.

The proposed SEP also includes an allocation to support significant additional local research, analyses and reporting in the first year of the plan on assessment of disproportionate impact for populations on all Student Equity Indicators (access, course completion (retention), ESL and Basic Skills completion, transfer, and degree and certificate completion), as well as to develop mechanisms for monitoring student population(s) progress and current initiatives. The additional research, as outlined in direction from the Chancellor’s Office, will (a) assist with development of shared understandings of the meaning of the data, (b) support creation of additional action plans to mitigate the impact of disparities in student equity, (c) help with integrating student equity into other institutional planning processes and program review, and (d) improve data collection and analyses relevant to the groups of students.

The Student Equity Indicators are:

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.

B. **COURSE COMPLETION.** Ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term.

C. **ESL and BASIC SKILLS COMPLETION.** 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 course.

D. **DEGREE and CERTIFICATE COMPLETION.** 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.
E. **TRANSFER.** 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.

The SEP requires the student populations to be assessed on the above *Student Equity Indicators*, both by gender (aggregated) and disaggregated by gender for the following:

- American Indians or Alaskan natives
- Asians
- Black or African Americans
- Hispanics or Latinos
- Native Hawaiian or Pacific Islander
- Whites
- Some other race
- More than one race
- Current or former foster youth
- Students with disabilities
- Low income students
- Veterans

To date, local data for all populations has only been produced for Course Completion. Supplemental, illustrative data is provided for the other 4 indicators, though much more comprehensive data will be produced in the next few months as data and research challenges are addressed. Summary information from the provided data are noted below.

**Access:**
- College of Marin is underrepresented as compared with its surrounding community/service area with regards to males, by approximately 7%.

**Course Completion:**
- Disproportionate impact was found for completion rates (passing grades) for the following groups:
  - Black / African American male and female students
  - Latino / Hispanic males
  - American Indian or Alaska Native male students
  - Native Hawaiian or other Pacific Islander male and female students
  - Foster Youth males
- Additionally, lower income male students were found to be at the statistical threshold of disproportionate impact where completion is concerned.

**ESL and Basic Skills Completion**
- In ESL, disproportionate Impact was found for males and Hispanic/Latino/a students.
- In Basic skills English, disproportionate Impact was found for Black / African American and Hispanic / Latino/a students.
In Basic skills math, disproportionate Impact was found for Black / African American and Hispanic / Latino/a students.

Degree and Certificate Completion:
- Disproportionate Impact was found for all other combinations of gender and ethnicity except Asian females.
- Based on this finding, it is likely to be found that when other groups are also disaggregated for study, foster youth, students with disabilities, low income students and veterans will also reveal disproportionate impact.
- It is also plausible that certain groups are transferring at higher rates before attaining a degree.

Transfer:
- Disproportionate Impact was found for all other combinations of gender and ethnicity except Hispanic / Latina females.
- Based on this finding, it will be unsurprising to find when other groups are also disaggregated for study that foster youth, students with disabilities, low income students and veterans will also reveal disproportionate impact.

As noted, there were significant limitations to the initial data gathering and analyses. Even within the most complete local data, on Course Completion, there are data concerns, e.g., inconsistent history of capturing students’ status as veterans. Data provided should be used to identify broad patterns of disproportionate impact, not to set targets. Additionally, where disproportionate impact has not been immediately found for a given student population, other indicators have shown impact across most subpopulations. Therefore, activities that support any and all of these students will be beneficial, as further data collection and analyses continue.

The Goals are:

GOAL A. Enhance activities that support access, including outreach, matriculation, curriculum, services, programs and policies that positively impact students experiencing inequity in access related success indicator(s).

GOAL B. Enhance activities that support course completion and persistence/retention for students experiencing inequity in course completion success indicator(s).

GOAL C. Enhance activities that support ESL and Basic Skills completion and persistence/retention for students experiencing inequity in related success indicator(s).

GOAL D. Enhance activities that support promotion of and persistence/retention to degree and certificate completion for students experiencing inequity in related success indicator(s).
GOAL E. Enhance activities that support promotion of and persistence/retention to transfer for students experiencing inequity in related success indicator(s). Continue data gathering, research and analyses on both student transfer and implemented activities/outcomes.

Activities related to each Goal and Success Indicator(s) are enumerated in the plan. Many of these activities contribute to improvement in more than one goal and for more multiple student subpopulations. Additional activities are still to be identified and developed, in concert with additional data collection and analyses.

Resources include staff, faculty and student time of those involved in participatory governance, Student Equity and related planning, support staff, as well as the distributed participation of those directly and indirectly supporting the initiatives throughout the district and collaboratively from partner community and state government agencies and organizations. The district, categorical units and initiatives funded by the State and coordinated by the California Community Colleges Chancellor’s Office, are the primary source of funding.

Many of the activities identified have little or no additional cost to implement, capitalizing on the talent and commitment of the college and Marin community.

Derek Levy, Dean of Student Success, is the Student Equity Coordinator. The Student Access and Success Committee, part of College of Marin’s participatory governance structure, is responsible for planning recommendations and also liaises with / includes representation from key stakeholders, including College of Marin’s Academic Senate and the Basic Skills Initiative steering committee. The committee is also responsible for Student Success and Support Program planning, allowing for seamless coordination between the two plans.

Student Access and Success Committee, 2014-15:
1. Derek Levy (chair), Dean of Student Success, SSSP Coordinator
2. Sara McKinnon (ex officio), ESL Noncredit faculty, and President, Academic Senate
3. Luz Briceño-Moreno, Counseling Faculty, Puente Co-Coordinator
4. Anna Pilloton, Director of Outreach and School Relations
5. Meg Pasquel, English Skills Credit faculty, Vice President, Academic Senate
6. Becky Reetz, EOPS/CARE Coordinator, Interim CalWORKs Director
7. Inna Shapiro, student representative, Associated Students of College of Marin
8. Sonia Puertas Acosta, student representative, Associated Students of College of Marin

Christina Leimer, Director of Planning, Research, and Institutional Effectiveness (and Accreditation Liaison Officer), and Melody Creel, Research Analyst, collaborate with the committee on data gathering, research, assessment and planning.
Campus-Based Research
F. **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.

<table>
<thead>
<tr>
<th>Gender</th>
<th>COM # F13 (credit)</th>
<th>COM % F13 (credit)</th>
<th>COM # F14 (credit)</th>
<th>COM % F14 Credit</th>
<th>Marin County (ages 18 and older)</th>
<th>Marin County (ages 18 and older)</th>
<th>Marin County (ages 18 and older)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>2687</td>
<td>41.2%</td>
<td>2361</td>
<td>41.2%</td>
<td>Male</td>
<td>99392</td>
<td>48.4%</td>
</tr>
<tr>
<td>Female</td>
<td>3768</td>
<td>57.8%</td>
<td>3322</td>
<td>57.9%</td>
<td>Female</td>
<td>105799</td>
<td>51.6%</td>
</tr>
<tr>
<td>Not Stated</td>
<td>69</td>
<td>1.1%</td>
<td>54</td>
<td>0.9%</td>
<td>Not Stated</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Total</td>
<td>6524</td>
<td>100.0%</td>
<td>5737</td>
<td>100.0%</td>
<td>Total</td>
<td>205191</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>COM # F13 (credit)</th>
<th>COM % F13 (credit)</th>
<th>COM # F14 (credit)</th>
<th>COM % F14 Credit</th>
<th>Marin County Ethnicity (ages 18 and older - 7/1/2010)</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>508</td>
<td>7.8%</td>
<td>455</td>
<td>7.9%</td>
<td>Asian</td>
<td>11711</td>
<td>5.9%</td>
</tr>
<tr>
<td>Af. Am.</td>
<td>488</td>
<td>7.5%</td>
<td>373</td>
<td>6.5%</td>
<td>Af. Am.</td>
<td>5552</td>
<td>2.8%</td>
</tr>
<tr>
<td>Hisp/Lat</td>
<td>1489</td>
<td>22.8%</td>
<td>1436</td>
<td>25.0%</td>
<td>Hisp/Lat</td>
<td>29202</td>
<td>14.6%</td>
</tr>
<tr>
<td>Multi-racial</td>
<td>312</td>
<td>4.8%</td>
<td>295</td>
<td>5.1%</td>
<td>Multi-racial</td>
<td>3656</td>
<td>1.8%</td>
</tr>
<tr>
<td>White</td>
<td>3449</td>
<td>52.9%</td>
<td>2981</td>
<td>52.0%</td>
<td>White</td>
<td>148894</td>
<td>74.5%</td>
</tr>
<tr>
<td>Native</td>
<td>26</td>
<td>0.4%</td>
<td>14</td>
<td>0.2%</td>
<td>Native</td>
<td>435</td>
<td>0.2%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>16</td>
<td>0.2%</td>
<td>15</td>
<td>0.3%</td>
<td>Pacific Islander</td>
<td>415</td>
<td>0.2%</td>
</tr>
<tr>
<td>Not Stated</td>
<td>236</td>
<td>3.6%</td>
<td>168</td>
<td>2.9%</td>
<td>Not Stated</td>
<td>1</td>
<td>0.0%</td>
</tr>
<tr>
<td>Total</td>
<td>6524</td>
<td>100.0%</td>
<td>5737</td>
<td>100.0%</td>
<td>Total</td>
<td>199866</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Source for Marin County Gender**
U.S. Census Bureau 2013 American Community Survey

**Source for Marin County Ethnicity**
Sacramento, California, September 2012.

**Source Fall 2013 and Fall 2014**
College of Marin internal records as of first census day

Comparison data for Marin County (ages 18 and older) and College of Marin credit students. COM serves more females and more minority (non-white) students than their representation in Marin County.
According to the data, College of Marin is underrepresented as compared with its surrounding community/service area with regards to males, by approximately 7%.

It has significantly greater representation than the county with regards to enrollment by Hispanic/Latino, Black/African American, and Multi-racial students. This is compared with lower representation among Asian and White students. American Indian/Alaskan Native and Pacific Islander populations are consistent with the comparative county percentages.

COM’s fall 2014 enrollment of 25% Hispanic/Latino students is significant as that is a threshold for consideration to be among Hispanic Serving Institutions (HSIs) - a State program designed to assist colleges that attempt to assist first generation, majority low income Hispanic students.
G. **COURSE COMPLETION.** Ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term.

Data was not consistently available over the same timeframe of Fall 2010-Fall 2013 for all variables. Fall to Fall years are noted for each table.

Abridged tables are below. For full data, see Attachments 1A-F: Success Rates and Disproportionate Impact by Gender and:

A. Ethnicity, Fall 2010 - Fall 2013  
B. Foster Youth, Fall 2012 - Fall 2013  
C. Disability Status, Fall 2010 - Fall 2013  
D. Veteran Status, Fall 2012 - Fall 2013  
E. Pell Grant Status, Fall 2010 - Fall 2013  
F. Board of Governors (BOG) Fee Waiver Status, Fall 2010 – Fall 2012

### Success Rates and Disproportionate Impact by Gender and Ethnicity, Fall 2010 - Fall 2013

<table>
<thead>
<tr>
<th>Gender</th>
<th>Race</th>
<th>F10-F13 Combined Passed</th>
<th>F10-F13 Total Grades</th>
<th>F10-F13 Success Rate</th>
<th>F10-F13 80% Index Success Rate (Asian Female)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Total</td>
<td></td>
<td>51571</td>
<td>70774</td>
<td>72.9%</td>
<td>89.1%</td>
</tr>
<tr>
<td>Female</td>
<td>American Indian or Alaska Native</td>
<td>275</td>
<td>396</td>
<td>69.4%</td>
<td>85.0%</td>
</tr>
<tr>
<td>Female</td>
<td>Asian</td>
<td>3094</td>
<td>3785</td>
<td>81.7%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Female</td>
<td>Black or African American</td>
<td>1702</td>
<td>3091</td>
<td>55.1%</td>
<td>67.4%</td>
</tr>
<tr>
<td>Female</td>
<td>Hispanic</td>
<td>5802</td>
<td>8244</td>
<td>70.4%</td>
<td>86.1%</td>
</tr>
<tr>
<td>Female</td>
<td>Multi-Racial</td>
<td>678</td>
<td>980</td>
<td>69.2%</td>
<td>84.6%</td>
</tr>
<tr>
<td>Female</td>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>100</td>
<td>198</td>
<td>50.5%</td>
<td>61.8%</td>
</tr>
<tr>
<td>Female</td>
<td>None/Unknown</td>
<td>1500</td>
<td>1901</td>
<td>78.9%</td>
<td>96.5%</td>
</tr>
<tr>
<td>Female</td>
<td>White</td>
<td>17745</td>
<td>22041</td>
<td>80.5%</td>
<td>98.5%</td>
</tr>
<tr>
<td>Female Total</td>
<td></td>
<td>30896</td>
<td>40636</td>
<td>76.0%</td>
<td>93.0%</td>
</tr>
<tr>
<td></td>
<td>American Indian or Alaska Native</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td>----------------------------------</td>
<td>-------</td>
<td>-------</td>
<td>-----</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td></td>
<td>126</td>
<td>220</td>
<td>57.3%</td>
<td>70.1%</td>
</tr>
<tr>
<td>Male</td>
<td>Asian</td>
<td>1729</td>
<td>2372</td>
<td>72.9%</td>
<td>89.2%</td>
</tr>
<tr>
<td>Male</td>
<td>Black or African American</td>
<td>1359</td>
<td>2702</td>
<td>50.3%</td>
<td>61.5%</td>
</tr>
<tr>
<td>Male</td>
<td>Hispanic</td>
<td>3581</td>
<td>5757</td>
<td>62.2%</td>
<td>76.1%</td>
</tr>
<tr>
<td>Male</td>
<td>Multi-Racial</td>
<td>549</td>
<td>808</td>
<td>67.9%</td>
<td>83.1%</td>
</tr>
<tr>
<td>Male</td>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>112</td>
<td>179</td>
<td>62.6%</td>
<td>76.5%</td>
</tr>
<tr>
<td>Male</td>
<td>None/Unknown</td>
<td>953</td>
<td>1346</td>
<td>70.8%</td>
<td>86.6%</td>
</tr>
<tr>
<td>Male</td>
<td>White</td>
<td>11794</td>
<td>16068</td>
<td>73.4%</td>
<td>89.8%</td>
</tr>
<tr>
<td>Male Total</td>
<td></td>
<td>20203</td>
<td>29452</td>
<td>68.6%</td>
<td>83.9%</td>
</tr>
</tbody>
</table>

As the top achieving group, Female Asians are the comparison group. Using the 80% calculation, disproportionate impact was found for completion rates (passing grades) for the following groups:

- Black / African American male (61.5%) and female students (67.4%)
- Latino / Hispanic males (76.1%)
- American Indian or Alaska Native male (70.1%) students, though the population represents only 0.3% of grades
- Native Hawaiian or other Pacific Islander male (76.5%) and female (61.8%) students, though the population represents only 0.5% of grades
### Success Rates and Disproportionate Impact by Gender by Foster Youth, Fall 2012 and Fall 2013

<table>
<thead>
<tr>
<th>Gender</th>
<th>Foster Youth</th>
<th>Passed</th>
<th>Total Grades</th>
<th>Success Rate</th>
<th>Index Success Rate (Not a Foster Youth - Female)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Total</td>
<td></td>
<td>24848</td>
<td>34546</td>
<td>71.9%</td>
<td>95.3%</td>
</tr>
<tr>
<td>Female</td>
<td>Yes</td>
<td>256</td>
<td>408</td>
<td>62.7%</td>
<td>83.1%</td>
</tr>
<tr>
<td>Female</td>
<td>Unknown/Not Stated</td>
<td>14594</td>
<td>19330</td>
<td>75.5%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Female Total</td>
<td></td>
<td>14850</td>
<td>19738</td>
<td>75.2%</td>
<td>99.7%</td>
</tr>
<tr>
<td>Male</td>
<td>Yes</td>
<td>112</td>
<td>265</td>
<td>42.3%</td>
<td>56.0%</td>
</tr>
<tr>
<td>Male</td>
<td>Unknown/Not Stated</td>
<td>9672</td>
<td>14221</td>
<td>68.0%</td>
<td>90.1%</td>
</tr>
<tr>
<td>Male Total</td>
<td></td>
<td>9784</td>
<td>14486</td>
<td>67.5%</td>
<td>89.5%</td>
</tr>
</tbody>
</table>

Non Foster Youth Females are the top-achieving group, though the data are limited to the two most recent fall semesters. Using the 80% calculation, disproportionate impact was found for completion rates (passing grades) for Foster Youth males (56%). This is the lowest achievement among all groups studied, though it represents only 0.8% of grades for the period.
Success Rates and Disproportionate Impact by Gender by Disability Services Received, Fall 2010 - Fall 2013

<table>
<thead>
<tr>
<th>Gender</th>
<th>DSPS Services Received</th>
<th>F10-F13 Combined Passed</th>
<th>F10-F13 Total Grades</th>
<th>F10-F13 Success Rate</th>
<th>F10-F13 80% Index Success Rate (No DSPS Services - Female)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Total</td>
<td></td>
<td>51571</td>
<td>70774</td>
<td>72.9%</td>
<td>95.8%</td>
</tr>
<tr>
<td>Female</td>
<td>Yes</td>
<td>2198</td>
<td>2911</td>
<td>75.5%</td>
<td>99.3%</td>
</tr>
<tr>
<td>Female</td>
<td>No</td>
<td>28698</td>
<td>37725</td>
<td>76.1%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Female Total</td>
<td></td>
<td>30896</td>
<td>40636</td>
<td>76.0%</td>
<td>99.9%</td>
</tr>
<tr>
<td>Male</td>
<td>Yes</td>
<td>1320</td>
<td>1865</td>
<td>70.8%</td>
<td>93.0%</td>
</tr>
<tr>
<td>Male</td>
<td>No</td>
<td>18883</td>
<td>27587</td>
<td>68.4%</td>
<td>90.0%</td>
</tr>
<tr>
<td>Male Total</td>
<td></td>
<td>20203</td>
<td>29452</td>
<td>68.6%</td>
<td>90.2%</td>
</tr>
</tbody>
</table>

Female students not receiving disability-related services are the top achieving group. Using the 80% calculation, no disproportionate impact was found for completion rates (passing grades) for students receiving disability-related services.
### Success Rates and Disproportionate Impact by Gender by Veteran Status, Fall 2012 - Fall 2013

<table>
<thead>
<tr>
<th>Gender</th>
<th>Veteran</th>
<th>F12-F13 Combined Passed</th>
<th>F12-F13 Total Grades</th>
<th>F12-F13 Success Rate</th>
<th>F12-F13 80% Index Success Rate (Not a Veteran - Female)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Total</td>
<td></td>
<td>24848</td>
<td>34546</td>
<td>71.9%</td>
<td>95.6%</td>
</tr>
<tr>
<td>Female</td>
<td>Yes</td>
<td>97</td>
<td>135</td>
<td>71.9%</td>
<td>95.5%</td>
</tr>
<tr>
<td>Female</td>
<td>No/Not Stated</td>
<td>14753</td>
<td>19603</td>
<td>75.3%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Female Total</td>
<td></td>
<td>14850</td>
<td>19738</td>
<td>75.2%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Male</td>
<td>Yes</td>
<td>337</td>
<td>498</td>
<td>67.7%</td>
<td>89.9%</td>
</tr>
<tr>
<td>Male</td>
<td>No/Not Stated</td>
<td>9447</td>
<td>13988</td>
<td>67.5%</td>
<td>89.7%</td>
</tr>
<tr>
<td>Male Total</td>
<td></td>
<td>9784</td>
<td>14486</td>
<td>67.5%</td>
<td>89.7%</td>
</tr>
</tbody>
</table>

Non Veteran Females are the top-achieving group, though the data are limited to the two most recent fall semesters. Of additional importance, there is an inconsistent record of capturing applicants’ responses to veteran-related demographic questions on the admission application. Currently a student is not coded if they are not certified for benefits or service documentation verified in order to receive priority enrollment. This has been identified as an area for improved data collection and coordination. However, using the 80% calculation, no disproportionate impact was found for completion rates (passing grades) for students who also identify as veterans.
Non Pell Awarded Females are the top-achieving group. Using the 80% calculation, no disproportionate impact was found for completion rates (passing grades) for students receiving Pell grants, though males (80.8%) are significantly lower than others and on the cusp of failing to achieve 80%.

Non Board of Governors (BOG) Fee Waiver Awarded Females are the top achieving group. Using the 80% calculation, no disproportionate impact was found for completion rates (passing grades) for students receiving BOG Fee Waivers, though males (80.1%) are significantly lower than others and have virtually no margin before failing to achieve 80%. Disaggregated by years (see full table in Attachments), males did fall below this threshold in one recent year (73.5% in 2011). These data are consistent with the Pell data in identifying lower income male students at highest risk where completion is concerned.
H. ESL and BASIC SKILLS COMPLETION. 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 course.

Local institutional capacity and staffing to develop this data and associated analysis as defined above is under development. Illustrative data, though not disaggregated by gender and ethnicity, is provided in the interim.

ENGLISH AS A SECOND LANGUAGE COMPLETION

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>344</td>
<td>52</td>
<td>15.1%</td>
<td>84.4%</td>
</tr>
<tr>
<td>Female</td>
<td>201</td>
<td>36</td>
<td>17.9%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Male</td>
<td>143</td>
<td>16</td>
<td>11.2%</td>
<td>62.5%</td>
</tr>
<tr>
<td>African American</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian / Alaska Native</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>79</td>
<td>16</td>
<td>20.2%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Filipino</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic / Latino</td>
<td>156</td>
<td>14</td>
<td>9.0%</td>
<td>44.3%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>51</td>
<td>9</td>
<td>17.6%</td>
<td>87.2%</td>
</tr>
</tbody>
</table>

Relevant African American or "other nonwhite" numbers too small for 2005-06 cohort
Source: Chancellor’s Office Scorecard

The above table reflects COM students who have started in ESL course work compared to the subgroup who then successfully completed a college-level class within six years.

Female and Asian students are the highest achieving groups. Disproportionate Impact was found for males and Hispanic/Latino/a students.
ENGLISH BASIC SKILLS COMPLETION

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>1,646</td>
<td>719</td>
<td>43.7%</td>
<td>92.0%</td>
</tr>
<tr>
<td>Female</td>
<td>831</td>
<td>394</td>
<td>47.4%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Male</td>
<td>815</td>
<td>325</td>
<td>39.9%</td>
<td>84.1%</td>
</tr>
<tr>
<td>African American</td>
<td>145</td>
<td>45</td>
<td>31.0%</td>
<td>58.9%</td>
</tr>
<tr>
<td>American Indian / Alaska Native</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>150</td>
<td>79</td>
<td>52.7%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Filipino</td>
<td>43</td>
<td>20</td>
<td>46.5%</td>
<td>88.3%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>296</td>
<td>113</td>
<td>38.2%</td>
<td>72.5%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>849</td>
<td>394</td>
<td>46.4%</td>
<td>88.1%</td>
</tr>
</tbody>
</table>

Source: Chancellor’s Office Scorecard

The above table reflects COM students who have started in English basic skills/developmental course work compared to the subgroup who then successfully completed a college-level class within six years.

Female and Asian students are the highest achieving groups. **Disproportionate Impact was found for Black / African American and Hispanic / Latino/a students.**

<table>
<thead>
<tr>
<th>TOTAL Enrollment in composition sequence Fall 2010–2014</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>62</td>
<td>26</td>
<td>24</td>
<td>24</td>
<td>26</td>
<td>24</td>
<td>124</td>
</tr>
<tr>
<td>92</td>
<td>108</td>
<td>104</td>
<td>119</td>
<td>127</td>
<td>95</td>
<td>553</td>
<td>12%</td>
</tr>
<tr>
<td>98</td>
<td>140</td>
<td>143</td>
<td>147</td>
<td>138</td>
<td>125</td>
<td>693</td>
<td>15%</td>
</tr>
<tr>
<td>120</td>
<td>290</td>
<td>320</td>
<td>304</td>
<td>231</td>
<td>205</td>
<td>1350</td>
<td>29%</td>
</tr>
<tr>
<td>Transfer Level 150</td>
<td>445</td>
<td>390</td>
<td>400</td>
<td>402</td>
<td>335</td>
<td>1972</td>
<td>42%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1009</td>
<td>981</td>
<td>994</td>
<td>924</td>
<td>784</td>
<td>4692</td>
<td></td>
</tr>
</tbody>
</table>
As a further illustrative sample, the total enrollment in composition courses for the past 5 fall semesters, disaggregated by gender and ethnicity, reflect substantial demographic differences from the college’s enrollment to placement and progress of students to transfer level course enrollment.

Black or African American students are 6.5% of COM’s Fall 2013 credit enrollment, but comprise 34% of the enrollment in the lowest course in the composition sequence over the five year period. Their representation in the transfer level course, 150, is only 5%.

For Hispanic/Latino/a students, 22.8% of Fall 2013’s credit enrollment, their representation in English 92 is 50%, but their enrollment over that period in English 150 is 24%.

By contrast, white students make up 52.9% of Fall 2013’s credit student enrollment, 13% of English 62 over the five year period, 9% of English 92, but 50% of English 150.
## MATH BASIC SKILLS COMPLETION

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>1,254</td>
<td>349</td>
<td>27.8%</td>
<td>98.8%</td>
</tr>
<tr>
<td>Female</td>
<td>711</td>
<td>200</td>
<td><strong>28.1%</strong></td>
<td>100.0%</td>
</tr>
<tr>
<td>Male</td>
<td>543</td>
<td>149</td>
<td>27.4%</td>
<td>97.5%</td>
</tr>
<tr>
<td>African American</td>
<td>121</td>
<td>10</td>
<td>8.3%</td>
<td>24.5%</td>
</tr>
<tr>
<td>American Indian / Alaska Native</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>83</td>
<td>28</td>
<td><strong>33.7%</strong></td>
<td>100.0%</td>
</tr>
<tr>
<td>Filipino</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>226</td>
<td>58</td>
<td>25.6%</td>
<td>76.0%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>678</td>
<td>216</td>
<td>31.9%</td>
<td>94.4%</td>
</tr>
</tbody>
</table>

Source: Chancellor’s Office Scorecard

The above table reflects COM students who have started in math basic skills/developmental course work compared to the subgroup who then successfully completed a college-level class within six years.

Female and Asian students are the highest achieving groups. **Disproportionate Impact was found for Black / African American and Hispanic / Latino/a students.**
District: Marin Community College District
College: Marin
I. **DEGREE and CERTIFICATE COMPLETION.** 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.

Local institutional capacity and staffing to develop this data and associated analysis as defined above is under development. Illustrative data is provided in the interim.

**Degrees and Certificates Completion**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>African American</td>
<td>25</td>
<td>768</td>
<td>3.3%</td>
<td>42.1%</td>
</tr>
<tr>
<td>Female</td>
<td>American Indian or Alaska Native</td>
<td>5</td>
<td>87</td>
<td>5.7%</td>
<td>74.3%</td>
</tr>
<tr>
<td>Female</td>
<td>Asian</td>
<td>85</td>
<td>1,561</td>
<td>5.4%</td>
<td>70.4%</td>
</tr>
<tr>
<td>Female</td>
<td>Hispanic</td>
<td>164</td>
<td>2,119</td>
<td>7.7%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Female</td>
<td>Multi-Racial</td>
<td>18</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>2</td>
<td>90</td>
<td>2.2%</td>
<td>28.7%</td>
</tr>
<tr>
<td>Female</td>
<td>None/Unknown</td>
<td>42</td>
<td>1,540</td>
<td>2.7%</td>
<td>35.2%</td>
</tr>
<tr>
<td>Female</td>
<td>White</td>
<td>414</td>
<td>11,786</td>
<td>3.5%</td>
<td>45.4%</td>
</tr>
<tr>
<td>Female</td>
<td>Sub-total by Female</td>
<td>755</td>
<td>17,991</td>
<td>4.2%</td>
<td>54.2%</td>
</tr>
<tr>
<td>Male</td>
<td>African American</td>
<td>21</td>
<td>636</td>
<td>3.3%</td>
<td>42.7%</td>
</tr>
<tr>
<td>Male</td>
<td>American Indian or Alaska Native</td>
<td>2</td>
<td>53</td>
<td>3.8%</td>
<td>48.8%</td>
</tr>
<tr>
<td>Male</td>
<td>Asian</td>
<td>58</td>
<td>997</td>
<td>5.8%</td>
<td>75.2%</td>
</tr>
<tr>
<td>Male</td>
<td>Hispanic</td>
<td>71</td>
<td>1,511</td>
<td>4.7%</td>
<td>60.7%</td>
</tr>
<tr>
<td>Male</td>
<td>Multi-Racial</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>4</td>
<td>77</td>
<td>5.2%</td>
<td>67.1%</td>
</tr>
<tr>
<td>Male</td>
<td>None/Unknown</td>
<td>27</td>
<td>1,071</td>
<td>2.5%</td>
<td>32.6%</td>
</tr>
<tr>
<td>Male</td>
<td>White</td>
<td>186</td>
<td>8,174</td>
<td>2.3%</td>
<td>29.4%</td>
</tr>
<tr>
<td>Male</td>
<td>Sub-total by Male</td>
<td>386</td>
<td>12,519</td>
<td>3.1%</td>
<td>39.8%</td>
</tr>
</tbody>
</table>

Multi-racial did not exist as a category in 2005-2008
American Indian Female numbers too small for 2005-2006 cohort
Native Hawaiian Males numbers too small for 2006-2007 cohort
American Indian Male numbers too small for 2007-2008 cohort

COM degrees and certificates from the Data Dashboard
COM Population cohorts from the Chancellor's Office Data Mart
For Degree and Certificate Completion, which is disaggregated by gender and ethnicity, **Hispanic / Latina Females are the highest achieving group** from this cohort. **Disproportionate Impact was found for all other combinations of gender and ethnicity.** However, it is also possible that some students transfer before obtaining a degree/certificate. Also, the cohorts from the Chancellor’s Office Data Mart (2005-2006, 2006-2007 and 2007-2008) that allowed students to obtain a degree or certificate from 2011-2014 at College of Marin contained all students, not just students indicating that they wanted a degree or certificate.

An additional note regarding degree/certificate completion. The current UMOJA proposal notes COM data which indicate that African American students have the lowest rates of enrollment and completion of the basic gateway courses that lead to transfer, graduation, and a degree or certificate.

Moreover the numbers of African American students enrolled in courses that are essential for graduation, transfer, or a certificate represent the lowest number of any grouping, proportionally. These courses include the English sequences of 150, 151, and 155 and the Math sequences of 103 and 105.
J. **TRANSFER.** 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.

Local institutional capacity and staffing to develop this data and associated analysis as defined above is under development. Illustrative data from the Chancellor’s Office Data Mart is provided in the interim.

### Transfer Velocity

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>479</td>
<td>1111</td>
<td>43.1%</td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td></td>
<td>234</td>
<td>544</td>
<td>43.0%</td>
</tr>
<tr>
<td>Female</td>
<td>African-American</td>
<td>9</td>
<td>27</td>
<td>33.3%</td>
<td>50.0%</td>
</tr>
<tr>
<td>Female</td>
<td>American Indian/Alaskan Native</td>
<td>2</td>
<td>5</td>
<td>40.0%</td>
<td>60.0%</td>
</tr>
<tr>
<td>Female</td>
<td>Asian</td>
<td>36</td>
<td>54</td>
<td><strong>66.7%</strong></td>
<td><strong>100.0%</strong></td>
</tr>
<tr>
<td>Female</td>
<td>Filipino</td>
<td>3</td>
<td>13</td>
<td>23.1%</td>
<td>34.6%</td>
</tr>
<tr>
<td>Female</td>
<td>Hispanic</td>
<td>23</td>
<td>83</td>
<td>27.7%</td>
<td>41.6%</td>
</tr>
<tr>
<td>Female</td>
<td>Pacific Islander</td>
<td>1</td>
<td>3</td>
<td>33.3%</td>
<td>50.0%</td>
</tr>
<tr>
<td>Female</td>
<td>Unknown</td>
<td>15</td>
<td>44</td>
<td>34.1%</td>
<td>51.1%</td>
</tr>
<tr>
<td>Female</td>
<td>White Non-Hispanic</td>
<td>145</td>
<td>315</td>
<td>46.0%</td>
<td>69.0%</td>
</tr>
<tr>
<td>Male</td>
<td></td>
<td></td>
<td>245</td>
<td>566</td>
<td>43.3%</td>
</tr>
<tr>
<td>Male</td>
<td>African-American</td>
<td>6</td>
<td>18</td>
<td>33.3%</td>
<td>50.0%</td>
</tr>
<tr>
<td>Male</td>
<td>American Indian/Alaskan Native</td>
<td>1</td>
<td>2</td>
<td>50.0%</td>
<td>75.0%</td>
</tr>
<tr>
<td>Male</td>
<td>Asian</td>
<td>24</td>
<td>58</td>
<td>41.4%</td>
<td>62.1%</td>
</tr>
<tr>
<td>Male</td>
<td>Filipino</td>
<td>1</td>
<td>8</td>
<td>12.5%</td>
<td>18.8%</td>
</tr>
<tr>
<td>Male</td>
<td>Hispanic</td>
<td>18</td>
<td>66</td>
<td>27.3%</td>
<td>40.9%</td>
</tr>
<tr>
<td>Male</td>
<td>Pacific Islander</td>
<td>1</td>
<td>3</td>
<td>33.3%</td>
<td>50.0%</td>
</tr>
<tr>
<td>Male</td>
<td>Unknown</td>
<td>24</td>
<td>55</td>
<td>43.6%</td>
<td>65.5%</td>
</tr>
<tr>
<td>Male</td>
<td>White Non-Hispanic</td>
<td>170</td>
<td>356</td>
<td>47.8%</td>
<td>71.6%</td>
</tr>
</tbody>
</table>

Source: Chancellor's Office Data Mart

Transfer Velocity is defined by the Chancellor’s Office as:

The initial group or cohort of first-time students is evaluated six years after initial enrollment in order to determine if they have shown behavioral intent to transfer. If by six years after initial enrollment a student has completed twelve credit units and attempted
transfer-level math or English, the student then enters into the Transfer Cohort and that student’s transfer outcome is calculated for a variety of time frames ranging from three years after initial enrollment to as high as twelve years after initial enrollment, time allowing.

For Transfer Velocity, which is disaggregated by gender and ethnicity, Asian Females are the highest achieving group from the earlier cohort. Disproportionate Impact was found for all other combinations of gender and ethnicity.

Additionally, as part of the UMOJA proposal, faculty researching the progress of Black / African American students identified a gap in the enrollment by Black / African American population in key transfer courses, including English course of 150, 151, and 155, and math sequences of 103 and 105.
Goals and Activities
GOALS AND ACTIVITIES

A. STUDENT SUCCESS INDICATOR FOR ACCESS

“Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community serve”

GOAL A. Enhance activities that support access, including outreach, matriculation, curriculum, services, programs and policies that positively impact students experiencing inequity in access related success indicator(s).

ACTIVITY (Please include the target date in chronological order and identify the responsible person/group for each activity) [Initial delivery dates provided]

A.1. Continue data development to more accurately identify disproportionate impact, trends, factors that affect disproportionate impacts. (May 2015; SAS Committee; Leimer)
A.2. Review policies and procedures that may have disproportionate impact on success of students (e.g., admission and registration after start of term, financial aid awarding timelines, use and accessibility of technology) (March 2015; Levy)
A.3. Coordinate review of current placement testing policies, procedures and practices. (May 2015; Levy)
A.4. Review current course prerequisites, co-requisites and advisories and assess student success in courses lacking prerequisites or advisories. (November 2015; SAS, Academic Departments, Curriculum Committee, Torres)
A.5. Expand Summer Bridge program, which targets low income and first generation students (with higher representation among Latino and African American students) from pilot program of 24 students in summer 2014 to goal of 96 students in summer 2015, with further growth in future years. (July 2015; Summer Bridge Planning Group, Levy, Hernandez)
A.6. Increase Puente program, which offers a year-long cohort learning community with counseling and English courses, coupled with mentoring and other activities, for students who are low income and first generation in order to increase the number of educationally disadvantaged students who go on to enroll in four-year colleges and universities. (August 2015; Puente Coordinators, Levy)
A.7. Implement UMOJA program, a multi-tiered program of classes, activities, and support services, designed to facilitate student success—open to all students, with a particular emphasis on serving African-American students. (May 2015; UMOJA Planning Group, Levy)
A.8. Identify key partners and appropriate places in curriculum to introduce computer literacy workshops, labs and/or independent courses. (May 2015; Ly, BSI)
A.9. Develop student information literacy plan to help students progress and succeed. (May 2015; Ly, BSI, SAS)
GOAL A. (Continued)

A.10. Develop plan to address student financial literacy. (June 2015; Arenas, Sillcocks, Levy)
A.11. Support Basic Skills Master Planning, including partnering with those involved and BSI Steering Committee around recommended initiatives. (May 2015, BSMP Coordinator(s), SAS, BSI Steering Committee)
A.12. Explore establishment of Mathematics, Engineering, Science Achievement (MESA) program—which provides academic support to students from educationally disadvantaged backgrounds throughout the education pathway so they will excel in math and science and ultimately attain four-year degrees in science, technology, engineering or math (STEM). (July 2015; Hernandez, Levy)
A.13. Engage in professional development/training to increase awareness, implement promising practices in pedagogy, curriculum development, and student services, and increase awareness/understanding of issues impacting target student populations including the effects of inequities; methods for detecting and researching them; and effective practices for improving outcomes (e.g., CCC veterans summit; equity training; foster youth symposium). (Ongoing; SAS)
A.14. Implement pilot program by counseling faculty with E3: Education, Excellence and Equity to provide a culturally relevant engagement tool for faculty. (January 2015; Levy, Cullen)
A.15. Implement Jumpstart, a college credit program for Marin high school students to take concurrent college courses at reduced cost. (January 2015; Pilloton, Traversi)
A.16. Continue to expand collaboration on Guardian Scholars Program with Sunny Hills Services North Bay and SFSU to provide wrap-around clinical and case management support, student success support at COM, and degree achievement and transfer support for Foster Youth. (August 2015; Pilloton, Reetz, Levy)
A.17. Implement Veteran Advisory Committee’s Recommendations to support veteran and military students and their families. (July 2015; VAC, Levy)
A.18. Evaluate the use of Equity funds to support access to course materials and activities for low income students. (May 2015; SAS, BSI)
A.19. Continue development of Equity and Diversity Advisory Committee—providing advocacy and education around issues of social justice and college climate, recommendations and annual report to Student Access and Success (SAS) Committee, which coordinates Student Equity and Student Success and Support Programs Planning. (May 2015; EDAC, Levy)
A.20. Maintain and enhance where possible representation, collaboration, consultations and coordination between key partners on student success and equity planning, including EOPS/CalWORKs, Student Accessibility Services, UMOJA, Puente, Basic Skills, and Financial Aid & Scholarships. (Ongoing; Levy)
A.21. Enhance staffing in EOPS/CalWORKs and Student Accessibility Services to support enhanced services, outreach and equity. (April 2015; Levy)
GOAL A. (Continued)

A.22. Continue development of COMPASS (College of Marin Supporting and Promoting College Success), including funding, staffing and implementation of initiatives, particularly at K-12 schools with lower traditional college attending student demographics. (June 2015; Eldridge, Pilloton)

A.23. Explore potential status as a Hispanic-serving institution, or HSI – a state program designed to assist colleges that attempt to assist first generation, majority low-income Hispanic students. (September 2015; SAS)

A.24. Evaluate impact of program services, such as Student Accessibility Services’ individual tutoring and learning disability testing, on student success and equity. (July 2015; Levy, Leimer)

A.25. Continue to study transportation issues and potential initiatives to increase accessibility of both campus locations to support student enrollment and attendance. (July 2015; Arenas, Eldridge)

A.26. Continue development of learning communities that provide for cohort learning, coordinated and collaborative teaching and student support, and embedded services to support student success. (November 2015; Deans, Academic Departments, Cullen, Levy)

A.27. Continue to identify, develop and implement activities to address disproportionate impact and develop measures to more accurately assess any resulting effects of initiatives. (November 2015; SAS Committee; Leimer)

A.28. Increase transfer curriculum at IVC campus to improve access to transfer degree and courses for north Marin county residents. Increase applicable matriculation support (e.g., available placement testing days/times). (August 2015; Torres; Levy)

EXPECTED OUTCOMES of Goal A - Access

A.1.1. Planning, Research and Institutional Effectiveness (PRIE) provided greater capacity to support equity assessment.

A.1.2. Dashboard measures that track and inform trends in Indicators for semester by semester feedback on progress accurately and in a timely manner

A.1.3. Research and analyses that yield better understanding of factors contributing to or deterring from Indicator success for identified groups and contribute to evaluation of current and potential interventions

A.2.1. Utilization of existing participatory governance, committee and unit processes to address as needed policies or procedures that contribute to inequity or disproportionate impact
GOAL A. (Continued)

A.3.1. Development of assessment policies related to Recency (shelf life of scores) and Frequency (repetition of assessments)
A.3.2. Improved alignment of placement scores with courses
A.3.3. Use of multiple measures and challenges processes to increase efficiency and accuracy of placement
A.3.4. Workshops to increase student readiness for and accurate placement by exams
A.4.1. Identification and assessment of prerequisite courses as well as courses that should have pre-requisites for unprepared students
A.5.1. Workshops to increase student readiness for and accurate placement by exams
A.5.2. Decreased time to readiness (moving everyone up at least one level) through intensive 3 week preparation in math and English
A.5.3. More students prepared for full-time matriculation through completion of priority enrollment steps
A.5.4. Increased students’ confidence in college ability and study habits, as well as connection to existing COM resources
A.5.5. Continued partnership with 10,000 Degrees and other Marin organizations and agencies to promote increased college enrollment after high school
A.6.1. Additional cohort at Kentfield and an additional cohort at IVC by 2017
A.6.2. Increased degree attainment and baccalaureate transfer rates for students served
A.7.1. Increased rates of persistence and retention amongst program participants
A.7.2. Increased degree attainment and baccalaureate transfer rates for students served
A.7.3. Increased community outreach/partnerships to encourage and support program participation and achievement
A.8.1. Tutorials for students who want to apply but lack computer literacy to complete online application for admission
A.8.2. Increased student computer literacy and preparedness to progress
A.9.1. Embedded library staff in key courses/sequences and/or appropriate places in curriculum to bring students to library
A.9.2. Increased student information literacy levels and preparedness to progress in transfer-level courses
A.10.1. Collaboration between Financial Aid & Scholarships, Single Stop, Student Accounts and others to provide timely and accessible financial literacy programming for students
A.10.2. Enhanced student decision-making around use of financial aid, debt management, etc.
A.11.1. Curriculum revisions and development that enhance student learning outcomes and efficient progress to college level, including development and refinement of accelerated courses
A.11.2. Use of dedicated tutors to support student learning in basic skills courses
A.11.3. Credit-optional basic skills courses so low income students may progress in development via financially accessible path
A.11.4. Structured interaction between credit and noncredit basic skills students to socially normalize transition to higher level courses
GOAL A. (Continued)

A.11.5 Increased outreach to high schools to support continued educational attainment by at-risk students
A.11.6. Development of GED program that supports student achievement and success on new GED instrument
A.11.7. Collaboration on review of placement exam policies, procedures, placement, etc.
A.11.8. Increased percentage of students who begin at 3 levels below college level English, and successfully complete college level English within four years by 5% annually in 2014-2015, 2015-2016 and 2016-2017 over 2010-2011
A.11.9. Increased percentage of students who begin at 3 levels below college level math, and successfully complete college level math within four years by 5% annually in 2014-2015, 2015-2016 and 2016-2017 over 2010-2011
A.11.10. Improvement of the noncredit and credit ESL programs and development of effective programs to support the educational and occupational goals of our students
A.12.1. Evaluation and/or progress on implementation of steps to implement MESA program
A.12.2. Development of reading apprenticeships- training for students to read STEM
A.13.1. Engagement in both internal and external opportunities and sharing of promising practices and research to have a better understanding and appreciation for students’ development and diversity
A.13.2. Implementation/ adoption of effective tools, resources, models and approaches that would positively impact student success at COM
A.14.1. Development of a system to measure students’ & teachers’ familiarity with the 5 essential skills (Innovation, Adaptability, Critical Analysis, Cross Cultural Community and Teamwork)
A.14.2. Support for faculty with effective engagement strategies to reach every student while holding high expectations of academic achievement in relation to the 5 essential skills
A.14.3. Increased student participants’ engagement
A.15.1. Increased participants’ accessibility to and familiarity and comfort with college level work and environment
A.16.1. Coordination of services and full utilization of available housing and COM/partner support services
A.16.2. Increased number of foster youth achieving COM degree and transferring to baccalaureate institution
A.17.1. Improved veteran student outreach, services, support and coordination
A.17.2. More accurately tracked enrollment and progress by veterans
A.17.3. Increased faculty, staff and peer awareness and sensitivity to the needs of students who are veterans
A.17.4. Enhanced student enrollment, success and satisfaction
  A.18.1. Identification of courses in areas where there is disproportionate impact in participation/achievement by low income students and exploration as to whether materials, activity or textbook costs mitigation would be warranted investments
GOAL A. (Continued)

A.19.1 Assessment of college climate for students and identification of areas which may be impacting accessibility, persistence or achievement.
A.19.2. Promotion of opportunities for greater understanding and inclusion of diverse student needs and experiences
   A.20.1. Evaluation and adjusting as needed the composition of Student Access and Success and other committee(s) to enhance adequate representation
A.20.2. Ensuring continuing opportunities to access Student Equity related data and research to support assessment of programs and initiatives
A.20.3. Scheduled gathering of representatives on established basis to exchange information and collaborate on Success and Equity planning
A.21.1. Director of Student Accessibility Services position created, Board approved and search underway
A.21.2. Director of EOPS, CARE & CalWORKs position created and awaiting Board submission
A.22.1. Increased College Readiness among K-12 students
A.22.2. Increased Concurrent Enrollment among high school students
A.22.3. Front-Loaded Educational & Career Planning
A.22.4. Improved Financial Planning leading to more informed college decision making by K-12 students and their families
A.23.1. Assessment of opportunities and requirements to participate in HSI program. Development of plan for potential implementation
A.24.1. Determination if increased funding of Student Accessibility Services’ individual tutoring and learning disability assessment would contribute to equity / reducing disproportionate impact
A.25.1. Collaboration with area transportation agencies on comprehensive understanding of transportation needs
A.25.2. Development of potential resources / solutions to reduce barriers to enrollment and attendance
A.26.1. Expanded opportunities for students to participate in First Year Experience and other learning communities
A.27.1. Additional activities implemented.
A.28.1. Increased transfer curriculum at IVC campus.
A.28.2. Increased counseling, orientation and assessment testing services as need merits at IVC; increased other support services (e.g., EOPS, SAS).
GOALS AND ACTIVITIES

B. STUDENT SUCCESS INDICATOR FOR COURSE COMPLETION

“Ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term”

GOAL B. Enhance activities that support course completion and persistence/retention for students experiencing inequity in course completion success indicator(s).

ACTIVITY (Please include the target date in chronological order and identify the responsible person/group for each activity) [initial delivery dates provided]

B.1. Continue data development to more accurately identify disproportionate impact, trends, factors that affect disproportionate impacts. (May 2015; SAS Committee, Leimer)

B.2. Coordinate review of current placement testing policies, procedures and practices. (May 2015; Levy)

B.3. Review current course prerequisites, co-requisites and advisories and assess student success in courses lacking prerequisites or advisories. (November 2015; SAS, Deans and Department Chairs)

B.4. Implement UMOJA program, a multi-tiered program of classes, activities, and support services, designed to facilitate student success - open to all students, with a particular emphasis on serving African-American students. (May 2015; UMOJA Planning Group, Levy)

B.5. Expand Summer Bridge program, which targets low income and first generation students (with higher representation among Latino and African American students) from pilot program of 24 students in summer 2014 to goal of 96 students in summer 2015, with further growth in future years. (July 2015; Summer Bridge Planning Group, Levy, Hernandez)

B.6. Support Basic Skills Master Planning, including partnering with those involved and BSI Steering Committee around recommended initiatives. (May 2015; BSMP Coordinator(s), SAS, BSI Steering Committee)

B.7. Continue development of learning communities that provide for cohort learning, coordinated and collaborative teaching and student support, and embedded services to support student success. (November 2015; Deans, Academic Departments, Cullen, Levy)

B.8. Identify key partners and appropriate places in curriculum to introduce computer literacy workshops, labs and/or independent courses. (May 2015; SAS, BSI)

B.9. Develop student information literacy plan to help students progress and succeed. (May 2015; Ly, BSI, SAS)
B.10. Increase Puente program, which offers a year-long cohort learning community with counseling and English courses, coupled with mentoring and other activities, for students who are low income and first generation in order to increase the number of educationally disadvantaged students who go on to enroll in four-year colleges and universities. (August 2015; Puente Coordinators, Levy)

B.11. Explore establishment of Mathematics, Engineering, Science Achievement (MESA) program— which provides academic support to students from educationally disadvantaged backgrounds throughout the education pathway so they will excel in math and science and ultimately attain four-year degrees in science, technology, engineering or math (STEM). (July 2015; Hernandez, Levy)

B.12. Continue to expand collaboration on Guardian Scholars Program with Sunny Hills Services North Bay and SFSU to provide wrap-around clinical and case management support, student success support at COM, and degree achievement and transfer support for Foster Youth. (August 2015; Pilloton, Reetz, Levy)

B.13. Implement Veteran Advisory Committee’s Recommendations to support veteran and military students and their families. (July 2015; VAC)

B.14. Evaluate the use of Equity funds to support access to course materials and activities for low income students. (May 2015; SAS, BSI)

B.15. Evaluate impact of program services, such as Student Accessibility Services’ individual tutoring and learning disability testing, on student success and equity, for increased funding consideration. (July 2015; Levy, Leimer)

B.16. Engage in professional development/training to increase awareness, implement promising practices in pedagogy, curriculum development, and student services, and increase awareness/understanding of issues impacting target student populations including the effects of inequities; methods for detecting and researching them; and effective practices for improving outcomes (e.g., CCC veterans summit; equity training; foster youth symposium). (Ongoing; SAS)

B.17. Implement pilot program by counseling faculty with E3: Education, Excellence and Equity to provide a culturally relevant engagement tool for faculty. (January 2015; Cullen, Levy)

B.18. Continue development of Equity and Diversity Advisory Committee- providing advocacy and education around issues of social justice and college climate, recommendations and annual report to Student Access and Success (SAS) Committee, which coordinates Student Equity and Student Success and Support Programs Planning. (May 2015; EDAC, Levy)

B.19. Enhance staffing in EOPS/CalWORKs and Student Accessibility Services to support enhanced services, outreach and equity. (April 2015; Levy)

B.20. Maintain and enhance where possible representation, collaboration, consultations and coordination between key partners on student success and equity planning, including EOPS/CalWORKs, Student Accessibility Services, UMOJA, Puente, Basic Skills, and Financial Aid & Scholarships. (Ongoing; Levy)
EXPECTED OUTCOMES FOR STUDENT SUCCESS / COURSE COMPLETION

B.1.1. Planning, Research and Institutional Effectiveness (PRIE) provided additional research capacity to support equity assessment.

B.1.2. Dashboard measures that accurately and timely track and inform trends in Indicators for semester by semester feedback on progress.

B.1.3. Research and analyses that yield better understanding of factors contributing or detracting to Indicator success for identified groups and contribute to evaluation of current and potential interventions.

B.1.4. Creation of a set of short-term metrics that may be used to predict 6-year success metrics outcomes from Scorecard. Gauge progress and make program adjustments as warranted.

B.1.5. Analyze student success/at-risk patterns to help determine reasonable targets to set for improvement.

B.2.1. Development of policy related to Recency (shelf life of scores) and Frequency (repetition of assessments)

B.2.2. Improved alignment of placement scores with courses

B.2.3. Incorporate use of multiple measures and challenges processes to increase efficiency and accuracy of placement

B.2.4. Develop workshops to increase student readiness for and accurate placement by exams

B.3.1. Identification and assessment of prerequisite courses as well as courses that should have pre-requisites for unprepared students.

B.4.1. Increased rates of persistence and retention amongst program participants.

B.4.2. Increased degree attainment and baccalaureate transfer rates for students served.

B.4.3. Increased community outreach/partnerships to encourage and support program participation and achievement.

B.5.1. Workshops to increase student readiness for and accurate placement by exams. Decreased time to readiness (moving everyone up at least one level) through intensive 3 week preparation in math and English.

B.5.2. More students prepared for full-time matriculation through completion of priority enrollment steps.

B.5.3. Increased students’ confidence in college ability and study habits, as well as connection to existing COM resources.

B.5.4. Continued partnership with 10,000 Degrees and other Marin organizations and agencies to promote increased college enrollment after high school.

B.6.1. Curriculum revisions and development that enhance student learning outcomes and efficient progress to college level, including development and refinement of accelerated courses.

B.6.2. Use of dedicated tutors to support student learning in basic skills courses.

B.6.3. Credit-optinal basic skills courses so low income students may progress in development via financially accessible path.

B.6.4. Structured interaction between credit and noncredit basic skills students to socially normalize transition to higher level courses.

B.6.5. Increased outreach to high schools to support continued educational attainment by at-risk students.
GOAL B. (Continued)

B.6.6. Development of GED program that supports student achievement and success on new GED instrument.
B.6.7. Collaboration on review of placement exam policies, procedures, placement, etc.
B.6.8. Increased percentage of students who begin at 3 levels below college level English, and successfully complete college level English within four years by 5% annually in 2014-2015, 2015-2016 and 2016-2017 over 2010-2011.
B.6.9. Increased percentage of students who begin at 3 levels below college level math, and successfully complete college level math within four years by 5% annually in 2014-2015, 2015-2016 and 2016-2017 over 2010-2011.
B.6.10. Improvement of the noncredit and credit ESL programs and development of effective programs to support the educational and occupational goals of our students.
B.7.1. Expanded opportunities for students to participate in First Year Experience and other learning communities.
B.8.1. Tutorials for students who want to apply but lack computer literacy to complete online application for admission.
B.8.2. Increased student computer literacy and preparedness to progress.
B.9.1. Embedded library staff in key courses/sequences and/or appropriate places in curriculum to bring students to library.
B.9.2. Increased student information literacy levels and preparedness to progress in transfer-level courses.
B.10.1. Additional cohort at Kentfield and an additional cohort at IVC by 2017.
B.10.2. Increased degree attainment and baccalaureate transfer rates for students served.
B.11.1. Evaluation and/or progress on implementation of steps to implement MESA program.
B.11.2. Development of reading apprenticeships - training for students to read STEM.
B.12.1. Coordination of services and full utilization of available housing and COM/partner support services.
B.12.2. Increased number of foster youth achieving COM degree and transferring to baccalaureate institution.
B.13.1. Improved veteran student outreach, services, support and coordination.
B.13.3. Increased faculty, staff and peer awareness and sensitivity to the needs of students who are veterans.
B.13.4. Enhanced student enrollment, success and satisfaction.

GOAL B. (Continued)
B.14.1. Identification of courses in areas where there is disproportionate impact in participation/achievement by low income students and exploration as to whether materials, activity or textbook costs mitigation would be warranted investments.

B.15.1. Determination if increased funding of Student Accessibility Services’ individual tutoring and learning disability assessment would contribute to equity / reducing disproportionate impact.

B.16.1. Engagement in both internal and external opportunities and sharing of promising practices and research to have a better understanding and appreciation for students’ development and diversity.

B.16.2. Implementation/adoptions of effective tools, resources, models and approaches that would positively impact student success at COM.

B.17.1. Development of a system to measure students’ & teachers’ familiarity with the 5 essential skills (Innovation, Adaptability, Critical Analysis, Cross Cultural Community and Teamwork).

B.17.2. Support for faculty with effective engagement strategies to reach every student while holding high expectations of academic achievement in relation to the 5 essential skills.

B.17.3. Increased student participants’ engagement.

B.18.1. Assessment of college climate for students and identification of areas which may be impacting accessibility, persistence or achievement.

B.18.2. Promotion of opportunities for greater understanding and inclusion of diverse student needs and experiences.

B.19.1. Director of Student Accessibility Services position created, Board approved and search underway. Director of EOPS, CARE & CalWORKs position created and awaiting Board submission.

B.20.1. Evaluation and adjusting as needed the composition of Student Access and Success and other committee(s) to enhance adequate representation.

B.20.2. Ensuring continuing opportunities to access Student Equity related data and research to support assessment of programs and initiatives.

B.20.3. Scheduled gathering of representatives on established basis to exchange information and collaborate on Success and Equity planning.
GOALS AND ACTIVITIES

C. STUDENT SUCCESS INDICATOR FOR ESL AND BASIC SKILLS COMPLETION

“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 to the number of those students who complete such a final course”

GOAL C. Enhance activities that support ESL and Basic Skills completion and persistence/retention for students experiencing inequity in related success indicator(s).

ACTIVITY (Please include the target date in chronological order and identify the responsible person/group for each activity) [Initial delivery dates provided]

C. 1. Continue data development to more accurately identify disproportionate impact, trends, factors that affect disproportionate impacts. (May 2015; SAS; Levy)
C.2. Develop and implement activities to address disproportionate impact and develop measures to more accurately assess any resulting effects on impact. (August 2015; SAS, Leimer)
C.3. Continue development of learning communities that provide for cohort learning, coordinated and collaborative teaching and student support, and embedded services to support student success. (November 2015; Deans, Academic Departments, Cullen, Levy)
C.4. Implement UMOJA program, a multi-tiered program of classes, activities, and support services, designed to facilitate student success- open to all students, with a particular emphasis on serving African-American students. (May 2015; UMOJA Planning Group, Levy)
C.5. Coordinate review of current placement testing policies, procedures and practices. (May 2015; Levy)
C.6. Review current course prerequisites, co-requisites and advisories and assess student success in courses lacking prerequisites or advisories. (November 2015; SAS, Academic Departments, Curriculum Committee, Torres)
C.7. Expand Summer Bridge program, which targets low income and first generation students (with higher representation among Latino and African American students) from pilot program of 24 students in summer 2014 to goal of 96 students in summer 2015, with further growth in future years. (July 2015; Summer Bridge Planning Group, Levy, Hernandez)
C.8. Support Basic Skills Master Planning, including partnering with those involved and BSI Steering Committee around recommended initiatives. (May 2015, BSMP Coordinator(s), SAS, BSI Steering Committee)
EXPECTED OUTCOME C.1.1

C.1.1. Planning, Research and Institutional Effectiveness (PRIE) provided additional research capacity to support equity assessment.
C.1.2. Dashboard measures that track and inform trends in Indicators for semester by semester feedback on progress accurately and in a timely manner.
C.2.1. Research and analyses that yield better understanding of factors contributing to or detracting from Indicator success for identified groups and contribute to evaluation of current and potential interventions.
C.3.1. Expanded opportunities for students to participate in First Year Experience and other learning communities.
C.4.1. Increased rates of persistence and retention amongst program participants.
C.4.2. Increased degree attainment and baccalaureate transfer rates for students served.
C.4.3. Increased community outreach/partnerships to encourage and support program participation and achievement.
C.5.1. Development of assessment policies related to Recency (shelf life of scores) and Frequency (repetition of assessments).
C.5.2. Improved alignment of placement scores with courses.
C.5.3. Use of multiple measures and challenges processes to increase efficiency and accuracy of placement.
C.6.1. Identification and assessment of prerequisite courses as well as courses that should have pre-requisites for unprepared students.
C.7.1. Workshops to increase student readiness for and accurate placement by exams and earned counseling credit unit. Decreased time to readiness (moving everyone up at least one level) through intensive 3 week preparation in math and English.
C.7.2. More students prepared for full-time matriculation through completion of priority enrollment steps.
C.7.3. Increased students’ confidence in college ability and study habits, as well as connection to existing COM resources.
C.7.4. Continued partnership with 10,000 Degrees and other Marin organizations and agencies to promote increased college enrollment after high school.
C.8.1. Curriculum revisions and development that enhance student learning outcomes and efficient progress to college level, including development and refinement of accelerated courses.
C.8.2. Use of dedicated tutors to support student learning in basic skills courses.
C.8.3. Credit-opational basic skills courses so low income students may progress in development via financially accessible path.
C.8.4. Structured interaction between credit and noncredit basic skills students to socially normalize transition to higher level courses.
C.8.5. Increased outreach to high schools to support continued educational attainment by at-risk students.
C.8.6. Development of GED program that supports student achievement and success on new GED instrument.
C.8.7. Collaboration on review of placement exam policies, procedures, placement, etc.
C.8.8. Increased percentage of students who begin at 3 levels below college level English, and successfully complete college level English within four years by 5% annually in 2014-2015, 2015-2016 and 2016-2017 over 2010-2011.

GOAL C. (Continued)

C.8.9. Increased percentage of students who begin at 3 levels below college level math, and successfully complete college level math within four years by 5% annually in 2014-2015, 2015-2016 and 2016-2017 over 2010-2011.

C.8.10. Improvement of the noncredit and credit ESL programs and development of effective programs to support the educational and occupational goals of our students.
GOALS AND ACTIVITIES

D. STUDENT SUCCESS INDICATOR FOR DEGREE AND CERTIFICATE COMPLETION

“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”

GOAL D. Enhance activities that support promotion of and persistence/retention to degree and certificate completion for students experiencing inequity in related success indicator(s).

ACTIVITY (Please include the target date in chronological order and identify the responsible person/group for each activity) [Initial delivery dates provided]

D.1. Continue data development to more accurately identify disproportionate impact, trends, factors that affect disproportionate impacts. (May 2015; SAS; Levy)

D.2. Develop and implement activities to address disproportionate impact and develop measures to more accurately assess any resulting effects on impact. (August 2015; SAS, Leimer)

D.3. Explore pilot partnership with transfer institution(s) and/or National Clearinghouse around awarding reverse degrees. (October 2015; Levy; Leimer, Mann)

D.4. Increase Puente program, which offers a year-long cohort learning community with counseling and English courses, coupled with mentoring and other activities, for students who are low income and first generation in order to increase the number of educationally disadvantaged students who go on to enroll in four-year colleges and universities. (August 2015; Puente Coordinators, Levy)

D.5. Implement UMOJA program, a multi-tiered program of classes, activities, and support services, designed to facilitate student success open to all students, with a particular emphasis on serving African-American students. (May 2015; UMOJA Planning Group, Levy)

D.6. Explore establishment of Mathematics, Engineering, Science Achievement (MESA) program—which provides academic support to students from educationally disadvantaged backgrounds throughout the education pathway so they will excel in math and science and ultimately attain four-year degrees in science, technology, engineering or math (STEM). (July 2015; Hernandez, Levy)

D.7. Coordinate review of current placement testing policies, procedures and practices. (May 2015; Levy)

EXPECTED OUTCOME D.1.1

D.1.1. Planning, Research and Institutional Effectiveness (PRIE) provided additional research capacity to support equity assessment
D.2.1. Dashboard measures that track and inform trends in Indicators for semester by semester feedback on progress accurately and in a timely manner

GOAL D. (Continued)

D.2.1. Research and analyses that yield better understanding of factors contributing to or detracting from Indicator success for identified groups and contribute to evaluation of current and potential interventions
D.3.1. Increased awarding of degrees to students who have gone on to transfer
D.4.1. Additional cohort at Kentfield and an additional cohort at IVC by 2017
D.4.2. Increased degree attainment and baccalaureate transfer rates for students served
D.5.1. Increased rates of persistence and retention amongst program participants
D.5.2. Increased degree attainment and baccalaureate transfer rates for students served
D.5.3. Increased community outreach/partnerships to encourage and support program participation and achievement
D.6.1. Evaluation and/or progress on implementation of steps to implement MESA program
D.6.2. Development of reading apprenticeships - training for students to read STEM
D.6.3. Submission of STEM related grant(s)
D.6.4. Creation of increased inroads into STEM majors
D.7.1. Development of assessment policies related to Recency (shelf life of scores) and Frequency (repetition of assessments)
D.7.2. Improved alignment of placement scores with courses
D.7.3. Use of multiple measures and challenges processes to increase efficiency and accuracy of placement
GOALS AND ACTIVITIES

E. STUDENT SUCCESS INDICATOR FOR TRANSFER

“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”

GOAL E. Enhance activities that support promotion of and persistence/retention to transfer for students experiencing inequity in related success indicator(s).

ACTIVITY (Please include the target date in chronological order and identify the responsible person/group for each activity) [Initial delivery dates provided]

E.1. Continue data development to more accurately identify disproportionate impact, trends, factors that affect disproportionate impacts. (May 2015; SAS; Levy)

E.2. Develop and implement activities to address disproportionate impact and develop measures to more accurately assess any resulting effects on impact. (August 2015; SAS, Leimer)

E.3. Increase Puente program, which offers a year-long cohort learning community with counseling and English courses, coupled with mentoring and other activities, for students who are low income and first generation in order to increase the number of educationally disadvantaged students who go on to enroll in four-year colleges and universities. (August 2015; Puente Coordinators, Levy)

E.4. Implement UMOJA program, a multi-tiered program of classes, activities, and support services, designed to facilitate student success open to all students, with a particular emphasis on serving African-American students. (May 2015; UMOJA Planning Group, Levy)

E.5. Explore establishment of Mathematics, Engineering, Science Achievement (MESA) program—which provides academic support to students from educationally disadvantaged backgrounds throughout the education pathway so they will excel in math and science and ultimately attain four-year degrees in science, technology, engineering or math (STEM). (July 2015; Hernandez, Levy)

E.6. Continue targeted outreach to classes, marketing of Transfer fair to students, staff and faculty, as well as other efforts to promote transfer. (June 2015; Mann)

E.7. Coordinate review of current placement testing policies, procedures and practices. (May 2015; Levy)

EXPECTED OUTCOME E.1.1

E.1.1. Planning, Research and Institutional Effectiveness (PRIE) provided additional research capacity to support equity assessment.
E.1.2. Dashboard measures that track and inform trends in Indicators for semester by semester feedback on progress accurately and in a timely manner

**GOAL E. (Continued)**

E.2.1. Research and analyses that yield better understanding of factors contributing to or detracting from Indicator success for identified groups and contribute to evaluation of current and potential interventions
E.3.1. Additional cohort at Kentfield and an additional cohort at IVC by 2017.
E.3.2. Increased degree attainment and baccalaureate transfer rates for students served.
E.4.1. Increased rates of persistence and retention amongst program participants.
E.4.2. Increased degree attainment and baccalaureate transfer rates for students served.
E.4.3. Increased community outreach/partnerships to encourage and support program participation and achievement.
E.5.1. Evaluation and/or progress on implementation of steps to implement MESA program.
E.5.2. Development of reading apprenticeships- training for students to read STEM.
E.6.1. Increased outreach to classes
E.6.2. Increased student visits to Transfer & Career Center
E.6.3. Increased participation in Transfer Day
E.6.4. Increased applications to UC & CSU.
E.7.1. Development of assessment policies related to Recency (shelf life of scores) and Frequency (repetition of assessments)
E.7.2. Improved alignment of placement scores with courses
E.7.3. Use of multiple measures and challenges processes to increase efficiency and accuracy of placement
GOALS AND ACTIVITIES
Below is a tentative 3-year budget plan for expenditures of College of Marin’s Student Equity Plan allocation. It includes currently undesignated funds in year one to allow for flexibility in developing further activities based on additional research and true costing of proposed activities. Note: Subsequent adjustments, including Year 3, will need to be made, but may be addressed by a potential increase in statewide SEP funds, currently being considered.

<table>
<thead>
<tr>
<th>Budget Item</th>
<th>SEP COM Allocation</th>
<th>2014-15 Estimated Expenses</th>
<th>Balance</th>
<th>Year 2 - 2015-16</th>
<th>Year 3 - 2016-17</th>
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<tbody>
<tr>
<td>Umoja program implementation (year 1)</td>
<td>$230,649.00</td>
<td>$25,000.00</td>
<td>$205,649.00</td>
<td>$45,000.00</td>
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<tr>
<td>Puente program increase</td>
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<td>Operations</td>
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<td>Counseling Faculty (3 units semester)</td>
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<td>Summer Bridge Dedicated tutors - Instrl. Specialists</td>
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<td>Summer Bridge Peer Mentors (10,000 Degrees)</td>
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<td>Student Ambassadors (outreach)</td>
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<td>Professional Development / Training</td>
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<td>Umoja X Conference</td>
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<td>CCC Veterans Summit</td>
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<td>BSI Master Planning - Professional Development</td>
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<td>BSI Reassigned Time - Curric. Development - 8 units</td>
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<td>E3 Tools and Training</td>
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<td>Student Equity Researcher: Project Appointment</td>
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<td>Computer literacy workshops</td>
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<td>Information literacy workshops</td>
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<td>Financial Literacy workshops and outreach</td>
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<td>COMPASS</td>
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<td>Prog. Coordinator - Outreach &amp; Curric. Coord.</td>
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<td>Mentorship program</td>
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<td>COM Student Workshops</td>
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<td>To Be Determined</td>
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<td><strong>TOTAL</strong></td>
<td><strong>$41,959.00</strong></td>
<td><strong>$229,000.00</strong></td>
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</table>
New sources of funding are primarily provided by the SEP categorical fund. However, other sources provide for portions of activities as well as salary, benefits and operations funding to support student equity related work at College of Marin.

Examples include the following:

Marin Community College District General Fund
- Funding for JumpStart
- Funding and support for staff and faculty who dedicate part of their time to develop and implement initiatives, e.g.,
  - Vice President for Student Learning and Student Services – COMPASS and Transportation activities
  - Dean of Student Success – coordination of SEP and SSSP planning
  - Director of Outreach and School Relations – COMPASS, Jump Start and Transportation activities
  - Chair and faculty of counseling, English and and English Skills Credit faculty – learning communities / First Year Experience (FYE)
  - English, Math and Counseling faculty and administrative staff to plan Summer Bridge
  - Proposed funding for Director of EOPS & CARE
  - Basic Skills Steering Committee – Summer Bridge and
  - Student Access and Success Committee – reviewing, developing and coordinating plans and activities
  - PRIE Director and Analyst support for data research and analyses
  - Information Technology support for data collection
  - Fiscal, operations and administrative support for activities
  - Psychological services for students
- Professional Development funds for Faculty and Staff

Basic Skills
- Summer Bridge support
- Lab Curriculum redesign
- Basic Skills Master Planning
- Professional Development

Student Success & Support Programs
- Increase in Counseling faculty
- Increase in Assessment and Testing staff
- Funding for Dean of Student Success
- Student Ambassadors

Disabled Students Programs & Services
- Funding for faculty and staff, including Director of Student Accessibility Services position, as well as operations
Board of Governors Financial Assistance Program Fund
- BOG Fee Waivers

Extended Opportunity Programs and Services Fund
- Funding for faculty and staff, including Director of Student Accessibility Services position, as well as operations
- Book grants and scholarships

CalWORKs Fund
- Funding for staff, operations, educational programs, internship opportunities, books, and parking vouchers for low income students

Associated Students Fund
- Diverse student programs and activities as well as funding, e.g., Puente tutoring, Veterans related programs

Student Health Fee Fund
- No/low cost health services

College Partners
- Single Stop - benefits counseling, free tax preparation, financial coaching and legal assistance for low income students
- Marin Promise - support for COMPASS initiative
- 10,000 Degrees – support for Summer Bridge, scholarships for student access
- Donors – student scholarships, institutional grants, etc. to support enrollment of and achievement by a diverse student body and resources to support them
Evaluation Schedule and Process

Student Equity (and SSSP) planning will continue to be a focus of the Student Access and Success Committee (SAS), which is a part of Marin Community College District’s participatory governance structure, reporting to and providing regular updates to the Planning, Resource and Allocation Committee (PRAC).

SAS regularly reviews academic, administrative and student service Program Reviews, including embedded analysis from each unit regarding student success. Additionally, with the continued planning for coordination of student equity planning, basic skills master planning, and updated strategic planning, equity plan achievement should also be among the processes evaluated for compliance with strategic planning and accreditation. This would incorporate additional evaluation and feedback loops into the process of implementation.

SAS will incorporate student equity plan progress updates (including data collection, research and analyses) into monthly agendas and the Dean of Student Success, with direction from the Vice President of Student Learning and Student Services, will coordinate gathering of information, updates and exchange of information between responsible parties and constituencies.

Annual reporting is required for the Chancellor’s Office and this will provide another opportunity for participatory governance and evaluation at the district level.
Attachments
ATTACHMENTS

1. Completion Data Tables
2. UMOJA Project Proposal
3. 2014 Report and Recommendations by College of Marin’s Veterans Advisory Committee
4. Sunny Hills Services’ Guardian Scholars Program (GSP): A Collaboration with the College of Marin White Paper
6. 2013-14 ESL/Basic Skills Allocation End-of-Year Report
7. Jumpstart Concurrently Enrolled High School Students Program Flyer