College of Marin

Student Equity Plan

2015-16

COLLEGE OF MARIN STUDENT EQUITY PLAN – Table of Contents

Signature Page

College of Marin - Student Equity Plan Signature Page

District: Marin Community College District   **Board of Trustees Approval Date**: _____

I certify that this plan was reviewed and approved by the district board of trustees on the date shown above. I also certify that student equity categorical funding allocated to my college or district will be expended in accordance the student equity expenditure guidelines published by the California Community College Chancellor's Office (CCCCO).

[Signature] *Tavau Wain Cm*
_____

[David Wain Coon, President/Superintendent]   Email   dcoon@marin.edu

I certify that student equity categorical funding allocated to my college will be expended in accordance the student equity expenditure guidelines published by the CCCCO.

[Signature]
_____

[Greg Nelson, College Chief Business Officer]   Email   gnelson@marin.edu
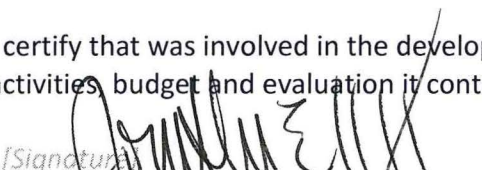
[Signature]
_____

[District Chief Business Officer[1]]   Email

I certify that was involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.

[Signature]
_____

[Jonathan Eldridge, Chief Student Services Officer]   Email   jeldridge@marin.edu

I certify that was involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.

[Signature]
_____

[Jonathan Eldridge, Chief Instructional Officer]   Email   jeldridge@marin.edu

---

[1] If the college is part of a multi-college district that has chosen to reserve and expend a portion of its allocation for district-wide activities that are described in the college plan narrative and budget, the District Chief Business Officer must also sign the plan. If not, only the *College* Chief Business Officer need sign.

I certify that Academic Senate representatives were involved in the development of the plan and the Senate supports the research goals, activities, budget and evaluation it contains.

[Signature] _(signature)_

[Sara McKinnon, Academic Senate President]   Email   smckinnon@marin.edu

I certify that Classified Senate representatives were involved in the development of the plan and the Senate supports the research goals, activities, budget and evaluation it contains.

[Signature] _(signature)_

[Elle Dimopoulos, Classified Senate President]   Email   edimopoulos@marin.edu

I certify that Associated Student Body representatives were involved in the development of the plan and supports the research goals, activities, budget and evaluation it contains.

[Signature] _(signature)_

[Patrick McBurnie-Nicolay, Associated Student   Email   pmcburnienicolay@marin.edu
Body President]

[Signature] _(signature)_

[Derek Levy, Student Equity Coordinator/Contact   Email   dlevy@marin.edu
Phone 415.485.9431]

Executive Summary

College of Marin's Student Equity Plan (SEP) continues to be a work in progress, informed by ongoing data collection and research. It includes both new and continuing initiatives to support student success and equity. It seeks to identify disproportionate impact in the access and achievement of student subpopulations on critical success indicators. It further proposes goals and development and implementation of evidence-based activities to address disparities that are discovered, show how funding will be expended, and evaluate those activities and their impact on improving student outcomes.

"Success indicators" are used to identify and measure areas for which various population groups may be impacted by issues of equal opportunity and disproportionate impact. 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 English as a Second Language (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*, for the following student population groups:
- Gender
- 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

A summary of Student Equity Indicator findings may be found in Appendix Exec 1, Student Equity Metrics Summary, and is presented in brief below. Raw data tables will be presented in each section associated with the Student Equity Indicators, found later in this plan. With additional staffing in Planning, Research, and Institutional Effectiveness (PRIE) this fiscal year, funded through college and equity sources, research contributions have already begun to enhance the college's understanding of variables on student success and equity. Recent studies (Appendices Exec 1-3) include:
- *Student Equity Metrics Summary;*
- *A Different Way to Look at Student Groups and Their Success (cluster analysis);*
- *Faculty and Staff Diversity at College of Marin, the Bay Area 10, and Santa Rosa Junior College (compared with students enrolled)*

DISPROPORTIONATE IMPACT

Disproportionate Impact was assessed utilizing the 80% Rule methodology. The 80% Rule methodology compares the percentage of each disaggregated subgroup attaining an outcome to the percentage attained by a reference subgroup. The methodology is based on the Equal Employment Opportunity Commission (EEOC) 80% Rule, outlined in the 1978 Uniform Guidelines on Employee Selection Procedures, and was used in Title VII enforcement by the U.S. Equal Opportunity Commission, Department of Labor, and the Department of Justice.

The 80% Rule states that: "A selection rate for any race, sex, or ethnic group which is less than four-fifths (4/5) (or eighty percent) of the rate for the group with the highest rate will generally be regarded by the Federal enforcement agencies as evidence of adverse impact, while a greater than four-fifths rate will generally not be regarded by Federal enforcement agencies as evidence of adverse impact." [Section 60-3, Uniform Guidelines on Employee Selection Procedure (1978); 43 FR 38295(August 25, 1978)] Any disaggregated group that is included in a desired outcome at less than 80% when compared to a reference group is considered to have suffered an adverse – or disproportionate - impact.

DATA COLLECTION NOTE

Data for veterans and foster youth are not available on the current Scorecard, as these groups were incorporated into enhanced data reporting subsequently. Current COM success metrics

for these populations are generally limited to course completion. Furthermore, the college has identified that for both these groups, data collection has not been consistently captured over periods of changes in the admission application and student information system. Additionally, given that veteran and foster youth students appear to under self-report in initial application for admission, there are significant opportunities to better coordinate data collection with offices and services the students engage more transparently with. This will enable the college to achieve more accurate enrollment data and more comprehensively understand and serve these student subpopulations.

Additionally, for students with disabilities, where no disproportionate impact (DI) was found, evaluating the success indicators for students with disabilities as an aggregate group may be masking DI for one or more subpopulations. Students are coded into subpopulations of disabilities for purposes of MIS data reporting to the CCC Chancellor's Office. Future research on this may be insightful, noting the **Key Findings** from the 2013 California Community College's Legislative report, *Disabled Student Programs and Services (DSPS)*:

> "The data compiled for this report show that while students with disabilities served by DSPS are underrepresented in the college population, in comparison to their nondisabled peers, they:
> o   Take and complete both credit and noncredit courses at greater rates;
> o   Show greater persistence and essentially the same retention level, (with the notable exceptions of basic skills and workforce preparation classes); and
> o   Are more successful at both CCC degree (19 percent vs. 12 percent) and certificate attainment (7 percent vs. 4 percent).
>
> However, despite these positive indicators, DSPS students were also substantially less likely to be transfer-directed (completing transfer level math and English) than their nondisabled peers. And, despite the fact they were more likely to be transfer-prepared (completing 60 California State University or University of California transferrable units), they were far less likely to actually transfer to a four-year institution."
> (http://extranet.cccco.edu/Portals/1/SSSP/DSPS/Reports/DSPSReport.pdf page 2)

A. ACCESS
Based on the percentage of each population group that is enrolled compared to that group's representation in the adult Marin population, COM has significantly greater representation than the county with regards to enrollment by Hispanic/Latino, Black/African American, and Multi-racial students. Asian student enrollment is also higher than the county and American Indian/Alaskan Native and Pacific Islander populations are consistent with the comparative county percentages.

These data are compared with lower representation among White students (52%, compared to county population of 72.7%; this is 19.5% below equity ratio of 71.5%).

In Marin County, it is assessed that white students are underrepresented at the college due primarily to resources and opportunities available to attend college elsewhere, and are not designated for a targeted access initiative. However, white students are included in current, broader outreach initiatives, for example in K-12 through the college's COMPASS and JumpStart programs, to promote college-going behaviors and opportunity for a diverse population of students, including low income students.

Although above the 80% threshold of disproportionate impact, males (84.8%) enroll at a 7% lower rate than their presence in the census population. This warrants continued attention as it mirrors the national trend of lower male participation and completion within higher education, particularly among historically underrepresented males. This further undergirds the importance of efforts like COMPASS and JumpStart, to encourage college-going behavior among high school students.

B. COURSE COMPLETION
Completion *Success Rate* is the percentage of students who received a passing grade of A, B, C, CR or P (Pass) at the end of the semester.

- Compared to the highest achieving group (84.5% success rate by ethnicity), disproportionate impact was found for completion rates (passing grades) for the following groups:
    - American Indian or Alaska Native male students (64.3%)
    - Black / African American male (51.8%) and female students (55.8%)
    - Hispanic / Latino male students (63.3%)
    - Native Hawaiian or other Pacific Islander male (62.5%) and female (40.5%) students
    - Additionally, compared to non-foster youth females (74.3%), disproportionate impact was found for completion rates for female Foster Youth (47.6%)

Note: Review of previous terms (Fall 2012 and Fall 2013) metrics identified DI for male Foster Youth. There is no gender distinction in the foster youth related initiative.

C. ESL and BASIC SKILLS COMPLETION
Developmental English: Started in a remedial English class and successfully completed a college-level English class within six years.

In Basic skills English, disproportionate impact was found for the following groups:
- Male students (38.7%), compared to 49.2% for Female students
- Black / African American students (27.7%), compared to 54.3%
- Hispanic / Latino/a students (38.9%), compared to 54.3%

Developmental Math: Started in a remedial Math class and successfully completed a college-level Math class within six years.

In Basic skills math, disproportionate impact was found for the following groups:
- Black / African American students (9.5%) compared to highest achieving group (36.2%)
- Filipino students (16.7%), compared to 36.2%
- Hispanic / Latino/a students (28.8%), compared to 36.2%

Developmental ESL: Started in a remedial ESL class and successfully completed a college-level ESL or English class within six years.

In ESL, disproportionate impact was found for the following groups:
- Male students (12.8%), compared to 21.2% for Female students
- Hispanic / Latino/a students (12.7%), compared to 25% for highest achieving group
- Asian students (17.5%), compared to 25% highest group's completion rate

D. DEGREE and CERTIFICATE COMPLETION
Degree Completion
Completion rate is the percentage of first-time students with a minimum of 6 units earned who attempted any Math or English the first three years and achieved any of the following outcomes within six years of entry:
1. Earned AA/AS or credit Certificate (Chancellor's Office approved)
2. Transfer to a four-year institution
3. Achieved "Transfer Prepared" (student successfully completed 60 UC/CSU transferable units with a GPA >= 2.0)

In degree completion, disproportionate impact was found for the following groups:
- Black / African American students (31.8%) compared to highest achieving group (61.3%)
- Hispanic / Latino/a students (42.0%), compared to 61.3%

CTE Completion
The percentage of students who attempted a CTE course for the first-time and completed more than 8 units in the subsequent three years in a single discipline and who achieved any of the following outcomes within six years of entry:
- Earned any AA/AS or credit Certificate (Chancellor's Office approved)
- Transfer to four-year institution (students shown to have enrolled at any four-year institution of higher education after enrolling at a CCC)
- Achieved "Transfer Prepared" (student successfully completed 60 UC/CSU transferable units with a GPA >= 2.0)

In CTE completion, disproportionate impact was found for the following groups, as compared with the highest achieving group at 63.2%:
- Black / African American students (50.0%)
- Filipino students (48.2%)

- Hispanic / Latino/a students (38.7%)
- White students (44.5%)

E. TRANSFER

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.

In transfer, disproportionate impact was found for the following groups:
- Black / African American students (36.2%) compared to highest achieving group (55.8%)
- Hispanic / Latino/a students (26.1%), compared to 55.8%
- Filipino students (43.5%), compared to 55.8%
- White students (44.6%), compared to 55.8%
- Low-Income students (33.8%), compared to 48.4%
  - As a notable subpopulation, EOPS/CARE students were also found to have disproportionate impact, at 23%, compared to 43.9% for students not participating in the program

Summary of Disproportionate Impact, by Student Categories and Success Indicators

Success Indicator	Student Category					
	Gender	Ethnicity	Foster Youth	Students with Disabilities	Low-Income	Veterans
Access		Whites	Undetermined	No DI found; further research on subpopulations		Undetermined
Course Completion	Women: African American Native Hawaiian/Pacific Islander	African American / Black American Indian Hispanic / Latino Native Hawaiian/Pacific Islander	Foster Youth	No DI found; further research on subpopulations		Undetermined
ESL & Basic Skills Completion	Males	Asian Filipino Hispanic African American	Undetermined	No DI found; further research on subpopulations		Undetermined
Degree & Certificate Completion		Hispanic / Latino African American / Black Filipino (CTE only) White (CTE only)	Undetermined	No DI found; further research on subpopulations		Undetermined

Transfer		African American Filipino Hispanic White	Undetermined	No DI found; further research on subpopulations	Low- Income	Undetermined

GOALS, ACTIVITIES, AND RESOURCES

Specific Goals for each indicator are enumerated below. 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 multiple student subpopulations. Additional activities are anticipated to be identified and developed, in concert with additional data collection and analyses. A number of the activities identified have little or no additional cost to implement, capitalizing on the talent and commitment of the college community.

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/or government agencies and organizations. Equity funds, the district, categorical units and initiatives funded by the State and coordinated by the California Community Colleges Chancellor's Office, are the primary sources of funding.

GOAL A. Improve access for students experiencing inequity in related success indicator(s).

Target Population(s)	Current gap, year	Goal*	Goal Year
Hispanic/Latino students	N/A, 25%, 2015	30%	2019
% of students receiving Pell and/or BOG Fee Waivers	N/A, 60%, 2015	70%	2020
Black / African American students	N/A, 6.5%, 2015	10%	2019

Activities:
- A.1. Offer JumpStart program of tuition waiver for high school students attending College of Marin.
- A.2. Continue pilot of expanded services and evaluate impact of Student Accessibility Services' (SAS) individual tutoring and learning disability testing on student success and equity, for further increased funding consideration.
- A.3 Pilot and evaluate the use of Equity funds to support access to course materials and activities for low income students, particularly in Basic Skills courses and learning communities.

Funding is provided by the district for JumpStart. DSPS categorical funds and equity funds support additional staffing in SAS. Equity, EOPS and ASCOM funds provide course materials.

GOAL B. Improve success for students experiencing inequity in course completion success indicator(s).

Target Population(s)	Current gap, year	Goal*	Goal Year
Hispanic / Latino students	74.9% males	80% or higher proportional success rate	2019
Black / African American students	61.3% males; 66.1% females	80% or higher proportional success rate	2019
Foster Youth	61.6%	80% or higher proportional success rate	2020

- B.1. Continue and expand implementation of COM CARE early alert program to assist and retain students at risk.
- B.2. Enhance coordination and expand opportunities for students to participate in learning communities.
- B.3. Review current course prerequisites, co- requisites and advisories and assess student success in courses lacking prerequisites or advisories.

Student Success and Support Program funds support COM CARE software and part of the counseling faculty FTE and Dean of Student Success's position; district funds support the majority of counseling faculty implementing the program, in addition to the Director of Student Activities and Advocacy and her staff. Additional counseling faculty funding is provided by EOPS, CalWORKs and SAS (DSPS).

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

The goal is to improve ESL and basic skills English and Math completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
Black or African American students	2006-09 cohort; 51% BSE; 26.3% BSM	Sustained 80% or higher proportional success rate: 14 students BSE; 11 students BSM	2019
Hispanic/Latino/a students	2006-09 cohort; 71.6% BSE; 79.6% BSM; 50.7% ESL	Sustained 80% or higher proportional success rate: 15 students BSE; 5 students BSM; 13 students ESL	2019
Male students	2006-09 cohort; 78.6% BSE; 60.2% ESL	Sustained 80% or higher proportional success rate: 28 students BSE; 4 students ESL	2019

- C.1. Sponsor Algebra Academy to enhance math preparedness, STEM career interest and college-going behavior of first generation, low income, English learner Latino students in Marin County.
- C.2. Create Math Professional Alignment Council to align high school to college math curriculum/course content to reduce math placement into college basic skills level.
- C.3. Continue growth of Summer Bridge program.
- C.4. Support Basic Skills Master Planning, including partnering with those involved and BSI Steering Committee around recommended initiatives.
- C.5. Offer Math Jam to enhance student success on assessment for placement.
- C.6. Provide enhanced counseling outreach to ESL students.

Funding is provided by Student Equity for sponsorship of the Algebra Academy, with a second cohort sponsored by the North Bay Leadership Council. Marin Community Foundation is funding the Math Professional Alignment Council. Summer Bridge is funded by Student Equity, the college district, and 10,000 Degrees. Basic Skills Master Planning is funded by Basic Skills state funds and Student Equity. Math Jam is funded by Student Equity. Counseling outreach to ESL students is funded by the district and SSSP funds.

GOAL D. Improve persistence/retention to degree and certificate completion for students experiencing inequity in related success indicator(s).

Target Population(s)	Current gap, year	Goal*	Goal Year
Black or African American students	2006-09 cohort; 79.2% Certificate; 51.9% Degree;	Sustained 80% or higher proportional success rate: 2 Certificate students; 8 Degree students	2019
Hispanic/Latino/a students	2006-09 cohort; 61.3% Certificate; 68.6% Degree	Sustained 80% or higher proportional success rate: 13 Certificate students; 15 Degree students	2019
White students	2006-09 cohort; 70.5% Certificate	Sustained 80% or higher proportional success rate: 36 Certificate students	2019

- D.1. Outreach to students undecided in major, in Basic Skills, or on academic/ progress probation or dismissal for federal aid or BOG Fee Waivers.

This initiative is supported by SSSP and district funds.

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

Target Population(s)	Current gap, year	Goal*	Goal Year
Hispanic / Latino /as	-15, Cohort 2006-2009	15 students, 33.1% increase, or no gap	2019
Black / African American	-3, Cohort 2006-2009	3 students, 15.2% increase or no gap	2019
Low-Income	-22, Cohort 2006-2009	22 students, 10.1% increase or no gap	2019

- E.1 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.
- E.2. Implement UMOJA program, a multi-tiered program of classes, activities, and support services, designed to facilitate student success and be open to all students, with a particular emphasis on serving African-American students.
- E.3. Continue and expand as needed recent targeted outreach to classes, marketing of the Transfer fair to students, staff and faculty, as well as other efforts to promote transfer.

Puente is supported by the district and Student Equity. Umoja is funded by Student Equity with district support. Transfer promotion activities are funded by the district and SSSP.

GOAL F. Other College - or District-wide Initiatives Affecting Several Indicators

- F.1. Redesign master course scheduling to ensure sufficient and timely offerings, and complementary planning to avoid key conflicts (e.g., math and English sequences, learning community scheduling with other courses) to support transfer and degree attainment.
- F.2. Increase support for and retention of enrolled Foster Youth.
- F.3. Implement COMPASS (College of Marin Promoting and Supporting Success) to increase the college readiness of participating students and contribute to their academic success in high school and beyond, predicated on the belief that college is an inevitability, not just a possibility.
- F.4. Implement EAB's Navigate platform to enhance onboarding and retention of students.
- F.5. Increase staff resources for equity data collection, research, and analysis to support equity planning.
- F.6. Increase staff and faculty resources to support equity planning, coordination and achievement of related goals.
- F.7. Improve veteran student outreach, services, support and coordination.
- F.8. Seek Hispanic Serving Institution (HSI) federal funding status.

- F.9. Provide professional development opportunities for staff and faculty that enhance awareness, understanding, capacity and motivation to support student populations identified in equity plan.

Course scheduling redesign is funded by the district. Support for Foster Youth is funded by Sunny Hills Services, EOPS and the district. COMPASS is funded by the district and Marin Community Foundation. Navigate is funded by SSSP and the district. Equity research and planning/coordination are both funded by Student Equity and the district. Veteran support is funded by Student Equity, the district and anticipated VA work study funds. HSI application is funded by the district. Professional development is funded by the district, Student Equity and SSSP.

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.

Planning Committee and Collaboration

The Student Equity plan includes a review of the SSSP and its impact to identify and address gaps in service and impact to targeted populations. Both are under the purview of the Student Access and Success committee, which is part of the participatory governance of Marin Community College District. Other participatory governance groups take part in the review of both the SSSP and Student Equity plans. A separate noncredit SSSP advisory committee will provide direction and coordination for the implementation of the noncredit SSSP plan, which includes coordination with BSI and Adult Education.

The director of Planning, Research and Institutional Effectiveness (PRIE) coordinates strategic planning, institutional effectiveness, and the current self-study for accreditation. She / designee regularly attends the Student Access and Success committee meetings to plan and share research, exchange ideas and to collaborate on and support Student Equity (and SSSP) planning.

The Student Access and Success committee annually analyzes unit program reviews for student access, success and equity-related themes and makes recommendations to the Planning, Resources and Allocations Committee.

- Questions incorporated into Program Review templates that support SSSP and Student Equity planning include:
    - How is student progress tracked within the program?
    - Briefly describe the program and the services it provides in order to achieve its goals and SLOs.
    - What are the demographics of the students in the program and how do these demographics compare to the overall college population?
    - Describe retention/intervention strategies used to increase student success.
    - Describe barriers that students might have in accessing your services.

The SEP planning process itself included engagement with campus constituents, learning about practices from other schools through activities such as semi-annual Region 3 SSSP / Student Equity coordinator meetings (which COM hosted this semester), professional development opportunities, e.g., attending the CCC Veterans Summit and RP Group's Strengthening Student Success annual conference, and meetings of the Student Access and Success participatory governance committee. Due to campus outreach regarding the SSSP and SEP plans, other college members have contacted the coordinator or SAS committee members with questions and ideas. A next step activity for SAS is to formalize a proposal tool and publish to the college to make the engagement process for new ideas more accessible.

The Vice President for Student Services and Student Learning coordinates district level efforts to align academic and strategic planning with Student Equity and SSSP planning, including:

- Strategic Enrollment Planning – utilizing DegreeWorks and other data to inform academic calendar and course planning;
- Basic Skills Master Planning – better aligning resources COM puts toward developmental math, English, and other skill-development efforts to significantly improve outcomes;
- Incorporating appropriate representation, including SSSP/SEP Coordinator on the Student Learning Outcomes Assessment Council, and on Accreditation committees.

The College has created a new strategic plan that has strong emphasis on student success and student equity, with linkages to the SSSP and Student Equity plans. Additionally, student services' Student Learning Outcomes are being revised to tie directly to student success and student equity goals. Assessment of progress on goals will incorporate system scorecard data as well as local assessment metrics.

A significant overlapping initiative begun last year and continuing through this spring at COM has been the college sponsored Faculty Led Inquiry Team (FLIT) for a Basic Skills Master Plan, which has done significant research, including interviews and focus groups with students, staff, faculty, and departments, as well as surveys and presentations/workshops, towards making informed recommendations to enhance student equity and success. Its mission has been to talk with College of Marin faculty, staff, and students (80% of COM students are in one or more basic skills classes), about the obstacles preventing and promoting success and the ways to best support our students, so they can succeed and to best support faculty and staff, so they can be more effective and enjoy their work. FLIT has conducted extensive research of best practices and how other community colleges are helping students to succeed when encountering similar obstacles. At this time (end of fall semester, 2015), FLIT is drafting preliminary recommendations. By year-end, this discovery, analysis, research, and discussion will facilitate the development of a Basic Skills Master Plan that will then inform the Strategic Plan, Educational Master Plan, and Student Equity Plan.

Topics for the FLIT interdisciplinary flex discussions have included:
1. Student Faculty Interaction;
2. Community Building;
3. Assessment/Placement/Advisories/Prerequisites;
4. College 101: Orientation;
5. Instructional Support;
6. Cultivating Student Competency;
7. Clear Communication;
8. Scheduling for Success.

A planning retreat occurred this semester wherein SSSP / SEP, FLIT, BSI and CTE coordinating representatives shared ideas, initiatives, and opportunities for collaborative planning. Based on that meeting, as well as a current efforts underway to conduct a review of College of Marin's

participatory governance, there has been very recent discussion regarding making recommendations to modify the current participatory governance structure to broaden the constituency directly represented by SAS. This would further enhance and institutionalize close coordination between BSI, SSSP, Student Equity and the Adult Education Consortium, and create more direct involvement opportunities for other program representatives, such as Student Financial Aid, Umoja, Student Accessibility Services, and the community.

Student Equity Plan Committee Membership List

Member Name	Title	Organization(s), Program(s) or Role(s) Represented
Derek Levy	Dean of Student Success	SSSP, Student Services, Veterans, EOPS, SAS (DSPS), DEAC
Sadika Sulaiman Hara	Director of Student Activities and Advocacy	ASCOM, ESCOM, Student Organizations, Diversity & Equity Advisory Committee (DEAC)
Luz Briceno-Moreno	Counselor	Counseling, Puente
Alicia "Meg" Pasquel	College Skills - English Skills Instructor, Academic Senate Vice President	College Skills, Basic Skills English, Faculty Led Inquiry Team (FLIT), Academic Senate
Andrea Mann	Transfer & Career Center Coordinator	Transfer and Career Center, Transfer Club, Classified Senate
Sara McKinnon	College Skills - Noncredit ESL Faculty and Coordinator, Academic Senate President PRAC Co-Chair	College Skills, Noncredit/Credit ESL; Academic Senate, Planning, Resource and Allocations Committee (PRAC); Accreditation Committee; Adult Education Consortium
Christina Leimer	Director of Planning, Research and Institutional Effectiveness (PRIE)	PRIE, Strategic Planning, Educational Planning Committee, Accreditation Committee, Institutional Effectiveness
Rose Jacques	Administrative Assistant to the Dean of Student Success and Counseling	Student Services, Counseling, Classified Senate
Anna Pilloton	Director of School and Community Partnerships	Outreach, Adult Education Consortium; K-12, CTE programs
Hugo Guillen	EOPS, CARE, and CalWORKs Specialist	EOPS, CARE, and CalWORKs, Tutoring, Classified Senate
Students	Currently Vacant (2)*	Associated Students of the College of Marin (ASCOM)

* Turnover in student representation led to these positions being unfilled to date for fall semester. The President of ASCOM was individually consulted on plan development, and a presentation was provided to ASCOM's assembly.

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.

Marin County Ages 18 & Up by Gender and Ethnicity/Race Compared to COM Credit Students

Gender	Marin County 18 & Up Year=2014	% Marin County 18 & Up Year=2014	COM Fall 2014 (credit students)	% COM F14 (Credit)	Equity Ratio	Percentage Point Difference
Female	106,386	51.5%	3,322	57.9%	112.5%	6.5
Male	100,383	48.5%	2,361	41.2%	84.8%	-7.4
Not Stated			54	0.9%		
Total	206,769	100.00%	5,737	100.0%		

Ethnicity/Race	Marin County 18 & Up Year=2014	% Marin County 18 & Up Year=2014	COM Fall 2014 (credit students)	% COM Fall 2014 (credit students)	Equity Ratio	Percentage Point Difference
Asian	13,388	6.5%	455	7.9%	122%	1.5
Afr. Amer.	5,875	2.8%	373	6.5%	229%	3.7
Hispanic/Latino	32,037	15.5%	1,436	25.0%	162%	9.5
Multi-Racial	4,254	2.1%	295	5.1%	250%	3.1
Native	490	0.2%	14	0.2%	103%	0.0
Pacific Islander	394	0.2%	15	0.3%	137%	0.1
White	150,331	72.7%	2,981	52.0%	71%	-20.7
Not Stated			168	2.9%		
Total	206,769	100.0%	5,737	100.0%		

COM has significantly greater representation than the county with regards to enrollment by

Hispanic/Latino, Black/African American, and Multi-racial students. Asian student enrollment is also higher than the county and American Indian/Alaskan Native and Pacific Islander populations are consistent with the comparative county percentages. These data are compared with lower representation among White students (52%, compared to county population of 72.7%; this is 19.5% below equity ratio of 71.5%).

Credit Students on Financial Aid

	2014-2015	
	# of Credit Students	% of Enrolled Credit Students
Total Students on Financial Aid (includes Pell, SEOG, Federal Work Study and Loans)	1,625	28.3%
Receiving Pell Grants	1,442	25.1%
Receiving Loans	297	5.2%
Receiving CA BOG Fee Waiver	3,402	59.3%

Sources: the Financial Aid Office and ARGOS Report FA Student (2) for BOG data

More than half of Credit students receive California Board of Governors (BOG) Fee Waivers. One quarter of Credit students receive Pell Grants. As the only public higher education institution in Marin County, College of Marin serves a pivotal role for low income and/or place-bound students seeking higher education.

In Marin County, 31% of socioeconomically disadvantaged seniors met A-G requirements for four-year university admission (2013 cohort). Only 5% of English Language Learner seniors met A-G. Conversely, 70% of non-disadvantaged seniors met A-G requirements, making the county total 60%.

Across all high schools in Marin County, 805 seniors did not complete A-G requirements and 206 did not graduate. The majority of these students were African American, Hispanic, and low-income white students. 76% of Marin County graduates went on to college, even though only 60% were prepared to do so.

59% of socioeconomically disadvantaged seniors enrolled in higher education and 47% of ELL seniors enrolled, compared to 82% non-disadvantaged. (*Marin Promise Internal Report Card 4/23/15*)

Significantly fewer African American and Hispanic high school graduates have completed A-G requirements than their non-economically disadvantaged white counterparts. Lack of A-G means community college is the access point for higher education. This correlates with COM's

higher percentage of African American and Hispanic enrollment than these groups' presence in the county's overall population:

> The percentage of African American enrollment at COM (7%) is two and a half times higher than the percentage of African Americans in the county's population (2.8%). The percentage of Hispanic enrollment at COM (25% credit courses only/30% total) is nearly double the percentage of Hispanics in the county's population of 14.6%. (*State of California, Department of Finance, Race/Ethnic Population with Age and Sex Detail, 2000–2010. Sacramento, California, September 2012/College of Marin internal records as of first census day, 2013, and 2014*)

It is assessed that white students are underrepresented at the college due primarily to opportunities and resources available to attend college elsewhere, and are not designated for a targeted access initiative. However, white students are included in current, broader outreach initiatives, for example in K-12 through the college's COMPASS and JumpStart programs, to promote college-going behaviors and opportunity for a diverse population of students, including low income students.

Although above the 80% threshold of disproportionate impact, males (84.8%) enroll at a 7% lower rate than their presence in the census population. This warrants continued attention as it mirrors the national trend of lower male participation and completion within higher education, particularly among historically underrepresented males. This further undergirds the importance of efforts like COMPASS and JumpStart, to encourage college going behavior among high school students.

GOALS, ACTIVITIES, FUNDING AND EVALUATION: ACCESS
GOAL A.

The goal is to improve access for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
Example Group	*-6, 2014*	*No gap*	*2020*
Hispanic/Latino students	N/A, 25%, 2015	30%	2019
% of students receiving Pell and/or BOG Fee Waivers	N/A, 60%, 2015	70%	2020
Black / African American students	N/A, 6.5%, 2015	10%	2019

*Expressed as either a percentage or number
**Benchmark goals are to be decided by the institution.

As noted above, White students were the only population underrepresented based on census and enrollment data. However, the majority of Marin County high school seniors not meeting A-G requirements for four-year colleges are African American, Latino, and low-income White students. Therefore, College of Marin must increase their presence (and enhance the transition through basic skills/ESL) to assist these students in experiencing and succeeding in higher education.

Additionally, for the second consecutive year, COM's enrollment for Fall 2015 achieved the threshold of 25% or greater Hispanic/Latino students; that is significant as it is the 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. Increasing the enrollment percentage will support application for and maintain sought status as an HSI as well as align with projected growth of this population within Marin County.

ACTIVITIES: A. ACCESS

A.1   Offer JumpStart program of tuition waiver for high school students attending College of Marin.

- *Activity Type(s)*:

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	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
A.1	Latino, African American and low-income White high school students	300-400

- *Activity Implementation Plan*

Beginning in 2014, COM has offered to cover up to 11 units of enrollment fees* for all high school students who enroll at College of Marin in the College Credit Program (CCP) each semester. Students can take advantage of this opportunity to explore areas of interest, deepen learning, build college confidence, and earn transferable credit. This is the second year of augmenting the existing CCP availability by COM waiving unit fees (other mandatory fees, e.g., health fee and course materials must be paid by each CCP student). This complements other initiatives in this plan to significantly enhance engagement with K-12, reduce barriers and create college-going expectations and behaviors for students and their families. Early data from Fall 2014 to Fall 2015 show an increase of 202 to 291, representing an increase of 44% in CCP participants; the number of seniors enrolled at COM the subsequent year after high school has also increased, from 17% to 22%.

Recently COM also initiated a student transportation fee, where students may have unlimited rides on Marin Transit for the term of enrollment for $3 - $35, depending on number of units enrolled, as well as creation of express routes to the campuses from the transit center in San Rafael. This further contributes to the accessibility of the college, particularly to students/families without personal transportation.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
A.1	2014, ongoing	N/A	District General fund – waivers for enrolled CCP students 1200 units/term at $46, approximately $110-140K/year

- *Link to Goal*

  By almost eliminating the cost of enrollment, a significant barrier to accessing higher education has been reduced, allowing students to experience the environment and the level of work, building self-confidence while demystifying college.

- *Evaluation*

Data to be collected include enrollment trends, demographics, course selections and performance. Also tracked will be savings to students/families, percentage change in enrollment after high school at COM, time to degree/transfer, and completion/time to degree for transfer degrees. Data will be collected for each term of enrollment and reviewed annually. Feedback will be collected from high school counselors annually and students through regular interval and ad hoc (e.g., CCSSE survey) activities.

A.2 Continue pilot of expanded services and evaluate impact of Student Accessibility Services' individual tutoring and learning disability testing on student success and equity, for further increased funding consideration.

- *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
	Research and Evaluation		Professional Development		

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

ID	Target Group	# of Students Affected
A.2	Students with disabilities	LD – approximately 20/semester Tutoring – approximately 40/semester

- *Activity Implementation Plan*

Student Accessibility Services (SAS) has been providing tutoring and learning disability assessment and counseling for many years. Evidence of overall program success is the lack of disproportionate impact found, at least at the aggregate level, for students with disabilities. However, two recent initiatives are:

1) An increase, due originally to grant funding in 2014, in tutoring in SAS for English and other subjects; and
2) An increase, beginning summer 2015, in the hours for the learning disability specialist to do LD assessments.

Regarding the tutoring, process improvements have recently been made in data collection for students served and for which courses. This will enable assessment of impact and enhanced quantitative evaluation of the tutoring program. Qualitative responses to a SAS student satisfaction survey in spring 2014 were very positive.

Regarding LD testing, about 14-18 students are served per semester, with a consistently maintained wait list for assessment and evaluation. In an effort to serve more students and assist them in getting more timely support for fall, the Learning Disabilities Specialist received a summer appointment (new activity) and an increase of 4 hours per week, beginning in the fall. Previous qualitative responses to a SAS student satisfaction survey in spring 2014 were also very positive.

ID	Timeline(s)	Student Equity Funds	Other Funds**
A.2	Summer 2015 to Spring 2018	$8000	SAS (DSPS): $9000

			District: relocation and renovation of SAS suite to enhance services, functionality and compliance requirements of service unit ($255K); to be completed January 2016

- **_Link to Goal_**

  Students with potential learning disabilities may not receive accommodations unless they have previously been assessed. For many, this is cost prohibitive. Those that had assessment done in high school must have it renewed after a period of time. Increasing staffing and offering summer scheduling of assessments will allow more students to participate and receive earlier assessments, allowing for earlier provision of accommodations- increasing accessibility to learning as well as opportunity for successful completion.

  Similarly, increased tutoring will serve more students in a broader array of subjects who may benefit from one-on-one tutoring in the SAS department.

- **_Evaluation_**

For both LD assessment and tutoring, students served and resulting course/degree/transfer outcomes will be tracked per term and annually and incorporated into program review cycles. Additional data will be collected through SAS student surveys every 2 years and faculty evaluation processes.

A.3 Pilot and evaluate the use of Equity funds to support access to course materials and activities for low income students, particularly in Basic Skills courses and learning communities.

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)* & # of Each Affected*:

ID	Target Group	# of Students Affected
A.3	Low-income students	200-300

- *Activity Implementation Plan*

EOPS has provided book grants for students for many years. More recently, ASCOM and EOPS worked with the library to purchase books for basic skills math classes and check them out to students for the term. Continue to identify courses in areas where there is disproportionate impact in participation/achievement by low income students and explore whether materials, activity or textbook costs mitigation has or would be warranted investments. As expected, this received a hugely welcome response from students, and as implemented has addressed a major issue of students beginning developmental courses without proper materials to keep pace with class time and assignments. It also incentivizing participation in learning communities: Umoja, Puente and First Year Experience (FYE). A key factor in facilitating cost effective expansion of this program is the ability to get faculty agreement in each discipline to utilize a less than most recent edition of texts for a period of time, thereby significantly reducing the cost to purchase texts.

ID	Timeline(s)	Student Equity Funds	Other Funds**
A.3	Fall 2014, ongoing, with assessment in 2017 program review	$12,000	EOPS: approximately $50,000 ASCOM: approximately $5000 District: faculty/staff time in coordination, ordering and shelving/distribution of materials

- *Link to Goal*

Providing resources to fund course materials reduces or removes a barrier to enrollment and retention for low-income and other students. It also supports individual course success, as it eliminates a key barrier, especially in math, of not having course materials when the term has started.

- *Evaluation*

  Data is being collected each semester on the cost, courses selected, student retention, performance and progress where applicable to next level (e.g. basic math sequence). Data is reviewed annually, will be incorporated into program reviews for the themed communities in 2017, and are part of annual reporting to the Educational Planning Committee on progress on implementation of the student equity related portions of the college's strategic plan.

Success Indicator: 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.

Completion *Success Rate* is the percentage of students who received a passing grade of A, B, C, CR or P (Pass) at the end of the semester.

Success Rates and Disproportionate Impact by Gender and Ethnicity, Fall 2014

Gender	Race	F14 Total Grades	F14 Passed	Success Rate	80% Index Success Rate (Highest - Asian Female)
Overall Total		14551	10817	74.3%	88.0%
Female	American Indian or Alaska Native	22	17	77.3%	91.4%
Female	Asian	762	644	84.5%	100.0%
Female	Black or African American	609	340	55.8%	66.1%
Female	Hispanic	2404	1683	70.0%	82.8%
Female	Multi-Racial	460	329	71.5%	84.6%
Female	Native Hawaiian or Other Pacific Islander	42	17	40.5%	47.9%
Female	None/Unknown	209	174	83.3%	98.5%
Female	White	3819	3195	83.7%	99.0%
Female Total		8327	6399	76.8%	90.9%
Male	American Indian or Alaska Native	14	9	64.3%	76.1%
Male	Asian	462	358	77.5%	91.7%
Male	Black or African American	446	231	51.8%	61.3%
Male	Hispanic	1602	1014	63.3%	74.9%
Male	Multi-Racial	397	295	74.3%	87.9%
Male	Native Hawaiian or Other Pacific Islander	13	8	61.5%	72.8%

Male	None/Unknown	154	112	72.7%	86.1%
Male	White	3024	2320	76.7%	90.8%
Male Total		6112	4347	71.1%	84.2%

Reviewing the table above, compared to the highest achieving group (84.5% success rate by Asian Females), disproportionate impact was found for completion rates (passing grades) for the following groups:
- American Indian or Alaska Native Male students (64.3% success rate)
- Black / African American Male (51.8%) and Female students (55.8%)
- Hispanic / Latino Male students (63.3%)
- Native Hawaiian or other Pacific Islander Male (61.5%) and Female (40.5%) students
- Additionally, compared to non-foster youth Females (77.3%), disproportionate impact was found for completion rates for Foster Youth Females (47.6%)

Using the 80% Index for equity, the greatest disproportionate impact was found as follows:
1) Native Hawaiian or Other Pacific Islander Females, 47.9% vs. goal of 80% or higher;
2) Black or African American Males, 61.3%;
3) Black or African American Females, 66.1%;
4) Native Hawaiian or Other Pacific Islander Males, 72.8%;
5) Hispanic/Latino Male students, 74.9%;
6) American Indian or Alaska Native Males, 76.1%.

This is similar to previous findings for disproportionate impact reported the previous year, based on success rates for Fall 2010 – Fall 2013 (Appendix Completion 1: Gender and Ethnicity).
- Black / African American male (61.5%) and female students (67.4%)
- Hispanic / Latino male students (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

Appendix Completion 6: High Failure Rate Courses: Average Pass and Success Rates by Race/Ethnicity (Fall 2011 through Spring 2015), provides further evidence of disproportionate impact by ethnicity in course completion. Considering only the groups with at least 20 students, the difference in pass rates between some subpopulations enrolled in COM's high failure rate courses is enormous, as much as 56 percentage points in CIS110, 42 percentage points in BEHS103, 38 percentage points in Math95 and 30 percentage points in BIOL110. All of the high failure rate courses showed a greater than 10 percentage point difference between the highest and lowest achieving racial/ethnic groups. BEHS103 is the only course in which most groups pass at greater than 70%. Its African American, Hispanic, and Two or More Races student rates are far lower.

Success Rates and Disproportionate Impact by Disability Status, Fall 2014

Gender	Disabled	F14 Total Grades	F14 Passed	Success Rate	80% Index Success Rate (Highest - Disabled Female)
Overall Total		14551	10817	74.3%	91.6%
Female	N	7706	5895	76.5%	94.3%
Female	Y	621	504	81.2%	100.0%
Female Total		8327	6399	76.8%	94.7%
Male	N	5719	4029	70.4%	86.8%
Male	Y	393	318	80.9%	99.7%
Male Total		6112	4347	71.1%	87.6%

For students with disabilities, again using the 80% calculation, no disproportionate impact was found for course success rate for students receiving disability-related services. This is consistent with the previous study from Fall 2010 – Fall 2013 (Appendix Completion 2: Gender and Disability), though female students without disabilities achieved the greatest success over that longer period. As referenced elsewhere, closer study of subpopulations of students with disabilities is needed to better assess if there is DI within this population.

Success Rates and Disproportionate Impact by Pell Grant Offered, Fall 2014

Gender	Pell Grant Offered	F14 Total Grades	F14 Passed	Success Rate	80% Index Success Rate (Highest - Not Offered Pell Grant Female)
Overall Total		14551	10817	74.3%	94.3%
Female	No	5913	4663	78.9%	100.0%
Female	Yes	2414	1736	71.9%	91.2%
Female Total		8327	6399	76.8%	97.4%
Male	No	4510	3232	71.7%	90.9%
Male	Yes	1602	1115	69.6%	88.3%
Male Total		6112	4347	71.1%	90.2%

Non Pell Awarded Females are, similarly to 2010-2013 (Appendix Completion 3: Gender and Pell and BOG), the top-achieving group. Using the 80% calculation, again no

disproportionate impact was found for completion rates (passing grades) for students receiving Pell grants. In the previous study, males receiving Pell were (80.8%) significantly lower than others and on the cusp of failing to achieve 80%. For Fall 2014, this was again the lowest group, but closer to the mean.

Success Rates and Disproportionate Impact by Gender by BOG Status, Fall 2010 – Fall 2012

Overall Total		39515	54309	72.8%	92.3%
Female	Yes	8178	11510	71.1%	90.1%
Female	No	15582	19765	78.8%	100.0%
Female Total		23760	31275	76.0%	96.4%
Male	Yes	5010	7932	63.2%	80.1%
Male	No	10362	14557	71.2%	90.3%
Male Total		15372	22489	68.4%	86.7%

An analysis of BOG status needs to be updated. For 2010 -2012, 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, 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 among low income students is concerned.**

Success Rates and Disproportionate Impact by Foster Youth Status, Fall 2014

Gender	Foster Youth (Self- Reported)	F14 Total Grades	F14 Passed	Success Rate	80% Index Success Rate (Highest - Not Foster Youth - Female)
Overall Total		14551	10817	74.3%	96.2%
Female	Yes	124	59	47.6%	61.6%
Female	Unknown/Not Stated	8203	6340	77.3%	100.0%
Female Total		8327	6399	76.8%	99.4%
Male	Yes	77	50	64.9%	84.0%
Male	Unknown/Not Stated	6035	4297	71.2%	92.1%
Male Total		6112	4347	71.1%	92.0%

Non Foster Youth Females are the top-achieving group, though with the additional year for Fall 2014, the data remain limited to the three most recent. Using the 80% calculation, for the most recent fall Foster Youth females (47.6%) **disproportionate impact was found for completion rates (passing grades) for Foster Youth females (61.6%)**. This varies with Fall 2012 -2013 (Appendix Completion 4: Gender and Foster Youth), where **disproportionate impact was found for completion rates for Foster Youth males (56%)**. This suggests further study over time, again noting that improving reporting / student identification will enlighten the trend(s). Though foster youth represent less than 1% of grades for the period, there is nevertheless evidence of DI for both Foster Youth females and males. Foster youth remain the population least likely to attain a Bachelor's degree (2-9% nationally; http://www.cacollegepathways.org/sites/default/files/datasheet_jan_2014_update.pdf).

Success Rates and Disproportionate Impact by Veteran Status, Fall 2014

Gender	Veteran (Self-reported)	F14 Total Grades	F14 Passed	Success Rate	80% Index Success Rate (Highest - Veteran - Male)
Overall Total	Veteran (Self-reported)	14551	10817	74.3%	95.6%
Female	Yes	54	32	59.3%	76.2%
Female	Unknown/Not Stated	8273	6367	77.0%	99.0%
Female Total		8327	6399	76.8%	98.8%
Male	Yes	162	126	77.8%	100.0%
Male	Unknown/Not Stated	5950	4221	70.9%	91.2%
Male Total		6112	4347	71.1%	91.4%

Reports produced by the Office of PRIE
Source: COM's internal data
Students who did not state their gender are excluded

Success Rate

Calculation = Grades of A, B, C, CR, P divided by A, B, C, CR, P, D, F, FW, NC, NP, W. *Success Rate*

is the percentage of students who received a passing grade of A, B, C, CR or P (Pass) at the end

of the semester. ("Incomplete", "In Progress" and "Report Delayed" grades are excluded from the calculation.)

For Fall 2014, as compared with previous data for Fall 2012-2013 (see Appendix Completion 5: Gender and Veterans), Veteran Males replaced Non Veteran Females as the top-achieving group, though the data are again limited to these recent terms and under reported veteran

numbers. However, using the 80% calculation, for the most recent term, **disproportionate impact was found for completion rates (passing grades) for female students who also identify as veterans (76.2%)**.

In summary, there are indicators of disproportionate impact (DI) in course completion for Black/African American females (66.1%) and males (61.3%), and Hispanic/Latinos (74.9%). With the exception of Hispanic/Latinas, who at 82.6% are over but close to the 80% threshold for disproportionate impact, this recent data is consistent with prior trends. This is also consistent for American Indian/Alaska Native males (76.1%) and for both female (47.9%) and male Native Hawaiian or Pacific Islander (72.8%) students, though the n for each of these groups is quite small.

Indicators of DI were found for both female foster youth (61.6%) and female veterans (76.2%). There was not an indication of DI for those qualifying for Pell Grant (though males are at the threshold), nor for students with disabilities. Again, it is notable that there are a spectrum of student disabilities and further research is planned to identify subpopulations who may be experiencing DI.

Data for veterans and foster youth are not available on the current Scorecard, as these groups were incorporated into enhanced data reporting subsequently. Furthermore, the college has identified that for both these groups, data collection has not been consistently captured over changes in admission application and student information system. Additionally, given that veteran and foster youth students appear to under self-report in initial application, there is a significant opportunity to better coordinate data collection with offices and services that the students engage more transparently with. This will enable the college to achieve more accurate enrollment data and more comprehensively understand and serve these student subpopulations.

GOALS, ACTIVITIES, FUNDING AND EVALUATION: COURSE COMPLETION
GOAL B.
The goal is to improve course completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
Example Group	*-14, 2014*	*Gap no > -6*	*2020*
Hispanic / Latino students	74.9% males	80% or higher proportional success rate	2019
Black / African American students	61.3% males; 66.1% females	80% or higher proportional success rate	2019
Foster Youth	61.6%	80% or higher proportional success rate	2020

*Expressed as either a percentage or number.   **Benchmark goals are to be decided by the institution.

Native Hawaiian or Other Pacific Islander Female students, 47.9% vs. goal of 80% or higher, had the largest measure of disproportionate impact. However, at 0.2% of enrolled and 0.5% of grades assessed, are among the smallest subpopulations of students.

Key initiatives with breadth goal impact are noted in other sections, including Section C, for Summer Bridge, E for Umoja and Puente, and Section F, Guardians Program for Foster Youth.

ACTIVITIES: B. COURSE COMPLETION

B.1   Continue and expand implementation of COM CARE early alert program to assist and retain students at risk.

- *Activity Type(s)*:

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	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(s)	# of Students Affected
B.1	Students not attending or under performing in courses	Currently outreach to 50- 75/semester, growing promotion and staffing to support additional outreach

- *Activity Implementation Plan*

In coordination with SSSP outreach to at risk populations, including those on academic probation or dismissal status, those undecided on majors, and students in basic skills, the district has launched "COM CARE", an early alert and intervention program which provides resources for staff and faculty to address and/or refer students who may be exhibiting behaviors that aren't conducive to student success. The online reporting tool provides a structure for coordinated identification and response for struggling students, and empowers more staff to intervene, thus reducing time between alert and intervention. 104 cases regarding students were referred by faculty and staff in 2014-15.

1. Faculty and staff are encouraged to address concerns directly, as appropriate to positively impact the student's success. They may document their activity and enlist consultation if desired. If additional intervention is needed, they may request this through the online reporting tool and the student will be referred to faculty or staff who have the best connection with the student and their issue(s).
2. The faculty or staff receiving a COM Cares report will then do outreach to the student in order to explore issues that may be impacting their success and work together to develop an action plan the student can implement. They will then follow up to ensure student is completing necessary steps to address issue(s).
3. The process utilizes technology (Advocate by Symplicity) so staff can see (securely) where an issue is in process and builds effective, timely communication with faculty into the process.

The Care Team consists of three teams:
1. The Student Conduct Team (SCT) assesses and evaluates the disturbing behavior of referred students, and determines the necessary response within the student Standards of Conduct.
2. The Academic Care Team (ACT) assists instructors as they identify negative behavior related to academic performance, e.g., absences, failing academic performance, failure to turn in assignments and provides assistance and referral for these students to turn negative academic performance into positive academic behavior.
3. The Behavioral Intervention Team (BIT) assesses and evaluates disturbing behavior of referred students, and connects disparate (and therefore seemingly innocuous or less troubling) pieces of information that may indicate a more serious or acute problem, and designs interventions.

While COM CARE is broadly offered as a resource for faculty and staff, notably promoted through flex training in services for the past two years, particular effort has been made to provide outreach to and work with the basic skills faculty to support students. The majority of students engaging in referred crisis/personal counseling are historically underrepresented minority students, African American, Latino/a, as well as low income students.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
B.1	Pilot Fall 2014, expanding to all counselors in 2016 and ongoing	N/A	SSSP- counseling faculty and early alert software: approximately $50,000 District – Director of Student Activities and Advocacy and other staff support: $15,000

- *Link to Goal*

  The COM CARE program encourages faculty to engage students who may be struggling, offers consultation resources and centralized coordination so that students who may be struggling in more than one class or area of their engagement with the college receive more coordinated intervention(s). Activities, whether faculty engaging in the classroom or counselor outreach, communicate to the students the college's effort to be a supportive partner in their success.

- *Evaluation*

  Two follow up meetings were held with the pilot counseling faculty responders and feedback from both the faculty directly and indirectly from students engaged was incorporated into process improvements, as well as subsequent training and outreach to additional faculty and staff. Additional faculty beyond the pilot group have been added in fall 2015. A counseling faculty coordinator will be designated in spring 2016 and the

remaining faculty in EOPS, SAS and counseling trained to participate. Evaluation of the program will be provided in SSSP evaluation (annual) as well as in counseling and student activities and advocacy program reviews (one to three years).

B.2   Enhance coordination and expand opportunities for students to participate in learning communities.

- *Activity Type(s)***:**

X	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
	Research and Evaluation		Professional Development		

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

ID	Target Group	# of Students Affected
B.2	Incoming students, particularly African American, Latino and low-income, first generation students	100 -200

- *Activity Implementation Plan*

Continue learning community planning and development, to enhance cohort based, collaborative teaching, student support, as well as embedded services to increase course completion and retention. Expand opportunities for students to participate in First Year Experience and other learning communities. Incorporate accelerated coursework where possible.

Research on the effectiveness of learning communities is well established. Schlossberg's theory of Mattering and Marginality emphasizes the importance for students of connecting with others and that others care about what one wants, thinks and does. At a community college (typically commuter), learning communities are one opportunity to produce this connection, especially as students and faculty interact in multiple settings with each other.

The college has had a Puente cohort for eight years. 2015-16 is the second year of First Year Experience and Summer Bridge, and first year of Umoja. There is an opportunity to engage more students through expanding these themes and adding others, such as STEM. In fall 2015, a learning community mini summit was held for current and interested faculty and others. The following themes were discussed:
- SWOT (Strengths, Weaknesses, Opportunities and Threats) Analysis
- What opportunities exist for collaboration?

- How do we scale up learning communities to serve more students under existing and new themes?
- How do we conduct recruitment and be inclusive of all populations?
- How will we measure our efforts and success- program review and assessment?

ID	Timeline(s)	Student Equity Funds	Other Funds**
B.2	Fall 2015 planning, ongoing development	N/A	District: renovated space to provide for gatherings, programs and activities for larger groups of students in learning communities ($20K)

• *Link to Goal*
Learning communities provided coordinated support and connection for students, as faculty collaborate on integration of curriculum and student support that is complementary and designed to enhance student engagement. Moreover, accelerated English curriculum has been incorporated into some of the existing LCs, reducing time in Basic Skills and to degree/transfer preparedness.

• *Evaluation*
Summer Bridge and FYE have done annual reviews; these have included student surveys as well as enrollment and achievement metrics. Umoja has just begun but will similarly do qualitative and quantitative assessments. As discussed at the mini-summit, it is critical to code the student participants appropriately in Banner so that future equity and other metrics for participants can be assessed. Formal program reviews will be completed by the current LCs in 2017.

B.3   Review current course prerequisites, co- requisites and advisories and assess student success in courses lacking prerequisites or advisories.
- *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)* & # of Each Affected*:

ID	Target Group	# of Students Affected
B.3	All students, but a notable subpopulation are students in ESL or Basic Skills English who may be underprepared for coursework	300-400

- *Activity Implementation Plan*

Review current course prerequisites, co-requisites and advisories and assess student success in courses lacking prerequisites or advisories. Identification and assessment of prerequisite courses as well as courses that should have pre-requisites for unprepared students.

ID	Timeline(s)	Student Equity Funds	Other Funds**
B.3	Spring 2016 develop list by academic unit of pre / co-requisites and advisories and distribute for review as part of 2016- 2018 program review	N/A	District: salary and benefits for faculty conducting review

- *Link to Goal*

Ensure that requirements or advisories are appropriately placed so that students have the greatest opportunity to succeed in coursework they are eligible to enroll in, and that conversely unnecessary limitations do not require students to first enroll in courses that reduce their motivation or delay their time to completion.

- *Evaluation*

Prepare information by discipline and course about prerequisites, co-requisites and advisories. Ensure that these are incorporated into three year cycle of program review or sooner, as applicable, such as course change submissions. Track changes and subsequent completion metrics for courses affected.

Success Indicator: 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:

Cohort data is not yet available for foster youth and veteran students. Further study for more recent terms will need to be completed, although the metrics will reflect the more truncated event horizon (i.e., less than six years' time elapsed).

Basic Skills English

Remedial English	2006-2009 Combined Cohort Size	2006-2009 Combined cohort successful outcome	2006-2009 Cohort Rate	2006-2009 DI 2006-2009	Number Needed to Achieve Equity	Additional # Needed to Achieve Equity
All	1,549	678	43.8%	88.9%		
Female	756	372	49.2%	100.0%		
Male	786	304	38.7%	78.6%	129	28
African American	159	44	27.7%	51.0%	29	14
American Indian/Alaska Native	9	4	44.4%			
Asian	151	82	54.3%	100.0%		
Filipino	36	18	50.0%	92.1%		
Hispanic	301	117	38.9%	71.6%	54	15
Pacific Islander	9	2	22.2%			
White	754	353	46.8%	86.2%		
Economically Disadvantaged: No	880	399	45.3%	100.0%		
Economically Disadvantaged: Yes	669	279	41.7%	92.0%		
Students with Disabilities: No	1313	550	41.9%	77.2%	237	54
Students with Disabilities: Yes	236	128	54.2%	100.0%		

Utilizing Scorecard data for the most recent cohorts, 2006-2009, compared to the highest achieving group by ethnicity (54.3% success rate by Asian students), disproportionate impact was found for Basic Skills English completion rates for:
- Black / African American students (27.7%)
- Hispanic / Latino/a students (38.9%)
- Male students, 38.7%, compared with 49.2% for Female students

Using the 80% Index for equity, the greatest disproportionate impact was found as follows:
1. Black or African American students, 51.0%
2. Hispanic/Latino students, 71.6%;
3. Male students, 78.6%

No disproportionate impact was found by income or for students with disabilities.

Basic Skills Math

Remedial Math	2006-2009 Combined Cohort Size	2006-2009 Combined cohort successful outcome	2006-2009 Cohort Rate	2006-2009 DI 2006-2009	Number Needed to Achieve Equity	Additional # Needed to Achieve Equity
All	1,172	331	28.2%	95.5%		
Female	656	194	29.6%	100.0%		
Male	514	137	26.6%	90.1%		
African American	126	12	9.5%	26.3%	15	11
American Indian/Alaska Native	8	2	25.0%			
Asian	69	25	36.2%	100.0%		
Filipino	24	4	16.7%	46.0%	3	2
Hispanic	222	64	28.8%	79.6%	27	5
Pacific Islander	9	1	11.1%			
White	616	194	31.5%	87.0%		
Economically Disadvantaged: No	669	193	28.8%	100.0%		
Economically Disadvantaged: Yes	503	138	27.4%	95.1%		
Students with Disabilities: No	995	269	27.0%	77.2%	116	27
Students with Disabilities: Yes	177	62	35.0%	100.0%		

Utilizing Scorecard data for the most recent cohorts, 2006-2009, compared to the highest achieving group by ethnicity (36.2% success rate by Asian students), disproportionate impact was found for Basic Skills Math completion rates for:
- Black / African American students (**9.5**%)
- Filipino students (16.7%)
- Hispanic / Latino/a students (28.8%)

Using the 80% Index for equity, the greatest disproportionate impact was found as follows:
1. Black or African American students, 26.3%
2. Filipino students, 46.0%
3. Hispanic/Latino students, 79.6%;

No disproportionate impact was found by gender, income, or for students with disabilities.

ESL

Remedial ESL	2006-2009 Combined Cohort Size	2006-2009 Combined cohort successful outcome	2006-2009 Cohort Rate	2006-2009 DI 2006-2009	Number Needed to Achieve Equity	Additional # Needed to Achieve Equity
All	377	67	17.8%	83.6%		
Female	226	48	21.2%	100.0%		
Male	149	19	12.8%	60.2%	11	4
African American	8	1	12.5%			
American Indian/Alaska Native	1	1	100.0%			
Asian	80	14	17.5%	70.0%	7	2
Filipino	8	2	25.0%			
Hispanic	166	21	12.7%	50.7%	14	13
Pacific Islander	0	0	N/A			
White	56	14	25.0%	100.0%		
Economically Disadvantaged: No	279	39	14.0%	48.9%	27	14
Economically Disadvantaged: Yes	98	28	28.6%	100.0%		
Students with Disabilities: No	365	62	17.0%	40.8%	51	30
Students with Disabilities: Yes	12	5	41.7%	100.0%		

Utilizing Scorecard data for the most recent cohorts, 2006-2009, compared to the highest achieving group by ethnicity (25% success rate by White students), disproportionate impact was found for ESL completion rates for:
- Hispanic / Latino/a students (12.7%)
- Asian students (17.5%)
- Male students, 12.8% (compared to 21.2% for Female students)

Using the 80% Index for equity, the greatest disproportionate impact was found as follows:
1. Hispanic/Latino students, 50.7%;
2. Male students, 60.2%
3. Asian students, 70.0%

In summary, disproportionate impact was found as follows:

All three disciplines - Basic Skills English, Basic Skills Math and ESL:
- Hispanic/Latino/a students

Basic Skills Math and Basic Skills English
- Black or African Americans

Basic Skills Math
- Filipino Students

ESL
- Asian Students

No disproportionate impact was found for low-income students or for students with disabilities. In fact, students with disabilities completed at higher rates in all three disciplines. As noted elsewhere, further study disaggregated by types of disabilities may be insightful, as would analysis of use of learning supports such as individual or group tutoring.

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

The goal is to improve ESL and basic skills completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
Black or African American students	2006-09 cohort; 51% BSE; 26.3% BSM	Sustained 80% or higher proportional success rate: 14 students BSE; 11 students BSM	2019
Hispanic/Latino/a students	2006-09 cohort; 71.6% BSE; 79.6% BSM; 50.7% ESL	Sustained 80% or higher proportional success rate: 15 students BSE; 5 students BSM; 13 students ESL	2019
Male students	2006-09 cohort; 78.6% BSE; 60.2% ESL	Sustained 80% or higher proportional success rate: 28 students BSE; 4 students ESL	2019

*Expressed as either a percentage or number
**Benchmark goals are to be decided by the institution.

Filipino students had the second highest gap in proportionality at 46% for this indicator in Basic Skills Math. However, significantly larger populations of students are Black or African American or Hispanic/Latino/a, and of course overlap with Male. Additionally, since a number of the initiatives serve multiple populations, the focus for goals for this indicator will be the larger populations noted above.

Student Equity and broader, collaborative institutional planning and initiatives seek to support achievement of BSI's nearer term goals for all Basic Skills and ESL students:

> Increase the 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.

Increase the 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.
Improve the non-credit and credit ESL programs and develop effective support programs to support the educational and occupational goals of our students.

ACTIVITIES: C. ESL AND BASIC SKILLS COURSE COMPLETION

C.1   Sponsor Algebra Academy to enhance math preparedness, STEM career interest and college going behavior of first generation, low income, English learner Latino students in Marin County.

- *Activity Type(s)*

X	Outreach		Student Equity Coordination/Planning	X	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(s)	# of Students Affected
C.1	Latino middle school students	30

- *Activity Implementation Plan*

This is a partnership with the North Bay Leadership Council (NBLC), an employer-led public policy advocacy organization committed to providing leadership in ways to make the North Bay sustainable, prosperous and innovative. NBLC has identified improving public education as a top priority in recognition that better early childhood education, closing the achievement gap for Latino students, increased readiness for college and careers, and greater numbers of students pursuing math and science majors, are fundamental to gaining a competitive edge as a regional economy that is also facing serious challenges to our ability to retain and attract new jobs.

NBLC's Algebra Academy Program is a life-changing program for a targeted group of students essential to the future of the North Bay. The summer academies are ground-breaking Public/Private Partnerships to improve college and career readiness for rising eighth grade English learners, preparing them to become productive members of the North Bay's workforce and community. Algebra is an important part of the required courses for entry into the CSU and UC system, and a gateway to exciting students about majoring in math, science, engineering and technology. By supporting this program, sponsors play a critical role in ensuring we have the skilled workforce needed. See Appendix Basic 1: Algebra Academy.

2015-16 will be the second year COM has been a sponsor and sixth year of the program. Sponsorship helps pay for teachers, backpacks, supplies, parent/student orientation meetings and a graduation ceremony for each academy. COM also sponsors two days out of the 2 weeks of Algebra Academy and have the students on campus for four hours. The math teacher provides about 90 minutes of hands on math instruction, and COM lines up college faculty to present on how they use math in their disciplines. This past year, Jason Dunn, Fine Arts, led an activity on how to calculate how much plaster he would need for a sculpture, and a graduate of COM's Auto Tech Program discussed how math is very useful in terms of gear ratios, gas efficiency, traditional mileage vs. hybrid vs. electric, etc. It's an opportunity for rising 9th graders to hear how math is important in many fields, to interact directly with faculty, to experience a college learning atmosphere, and to connect their learning to careers. Part of the arrangement is for the students to meet COM students and to provide a healthy snack and lunch to round out the experience. For this upcoming year, given the articulation work and regional Career Pathways initiative that the college participates in, faculty from Medical Assisting, Multimedia Studies, Engineering/Architecture, and Business, will be encouraged to present to the students.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
C.1	2014-2015 ongoing	$5000 cohort sponsorship plus lunch during site visit and majors/career orientation	$5000 North Bay Leadership Council for additional cohort

- *Link to Goal*

Additional math instruction and practice in summer before high school enhances students' preparedness to succeed in high school, and contributes to higher math completion and placement. Exposure to college and use of math by faculty from multiple disciplines reinforces appreciation and provides exposure to different majors and careers while promoting College of Marin and college attendance in general.

- ***Evaluation***

Data are collected at the K-12 level on progress and performance of students. There is an opportunity to assess progress of students who specifically attend COM, and in the future transfer and attain degrees, as the first cohort would be transferring at the end of this year.

C.2 Create Math Professional Alignment Council to align high school to college math curriculum/course content to reduce math placement into college basic skills level.

- *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	X	Professional Development		

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

ID	Target Group	# of Students Affected
C.2	Marin county high school students	Approximately 4000 per year

- *Activity Implementation Plan*

Appendix *Basic 2: Math Professional Alignment Council* outlines the nature of the problem in transition of students from high school to college.

COM's BSI group notes that in basic skills math, students placed three levels below transfer have a 2-3% completion rate of a transfer level math class in a two-year period. Getting students into college more prepared to do college level math eliminates the current challenge of students not progressing from basic skills. College of Marin, Marin County Office of Education and Marin Community Foundation are collaborating in a new initiative, beginning in 2015-16, on aligning math curricula. The Math Alignment work, called MarinCAP (Curriculum Alignment Project), is geared toward ALL Marin County public high school students, though it is under the umbrella of the COMPASS Program. The project involves one high school math teacher from EACH high school in the county and 3-4 math instructors from COM. The group is working toward aligning Algebra 2 with College Algebra (Math 109) so that there should ideally be little to no need for a student to be placed into Intermediate Algebra (Math 103). The group is also going to try to align Alg. 2 to the new Common math placement test.

To facilitate this, math faculty from the college and high schools are collaborating on curriculum alignment, sharing knowledge of Common Core Standards and College SLOs, knowledge of college and career readiness and sharing curriculum, lesson plans and assignments/assessments.

This work toward seamless transition among Marin high schools and COM may require a number of recommendations like: a new high school course, a required "bridge" class for students who don't place in 109 (or statistics), reworking of curriculum in both segments, etc. This group has just begun, but the hope is that it will have an effect on ALL high school students who are transitioning to COM and other colleges.

ID	Timeline(s)	Student Equity Funds	Other Funds**
C.2	Fall 2015 – Spring 2018	N/A	Marin Community Foundation - $15K

- *Link to Goal*

Improved alignment will enhance the math preparation for high school students to achieve a more seamless transition to college level work, reducing number of students enrolled in basic skills and number of semesters needed to reach college level.

- *Evaluation*

The process of collaboration is just underway, so timeline and metrics are to be developed; however, these will include tracking high school performance and courses completed as compared with initial COM placement, number of students and placement in math above and below college level, performance and persistence outcomes.

C.3   Continue growth of Summer Bridge program.

- *Activity Type(s)*:

X	Outreach		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
	Research and Evaluation		Professional Development		

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

ID	Target Group	# of Students Affected
C.3	First generation, low income Latino and African America students	100

- *Activity Implementation Plan*

Many students come to COM less than fully prepared to be successful academically. Summer Bridge is one of the college's strategies in the Student Equity plan to reduce the preparedness gap. This program, successfully implemented elsewhere and in its first two years at COM, targets incoming low income and first generation, first-time college students (with higher representation among Latino and African American students) for decreased time to college level readiness and an improved transition experience. The structure includes participation in a 1-unit counseling course with concurrent, intensive, 3-week preparation in math and English. For the intensive tutoring schedule, the English is undifferentiated, but the math range of students is split into equally distributed groups each term. Additional Summer Bridge goals include preparing more students for full-time matriculation through completion of priority enrollment steps, increasing students' confidence in college ability and study habits, connecting students to campus resources, and facilitating a positive learning community.

ID	Timeline(s)	Student Equity Funds	Other Funds**
C.3	Summer 2014, ongoing	Faculty salary and benefits: approximately $15,000; student ambassadors - $1500; dedicated tutors and instructional specialists- $3000; supplies- $1000	District: counseling courses funding (approximately $3300/unit) 10,000 Degrees: outreach, collaborative planning and implementation, including facilitation and enrichment activities; student snacks and other supplies: $8,000

- *Link to Goal*

In Basic skills English at COM, 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. For Summer Bridge 2015, 27 out of 47 students improved at least one level in either English or math (57%); 51 total semesters of remediation were saved (1.1 semester per student, $2346 in tuition), and 83% of the Summer 2014 cohort of 24 students were enrolled in Fall 2015.

- *Evaluation*

Evaluation metrics include: annual student pre and post surveys; annual organizers' debrief; annual report; initial and post participation math and English placements, semesters and tuition saved; persistence/retention, GPA and full-time enrollment, involvement with cohort and participation in subsequent learning community - FYE, Umoja or Puente, transfer and degree attainment.

C.4   Support Basic Skills Master Planning, including partnering with those involved and BSI Steering Committee around recommended initiatives.

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
	Research and Evaluation	X	Professional Development		

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

ID	Target Group	# of Students Affected
C.4	Basic Skills students	Approximately 2000 in ESL (credit and noncredit), Basic Math and Basic English

- *Activity Implementation Plan* (See Appendix Basic 3: ESL/Basic Skills Initiative 2015-16 Plan
- Support curriculum revisions and development that enhance student learning outcomes and efficient progress to college level, including development and refinement of accelerated courses.
- Utilize instructional specialists and dedicated tutors to support student learning in basic skills courses.
- Support credit-optional basic skills courses so low income students may progress in development via financially accessible path.
- Support continuation and expansion of structured interaction between credit and noncredit basic skills students to socially normalize transition to higher level courses
- Increase outreach to high schools to support continued educational attainment by at-risk students
- Collaboration on review of placement exam policies, procedures, placement, etc.
- 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
- 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
- Improvement of the noncredit and credit ESL programs and development of effective programs to support the educational and occupational goals of our students

ID	Timeline(s)	Student Equity Funds	Other Funds**
C.4	Spring 2016, ongoing	Curriculum Development- $18,000, plus benefits Dedicated Tutors and Instructional Specialists - $1500, plus benefits	ESL/Basic Skills: $26,300 – Program and Curriculum Planning and Development; $19,500 – Supplemental Instruction and Tutoring

- *Link to Goal*

Spring 2016 example initiatives to be developed:

1. Collaborate with BSI on funding for College 101 Pilot course development, which will offer incoming students an interdisciplinary course with intensive writing that exposes them to multiple faculty and areas of study while developing and assessing their writing for end of term English placement. This course will prepare students for higher placement and reduce number of students in Basic Skills English.

2. Develop a modular Math Emporium course that would be comparable to Elementary Algebra 101 and Intermediate Algebra 103, but accelerated based on individual student pace in mastering each module. Students would receive supplemental instruction and tutoring in concepts they struggle with. Students completing sufficient modules to demonstrate mastery of material would be given credit for Math 101, earning at least the equivalent to the standard pathway. However, if they successfully complete all requirements, they would be given equivalent credit for Math 101 and 103, saving a semester of basic skills math.

3. Pilot English and/or math courses based on multiple measures of high school grades and placement assessments. Identify partner high schools to pilot with and arrange for high school transcripts of students. Evaluate success of students utilizing high school grades as measure.

- *Evaluation*

Review progress towards achievement of BSI targets and Equity goals improvement on success indicator metrics. Approval of new curriculum to be piloted in future terms. Basic Skills levels/semesters and tuition saved from initial placements.

C.5   Offer Math Jam to enhance student success on assessment for placement.
- *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
C.5	Students in basic skills math	Pilot: approximately 30

- *Activity Implementation Plan*

Develop weeklong intensive Math tutoring program to be offered three times per year, June, August and January, to assess and improve students' Math placement. Utilize diagnostic tools in current and future assessment instruments to focus structured tutoring and practice preparation during available lab time before each semester starts.

Many students do not adequately prepare before taking assessments for placement, and may have not reviewed or practiced relevant material over the summer or even period of years. This would allow students opportunity to refresh in a supportive, structured learning environment towards enhanced placement.

ID	Timeline(s)	Student Equity Funds	Other Funds**
C.5	Spring 2016 development, add summer and fall pilots, ongoing	Faculty salary and benefits: approximately $13,000; dedicated tutors - $1500	

- *Link to Goal*

Reduce number of students in levels of Basic Skills math and reduce overall time to completion of college level and/or transfer math.

- *Evaluation*

Evaluation metrics include: participation rates; annual report; initial and post participation math placements, semesters and tuition saved; persistence/retention, GPA and full-time enrollment, organizers' debrief /annual report for BSI/Equity.

C.6   Provide Enhanced Counseling Outreach to ESL students
   • *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
C.6	Noncredit and Credit ESL students	150-200

   • *Activity Implementation Plan*

Currently, student access to counseling and advising services needs to be improved. COM is planning to do more embedded classroom counseling visits, educational planning appointments and earlier engagement via orientation events, participation in the development and staffing of a welcome center and visits to lower level classes, in order to increase visibility.

Provide embedded academic counseling for new and continuing noncredit students who wish to pursue a certificate, associate or transfer associate degree or transfer to a four-year institution. Counselors are most effective at connecting with noncredit students via direct outreach, particularly to the classrooms. This is a work in progress which COM is planning to ramp up to embed counseling and educational planning to the students at this level, laying the groundwork for students to follow through with visiting counseling as they progress to and through credit level ESL.

Counseling will develop an educational plan with noncredit ESL students progressing from ESL 10-80 courses (10-40 noncredit; 50-70 may be taken for credit or noncredit, and 80 for credit), as well as offering templates for CTE and academic areas of study to achieve certificates, degrees, and / or transfer degrees. Embedding counseling activities in ESL 35 and 40 in particular to develop educational plans will help facilitate students' understanding of the choices of study available and planning for goals beyond ESL completion. Introduction of counseling topics to lower level classes will also be explored in planning by noncredit advisory committee.

Strategies will also include continuing to recruit and retain staff and faculty across the college that are representative of our student population. This includes those bilingual in Spanish, as Hispanic/Latino/a student enrollment exceeds 25% in the college as a whole and over 80% in noncredit ESL and continues to grow similarly as percentage of county population.

ID	Timeline(s)	Student Equity Funds	Other Funds**
C.6	Spring 2016, increasing with additional staff hires	Student ambassadors - $1000	District: counseling faculty ($15,000) SSSP: Counseling faculty salary and benefits- $35,000

- *Link to Goal*

Developing educational plans for students will provide a roadmap for them to complete a certificate as well as the opportunity to plan for other goals, such as eventual transfer or degree attainment. This will encourage persistence and will positively impact completion rates and progress to college level English.

- *Evaluation*

Progress of students on equity success indicators, including completion of college level English.

Success Indicator: Degree & Certificate Completion

D. **DEGREE AND CERTIFICATE COMPLETION.** 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.

Career Technical Education

Career Technical Education	2006-2009 Combined Cohort Size	2006-2009 Combined cohort successful outcome	2006-2009 Cohort Rate	2006-2009 DI 2006-2009	Total Number Needed to Achieve Equity*	Additional # Needed to Achieve Equity*
All	978	451	46.1%	95.6%		
Female	593	286	48.3%	100.0%		
Male	381	164	43.0%	89.2%		
African American	36	18	50.0%	79.2%	8	2
American Indian/Alaska Native	5	3	60.0%			
Asian	76	48	63.2%	100.0%		
Filipino	27	13	48.2%	76.2%	6	1
Hispanic	155	60	38.7%	61.3%	33	13
Pacific Islander	3	1	33.3%			
White	582	259	44.5%	70.5%	123	36
Economically Disadvantaged: No	521	185	35.5%	61.0%	101	39
Economically Disadvantaged: Yes	457	266	58.2%	100.0%		
Students with Disabilities: No	911	407	44.7%	68.0%	199	64
Students with Disabilities: Yes	67	44	65.7%	100.0%		

Utilizing Scorecard data for the most recent cohorts, 2006-2009, compared to the highest achieving group by ethnicity (63.2% success rate by Asian students), disproportionate impact was found for Career Technical Education Certificate completion rates for:
- Hispanic / Latino/a students (38.7%)
- White students (44.5%)
- Filipino students (48.2%)
- Black or African American students (50.0%)

Using the 80% Index for equity, the greatest disproportionate impact was found as follows:
1. Hispanic/Latino students, 61.3%;
2. White students, 70.5%
3. Filipino students, 76.2%
4. Black or African American students, 79.2%

Degree Completion

Degree Completion Overall	2006-2009 Combined Cohort Size	2006-2009 Combined cohort successful outcome	2006-2009 Cohort Rate	2006-2009 DI 2006-2009	Total Number Needed to Achieve Equity*	Additional # Needed to Achieve Equity*
All	1,446	765	52.9%	91.5%		
Female	711	411	57.8%	100.0%		
Male	727	350	48.1%	83.3%		
African American	85	27	31.8%	51.9%	17	8
American Indian/Alaska Native	8	4	50.0%			
Asian	129	79	61.3%	100.0%		
Filipino	37	20	54.0%	88.2%		
Hispanic	236	99	42.0%	68.6%	48	15
Pacific Islander	7	4	57.1%			
White	817	462	56.6%	92.3%		
Economically Disadvantaged: No	782	450	57.5%	100.0%		
Economically Disadvantaged: Yes	664	315	47.4%	82.4%		
Students with Disabilities: No	1272	664	52.2%	89.9%		
Students with Disabilities: Yes	174	101	58.0%	100.0%		

Utilizing Scorecard data for the most recent cohorts, 2006-2009, compared to the highest achieving group by ethnicity (61.3% success rate by Asian students), disproportionate impact was found for Degree completion rates for two student subpopulations:
- Black or African American students (31.8%)
- Hispanic / Latino/a students (42.0%)

Using the 80% Index for equity, the greatest disproportionate impact was found as follows:
1. Black or African American students, 51.9%
2. Hispanic/Latino students, 68.6%;

Disproportionate impact was found across both degree and certificate completion for Blacks or African American students and Hispanic / Latino/a students. Additional disproportionate impact was found in CTE completion rates only for Whites and Filipinos.

No disproportionate impact was found for degree or certificate completion by gender or for low-income students or for students with disabilities.

GOALS, ACTIVITIES, FUNDING AND EVALUATION: DEGREE AND CERTIFICATE COMPLETION
GOAL D.
The goal is to improve degree and certificate completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
Example Group	*-4, 2014*	*No gap*	*2020*
Black or African American students	2006-09 cohort; 79.2% Certificate; 51.9% Degree;	Sustained 80% or higher proportional success rate: 2 Certificate students; 8 Degree students	2019
Hispanic/Latino/a students	2006-09 cohort; 61.3% Certificate; 68.6% Degree	Sustained 80% or higher proportional success rate: 13 Certificate students; 15 Degree students	2019
White students	2006-09 cohort; 70.5% Certificate	Sustained 80% or higher proportional success rate: 36 Certificate students	2019

*Expressed as either a percentage or number
**Benchmark goals are to be decided by the institution.

Note: Many of the activities, such as Summer Bridge, Umoja and Puente, are presented under separate success indicators.

ACTIVITIES: D. DEGREE AND CERTIFICATE COMPLETION

D.1 Outreach to students undecided on majors, in Basic Skills, or on academic/progress probation or dismissal for federal aid or BOG fee waivers.

- *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
X	Research and Evaluation		Professional Development		

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

ID	Target Group(s)	# of Students Affected
D.1	Undecided students	250
	Students facing SAP	400-1000

- *Activity Implementation Plan*

One at risk population defined for SSSP are students who are undecided on majors. Helping these students identify a goal via counseling appointments, enrollment in a career counseling class and/or exploration of majors/careers through workshops or a visit to the Transfer and Career Center will assist these students in focusing their interests in a purposeful direction.

Each semester a list of undecided students will be generated and provided to counselors who will telephone/email the students to encourage them to make an appointment to discuss/explore their educational goal(s). Students may be referred to the TCC to use Kuder Journey to help them with career interests. When EAB's Navigate platform is fully functional, it can be programmed to encourage undecided students to visit the TCC or a counselor to discuss their interests, as well as invite them to related events, such as the series of career/related majors workshops COM will be developing to offer to students to help them in goal setting. Navigate also has as part of its onboarding a career/activities interests step to help students focus on potential related areas of study.

Faculty and staff will continue and expand outreach, visiting basic skills classes to share information on counseling/educational/degree planning and transfer/career resources. Though the college needs to do further study on the demographics of those facing financial aid satisfactory progress issues, the target populations above are well represented among the students needing additional outreach to help them address barriers they may be experiencing to their academic success and retention to degree. This population will be increasing with the implementation

of satisfactory progress standards for BOG Fee Waivers. COM is planning to promote those changes to students during spring 2016 and has developed a counseling course for students on financial aid risk for satisfactory progress to help them be more successful.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
D.1	Spring 2016, ongoing- outreach New courses for students on SAP, Fall 2016	N/A	SSSP: Kuder Journey, $900; Navigate, $137,500; additional counselor- approximately $90,000 salary and benefits District: Counseling faculty and Transfer and Career Center staff; counseling course offering

- *Link to Goal*

Focusing outreach and intervention efforts to support students without a declared major or in danger of losing financial aid due to academic underperformance or excessive withdrawals will be instrumental in supporting their retention to degree attainment.

- *Evaluation*

Review number and demographics of students on SAP for federal aid or BOG Fee Waivers each semester, number of students participating in interventions and trends over time annually, including those that continue to financial aid dismissal/waiver loss, are reinstated, or successfully avoid dismissal. Track number of appeals, success rate, and subsequent academic performance of those who successfully appeal. Report in program review for financial aid.

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.

In addition to the above success indicators (metrics), local colleges have the flexibility to consider additional indicators such as capturing how many students are prepared by meeting the CSU GE Breadth or IGETC requirements, capturing AB540 students, completion of low unit certificates and other indicators which might be captured solely locally.

Transfer Velocity – Disproportionate Impact

	Cohort 2006-2009	Cohort 2006-2009	Cohort 2006-2009	DI	Number per/Yr. if Achieved Equity Rate	Additional # Needed to Achieve Equity
	Transfer Student	Cohort Student	Cohort Rate	2006-2009		
Ethnicity/Race						
Total	425	1016	41.8%	75.0%		
African-American	17	47	36.2%	64.8%	9	3
American Indian/Alaskan Native	3	6	50.0%	89.6%		
Asian	53	95	55.8%	100.0%		
Filipino	10	23	43.5%	77.9%	4	1
Hispanic	40	153	26.1%	46.9%	28	15
Pacific Islander	3	5	60.0%	107.5%		
Unknown	37	99	37.4%	67.0%	18	6
White Non-Hispanic	262	588	44.6%	79.9%	109	22
Race/Ethnicity By Gender						
Total	425	1016	41.8%	70.7%		
Female Total	211	513	41.1%	69.5%		
African-American	12	28	42.9%	72.4%		
American Indian/Alaskan Native	2	4	50.0%	84.5%		
Asian	29	49	59.2%	100.0%		
Filipino	6	15	40.0%	67.6%		
Hispanic	21	85	24.7%	41.7%		
Pacific Islander	1	2	50.0%	84.5%		
Unknown	22	55	40.0%	67.6%		
White Non-Hispanic	118	275	42.9%	72.5%		
Male Total	213	498	42.8%	82.0%		
African-American	5	18	27.8%	53.2%		
American Indian/Alaskan Native	1	2	50.0%	95.8%		

Asian	24	46	52.2%	100.0%		
Filipino	4	8	50.0%	95.8%		
Hispanic	19	68	27.9%	53.6%		
Pacific Islander	2	3	66.7%	127.8%		
Unknown	15	44	34.1%	65.3%		
White Non-Hispanic	143	309	46.3%	88.7%		
EOPS						
Total	425	1016	41.8%	95.3%		
EOPS and Care participant	56	175	32.0%	72.9%	26	7
Not an EOPS/CARE participant	369	841	43.9%	100.0%		
SAS						
Total	425	1016	41.8%	97.8%		
Students with disabilities	51	142	35.9%	83.9%		
Students without disabilities	374	874	42.8%	100.0%		
Financial Aid						
Total	425	1016	41.8%	86.5%		
No Aid Received	270	558	48.4%	100.0%		
Received Aid	155	458	33.8%	69.9%	74	22

Using the Chancellor's Office methodology, inequities were determined where categories of students within a group achieved at a rate of 80% or less of the highest category in that group for the 2006-2009 student cohorts. Most student groups are less likely than Asian Americans to transfer, as are economically disadvantaged students. However, among the groups, greatest disproportionate impact was found for the following:

1. Hispanic / Latino/a students (26.1%), compared to highest achieving group (55.8%); this represents the largest proportional transfer gap, at 46.9%, compared with the goal of higher than 80% of the highest subpopulation.
2. Black / African American students (36.2%), again compared to the highest achieving group (55.8%), represent the next largest transfer gap, at 64.8% compared with the goal of higher than 80%.
3. Low-Income students (33.8%), compared to 48.4% for students not receiving financial aid, denote the third largest transfer gap. This represents 69.9% proportionality, compared with the goal of higher than 80%.

Notably, EOPS students were also found to have disproportionate impact in transfer success. These students, many of whom are first generation college attending, overlap significantly at College of Marin with the three populations with highest transfer success gaps (Hispanic / Latino/as, Black / African Americans, and Low-income).
Disproportionate impact in transfer success was also found for Filipino (77.9%) and White students (79.9%), though a comparatively much smaller gap was found for these students.

Since most subpopulations with greater than 10 students showed disproportionate impact of some amount, it is anticipated that this will similarly be the case when later cohort data become available which include disaggregation for foster youth and veterans. As mentioned previously, further study is also needed to determine if disproportionate impact occurs for subpopulations of students with disabilities (presently assessed at 83.9% proportionality of students who have not identified disabilities).

GOALS, ACTIVITIES, FUNDING AND EVALUATION: TRANSFER
GOAL E.
The goal is to improve transfer for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
Hispanic / Latino /as	-15, Cohort 2006-2009	15 students, 33.1% increase, or no gap	2019
Black / African American	-3, Cohort 2006-2009	3 students, 15.2% increase or no gap	2019
Low-Income	-22, Cohort 2006-2009	22 students, 10.1% increase or no gap	2019

*Expressed as either a percentage or number
**Benchmark goals are to be decided by the institution.

ACTIVITIES: E. TRANSFER

E.1   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.

- *Activity Type(s):*

X	Outreach		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

	Research and Evaluation		Professional Development		

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

ID	Target Group	# of Students Affected
E.1	Hispanic / Latino students	50-100
	Black / African American students	10-20
	Low-income students	50-100

- ***Activity Implementation Plan***

The Puente Project, a national award-winning program, for 30 years has improved the college-going rate of tens of thousands of California's students (see *Appendix Transfer 1: Puente*). Its mission is to increase the number of educationally disadvantaged students who enroll in four-year colleges and universities, earn college degrees and return to the community as mentors and leaders to future generations. The English courses provide reading and writing assignments related to Latino issues and authors; however, Puente is open to **all students** who are eligible for the English course (English 120 for the fall, and English 150 for the spring).

Program Benefits
- Specialized one-on-one counseling to prepare for transfer
- Puente counseling courses help students explore universities and career choices
- Read and write about Latino issues in Puente English classes
- Get support and advice from a Puente mentor
- Visit local universities and participate in educational field trips
- Get support from fellow Puente students

Puente is especially successful in providing students with a strong foundation in critical thinking and expository writing – tools that will benefit the students in whatever endeavor they pursue. In College of Marin's Puente classes, instructors work with students on critical reading, writing and thinking skills. A linked counseling course each semester assists students in developing practical study skills and cultural awareness to be more successful in college. Also, students are assigned a mentor for additional support and as a great resource for educational success.

Research has shown that the college's Puente students are also more likely to earn degrees, be transfer-prepared, and continue enrollment at COM. By 2017, Puente will be expanded to include an additional cohort.
http://www.marin.edu/Puente/index.html

http://extranet.cccco.edu/Divisions/AcademicAffairs/CurriculumandInstructionUnit/PuenteProject.aspx

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E.1	Ongoing program, with planned expansion to second cohort in 2017	Faculty salary and benefits: approximately $8000	District funds to support additional counseling course offerings in 2017 Supplemental funds from UC: $1500

- *Link to Goal*

Community colleges with Puente programs transfer 44 percent more Latino students to the University of California than colleges without Puente.

Expanding the program will serve additional students, and the introduction of alternative English pathways, e.g., English 120 AC, an accelerated one-semester, two-level English class (English 98 + 120), create opportunities for more students to progress from basic skills to college level English with the additional benefits and support of the learning community.

- *Evaluation*

Qualitative results are provided through student and mentor surveys. Quantitative evaluation includes semester enrollment and grades, persistence, transfer and degree attainment. As discussed at the learning community mini-summit, it is critical to code the student participants appropriately in Banner so that future equity and other metrics for participants can be assessed. This has not been consistently done for Puente and other learning communities, and will be coded in spring 2016 into Banner. Formal program reviews will be completed by the current LCs, including Puente, in 2017.

E.2   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.

Activity Type(s):

X	Outreach		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
	Research and Evaluation		Professional Development		

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

ID	Target Group	# of Students Affected
E.2	Black or African American students	25-50
	Low-income students	27-54
	Hispanic / Latino students	5-10

- *Activity Implementation Plan*

The College of Marin Umoja program is part of a statewide community of educators and learners committed to the academic success, personal growth, and self-actualization of African American and other students. 2015-16 is the inaugural year of Umoja at COM. The Umoja program provides a variety of support services to support student retention, graduation, transfer to four-year institutions, and overall academic success. These include first-year classes which students take together as a learning cohort (English 92 in the fall with Counseling 110, and English 120AC in the spring with Counseling 116 and Ethnic Studies 112), in addition to academic counseling, student mentoring, financial support (including course materials and potential scholarships), special seminars, cultural workshops, and field trips. The program is open to all College of Marin students. If students have already taken the coursework, they are still eligible for other services and participation. Below is information on the program and evidence of success from the Umoja Community website: http://umojacommunity.org/about/executive-summary-doc/

UMOJA COMMUNITY - Mission Statement
Umoja, (a Kiswahili word meaning unity) is a community and critical resource dedicated to enhancing the cultural and educational experiences of African American and other students. We believe that when the voices and histories of students are deliberately and intentionally recognized, the opportunity for self-efficacy emerges and a foundation is formed for academic success. Umoja actively

serves and promotes student success for all students through a curriculum and pedagogy responsive to the legacy of the African and African American Diasporas.

Organizing Principles - Our community:

1. shares a name with a core set of pedagogies and promising practices;
2. supports the academic success of all students
3. supports the persistence and retention of all students toward defined educational goals: transfer, certificate, associate degree;
4. integrates both instructional and student services;
5. integrates direct instruction of information and technology literacy;
6. integrates sound assessment strategies and a set of core benchmark measures;
7. includes recruitment and regular training of students, staff and faculty through seminars, conferences, and other professional development;
8. facilitates the sharing of resources: financial, curriculum, methodologies, pedagogies, materials, and contacts;
9. commits to collaborating with campuses at a local level so that there is integration of the core Umoja community with the particular college mission, goals, strategic plan and student equity efforts.

Educational Philosophy

Umoja is a community of educators and learners committed to the academic success, personal growth and self-actualization of African American and other students. The Umoja Community seeks to educate the whole student–body, mind and spirit. Informed by an ethic of love and its vital power, the Umoja Community will deliberately engage students as full participants in the construction of knowledge and critical thought. The Umoja Community seeks to help students experience themselves as valuable and worthy of an education.

The Umoja Community gains meaning through its connection to the African Diaspora. African and African American intellectual, cultural, and spiritual gifts inform Umoja Community values and practices. The Umoja Community seeks to nurture knowledge of and pride in these treasures. The learning experience within the Umoja Community will provide each individual the opportunity to add their voice and their story to the collective voices and stories of the African Diaspora.

African American students are inextricably connected to global struggles for liberation throughout the African Diaspora. In light of this, the Umoja Community views education as a liberatory act designed to empower all students to critique, engage, and transform deleterious social and institutional practices locally and globally. The Umoja Community will practice and foster civic engagement so that all its participants integrate learning and service. Likewise, the Umoja Community will instill in our students the knowledge and skills necessary to enable them to make positive differences in their lives and the lives of others.

Evidence of Success

Many Umoja Community programs have demonstrated their effectiveness in improving the retention and success of African American students. When compared to African American students who do not participate in an Umoja community, Umoja students:
- are 25% more likely to remain in community college;
- have a higher grade point average; and,
- are more likely to pass basic skills courses and be ready for transfer-level work in a shorter time frame

ID	Timeline(s)	Student Equity Funds	Other Funds**
E.2	Proposal and initial design, 2014-15 Launch Fall 2015 Second year and second cohort, Fall 2016 Program Review, 2017	Faculty salary and benefits: $68,000 Student Advisers: $7000 Events, books and supplies: $9000 Professional development: $2000	District: Umoja Consortium annual membership- $1000; in kind: space development for programming; coordination support

- *Link to Goal*

The Umoja program provides a variety of support services to support student retention, graduation, and transfer to four-year institutions. It provides a learning community, mentoring, academic support and field trips to visit potential transfer institutions among other activities, and accelerated English coursework to advance students from Basic Skills to college level more efficiently (see *Appendix Transfer 2: Umoja Project Proposal and Revised Budget*, for more information).

- ***Evaluation***

This is the first year of Umoja, and so the benchmark for beginning to track enrollment and achievement metrics, including completion, retention, transfer and degree attainment. Qualitative and quantitative assessments will be developed. As discussed at the learning community mini-summit, it is critical to code the student participants appropriately in Banner so that future equity and other metrics for participants can be assessed. Formal program reviews will be completed by the current LCs in 2017.

E.3   Continue and expand as needed recent targeted outreach to classes, marketing of Transfer Fair to students, staff and faculty, as well as other efforts to promote transfer.

- *Activity Type(s)*:

X	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
E.3	All students, with targeted outreach to students enrolled in learning communities, Basic Skills and credit English, Math and ESL classes	Asian – 470 / 106 Hispanic – 1436 / 827 Native American – 14 / 0 Black / African American – 373 / 15 Multi-Racial – 295 / 3 White – 2981 / 42 Veterans – 120 Foster Youth – 40 Students with disabilities - 550 Low-Income – 1625 federal aid; 3402 BOG fee waiver

- *Activity Implementation Plan*

Provide targeted outreach visits to COM learning communities, math and English courses and other courses to promote transfer and related events. Encourage faculty to promote the annual transfer fair to their students, bring them as a class or give assignments or extra credit which promotes participation. Encourage participation in field trips to visit popular transfer institutions and promote visits by individual transfer representatives, including scheduling appointments for regular cycle of campus visits by representative from UC Berkeley.

ID	Timeline(s)	Student Equity Funds	Other Funds**

E.3	Began in 2014, ongoing and continuing to expand	N/A	District: staffing for Transfer and Career Center; counselors; additional computer stations in TCC
			SSSP: counselors

- *Link to Goal*

Promoting transfer, particularly to learning communities and other classes where historically underrepresented minorities have high enrollment, exposes students to the opportunities and resources to support transfer, including the Transfer and Career Center (TCC), and upcoming events students may participate in.

The TCC was recently relocated adjacent to Counseling and reception will be collocated beginning sometime in 2016, to enhance cross promotion and encourage students to engage in transfer exploration activities while waiting for their counseling appointment. Counselors are increasing time spent doing transfer counseling in the space, as well as preparing workshops. The computers available increased from 4 to 10 to support workshops, UC application submission, etc.

- *Evaluation*

Program review is done every three years; annual reports are prepared for the CCCCO annually. The College's Institutional Transfer Plan and Outcomes Report has been drafted and is under current review. It includes results from the regular surveys that the TCC does of participants in field trips, fairs and by users of the center. Staff also review statistics from the Transfer Velocity report and other resources annually to report numbers and assess trends.

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   Redesign master course scheduling to ensure sufficient and timely offerings, complementary planning to avoid key conflicts (e.g., math and English sequences, learning community scheduling with other courses) to support transfer and degree attainment.

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

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

- *Activity Type(s)*:

	Outreach	X	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
F.1	Credit undergraduate students	Asian – 470 Hispanic – 1436 Native American – 14 Black / African American – 373 Multi-Racial – 295 White – 2981 Veterans – 120 Foster Youth – 40

		Students with disabilities - 550 Low-Income – 1625 federal aid; 3402 BOG fee waiver

- ***Activity Implementation Plan***

Undertake in 2015-16 a coordinated effort among all programs, including deans, directors and department chairs, under direction of Vice President for Student Learning and Student Services, to revise the master course schedule, beginning with Fall 2016 classes, to ensure sufficient and timely offerings, complementary planning to avoid key conflicts (e.g., math and English sequences, learning community scheduling with other courses) to increase enrollment, time to degree, efficiency to transfer, and reduce student cost for education. Planning began with deans and directors in spring 2015 and continued with in service / planning with department chairs in the fall. This included student case studies facilitated by counselors where students could not efficiently meet course enrollment goals.   Further goal setting and scheduling tool were developed to enhance planning and coordination.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
F.1	Fall and Spring 2015-16 to be continued annually, beginning with Fall 2016 course offerings	N/A	District funds where budget neutral decisions have not been made in selection and number of courses and sections offered

- ***Link to Goal***

The redesign in master scheduling will be more responsive to common student enrollment patterns and educational plans, and consider key components like IGETC pattern and degree fulfillment, high demand courses, day, evening and multi-campus enrollment, and support for emerging learning communities.

- ***Evaluation***

Examples include student surveys and/or focus groups on ease of scheduling with educational plan, time to degree and/or transfer, reduced financial aid consumption per student, course fill and cancellation rates, and other measures. Data collection will occur each term on enrollment patterns and be analyzed by term and year and trends beyond. Direct student assessment will be collected ad hoc, but is anticipated to be done at least on an annual basis.

F.2 Increase support for and retention of enrolled Foster Youth.
- *Indicators/Goals to be affected by the activity*:

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

- *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	X	Direct Student Support
	Research and Evaluation		Professional Development		

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

ID	Target Group	# of Students Affected
F.2	Current and Former Foster Youth	Up to 40*

*Additional coordinated data collection is needed and being planned to better identify the number of Foster Youth enrolled at COM.

- *Activity Implementation Plan*

The Guardian Scholars Program (GSP) is a collaboration between Sunny Hills Services, and the College of Marin for foster care youth who are currently in foster care as non-minor dependents (NMD) ages 18 to 20 and former foster care youth (ages 21 to 25) who are enrolled at the College of Marin. The College provides academic support, financial and other resources to students through the EOPS office, as well as coordination and referral of students to Sunny Hills for services and housing. Additionally, the college provides space for the GSP Social Worker to meet with students on campus.

Youth are referred by their professors, counselor, child welfare workers, probation offer, College of Marin advisor, County Independent Living Skills Program worker or high school counselor. The GSP Social Worker partners with youth to provide

support on the College of Marin campus, to restore and strengthen connection to supportive people in their lives, and to develop the skills needed to achieve a bachelor's degree. The GSP staff offer intensive case management services including comprehensive assessment and action planning, link to benefits and resources, individual and group services focusing on familial and community integration, independent living skills, empowerment and advocacy skills, support in pursuing educational and vocational goals, and stable housing **near the college** (for NMDs).

Participants will meet regularly with SHS GSP staff to receive individual and group services. Additional coordination with San Francisco State University provides opportunity for a seamless transition to their foster youth services for students who complete their degree and/or are transfer ready.

With eventual implementation of EAB's Navigate platform, currently under design, foster youth students can immediately upon admission be messaged about resources at the college, promotion of the Guardians program, as well as periodic nudges around enrollment priority, progress, Chafee grants and or other opportunities.

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.2	2014-15	NA	Sunny Hills Services – housing, counseling and other resources in excess of $100,000 District – in kind; Coordination by Director of EOPS and space in EOPS for meetings with students EOPS – Books grants and other resources for qualifying students: $5000

• *Link to Goal*
The intended impact is to increase college retention, decrease homelessness or housing instability, increase community integration, and increase transfer rates to 4-year colleges of current and former foster care youth. Services are designed to aid participants, at a critical life point, to access their internal strengths and resources, and to transition into a healthy, successful adult life. GSP staff engage clients using a trauma-informed, strengths-based youth development approach as well as with the continued development of a coherent and collaborative strategy, to create a system of support and community for foster youth.

• *Evaluation*
Work will be done in spring 2016 to integrate the key sources of information about the foster youth population (FAFSA, Chafee Grant, CCC Apply, EOPS), so that the college's SIS and MIS data and equity metrics are reflecting the truest accounting of the

population. Development of a foster youth advisory committee will provide a biannual meeting forum with coordinators and representative stakeholders to assess progress towards meeting the educational goals and support needs for foster youth. Additional reporting through development of semester and annual academic progress dashboard for foster youth students will be coordinated by Director of EOPS and Equity Coordinator positions.

F.3 Implement COMPASS (College of Marin Promoting and Supporting Success) to increase the college readiness of participating students and contribute to their academic success in high school and beyond, predicated on the belief that college is an inevitability, not just a possibility.

- *Activity Type(s)*:

X	Outreach		Student Equity Coordination/Planning	X	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.3	High School students in Marin County, beginning with 9th grade, low income, first generation, primarily Latino and African American,	Piloting in spring 2015 with 50 students in 2 cohorts, anticipated growth to 1000 via total 10 cohorts of 25 students x 4 years

- *Activity Implementation Plan*

COMPASS (College of Marin Promoting and Supporting Success) is the focal point of the College's agenda to eliminate educational inequity in Marin County. It is the outcome of two years of planning in collaboration with San Rafael City Schools, Terra Linda High School, Marin Community Foundation, and other community-based partners. It is based on a contract between students, families, high schools, and College of Marin, in which participants, beginning in the 9th grade, agree to fulfill certain responsibilities:

- Enrollment in College of Marin's Counseling 115/125 classes in 9th Grade
- Participation in supplemental activities
- Enrollment in specific high school courses based on assessments and the creation of tailored high school and college educational plans
- Financial planning and college application process
- Enrollment in additional COM courses throughout the high school career

The county data are stark:

- 31% of socioeconomically disadvantaged seniors met A-G requirements (2013 cohort). Only 5% of English Language Learner seniors met A-G. Conversely, 70% of non-disadvantaged seniors met A-G requirements, making the county total 60%.
- Across all high schools in Marin County, 805 seniors did not complete A-G requirements and 206 did not graduate. The majority of these students were African American, Hispanic, and low-income white students. 76% of Marin County graduates went on to college, even though only 60% were prepared to do so.
- 59% of socioeconomically disadvantaged seniors enrolled in higher education and 47% of ELL seniors enrolled, compared to 82% non-disadvantaged. (*Marin Promise Internal Report Card 4/23/15*)
- Significantly fewer African American and Hispanic high school graduates have completed A-G requirements than their non-economically disadvantaged white counterparts. Lack of A-G means community college is the access point for higher education. This correlates with COM's higher percentage of African American and Hispanic enrollment than these groups' presence in the county's overall population:
  - o The percentage of African American enrollment at COM (7%) is two and a half times higher than the percentage of African Americans in the county's population (2.8%). The percentage of Hispanic enrollment at COM (25% credit courses only/30% total) is nearly double the percentage of Hispanics in the county's population of 14.6%. (*State of California, Department of Finance, Race/Ethnic Population with Age and Sex Detail, 2000–2010. Sacramento, California, September 2012/College of Marin internal records as of first census day, 2013, 2014*)

The 2015-16 academic year marks the pilot of the COMPASS project in both Terra Linda and San Marin high schools. Its objectives are:
- Increase high school students' preparation for college
- Provide value-added academic and non-academic supports
- Provide incentives for completing matriculation steps prior to graduation for those who plan to continue/finish their general education requirements at College of Marin
- Provide incentive for COMPASS completion with the promise of completed college credit before high school graduation, internships, scholarships, and some form of work study upon graduation tied to career goals
- Increase enrollment, retention and success rates of high school students in College of Marin course offerings
- Provide families with a real-time solution for managing college costs

The college and partners will continue the development of COMPASS, including funding, staffing and implementation of initiatives,

particularly at K- 12 schools with lower traditional college attending student demographics, in order to promote increased College Readiness, Concurrent Enrollment among high school students, Front-Loaded Educational & Career Planning, and improved Financial Planning leading to more informed college decision making by K-12 students and their families. In addition to providing this information to the families, COMPASS provides an opportunity to promote educational opportunities, including noncredit and credit ESL, to the parents of the high school students.

http://www.marin.edu/compass/

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.3	Fall 2013 to Spring 2018, evaluate for further expansion	$78,000, COMPASS Coordinator, Student Ambassadors, Supplies*	District: Counseling and Coordination staff time: $15,000, tuition waiver for concurrent high school enrollment and first year after high school, TBD *Foundational support is being sought for the COMPASS Coordinator position and counseling classes in the high schools

- *Link to Goal*

As a result of this program, students will graduate closer to college-ready - reducing need for basic skills enrollment, have a deep understanding of and practice with the expectations of a successful college student, easily have more than 20 units of transferrable college credit, and be awarded free attendance for the first year should they matriculate to COM.

Additionally, families are thoroughly engaged via planning support in the college selection process, and receive a deepened understanding of the financial aid process, in-depth understanding of and exposure to college expectations and opportunities, and a strong connection to college, including motivated faculty and resources, enhancing support for the students.

- *Evaluation*

Data will be collected on participation and performance in counseling courses, as well as concurrent high school and post-graduation enrollment at COM or other institution of higher education. Other measures will include placement outcomes for math and English and if at COM, time to degree and/or transfer. Qualitative measures will include participant surveys, partner feedback and grant reporting, if funded. Data will be collected each semester and annually.

F.4   Implement EAB's Navigate platform to enhance onboarding and retention of students.
- *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)*:

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
	Research and Evaluation		Professional Development		

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

ID	Target Group	# of Students Affected
F.4	Credit and noncredit undergraduate students	Asian – 470 / 106 Hispanic – 1436 / 827 Native American – 14 / 0 Black / African American – 373 / 15 Multi-Racial – 295 / 3 White – 2981 / 42 Veterans – 120 Foster Youth – 40 Students with disabilities - 550 Low-Income – 1625 federal aid; 3402 BOG fee waiver

- *Activity Implementation Plan*

In March 2015, the college formally began working with the Educational Advisory Board (EAB) to introduce the Student Success Collaborative (SSC) *Navigate*, a student-facing platform that interactively explores each student's interests / goals, provides interactive course scheduling, encourages and tracks their progress on completing priority enrollment steps or other college initiatives and provides ongoing pieces of just in time orientation / information over the course of their onboarding and enrollment lifetime. It has substantial information and provides assistance and referral related to career exploration. The SSC integrates data from other resources, such as Banner and DegreeWorks, in order to send out tailored messages and nudges to broad or discrete populations; this will be programmed to include key information and events, such as FAFSA annual activities, promotion of learning communities, enrollment deadlines, links or messages for foster youth, students with disabilities, and veterans, etc. It can be programmed to direct students on probation or otherwise at risk, e.g., undecided, to activities such as counseling classes or appointments, career/major workshops, or other designed interventions. A subsequent Spanish version of the SSC is being planned. https://www.eab.com/technology

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
F.4	Spring 2015 initiated partnership; spring 2016 launch pilot with incoming fall 2016 cohort; refine and expand thereafter	N/A	SSSP: annual funding for Navigate: $137,500 District: in kind for staff and faculty time in developing tool and ongoing implementation

- *Link to Goal*

Navigate leverages technology to enhance outreach to students, helping them to navigate the enrollment process, earn priority registration, promote timely information dissemination and/or links to resources, such as tutoring available for midterms or finals and scholarship application deadlines, in text and/or email format, to help students stay on track and create referrals to staff and faculty who can assist students. It helps staff perform outreach, while freeing more time to perform the services.

- *Evaluation*

Staff will be able to access a variety of metrics on efficacy of activities promoted by the tool, as well as assess impact on semester and annual enrollment and completion by student demographics, retention, and use of referred resources. Student surveys and/or focus groups on ease of onboarding and semester scheduling, etc. with use of tool will be incorporated into spring 2016 pilot and cyclically thereafter with continued expansion of tool. Impact on equity metrics will be difficult to measure directly but qualitative

information from students and counselors will provide insight. The leadership team for implementation of Navigate will facilitate annual feedback and chart direction for adjustments and future development.

F.5   Increase staff resources for equity data collection, research and analysis to support equity planning.
  • *Indicators/Goals to be affected by the activity*:

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

  • *Activity Type(s)*:

	Outreach	X	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	X	Professional Development		

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

ID	Target Group	# of Students Affected
F.5	Equity research	

  • *Activity Implementation Plan*

As noted above, COM's SEP includes an allocation to COM's office of Planning, Research and Institutional Effectiveness (PRIE) to support significant additional local research, analyses and reporting 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 progress of student population(s) 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 continued integration of student equity into other institutional planning processes and program review, and (d) improve data collection and analyses relevant to the groups of students.

This position will participate in 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. The position will participate in activities like development of dashboard measures that track and inform trends for initiatives, e.g., fall 2015 learning community (LC) mini-summit where the deans, faculty and staff, with help from PRIE, discussed qualitative and quantitative data collection to evaluate success of the LCs and prepare for program review.

PRIE has increased capacity to produce informative data, research and analyses to assist student equity planning. See Appendices Exec 1-3 for examples of recent reports, e.g., a study of comparative faculty and staff representation to student ethnic diversity, *Faculty and Staff Diversity at College of Marin, the Bay Area 10, and Santa Rosa Junior College.* More recently, PRIE co-developed for equity planning and Human Resources a survey of COM faculty and staff regarding their self-assessed preparedness to serve a diverse student population. This is consistent with establishing a benchmark from the 2014-15 Student Equity plan, which was incorporated into the revised strategic plan for the college.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
F.5	Hiring July 2015, ongoing staffing	Salary and Benefits, approximately $39,000	District: in kind for Director and additional research staff in PRIE; district funding for remainder of position, (approximately $80,000), which provides research and analysis for other areas that may be complementary to equity, including SSSP.

- *Link to Goal*

Additional research capacity will provide more and deeper analyses, resulting in better understanding of COM's students and factors that may or may not positively impact outcomes on the equity related indicators of success. This will enhance coordination, decision making and also provide professional development for the staff and faculty in better understanding the students and our self-assessed needs for additional training to enhance teaching and services to support the students.

- *Evaluation*

Evaluation will be provided via administrative unit program review (at least every three years), feedback from college staff regarding responsiveness and quality of work, reports, and feedback from internal customers on same for student equity measures, as well as annually via survey of SAS committee and others.

F.6   Increase staff and faculty resources to support equity planning, coordination and achievement of related goals.

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

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

- *Activity Type(s)*:

	Outreach	X	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
F.6	Equity plan coordination	

- *Activity Implementation Plan*

Two fold strategy to greatly enhance equity planning.

1. Hire a faculty equity coordinator to enhance peer to peer engagement, outreach to academic programs, provide equity related planning and collaboration, and track and support initiatives, participate in regional/statewide planning coordinated by the Academic Senate for the California Community Colleges, and collaborate on evaluating progress on goals and drafting plan updates, reports, and/or presentations.
2. Hire a staff equity coordinator to:
   a. Collaborate with Faculty Equity Coordinator, Dean of Student Success and others to develop and implement equity planning.
   b. Provide leadership for campus events, activities, and student involvement using a social justice framework to promote equity, campus community, and student engagement.

c. Provide leadership, "life-skills," and cultural competency development opportunities for student clubs to promote inclusion, equity, and access.
d. Develop and coordinate community-wide diversity and social justice programs, trainings, and special initiatives that are consistent with the College's work to address inequity as it relates to race, veteran status, immigration status, socio-economic status, and additional marginalized identities.
e. Work closely with campus and community partners to implement programs aimed at enhancing community relationships, fostering learning and engagement around issues of power, privilege, and oppression.
f. Serve on College committees to assess and address climates of diversity, culture, and inclusion.
g. Provide support for specific initiatives, including implementation and designed growth of learning communities.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
F.6	Hiring spring 2016 ongoing staffing	Salary and Benefits, faculty – approximately $20,000; Assistant Director, $45,000	District: funding for Dean of Student Success and Administrative Assistant

- *Link to Goal*

Additional faculty and staff will provide bandwidth for enhanced coordination, communication, outreach within and outside the college in the processes associated with equity planning, coordination, and professional development, and will ensure planning, implementation and assessment of progress are occurring on an ongoing basis.

- *Evaluation*

Feedback from equity plan engaged constituents on support and communication as well as recommendations to improve or enhance equity planning, via annual survey. Assessment of progress towards equity-related goals on an annual basis, conducted by Student Access and Success Committee, as well as reporting through strategic plan progress updates to the Educational Planning Committee, and other governance committees.

F.7   Improve veteran student outreach, services, support and coordination.

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

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

- *Activity Type(s)*:

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

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

ID	Target Group	# of Students Affected
F.7	Veteran students	130 – 200*

*Aligned with current initiatives and recent California Community Colleges Chancellor's Office training for student equity coordinators, the college is also working to enhance data collection and reporting for students. This is significant for veterans, who appear to be under reporting through their CCC Apply application for admission, but subsequently identify through other reporting (e.g., FAFSA, VA benefits certification, engagement through EOPS, SAS or Veteran and Military Student Resource Center).

- *Activity Implementation Plan*

To improve veteran student outreach, services, support and coordination, the college plans to utilize equity and VA work study funds to help implement Veteran Advisory Committee's Recommendations to support veteran and military students and their families (see Appendices Multifactor 1 and Multifactor 2). Central to the VAC's previous assessment is the creation of a position to coordinate outreach and services for veterans, including addressing barriers to their enrollment and retention.

Based on the 2014-15 equity funding plan, the college has hired an interim 0.50 FTE position to support veteran services and develop and staff the Veteran and Military Student Resource Center, set to open in January 2016. This position will be increased to 1.0 FTE and will have the following among its representative duties:

- Develop and coordinate a comprehensive program of services, activities and collaborations designed to engage and support veteran and military students, including assisting students in completing various steps for successful matriculation (transition), educational goal(s) achievement and personal development;

- Coordinate and oversee daily operations of the Veteran and Military Student Resource Center; bring relevant services to the COM veteran population and Center. Train and provide direction to VA work study students. Monitor progress of veteran and military students and provide support services and referral; participate in development and implementation of early alert activities to support student retention and success;

- Develop and coordinate services, events and activities to support veterans, active duty military, reservists, and their families. Serve as technical resource to students and staff; respond to inquiries related to veterans' affairs. Promote camaraderie among veteran students. Provide workshops on various topics, including GI Bill Benefits, choosing majors, resume writing, job searching, networking, and other workshops requested by and/or designed for veteran and military students and their families. Explain Student Success and Support Program (SSSP) requirements and first semester responsibilities to students regarding transcripts, priority registration, orientation, assessment testing, course registration and development of student education plans. Ensure efforts are integrated into the larger student success efforts of the institution;

- Plan and implement outreach to promote college enrollment of veterans and services offered at Veteran and Military Student Resource Center. Maintain currency of information regarding program information and services.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
F.7	Hired interim 0.50 Veteran Resource Specialist Fall 2015; complete permanent full time hire- spring 2016; open Center- January 2016	Salary and Benefits – approximately $73,000	District: relocation and renovations to veteran designated space: $42,000 VA: Work-study veteran students to provide Center reception: $15,000

- *Link to Goal*

The veteran student subpopulation is identified in both higher education literature and SSSP and Student Equity with specific, unique needs and at potential risk. That is consistent with the internal assessment done at COM, informed by a survey of student

veterans. Showing the commitment represented by the inaugural staffing and opening of the Center and services subsequently provided will help the college to more accurately identify, assess and address potential equity issues for our veterans.

- *Evaluation*

As referenced, a previous survey was conducted of veteran students in spring 2014. CCSSE survey was done in spring 2014 as well. In the future, these will be staggered in off years to provide feedback from our student veterans, as will annual focus groups and informal responses through contact in the Center. Equity measures will provide insight into disproportionate impact for success indicators.

F.8   Seek Hispanic Serving Institution (HSI) federal funding status.

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

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

- *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	X	Direct Student Support
	Research and Evaluation		Professional Development		

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

ID	Target Group	# of Students Affected
F.8	Hispanic/Latino/a credit and noncredit students	Hispanic – 1436 / 827

- *Activity Implementation Plan*

The Department of Education offers large grants to institutions defined as HSI which can be used for many academic purposes serving all ethnicities at the institution including faculty development, funds and administrative management, development and improvement of academic programs, endowment funds, curriculum development, scientific or laboratory equipment for teaching, renovation of instructional facilities, joint use of facilities, academic tutoring, counseling programs and student support services.

At 25% or higher Hispanic/Latino enrollment for the most recent terms, along with other criteria met, including a large number of low-income students, COM has reached the threshold for eligibility HSI federal funding. COM began exploring this possibility last year, and senior representatives of the college met this fall to hear a presentation from an experienced grantee on the requirements and application process. Subsequent planning meetings, establishment of a steering committee and other activities will follow in 2016, as

part of preparing to apply. Significant additional documentation, including plans for implementation, will occur through the grant writing process.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
F.8	Grant research / background 2015-16; Application anticipated 2016-17; Soonest initial award, 2017-18	N/A	District: salary and benefits for grant writing

- *Link to Goal*

Hispanic/Latino/a students at COM are the second largest student population among the credit students (26%) and represent 83% of the Noncredit ESL student enrollment and have been identified in this report as experiencing disproportionate impact on multiple equity success indicators. The majority of these students are low income and first generation. These and other students will be served by additional resources that could be invested in their success via this grant opportunity.

- *Evaluation*

The grant itself if awarded will have various reporting requirements. In process for preparing the application and tracking the equity metrics for the students, the college will continue to monitor enrollment, completion and transfer/degree attainment for these (and other) students, including assessing the impact of other initiatives on their success, such as involvement in Summer Bridge, Puente, etc.

F.9   Provide professional development opportunities for staff and faculty that enhance awareness, understanding, capacity and motivation to support student populations identified in equity plan.

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

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

- *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
	Research and Evaluation	X	Professional Development		

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

ID	Target Group	# of Students Affected
F.9	Faculty and Staff: professional development that ultimately supports all student subpopulations addressed in equity plan	TBD

- *Activity Implementation Plan*

Provide 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. Engage 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. Implement/adopt effective tools, resources, models and approaches that would positively impact student success at COM.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**

F.9	Fall 2014 ongoing	$5150	SSSP; District TBD

- *Link to Goal*

An SEP activity established last year and included in strategic planning was to assess staff and faculty preparedness to serve a diverse student population. Based on responses to that survey this semester, additional opportunities are being facilitated within and separate from the college.

- *Evaluation*

For internal opportunities such as flex trainings each semester, surveys are sent to participants and presenters. For external opportunities, those supported by equity funds are asked to provide a brief report on the takeaways/benefits from their experience(s). In the coming year, this will be formalized by the Student Access and Success committee, following a format developed by the Basic Skills Initiative steering committee.

Summary Budget

See separate attachment.

Summary Evaluation

The College will continue to utilize the core metrics determined by the state: access; course completion; Basic Skills and ESL completion, degrees, certificates and transfer, and supplement this with improved local data collection, research and analysis. As referenced in this document, with the resources to increase equity research, the college's PRIE department has in the last six months already produced a number of informative reports and trend analyses. Collaboratively the college will continue to monitor progress on key metrics associated with the goals to reduce disproportionate impact, as well as current work to better capture data on specific subpopulations. This will also be an important aspect of the enrollment management plan and dashboard to be developed. Qualitative data will also continue to be gathered, including through surveys of subpopulations (e.g. students with disabilities, veterans, participants in Summer Bridge) and a regular cycle of CCSSE and FSSE administrations to students and faculty and analysis.

Student Equity (and SSSP) planning will continue to be a focus of the Student Access and Success Committee (SAS), which is a part of the Marin Community College District's participatory governance structure, reporting to and providing regular updates to the Planning, Resource and Allocation Committee (PRAC). SAS also regularly reviews academic and student service Program Reviews, completed at a minimum of every three years, including embedded analysis from each unit regarding qualitative and quantitative evidence of student success or barriers to access and achievement. This review informs annual recommendations SAS makes to the Planning and Resource Allocation Committee PRAC. An example of equity related achievement from this process is a recent such recommendation around the theme of transportation, supported by program review. This has resulted in a new partnership with Marin Transit and student approval of a transportation fee to provide unlimited ridership for students for $3 to $35 per semester, based on units enrolled.

Additionally, with the coordinated planning for student equity, basic skills master planning, student success and equity related Student Learning Outcomes (SLOs) and updated strategic planning, progress towards achievement of equity goals will be among the embedded goals evaluated for compliance with strategic planning, institutional effectiveness and accreditation. This will incorporate additional evaluation and feedback loops into the process of implementation, including insight gained through the college's current accreditation self-study. At the micro level, this is as specific as program reviews being required for Summer Bridge and each of the learning communities - Umoja, Puente and First Year Experience, beginning in 2017. At the macro level, an example is annual reporting on equity (and student success) goal progress being presented to Educational Planning Committee (EPC), which each spring reviews progress towards achievement of initiatives embedded in the Strategic Plan. EPC then makes annual recommendations to the Planning and Resource Allocation Committee (PRAC).

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. Implementation of a to-be-proposed expansion of SAS to incorporate broader representation will enhance the collaboration on research and results with representatives from

each of the major initiatives or collaborating partners (e.g., Puente, Student Accessibility Services, and Financial Aid). With the additional staff and faculty support for equity coordination delineated in the plan, capacity for regular and further outreach within the college community will enhance awareness, engagement and disseminate progress on the equity plan. Annual meetings will also occur with each initiative's coordinator(s) to evaluate progress toward goal(s) and program adjustments as warranted.

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

Attachments

1. Exec 1: Student Equity Metrics
2. Exec 2: A Different Way to Look at Student Groups and Their Success
3. Exec 3: Faculty and Staff Diversity at College of Marin
4. Access 1: Jumpstart Concurrently Enrolled High School Students Program Flyer
5. Completion 1: Gender and Ethnicity
6. Completion 2: Gender and Disability
7. Completion 3: Gender and Pell and BOG
8. Completion 4: Gender and Foster Youth
9. Completion 5: Gender and Veterans
10. Completion 6: High Failure Rate Courses
11. Basic 1: Algebra Academy
12. Basic 2: Math Professional Alignment Council
13. Basic 3: ESL/Basic Skills Initiative 2015-16 Plan
14. Transfer 1: Puente Data
15. Transfer 2: UMOJA Project Proposal and Revised Budget
16. Multi-Indicator 1: Sunny Hills Services' Guardian Scholars Program (GSP): A Collaboration with the College of Marin White Paper
17. Multi-Indicator 2: Veterans Advisory Committee 2014 Report and Recommendations
18. Multi-Indicator 3: Veteran Best Practices from Previous Literature Review

Appendix Exec 1: Student Equity Metrics

Student Equity Metrics Executive Summary
Planning, Research & Institutional Effectiveness

As part of the College of Marin's Student Equity Plan, the California Community College Chancellor's Office requires tracking of the metrics on the following pages. See the last page for definitions. These metrics were disaggregated by gender, race/ethnicity, economically disadvantaged, and foster youth, students with disabilities and veterans where data are available. While not required, age was included as well.

Using the Chancellor's Office methodology, inequities were determined where categories of students within a group achieved at a rate of 80% or less of the highest category in that group. For example, by race/ethnicity, the most successful group (Asians) completed at 61.3%. Hispanic and African American rates were more than 80% lower. Therefore, the outcomes for those two groups are inequitable.

Only the inequities are shown on the following pages, along with the highest value on each metric and an estimated number of students needed to achieve equity. Major results are:

- In terms of Access, White students are under-represented compared to their proportion in Marin County.

- African American and Hispanic students have lower rates on most, but not all, metrics.

- The Foster Youth Course Completion (Success) rate is lower than others.

- Students who are "not" economically disadvantaged or disabled are <u>less likely</u> than economically disadvantaged and disabled students to achieve CTE completion and complete a college level course after developmental course completion.

- Students age 20 and older are less likely to Complete than younger students. For CTE Completion, students age 25 and older are less likely to complete.

- Most student groups are less likely than Asians to Transfer, as are economically disadvantaged students.

- Students age 40 and older are less likely than younger students to complete a college-level English or Math course after finishing Developmental English and Developmental Math.

- Males are less likely than females to complete a college level English course after developmental coursework, including ESL.

Note: Only the Course Completion (Success) metric is available for foster youth and veterans.

Student Equity Metrics
б/1/2015

Course Completion (Success) (Based on # Courses, not Students)

Race/Ethnicity (Highest 84.5%)

♂ African American	51.8%		♀ African American	55.8%
♂ American Indian	64.3%		♀ Native Hawaiian/Pacific Isle	40.5%
♂ Hispanic	63.3%		**&ŽɛłǦɑˇžzłŚ (Highest jj .†%)**	
♂ Native Hawaiian/Pacific Isle	62.5%		♀ Foster Youth	ӿjcӣ

Access

	County %	COM %	Equity Ratio %
White	72.7	52.0	71.5

Completion

	Actual %	Highest %	Need N
Age 20+	41.6	56.5	≥ бѲ
Hispanic	42.0	сб 3	шб5
African American	†б Ѳ	сб †	ш Ѳ

Transfer

	Actual %	Highest %	Need N
African American	36.2	55.8	≥ 3
Filipino	43.5	оѻ 8	ш б
Hispanic	26.1	оѻ 8	шбо
White	44.6	оѻ 8	ш††
EOPS/CARE	32.0	ӿ† 9	ш j
Financial Aid Recipient	†† Ѳ	ӿѲ4	ш††

CTE Completion

	Actual %	Highest %	Need N
Age 25+	37.6	57.8	ш38
African American	50.0	с† †	ш †
Filipino	48.2	с† †	ш б
Hispanic	38.7	с† †	шб†
White	44.5	с† †	ш†с
Not Economically Disadvantaged	35.5	оѲ2	ш†ϵ
Not Disabled	44.7	сѻ 7	шсӿ

Student Equity Metrics
9/1/2015

Developmental English to College Level

	Actual %	Highest %	Need N
Male	38.7	49.2	≥ †Ө
Age 40+	33.4	48.0	≥ 7
African American	†j˙ j	ǫй†	ш6и
Hispanic	38.9	54.3	≥ 6ǫ
Not Disabled	41.9	54.2	≥ 54

Developmental ESL to College Level

	Actual %	Highest %	Need N
Male	12.8	21.2	≥ 4
Age 25+	14.7	29.8	≥ 6ǫ
Asian	6j˙ ǫ	†ǧ 6	ш 2
Hispanic	12.7	†ǧ 0	ш13
Not Economically Disadvantaged	6й 0	†Ө6	ш6и
Not Disabled	17.0	41.7	≥ 36

Developmental Math to College Level

	Actual %	Highest %	Need N
Age 40+	24.2	36.2	≥ 4
Aĩơŝ̌ÐÝ Aŵ Ğơŝ̌ÐÝ	ė ǫ	†ć †	ш11
Filipino	16.7	36.2	ш 2
Hispanic	28.8	†ć †	ш 5
Not Disabled	27.0	35.0	≥ 27

Source: Metrics from Chancellor's Office Student Success Scorecard Data entering cohorts – 2006-2009 combined.

Student Equity Metrics Definitions

Access

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

Course Success Rate

Calculation = Grades of A, B, C, CR, P divided by A, B, C, CR, P, D, F, FW, NC, NP, W. *Success Rate* is the percentage of students who received a passing grade of A, B, C, CR or P (Pass) at the end of the semester. ("Incomplete", "In Progress" and "Report Delayed" grades are excluded from the calculation.)

Developmental – English, Math and ESL

Definition **Developmental English**: Started in a remedial English class and successfully completed a college-level English class within six years. Definition **Developmental Math**: Started in a remedial Math class and successfully completed a college-level Math class within six years. Definition **Developmental ESL**: Started in a remedial ESL class and successfully completed a college-level ESL or English class within six years.

Source: Chancellor's Office Scorecard 2015

Transfer

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.

A EOPS participant is a student who received EOPS services at any time within six years of initial enrollment. A financial aid recipient is a student who received any financial aid monies at any time within six years of initial enrollment.

Source: Data Mart Transfer Velocity using six years to transfer.

Completion

Completion rate is the percentage of first-time students with a minimum of 6 units earned who attempted any Math or English the first three years and achieved any of the following outcomes within six years of entry:

1) Earned AA/AS or credit Certificate (Chancellor's Office approved)
2) Transfer to a four-year institution
3) Achieved "Transfer Prepared" (student successfully completed 60 UC/CSU transferable units with a GPA >= 2.0)

Source: Chancellor's Office Scorecard 2015

CTE Completion

Definition: The percentage of students who attempted a CTE course for the first-time and completed more than 8 units in the subsequent three years in a single discipline (2-digit vocational TOP code where at least one of the courses is occupational SAM A, B or C) and who achieved any of the following outcomes within six years of entry:

- Earned any AA/AS or credit Certificate (Chancellor's Office approved)
- Transfer to four-year institution (students shown to have enrolled at any four-year institution of higher education after enrolling at a CCC)   Achieved "Transfer Prepared" (student successfully completed 60 UC/CSU transferable units with a GPA >= 2.0)

Source: Access definition from Student Equity Plan. Course Success rate as defined by COM. All other definitions from Chancellor's Office Scorecard 2015.

COLLEGE OF MARIN

A Different Way
to Look at Student Groups
and Their Success

Executive Summary

This research supports College of Marin's (COM) efforts to assure equitable educational progress among all student groups and to improve student completion overall. Previously, an analysis of disproportionate impact required by the California Community Colleges Chancellor's Office was conducted for the Student Equity Plan. Both the required student equity metrics and the Student Success Scorecard performance metrics disaggregate the data by student demographic groups. While doing so does highlight progress and success differentials between some demographic groups, these descriptive statistics do not address the reasons for the disparities. Further, they can leave the impression that the identified groups are uniform in their needs and progress. Not only is this not the case, such an approach does not lend itself to identifying at-risk students without over-generalizing.

For these reasons, this study uses cluster analysis to make finer distinctions between student groups taking into account demographics but also college preparation, enrollment and course taking patterns, educational goals and short-term academic progress milestones, some of which are stronger influences on students' success than their gender, race, age or other ascribed characteristics. Each group's risk of failing to complete is quantified as well. Such findings offer a more nuanced means of identifying and responding to students' differential needs.

The data for this study consists of first-time degree and/or transfer-seeking students that the California Community College Chancellor's Office (CO) used in calculating its Student Success Scorecard metrics. It includes 2,435 students who first enrolled at COM from academic year 2004-05 through 2008-09. These students were tracked across 6 years to determine their completion. Therefore, 2008-09 is the most recent cohort. However, the analyses focus on characteristics and behavior during these students' first semester and year in relation to completion within 6 years. With this approach, findings can be applied to support new entering student cohorts.

This research identified eight distinct student clusters, only two of whom were prepared for college. As would be expected, they completed at high rates, 71% and 79%. Though the majority of students enter COM unprepared, their outcomes vary tremendously. These clusters' completion rates ranged from 19% to 74%. Demographic characteristics were among the most important variables only in the two most homogenous groups—the two prepared groups, which consisted of predominately White and not economically disadvantaged students—and the group with the most racial/ethnic diversity. For all groups, college preparation, course-taking patterns, course success, number of units attempted, and persistence were stronger classifying characteristics. Each cluster exhibits different combinations of these primarily behavioral characteristics. For example:

- One group appears to have had a modest need for developmental English and then moved on to complete and transfer at high rates.
- One group consistently enrolled part-time, made good academic progress, but appeared to be persisting without a clearly defined goal but completed at only 45%.

- Another group enrolled nearly full-time. Their course taking and educational goal suggested they were attempting to fulfill degree requirements, but struggled academically and left after their first semester. 28% completed.
- Another group appeared to be testing the water, enrolling in a small number of units, no math or English and undecided educational goal, struggled academically, stopped out, then returned for one more semester to try again. 39% completed.
- 2 clusters with similar academic progress struggles completed at different rates, 19% vs. 45%; the more racially/ethnically diverse and economically disadvantaged cluster had a lower drop in first to second semester GPA and completed at the higher rate.
- Some groups took no English or math, some took mostly developmental or only college-level, and some took both levels concurrently, especially English. The mix of course-taking patterns among the clusters is complex and does not clearly correspond to high or low completion, warranting further investigation.
- In some clusters, more than 25% of students were undecided on their educational goal, raising the issue of advising and educational plans.

The findings of this study show that many students complete college despite being unprepared at the beginning. Without the data, we cannot determine what types of supports any of these students may have received from COM. However, the observed behavioral patterns of these student clusters suggest COM should review and discuss prerequisites, placement testing, advising, educational plans, support programs, English and math course taking, and, ideally, an academic alert system that could identify at-risk students early enough to intervene with support designed to address their particular challenges and improve their chances of success.

A Different Way
to Look at Student Groups
and Their Success

The College of Marin (COM) is developing plans, implementing new programs and services, and modifying policies and practices to assure equitable educational progress among all student groups and to improve student completion overall. Previously, an analysis of disproportionate impact required by the California Community Colleges Chancellor's Office was conducted for the Student Equity Plan. Both the required student equity metrics and the Student Success Scorecard performance metrics disaggregate the data by student demographic groups. While doing so does highlight progress and success differentials between some demographic groups, these descriptive statistics do not address the reasons for the disparities. Further, they can leave the impression that the identified groups are uniform in their needs and progress. Not only is this not the case, such an approach does not lend itself to identifying at-risk students without over-generalizing.

For these reasons, this study uses cluster analysis to extend those findings beyond student demographics to take into account college preparation, enrollment and course taking patterns, educational goals and short-term academic progress milestones, some of which are stronger influences on students' success than their gender, race, age or other ascribed characteristics. Cluster analysis permits making finer distinctions between groups of students, including differences in their degree of risk. Such findings offer COM administrators, faculty and staff a more nuanced means of identifying and responding to students' differential needs. Further, these results are intended to prompt discussion and suggest a broader range of strategies for improving the success of all COM students.

Data Used in Analyses

The data used in this study were those of first-time degree and/or transfer-seeking students that the California Community College Chancellor's Office (CO) used in calculating its Student Success Scorecard metrics, e.g., completion, attainment of 30 units, and persistence for the first three consecutive terms. All California community colleges are expected to improve their performance on these metrics. As such, in-depth exploration of these data to unearth enrollment patterns and characteristics of students who complete and fail to complete will aid in that goal. In addition, since these metrics are based on tracking students across six years, this research will help to create short-term metrics that can be used as milestones to gauge our progress along the way.

Students included in this dataset (N=2,435) are first-time students in the CA CC system who began at COM and completed at least 6 units and attempted any math or English in their first three years of enrollment. As noted, these students are tracked over a 6-year period as the basis for the Scorecard metrics. Students are tracked whether they remain at COM or complete at another institution. The most recent completion data available at the time of this study was for the cohort entering COM in the 2008-09 academic year. Cohort years included in this study are 2004-05 through 2008-09.

Based on previous analyses and the student success literature which shows that first term and first year are crucial to long-term success, and the need to use research findings to identify at-risk

students and develop early interventions and support programs, we focused our analyses on the first term and first year of enrollment. We divided the students into 2 separate groups: those who completed two consecutive semesters (N=1,672); and those who stopped out or dropped out of COM after their first semester (N=763). Students who stopped out/dropped out comprise 31% of the dataset.

The set of variables used in this study are commonly shown in the literature to influence student success, including completion/graduation. In addition, the choice of factors that could be examined was constrained by the availability and accuracy of COM data. Factors in the analyses include students' course success and GPA, math and English courses taken, and unit load during the first term and first year of enrollment. Patterns that exist in these data may be useful in identifying at-risk students and developing early interventions to help them progress. Other factors--student demographics, academic preparedness, and enrollment patterns over the first 3 years (6 terms) of enrollment—were also included. (See Appendix A: Methodology, Models and Descriptives for methodology detail and other factors considered, but currently unavailable.)

Statistical Methods

In addition to descriptive statistics, this research was conducted using cluster analysis. Cluster analysis models use a set of input variables to classify students into distinct groups, or clusters, based on similar values for each variable. Students in a particular cluster are more similar to each other than they are to students in any other cluster. For example, all students are classified using persistence, college preparation status, English and math course taking in the first year, and other factors. But, the percentage that persisted, whether they were prepared or unprepared for college, and the level of English and math courses they enrolled in produces different combinations. On some variables, they are similar, on others different. These combinations are the basis for the clusters, or groups, into which students are categorized. (See Appendix A: Methodology, Models and Descriptives for methodological and model detail and descriptive statistics).

Findings

1st Cluster Analysis: Students Attending the First Two Consecutive Semesters

This analysis of students who consecutively enrolled at COM for their first two semesters yielded five distinct student clusters. Descriptive statistics generated for each cluster add to the picture of each group. Completion rates by cluster show each group's level of risk of success or failure. Basic progress and risk data for each cluster are summarized below, followed by a description of characteristics that makes each cluster distinct and a brief discussion. Also, to facilitate comparison between clusters, and highlight significant features and findings, the clusters are not necessarily shown in numerical order in the descriptions. The numeric labels are arbitrary and carry no meaning. They are just the way the model identifies the groups.

Cluster #	Cluster Size	Risk of Dropping Out	Completion Rate	Transfer Rate	Course Success Rate (Year 1)	Mean # of Units Earned at COM (3 yrs)
1	277 (14%)	High	19.4%	13.2%	54%	16.0
2	359 (23%)	Moderate	45.1%	23.4%	77%	35.4
3	303 (19%)	Low	71.3%	63.1%	83%	37.8
4	397 (25%)	Low	74.1%	59.5%	77%	49.7
5	331 (20%)	Moderate	45.2%	29.0%	64%	35.2

Cluster 1—Unprepared for college; no third-term persistence

This group is high risk for dropping out. All of them left after their second consecutive term. Less than 1% was prepared for college. They attempted, on average, 18.2 units in their first year but were the least likely group to succeed in their courses, failing or withdrawing late from nearly half (54%) of those courses. They are one of two clusters whose GPA declined from first to second term. Their GPA drop was the steepest (-.44). Ultimately, only 19% completed.

Most students in this cluster took English and/or math in their first year (See Table 1 below). However, while the majority (70%) enrolled in developmental English, one-third also took college-level English. Further, 41% took developmental math and one-quarter took college-level math. Many did not take these courses sequentially. Instead, they either skipped developmental courses, opting instead to start at college level, or enrolled simultaneously in both levels of the same subject area.

Table 1: College Preparation and English and Math Taking by Cluster

		Cluster 1 (n=227)	Cluster 2 (n=359)	Cluster 3 (n=303)	Cluster 4 (n=397)	Cluster 5 (n=331)
Academic preparation	% Prepared for College	0.4	0.8	100.0	0.3	0.0
	% Took dev. English year 1	69.6	25.1	0.0	98.9	89.1
	% Took dev. math in year 1	40.5	18.9	0.0	6.6	97.9
	% Took college-level English year 1	32.2	3.6	51.5	80.9	39.2
	% Took college-level math year 1	24.7	11.1	50.8	70.2	10.3

A follow-up analysis of course taking sequences (Appendix B: English and Math Course Taking Sequences, Tables 1 and 2) showed that 21% of these students took both developmental and college-level English simultaneously in the same term. In addition, 3% took only college-level English. Far fewer students enrolled in both levels of math, 1%. However, 18% enrolled in college math only. These patterns raise questions about prerequisites and/or placement testing requirements during the 2004-2009 academic years when these students began at COM.

Gender was somewhat important in distinguishing this cluster of students from others. It included a larger percentage of male students (58%). Although race/ethnicity, economic disadvantage and educational goal were not strong identifiers of members of this cluster, those data can sometimes aid interpretation, so it is offered here for that purpose. While 52% of students in this cluster are White, 19% are Hispanic and 10% African American, the second largest proportions of these latter two groups next to Cluster 5—which has slightly larger percentages of these two groups. In addition, 10% are Asian. 49% are economically disadvantaged. As their educational goal, 50% selected AA/AS degree and 19% were undecided. This group had the second highest percentage of students who selected career development (13%) as their goal.

Cluster 5-Unprepared for college; high retention, moderate success, racially/ethnically diverse

This cluster is shown out of chronological order because it shares some similarities with Cluster 1 that are worth noting, yet its completion rate is substantially higher. This student group is at moderate risk; 45% completed. All students in this cluster were unprepared for college. The characteristic that most distinguishes this group from others, though, is the fact that almost all enrolled in both developmental English and developmental math in their first year (See Table 1 above). However, most

did not move into college level, especially math, in their first year. Their course success rate was low (60%). Their GPA declined from first to second semester (-0.18).

Even so, all of these students persisted. They attended COM for an average of 4.5 consecutive semesters. Their mean units attempted in the first year (21.1) was the second highest of all clusters. For most of the clusters, race/ethnicity was not an important distinguishing factor. However, for this group, it is, in that this cluster is the most racially/ethnically diverse group: 45% White, 25% Hispanic, 12% African American, and 5% Asian. In addition, this group has the highest proportion of economically disadvantaged students (62%).

Cluster 5 students were the second most likely to select an AA/AS degree as their career goal (51%), but the most likely of those who persisted in their first two terms to be undecided on their goal (26%). Even though this group is persisting, these students are struggling academically. Since more than one-quarter of them are undecided on a career goal, advising, and perhaps interest and aptitude testing, seem to be reasonable interventions with these students.

Cluster 1 and 5 Comparison

In some ways, Cluster 1 students seem similar to those in Cluster 5. Both have high rates of English and Math taking in their first year. GPA declined for both groups, though moreso for Cluster 1, and their course success rate was low. However, Cluster 1 students dropped out. Cluster 5 students persisted. Ultimately, they completed at strikingly different rates, 19% vs. 45%. What made their outcomes different?

Cluster analysis is not designed to predict completion, but some patterns observed between these groups do raise questions that can inform discussion and subsequent research. First, the higher percentage of Cluster 5 students enrolled in English and math during their first semester might be an explanation. However, another unprepared group of students (Cluster 2, to be further discussed below) completed at an equivalent rate (45%) yet far fewer enrolled in English and math during their first year.

Second, the way these two unprepared groups enrolled in their English and math courses is worth considering. Many of the drop-out cluster students took developmental and college level English and math courses simultaneously. Some skipped developmental altogether and enrolled at college level. However, in the follow-up analysis of course taking sequences (Appendix B English and Math Course Taking Sequences Tables 1 and 2), these patterns existed for both Cluster 1 and Cluster 5. While 21% of Cluster 1 students took both developmental and college-level English in the same term, 18% of the higher completing Cluster 5 group did as well. In addition, the Cluster 5 students were somewhat more likely to take college English only (8%) than was the Cluster 1 group (3%).

This same review of math course taking showed 1% of students in both clusters taking developmental and college math concurrently. Among the lower completing Cluster 1 group, 18% took college math only. No Cluster 5 students took college math only. This differential in college math taking is notable for further analysis, but insufficient in itself to draw any conclusions about its effect beyond supporting the general question of prerequisites and placement testing.

For English course-taking, given that this sequencing issue existed in both groups, and at similar levels, it is not likely an explanation for their differential completion rates. It could have lowered both groups' rates though, since passing one's courses is essential to continue in college.

Another notable observation is that racial/ethnic background is a distinguishing factor of Cluster 5 students, but far less so for Cluster 1. Cluster 5, with its substantially higher completion rate, is more diverse in this respect than Cluster 1. In fact, it includes a slightly higher portion of African American and Hispanic students and a lower percentage of White and Asian students (See Appendix A Methodologies, Models and Descriptives Table 1). Much of the student success literature and COM's own equity metrics lead us to expect this more racially diverse group's completion rate to be lower. But that is not the case

for Cluster 5. Further, the highest proportion of economically disadvantaged students among the 5 clusters is in Cluster 5. This characteristic too, is often associated with failure to complete college. However, COM's equity metrics show that economically disadvantaged students are equivalently or more likely to complete.

These findings raise questions about factors influencing retention that were less effective or absent for Cluster 1 than for Cluster 5. Are Cluster 5 students involved in COM student support programs? Is there a difference in financial aid between the two groups? Might there be a learning community effect for Cluster 5 given the high percentage enrolled in both developmental English and math? Data to test these questions were not available to include in this analysis. Given the high rate of persistence among Cluster 5 students, it may be that this group would be particularly responsive to changes in institutional practices that might improve their likelihood of completing. For instance, Cluster 5 students were about as likely as Cluster 1 students to choose an AA/AS degree as their first educational goal, but more likely than the other four clusters to select undecided (26%). Might the initial selection of an "undecided" goal trigger an appointment with an advisor or interests or aptitude testing that could help these students decide on and plan an appropriate path?

Cluster 2—Part-time, high retention, slow to fulfill degree requirements

This group is at moderate risk; 45% completed. Not enrolling in English and math in the first year, attempting few units, high persistence and lack of college preparation characterize this group. Only one-quarter or less took math or English. They were the least likely group to do so. On average, these students attempted 15.2 units in their first year, less than any of the other clusters. However, they attended COM consistently longer, 4.7 consecutive terms on average. In addition, they passed 77% of their courses and earned a 3.01 average GPA—the second highest among the five clusters.

Though gender, race/ethnicity, economic disadvantage and educational goal were the least important factors distinguishing this cluster from others, as previously stated, the characteristics may be useful for interpretation. This group has the highest proportion of females (55%) among the 5 clusters, the second highest proportion of Hispanic students (23%) and the second highest proportion of economically disadvantaged (57%) students.

While 45% of these students completed, it is unclear whether all students in this group intended to complete. They were one of the least likely clusters to indicate an AA/AS degree (42%) as their educational goal and few stated transfer or certificate as their goal. They were the most likely cluster to select career development (17%). They were the second most likely, among the groups who enrolled in the first two consecutive terms, to indicate undecided (21%).

Persistence and a clear goal usually go together. Given these students' strong persistence, yet moderate completion rate, and what from an institutional standpoint looks like uncertainty for many about what their goal is when they begin college, is there anything COM can do that would help more of them complete or progress more quickly?

Advising, and an educational plan if they do not have such a plan in place, may help. But, on average, these students are more than 3 years older (25.3) than students in the other groups. 57% are economically disadvantaged. These characteristics, along with enrolling in few units per semester, suggest they were likely employed. If so, this may preclude their ability to take a higher unit load. On the other hand, it may be that they are unaware of financial aid possibilities that could allow them to take additional units. Establishing an advisor alert that triggers when students have enrolled in a small number of units in their second consecutive semester without having enrolled in math or English, especially if their educational goal is undecided, may be a way to understand these students' circumstances and assure they are aware of their options.

Cluster 3-High achievement, college-prepared, transfer-oriented !

These students are low risk. They are the only college-prepared group. None needed developmental math or English. They were the most likely cluster to transfer (63%) and along with Cluster 4 were the most likely to complete (71%). This group earned the highest first-year course success rate (83%) and GPA (3.17). Race and economic status were more important distinguishers of this cluster than other clusters. White students comprised 72% of this group (the highest proportion in the 5 clusters) and 29% were economically disadvantaged (the smallest proportion of all the clusters).

Most of these students persisted into their third term (83%). However, they attended fewer consecutive and total terms (3.8 and 4.1, respectively) than all clusters except Cluster 1, most of whom dropped out of college after two terms. Cluster 3's enrollment pattern would be consistent with their high transfer rate and, unlike other clusters, no need to complete developmental work before transfer, which allows faster completion.

This group's English and math taking behavior contributes to the questions this study's findings raise about the role of English and math in the first year. About half of Cluster 3 students did not enroll in these courses during their first year. Even so, they completed and transferred at high rates. Cluster 5 and Cluster 2 completed college at the same moderate rate despite opposite English and math taking behavior. These different patterns raise questions about who should take these courses and when. In fact, Cluster 4, described below, displays yet another pattern of English and math taking.

Cluster 4-High achievement, highest unit load, some developmental coursework needed

This group is low risk. This is the one group of students who, on average, was enrolled full-time during the first year. Most were not college-prepared. Almost all (99%) took developmental English. But, they appear only to have needed one developmental English course to be at college-level. Most (81%) took college English as well. More than half (54%) enrolled in the two courses concurrently. Apparently developmental math was not needed. Few enrolled in such a course (7%). Most took college-level math (70%). Cluster 4 students succeeded in nearly 80% of their courses. They attended COM an average of 4.6 consecutive terms and earned more units than any other cluster during the first 3 years (49.7). Along with Cluster 3, they had the highest completion (74%) and transfer (60%) rates.

Why would these students need developmental English and be able to successfully take that course simultaneously with college English? This pattern, combined with their high transfer and completion rates, suggests these students needed little assistance to be college ready. Since, on average, they were the youngest of the consecutively enrolled group (19.2 years old), perhaps they were still close enough to having taken English in high school to recall much of what they learned, once reminded. Additional information that may assist in understanding this cluster include: They were the most likely to select earning an AA/AS (58%) as their educational goal. The majority (55%) was male. More than half of these students were White (56%), 14% Asian, 12% Hispanic and 2.5% African American.

Although students in this cluster complete at the highest rate of all the clusters, might this be a group whose time to completion could be shortened (one of COM's strategic planning goals) by intervening with students who simultaneously test into the highest level of developmental English and college-level math? Perhaps through test preparation and re-test, completing a module rather than a full semester course, or through some form of accelerated English, possibly including ESL if the proportion of students that are Asian (14%) and Hispanic (12%) are from families in which a language other than English is spoken at home.

The course taking patterns of this group also contribute to the question about the need for and effect of English and math enrollment in the first year. While slightly more than half of the college-

prepared Cluster 3 enrolled in these courses in their first year, an additional 20-30% more of this group did, yet they completed and transferred at approximately equivalent rates.

2nd Cluster Analysis – Students stopping out or dropping out after the first semester

The 5 clusters of students described above included all students in the Student Success Scorecard dataset who enrolled at COM in their first two consecutive semesters. The following clusters include only students who <u>did not enroll</u> in a second consecutive term. These students comprised 31% of the Scorecard dataset used for this study. Though enrolled at COM for an average of only 2 terms, ultimately 50% completed in the 6-year tracking period, some at COM but most either at another community college or a 4-year college or university. This completion rate compares to 54% completion for the students who enrolled in the first two consecutive semesters.

The cluster analysis for this set of students yielded 3 unique student groups. Basic data for each cluster is summarized below, followed by a description of characteristics that makes each cluster distinct and a brief discussion. (See Appendix A: Methodology, Models and Descriptives for model detail, description and descriptive statistics for each cluster.)

Cluster #	Cluster Size	Risk of Dropping Out	Completion Rate	Transfer Rate	Course Success Rate (Term 1)	Mean # of Units Attempted in Term 1
6	197 (29%)	High	27.9%	23.4%	49%	10.6
7	268 (39%)	High	39.1%	30.1%	55%	5.5
8	214 (32%)	Low	79.0%	75.7%	76%	7.1

Cluster 6-Low completion, attempting degree requirements

Students in this group are high risk for dropping out, even though half indicated their goal was an AA/AS degree. Only 28% completed. They enrolled for 10.6 units, on average, but succeeded in only 49% of their courses. These students were unprepared for college. Most enrolled in developmental English (97%) in their first semester; 39% simultaneously took college-level English. For math, 29% enrolled in developmental. However, almost all were unprepared yet 20% enrolled in college-level math.

Many students in this cluster appear to have been attempting to fulfill completion/transfer requirements by taking English and math in their first term and enrolling nearly full-time, with half having declared an AA/AS degree as their educational goal. However, they struggled academically. Though none enrolled in their second consecutive semester, 42% returned to COM for at least one additional semester. On average, this group enrolled in two non-consecutive terms.

Clearly, this group was trying to succeed. As with the high risk Cluster 1 students who consecutively enrolled in two terms yet completed at only 19%, the issue of prerequisites and placement testing requirements at the time, as well as advising, arises. Approximately 28% of all students who left after their first term were undecided about their educational goal. Among Cluster 6, 26% were undecided, again, suggesting the need for advising.

This was the most racially/ethnically diverse group of the 3 clusters who stopped out after their first semester (50% were White, 21% Hispanic, 13% African American and 6% Asian) and the most economically disadvantaged (60%). In these respects, they are most similar to Clusters 1 and 5 above, and their completion rate falls between the rates of those two clusters.

Cluster 7-Low completion, few units, unprepared, no English or Math

---

Students in this group are high risk for dropping out; 39% completed. Few were prepared for college. In contrast to Cluster 6, <u>almost none</u> of these students took English in their first term. Further, they enrolled in about half as many units (5.5). In addition, a smaller percentage of these students enrolled in math. Only 14% enrolled in developmental math, 2% in college-level. Like Cluster 6, they struggled academically, succeeding in only half of their courses (55%), despite the lower unit load.

This group took fewer than 2 courses, on average, in their first semester and had the highest proportion of students with an undecided educational goal (30%). A far lower percentage of these students than Cluster 6 students selected an AA/AS degree as their goal (27% vs. 50%). Almost half were economically disadvantaged (49%). These characteristics, along with their lack of preparation for college and lack of English and math taking, suggest the possibility that this group of students may have been testing the water, trying to determine whether and which college was right for them, or alternatively, the issue could have been whether they were able to get the advising and/or classes they needed at COM. Over half (58%) returned to COM for at least one semester after stopping out, enrolling for an average of 2.3 terms in three years. This suggests some degree of motivation to succeed, but also perhaps hesitancy that advising and intrusive support programs may be able to counter.

Cluster 8-High success, college-prepared, transfer-oriented

Students in this cluster are low risk. They are distinguished primarily by the fact that most are prepared for college, took no developmental level courses, and were far less likely than the other clusters to be economically disadvantaged (15% vs. 60% and 49%). In addition, this group was the least likely to indicate AA/AS degree as their educational goal (15% vs. 50% and 27%). They were more likely to select basic skills (28%) or undecided (26%). Another 14% chose educational development. All their math and English courses were college-level, though a relatively small percentage enrolled in those courses (22% English, 31% math). They succeeded in the majority of their courses and earned a first-term GPA of 2.93. This group is more homogenous than the other two clusters of students who left after their first semester; 78% are White.

On average, this group enrolled at COM for 7 units in their first term and attended 1.7 semesters. Only 38% of this group returned to COM after their second semester. However, 79% completed, almost all through transfer. While their reasons for leaving COM cannot be determined by the data in this study, the variety of educational goals they selected suggests they may have enrolled only to take a particular course of interest or needed for transfer, or perhaps to test the fit while considering their college options, or, given that this was the youngest first-term-only cluster (mean age 18.4), they may have been concurrently enrolled high school students or recently graduated from high school taking summer courses before enrolling at another college or university. The anecdotal belief that many students attend COM only to fulfill math or English requirements, may have been the case for some of these students, but the majority did not take those courses.

Conclusion

This study's findings offer a nuanced way to identify students who are at-risk of failing to complete their education. Demographic characteristics that are often used in identifying and intervening with students are not as salient for most of the cluster groups in this study as is their preparation for college, persistence, English and math course-taking patterns, academic progress, number of units enrolled and educational goal. Among the eight clusters identified, two were college-prepared. They

completed at 71% and 79%. Completion rates of the six clusters that were unprepared for college varied widely, from 19% to 74%.

COM students, especially those who were unprepared, were using various strategies in college with different levels of success. The primarily behavioral characteristics used in this analysis, while not "predicting" completion, suggest needs and issues that may influence these groups' outcomes. For example, one group appears hesitant, enrolling for few units, struggling academically then stopping out after their first term to wait awhile and try again later. Another group begins with nearly a full course load, taking required courses intending to earn a degree, but struggles academically and drops out after the first semester. Some re-engage later, but most never complete. A third group consistently enrolls in multiple semesters, but only part-time. They succeed in their coursework, but seemingly without a clear end goal for their education in sight. Yet another group seems to only need a little developmental help with English, then they achieve at high rates. Clearly, these students experience college very differently. The ability to distinguish the multiple pathways our students take through college, and the different needs accompanying those pathways, can help us identify such patterns and intervene to improve students' chances of success.

Findings from this research also raised questions about institutional practices such as pre-requisites and placement testing, advising, and English and math requirements. The issue of prerequisites has likely been resolved in the interval since the most recent cohort in this study entered COM. A follow-up analysis will show whether prerequisite requirements are in place and enforced. If they are, not only will it be evidence of institutional improvement, it may be feasible to conduct a study of their effect on student success. Another issue worth discussing and investigating is the variety of English and math taking patterns evident among these groups: developmental only, college-level only, concurrently or sequentially enrolled, English only, math only, or both--sometimes at different levels, yet with no clear relationship to high, moderate or low risk of completing college. Statistical modeling may help clarify.

Finally, these findings can be used to identify at-risk students through technological means, such as alert systems. The foundation of such a tool is a robust, reliable data system from which the necessary research can be conducted and identifying and notification triggers built. COM is beginning forays into an alert system via COMCare and the Student Success Collaborative.

Appendix Exec 3

Faculty and Staff Diversity at College of Marin, the Bay Area 10, and Santa Rosa Junior College

September 2015

Introduction

This research compares College of Marin (COM) to the 20 community colleges at the other 9 districts in the Bay Area (Bay-10) and Santa Rosa Junior College (SRJC). Using the Fall 2014 data from the California Community College Chancellor's Office (CCCCO) DataMart, we looked at each college's employee diversity and the extent to which it reflects the student population. The purpose of this research is to help inform the process of student equity planning.

Recent research found improved academic performance and long-term outcomes for minority students who are taught by minority faculty. Based on this research, the Community College League of California (CCLC) has recommended that faculty members reflecting the diversity of the student population participate in the formulation and implementation of the schools' student equity plans.[1] Therefore this report is particularly concerned with noting disparities between minority student populations and faculty, though we include comparisons by college for all employees, and disaggregated by faculty, classified staff, and administration.

For each major race/ethnic category, we considered differences of less than 2 percentage points between the student population and employees as equivalent. In some cases, the percentage gap is much larger than 2%. While there is no research standard for gauging the equivalence of race/ethnicity, we are setting a conservative standard of equivalence to assure that statistical differences are highlighted. In practice, in terms of whether students are likely to see themselves represented among campus employees, this may be a narrow band, but the purpose of this report is to show the differences in the data so that colleges can use it for their own planning.

With the exception of Chabot College and the three colleges in San Mateo District (Cañada, College of San Mateo, and Skyline), less than 1% of employees and students are Pacific Islanders. These colleges have between 1.5% and 2.1% students who are Pacific Islanders, and less than 1% of employees in any category who are Pacific Islanders. No school has more than 1% Native American students or employees in any category. Therefore the findings focus on the largest four race/ethnic categories: Asian, African-American/Black (AA/Black), Hispanic, and White.

Findings

Overall Employee Diversity

In terms of overall employee diversity, COM reflects its AA/Black and Asian student populations. However, there are proportionally more White employees and fewer Hispanic employees than students. See Table 1.

Specific districts/colleges compare as follows:

---

[1] It Begins With Us: The Case for Student Equity. Community College League of California, June 2015. http://www.ccleague.org/files/public/Publications/EquityReport2015.pdf

- Asian
  - o <u>Equivalent % of Asian students & employees</u>: COM, SRJC, Cañada, Los Medanos, and Berkeley City colleges
  - o <u>Greater % of Asian students</u>: All other 17 colleges
- AA/Black:
  - o <u>Greater % of AA/Black employees than students</u>: Evergreen Valley and Skyline colleges
  - o <u>Lower % of AA/Black students</u>: Los Medanos, Chabot and Berkeley City colleges
  - o <u>Equivalent %:</u> COM and all other 16 colleges
- Hispanic
  - o <u>Lower % of Hispanic employees than students</u>: COM and all other 21 colleges
- White
  - o <u>Greater % of White employees than students</u>: COM and all other 21 colleges

Faculty Diversity

Compared to its student population, COM's faculty is proportionally more White and less Hispanic, but reflective of its Asian and AA/Black students (Table 2). Most other colleges have a higher percentage of Asian students compared to faculty; for those colleges the average gap is 11.5%. The gap between Hispanic faculty and students is even larger, at 20%. For White students, the gap is reversed, with a larger percentage of White faculty than students, and the average gap is 33%.

Specific districts/colleges compare as follows:

- Asian
  - o <u>Equivalent % of Asian faculty & students</u>: COM, SRJC, Cañada and Los Medanos colleges
  - o <u>Greater % of Asian students than faculty</u>: All other 18 colleges
- AA/Black
  - o <u>Lower % of AA/Black faculty than students</u>: Contra Costa and Los Medanos colleges (Contra Costa District), Berkeley City and Laney Colleges (Peralta District), and Chabot College
  - o <u>Greater % of AA/Black faculty than students</u>: Cañada and Skyline colleges (San Mateo District) and Evergreen Valley College
  - o <u>Equivalent % of AA/Black faculty & students</u>: COM and all other 13 colleges
- Hispanic
  - o <u>Lower % of Hispanic faculty than students</u>: COM and all other 21 colleges
- White
  - o <u>Greater % of White faculty than students</u>: COM and all other 21 colleges

Administrator Diversity

COM has a higher percentage of White, Asian, and AA/Black administrators compared to students. The proportion of Hispanic students is greater than administrators by 20 percentage points (Table 3).

Specific districts/colleges compare as follows:[2]

---

[2] Most colleges, including COM, have fewer than 20 administrators, resulting in some very large percentage differences that should be interpreted cautiously.

- Asian
    - Equivalent % of Asian students & administrators: Los Medanos College, College of Alameda
    - Higher % of Asian administrators: COM, SRJC, Contra Costa, Berkeley City, Cañada, and West Valley colleges
    - Greater % of Asian students: All other 14 colleges
- African-American/Black
    - Equivalent % of AA/Black students & administrators: SRJC and San Jose City College
    - Lower % of AA/Black administrators: West Valley, and Mission colleges (West Valley Mission District); Los Medanos, Foothill, and Cañada colleges
    - Higher % of AA/Black administrators: COM and all other 14 colleges
- Hispanic
    - Greater % of Hispanic administrators: Laney and Merritt colleges (Peralta District)
    - Greater % of Hispanic students: COM and all other 19 colleges
- White
    - Lower % of White administrators than students: Berkeley City, Laney and Merritt colleges (Peralta District) and West Valley College
    - Greater % of White administrators than students: COM and all other 17 colleges

Classified Staff Diversity

COM's classified staff reflects the student AA/Black population. Compared to students, there are proportionally more White and Asian staff, and far fewer Hispanic staff (Table 4).

Specific districts/colleges compare as follows:

- Asian
    - Equivalent % of Asian students & staff: Contra Costa, Foothill, SRJC, Cañada, and West Valley colleges
    - Higher % of Asian staff: COM, all colleges in the Peralta district, and City College of San Francisco
    - Higher % of Asian students: All other 11 colleges
- AA/Black
    - Equivalent % of AA/Black staff and students: COM; Contra Costa and Los Medanos colleges (Contra Costa District); Chabot College; DeAnza College; San Jose City and Evergreen Valley colleges (San Jose Evergreen district); all colleges in the San Mateo District; both colleges in the West Valley Mission District
    - Larger % of AA/Black staff than students: Diablo Valley, Las Positas, Foothill, and Ohlone colleges; all colleges in Peralta District; SRJC; City College of San Francisco
- Hispanic
    - Equivalent % of Hispanic staff and students: Evergreen Valley College
    - Lower % of Hispanic staff: COM and all other 20 colleges
- White
    - Higher % of White students than staff: Berkeley City and Laney colleges (Peralta District) and at City College of San Francisco
    - Equivalent %: Merritt College

- Higher % of White staff: COM and all other 17 colleges

Conclusion

With few exceptions, the employees at the colleges and districts in our peer comparison group have proportionally larger Hispanic student populations, and to a lesser extent, Asian student populations, than that of employees. Their employees are, however, mostly reflective of their AA/Black student populations. In almost all employee categories at almost all schools, there is a greater percentage of White employees than students.

COM mostly follows the same pattern: a much larger percentage of Hispanic students than employees, a much lower percentage of White students than employees, and equivalent percentages of AA/Black students and employees. However, COM's Asian employees do reflect our Asian student population.

The major concern in terms of student equity is providing students with opportunities to be taught by instructional staff who represent their race/ethnicity. The good news is that the percentage of AA/Black faculty at a majority of the colleges is similar to that of students. However, there are typically fewer Asian faculty than students—an average of 11.5% fewer. Hispanic students at many of the colleges, including COM, may be even less likely to be taught by a Hispanic instructor; the average percentage gap between Hispanic students and faculty is 20%. Given the research and recommendations of the CCLC, efforts to reduce the gap between Hispanic and Asian student populations and faculty would be warranted, and involving the existing minority faculty in student equity planning would help serve the student populations in all of the districts.

Table 1. Fall 2014 Student and Employee Headcounts by Ethnicity, Bay10 Colleges and SRJC

Marin CCD	Headcount		Asian		Black		Hispanic		Native American		Pacific Islander		White		Two or More Races	
	Student	Emp.	Student	Emp.	Student	Emp.	Student	Emp.	Student	Emp.	Student	Emp.	Student	Emp.	Student	Emp.
College of Marin	**6,418**	**528**	**7.6%**	**9.5%**	**5.6%**	**5.7%**	**30.9%**	**7.2%**	**0.2%**	**0.6%**	**0.2%**	**0.4%**	**44.3%**	**72.0%**	**4.4%**	**1.1%**
Contra Costa Dist.																
Contra Costa College	6,892	428	19.4%	12.9%	21.6%	19.9%	39.1%	13.1%	0.2%	0.2%	0.6%	1.2%	10.9%	44.6%	4.8%	1.2%
Diablo Valley College	19,812	1,027	16.0%	10.8%	5.5%	5.6%	23.0%	7.8%	0.2%	0.4%	0.4%	0.1%	38.6%	63.2%	7.7%	0.4%
Los Medanos College	8,689	504	9.4%	7.7%	15.7%	11.1%	37.3%	14.9%	0.1%	0.4%	0.6%	0.4%	28.0%	59.5%	7.4%	0.8%
Chabot-Las Positas Dist.																
Chabot College	13,450	636	23.1%	14.0%	12.1%	8.0%	37.2%	14.3%	0.2%	0.2%	1.7%	0.3%	18.3%	54.1%	5.7%	1.9%
Las Positas College	8,622	482	16.2%	9.8%	4.1%	4.6%	28.9%	6.8%	0.2%	0.8%	0.5%	0.0%	42.1%	68.0%	6.6%	0.4%
Foothill DeAnza Dist.																
Foothill College	15,442	714	25.5%	16.4%	3.5%	3.9%	23.8%	9.8%	0.2%	0.8%	0.7%	0.3%	33.5%	64.4%	4.8%	1.1%
De Anza College	22,718	1,058	42.4%	21.0%	3.3%	4.3%	26.2%	11.2%	0.2%	0.7%	0.4%	0.5%	21.1%	54.7%	4.8%	0.9%
Ohlone Dist.																
Ohlone College	11,065	692	35.1%	23.4%	4.3%	5.3%	22.6%	11.8%	0.3%	0.6%	0.9%	0.3%	27.2%	53.8%	4.6%	0.7%
Peralta Dist.																
Berkeley City	6,311	277	16.4%	16.6%	17.9%	11.9%	24.6%	11.6%	0.3%	0.4%	0.4%	0.0%	27.7%	48.7%	7.1%	1.8%
College of Alameda	5,480	244	31.4%	23.4%	20.9%	21.3%	21.7%	9.8%	0.3%	0.0%	0.4%	0.4%	15.0%	38.1%	4.6%	0.4%
Laney College	10,757	529	26.4%	16.4%	24.9%	23.3%	19.0%	9.3%	0.3%	0.8%	0.5%	0.0%	16.7%	43.3%	5.1%	1.1%
Merritt College	6,080	306	14.8%	11.1%	29.7%	31.4%	23.8%	8.2%	0.4%	0.0%	0.5%	0.0%	19.0%	40.2%	4.6%	1.6%
Santa Rosa Dist.																
Santa Rosa Junior College	26,288	1,760	4.7%	4.4%	2.5%	2.6%	32.6%	7.8%	0.7%	1.0%	0.3%	0.2%	51.7%	80.1%	4.3%	1.0%
SF Community College Dist.																
City College of San Francisco	23,575	2,250	36.4%	29.3%	8.2%	8.4%	23.9%	11.9%	0.2%	0.2%	0.7%	0.5%	23.4%	46.0%	4.6%	0.8%
San Jose Evergreen Dist.																
San Jose City College	8,910	508	24.1%	20.7%	6.8%	7.1%	41.5%	18.7%	0.5%	1.0%	0.5%	0.0%	17.1%	48.6%	4.1%	1.0%
Evergreen Valley College	8,953	466	39.1%	26.0%	2.8%	7.1%	40.2%	24.2%	0.6%	0.6%	0.5%	0.6%	7.3%	38.4%	2.5%	0.2%
San Mateo Dist.																
Canada College	6,315	331	11.6%	13.3%	3.3%	4.8%	51.4%	19.0%	0.2%	0.3%	1.6%	0.9%	25.5%	49.5%	3.2%	0.3%
College of San Mateo	8,922	479	25.8%	12.7%	3.3%	4.2%	30.4%	8.6%	0.2%	0.6%	2.1%	1.0%	29.9%	64.1%	5.1%	0.8%
Skyline College	9,690	481	38.9%	21.8%	3.2%	5.4%	29.3%	10.4%	0.2%	0.0%	1.3%	0.6%	19.6%	51.1%	5.3%	0.0%
West Valley Mission Dist.																
West Valley College	10,174	466	15.2%	11.8%	2.3%	2.4%	22.2%	9.9%	0.2%	0.9%	0.3%	0.4%	43.2%	70.8%	4.2%	0.4%
Mission College	8,793	447	43.5%	24.4%	3.5%	4.9%	23.9%	11.2%	0.1%	0.9%	0.5%	0.0%	18.8%	56.4%	3.8%	0.9%

Table 2. Fall 2014 Student and Faculty Headcounts by Ethnicity, Bay10 Colleges and SRJC

Marin CCD	Headcount Student	Headcount Faculty	Asian Student	Asian Faculty	Black Student	Black Faculty	Hispanic Student	Hispanic Faculty	Native American Student	Native American Faculty	Pacific Islander Student	Pacific Islander Faculty	White Student	White Faculty	Two or More Races Student	Two or More Races Faculty
College of Marin	**6,418**	**325**	**7.6%**	**6.5%**	**5.6%**	**4.6%**	**30.9%**	**6.5%**	**0.2%**	**0.9%**	**0.2%**	**0.0%**	**44.3%**	**77.5%**	**4.4%**	**0.3%**
Contra Costa Dist.																
Contra Costa College	6,892	328	19.4%	10.7%	21.6%	18.9%	39.1%	12.2%	0.2%	0.3%	0.6%	1.2%	10.9%	48.8%	4.8%	1.2%
Diablo Valley College	19,812	813	16.0%	10.2%	5.5%	4.1%	23.0%	6.4%	0.2%	0.5%	0.4%	0.1%	38.6%	64.5%	7.7%	0.4%
Los Medanos College	8,689	373	9.4%	8.3%	15.7%	9.4%	37.3%	11.8%	0.1%	0.5%	0.6%	0.5%	28.0%	62.7%	7.4%	0.5%
Chabot-Las Positas Dist.																
Chabot College	13,450	489	23.1%	14.3%	12.1%	5.9%	37.2%	12.1%	0.2%	0.2%	1.7%	0.2%	18.3%	58.7%	5.7%	1.2%
Las Positas College	8,622	381	16.2%	10.0%	4.1%	2.6%	28.9%	6.8%	0.2%	1.0%	0.5%	0.0%	42.1%	70.9%	6.6%	0.5%
Foothill DeAnza Dist.																
Foothill College	15,442	574	25.5%	15.2%	3.5%	3.3%	23.8%	8.9%	0.2%	0.9%	0.7%	0.0%	33.5%	67.6%	4.8%	0.7%
De Anza College	22,718	772	42.4%	19.2%	3.3%	4.1%	26.2%	8.5%	0.2%	0.9%	0.4%	0.1%	21.1%	59.7%	4.8%	0.5%
Ohlone Dist.																
Ohlone College	11,065	488	35.1%	22.7%	4.3%	4.1%	22.6%	10.0%	0.3%	0.8%	0.9%	0.2%	27.2%	59.8%	4.6%	0.4%
Peralta Dist.																
Berkeley City	6,311	223	16.4%	12.1%	17.9%	9.0%	24.6%	10.3%	0.3%	0.4%	0.4%	0.0%	27.7%	56.5%	7.1%	2.2%
College of Alameda	5,480	185	31.4%	18.9%	20.9%	19.5%	21.7%	10.8%	0.3%	0.0%	0.4%	0.5%	15.0%	43.8%	4.6%	0.5%
Laney College	10,757	425	26.4%	13.4%	24.9%	19.1%	19.0%	8.5%	0.3%	0.5%	0.5%	0.0%	16.7%	51.3%	5.1%	1.2%
Merritt College	6,080	239	14.8%	9.2%	29.7%	28.9%	23.8%	7.1%	0.4%	0.0%	0.5%	0.0%	19.0%	46.4%	4.6%	2.1%
Santa Rosa Dist.																
Santa Rosa Junior College	26,288	1,238	4.7%	4.4%	2.5%	0.8%	32.6%	5.7%	0.7%	1.1%	0.3%	0.2%	51.7%	84.9%	4.3%	0.7%
SF Community College Dist.																
City College of San Francisco	23,575	1,522	36.4%	20.2%	8.2%	7.0%	23.9%	10.2%	0.2%	0.2%	0.7%	0.5%	23.4%	58.1%	4.6%	0.8%
San Jose Evergreen Dist.																
San Jose City College	8,910	381	24.1%	20.5%	6.8%	6.8%	41.5%	13.1%	0.5%	1.0%	0.5%	0.0%	17.1%	55.9%	4.1%	1.0%
Evergreen Valley College	8,953	331	39.1%	24.8%	2.8%	7.9%	40.2%	17.2%	0.6%	0.9%	0.5%	0.3%	7.3%	45.0%	2.5%	0.3%
San Mateo Dist.																
Canada College	6,315	241	11.6%	13.3%	3.3%	5.4%	51.4%	11.6%	0.2%	0.4%	1.6%	1.2%	25.5%	55.2%	3.2%	0.0%
College of San Mateo	8,922	348	25.8%	10.3%	3.3%	4.9%	30.4%	5.7%	0.2%	0.9%	2.1%	0.3%	29.9%	69.3%	5.1%	0.3%
Skyline College	9,690	364	38.9%	20.1%	3.2%	5.2%	29.3%	8.0%	0.2%	0.0%	1.3%	0.0%	19.6%	55.8%	5.3%	0.0%
West Valley Mission Dist.																
West Valley College	10,174	366	15.2%	10.7%	2.3%	2.5%	22.2%	8.7%	0.2%	0.8%	0.3%	0.5%	43.2%	72.4%	4.2%	0.0%
Mission College	8,793	336	43.5%	20.8%	3.5%	5.4%	23.9%	10.7%	0.1%	0.3%	0.5%	0.0%	18.8%	59.8%	3.8%	1.2%

Table 3. Fall 2014 Student and Administrator Headcounts by Ethnicity, Bay10 Colleges and SRJC

Marin CCD	Headcount		Asian		Black		Hispanic		Native American		Pacific Islander		White		Two or More Races	
	Student	Admin	Student	Admin	Student	Admin	Student	Admin	Student	Admin	Student	Admin	Student	Admin	Student	Admin
College of Marin	**6,418**	**19**	**7.6%**	**10.5%**	**5.6%**	**15.8%**	**30.9%**	**10.5%**	**0.2%**	**0.0%**	**0.2%**	**0.0%**	**44.3%**	**63.2%**	**4.4%**	**0.0%**
Contra Costa Dist.																
Contra Costa College	6,892	13	19.4%	23.1%	21.6%	30.8%	39.1%	23.1%	0.2%	0.0%	0.6%	0.0%	10.9%	15.4%	4.8%	0.0%
Diablo Valley College	19,812	19	16.0%	5.3%	5.5%	10.5%	23.0%	15.8%	0.2%	0.0%	0.4%	0.0%	38.6%	57.9%	7.7%	0.0%
Los Medanos College	8,689	12	9.4%	8.3%	15.7%	8.3%	37.3%	16.7%	0.1%	0.0%	0.6%	0.0%	28.0%	58.3%	7.4%	0.0%
Chabot-Las Positas Dist.																
Chabot College	13,450	10	23.1%	0.0%	12.1%	40.0%	37.2%	0.0%	0.2%	0.0%	1.7%	0.0%	18.3%	50.0%	5.7%	0.0%
Las Positas College	8,622	8	16.2%	0.0%	4.1%	12.5%	28.9%	0.0%	0.2%	0.0%	0.5%	0.0%	42.1%	62.5%	6.6%	0.0%
Foothill DeAnza Dist.																
Foothill College	15,442	25	25.5%	8.0%	3.5%	0.0%	23.8%	8.0%	0.2%	0.0%	0.7%	0.0%	33.5%	80.0%	4.8%	4.0%
De Anza College	22,718	21	42.4%	19.0%	3.3%	14.3%	26.2%	9.5%	0.2%	0.0%	0.4%	0.0%	21.1%	47.6%	4.8%	4.8%
Ohlone Dist.																
Ohlone College	11,065	14	35.1%	7.1%	4.3%	7.1%	22.6%	0.0%	0.3%	0.0%	0.9%	0.0%	27.2%	71.4%	4.6%	0.0%
Peralta Dist.																
Berkeley City	6,311	9	16.4%	33.3%	17.9%	22.2%	24.6%	22.2%	0.3%	0.0%	0.4%	0.0%	27.7%	22.2%	7.1%	0.0%
College of Alameda	5,480	9	31.4%	33.3%	20.9%	33.3%	21.7%	11.1%	0.3%	0.0%	0.4%	0.0%	15.0%	22.2%	4.6%	0.0%
Laney College	10,757	14	26.4%	21.4%	24.9%	42.9%	19.0%	21.4%	0.3%	0.0%	0.5%	0.0%	16.7%	14.3%	5.1%	0.0%
Merritt College	6,080	8	14.8%	12.5%	29.7%	50.0%	23.8%	37.5%	0.4%	0.0%	0.5%	0.0%	19.0%	0.0%	4.6%	0.0%
Santa Rosa Dist.																
Santa Rosa Junior College	26,288	37	4.7%	10.8%	2.5%	2.7%	32.6%	13.5%	0.7%	0.0%	0.3%	0.0%	51.7%	70.3%	4.3%	0.0%
SF Community College Dist.																
City College of San Francisco	23,575	44	36.4%	18.2%	8.2%	15.9%	23.9%	15.9%	0.2%	0.0%	0.7%	0.0%	23.4%	47.7%	4.6%	2.3%
San Jose Evergreen Dist.																
San Jose City College	8,910	12	24.1%	16.7%	6.8%	8.3%	41.5%	8.3%	0.5%	0.0%	0.5%	0.0%	17.1%	25.0%	4.1%	0.0%
Evergreen Valley College	8,953	11	39.1%	27.3%	2.8%	18.2%	40.2%	36.4%	0.6%	0.0%	0.5%	0.0%	7.3%	18.2%	2.5%	0.0%
San Mateo Dist.																
Canada College	6,315	9	11.6%	22.2%	3.3%	0.0%	51.4%	11.1%	0.2%	0.0%	1.6%	0.0%	25.5%	44.4%	3.2%	0.0%
College of San Mateo	8,922	13	25.8%	0.0%	3.3%	7.7%	30.4%	23.1%	0.2%	0.0%	2.1%	0.0%	29.9%	61.5%	5.1%	0.0%
Skyline College	9,690	13	38.9%	7.7%	3.2%	23.1%	29.3%	7.7%	0.2%	0.0%	1.3%	0.0%	19.6%	38.5%	5.3%	0.0%
West Valley Mission Dist.																
West Valley College	10,174	4	15.2%	50.0%	2.3%	0.0%	22.2%	0.0%	0.2%	0.0%	0.3%	0.0%	43.2%	25.0%	4.2%	25.0%
Mission College	8,793	11	43.5%	27.3%	3.5%	0.0%	23.9%	9.1%	0.1%	0.0%	0.5%	0.0%	18.8%	63.6%	3.8%	0.0%

Table 4. Fall 2014 Student and Classified Staff Headcounts by Ethnicity, Bay10 Colleges and SRJC

Marin CCD	Headcount		Asian		Black		Hispanic		Native American		Pacific Islander		White		Two or More Races	
	Student	Staff	Student	Staff	Student	Staff	Student	Staff	Student	Staff	Student	Staff	Student	Staff	Student	Staff
College of Marin	**6,418**	**184**	**7.6%**	**14.7%**	**5.6%**	**6.5%**	**30.9%**	**8.2%**	**0.2%**	**0.0%**	**0.2%**	**1.1%**	**44.3%**	**63.0%**	**4.4%**	**2.7%**
Contra Costa Dist.																
Contra Costa College	6,892	87	19.4%	19.5%	21.6%	21.8%	39.1%	14.9%	0.2%	0.0%	0.6%	1.1%	10.9%	33.3%	4.8%	1.1%
Diablo Valley College	19,812	195	16.0%	13.8%	5.5%	11.3%	23.0%	12.8%	0.2%	0.0%	0.4%	0.0%	38.6%	58.5%	7.7%	0.5%
Los Medanos College	8,689	119	9.4%	5.9%	15.7%	16.8%	37.3%	24.4%	0.1%	0.0%	0.6%	0.0%	28.0%	49.6%	7.4%	1.7%
Chabot-Las Positas Dist.																
Chabot College	13,450	137	23.1%	13.9%	12.1%	13.1%	37.2%	23.4%	0.2%	0.0%	1.7%	0.7%	18.3%	38.0%	5.7%	4.4%
Las Positas College	8,622	93	16.2%	9.7%	4.1%	11.8%	28.9%	7.5%	0.2%	0.0%	0.5%	0.0%	42.1%	57.0%	6.6%	0.0%
Foothill DeAnza Dist.																
Foothill College	15,442	115	25.5%	24.3%	3.5%	7.8%	23.8%	14.8%	0.2%	0.9%	0.7%	1.7%	33.5%	45.2%	4.8%	2.6%
De Anza College	22,718	265	42.4%	26.4%	3.3%	4.2%	26.2%	18.9%	0.2%	0.0%	0.4%	1.5%	21.1%	40.8%	4.8%	1.9%
Ohlone Dist.																
Ohlone College	11,065	190	35.1%	26.3%	4.3%	8.4%	22.6%	17.4%	0.3%	0.0%	0.9%	0.5%	27.2%	36.8%	4.6%	1.6%
Peralta Dist.																
Berkeley City	6,311	45	16.4%	35.6%	17.9%	24.4%	24.6%	15.6%	0.3%	0.0%	0.4%	0.0%	27.7%	15.6%	7.1%	0.0%
College of Alameda	5,480	50	31.4%	38.0%	20.9%	26.0%	21.7%	6.0%	0.3%	0.0%	0.4%	0.0%	15.0%	20.0%	4.6%	0.0%
Laney College	10,757	90	26.4%	30.0%	24.9%	40.0%	19.0%	11.1%	0.3%	2.2%	0.5%	0.0%	16.7%	10.0%	5.1%	1.1%
Merritt College	6,080	59	14.8%	18.6%	29.7%	39.0%	23.8%	8.5%	0.4%	0.0%	0.5%	0.0%	19.0%	20.3%	4.6%	0.0%
Santa Rosa Dist.																
Santa Rosa Junior College	26,288	485	4.7%	3.9%	2.5%	7.2%	32.6%	12.8%	0.7%	1.0%	0.3%	0.2%	51.7%	68.7%	4.3%	1.6%
SF Community College Dist.																
City College of San Francisco	23,575	684	36.4%	50.3%	8.2%	11.0%	23.9%	15.4%	0.2%	0.1%	0.7%	0.7%	23.4%	19.2%	4.6%	0.9%
San Jose Evergreen Dist.																
San Jose City College	8,910	115	24.1%	21.7%	6.8%	7.8%	41.5%	38.3%	0.5%	0.9%	0.5%	0.0%	17.1%	27.0%	4.1%	0.9%
Evergreen Valley College	8,953	124	39.1%	29.0%	2.8%	4.0%	40.2%	41.9%	0.6%	0.0%	0.5%	1.6%	7.3%	22.6%	2.5%	0.0%
San Mateo Dist.																
Canada College	6,315	81	11.6%	12.3%	3.3%	3.7%	51.4%	42.0%	0.2%	0.0%	1.6%	0.0%	25.5%	33.3%	3.2%	1.2%
College of San Mateo	8,922	118	25.8%	21.2%	3.3%	1.7%	30.4%	15.3%	0.2%	0.0%	2.1%	3.4%	29.9%	49.2%	5.1%	2.5%
Skyline College	9,690	104	38.9%	29.8%	3.2%	3.8%	29.3%	19.2%	0.2%	0.0%	1.3%	2.9%	19.6%	36.5%	5.3%	0.0%
West Valley Mission Dist.																
West Valley College	10,174	96	15.2%	14.6%	2.3%	2.1%	22.2%	14.6%	0.2%	1.0%	0.3%	0.0%	43.2%	66.7%	4.2%	1.0%
Mission College	8,793	100	43.5%	36.0%	3.5%	4.0%	23.9%	13.0%	0.1%	3.0%	0.5%	0.0%	18.8%	44.0%	3.8%	0.0%

JUMPSTART
your college success now!

Special offer for Spring 2016 Semester. Classes start January 19.

COLLEGE OF
MARIN

We will cover up to 11 units of enrollment fees* for all high school students who enroll at College of Marin for the spring semester. Take advantage of this opportunity to explore areas of interest, deepen your learning, build college confidence, and earn transferable credit.

Do you want to **earn college credit** while still in high school, saving valuable time and money?

How It Works

1 Apply online at www.marin.edu/apply/

2 Complete the College Credit Program (CCP) application (on reverse side), including all required signatures. CCP applications are also available in your high school counseling center.

3 Attend a mandatory group orientation (bring your completed CCP form) or call 415.485.9432 to make a short appointment to meet with a counselor and turn in your CCP form.

4 Register online for your classes starting on December 2.

Kentfield Campus
Counseling Office, Student Services
Building, Room 212

Wed. Dec. 2	6 pm
Thur. Dec. 3	4:30 pm
Thur. Dec. 10	4:30 pm
Mon. Dec. 14	5:30 pm
Wed. Jan 6	6 pm
Sat. Jan. 9	11:30 am
Tues. Jan. 12	4 pm
Wed. Jan. 13	6 pm

Indian Valley Campus
Building 27, Rooms 105 and 106

Tue. Dec. 1	4:30 pm
Tue. Dec. 8	6 pm
Tue. Dec. 15	6 pm
Tue. Jan. 5	5 pm
Tue. Jan. 12	4:30 pm

Now is the time to take advantage of this special offer!

* You are responsible for fees that include:
- *Health fee (gives you access to our student Health Center)*
- *Technology fee (provides a credit for GoPrint copying)*
- *Student representation and activities fee*
- *New transportation fee, $3 per unit (up to a maximum of $35) providing access to free bus transportation via Marin Transit*

Pay online or at the Cashiering Services Office at either campus.

You are also responsible for any course material fees and textbooks. Textbooks are available for short-term rentals in the COM Library.

For more information, please contact your counselor or college/career specialist, or email outreach@marin.edu.

www.marin.edu

COLLEGE OF MARIN

College Credit Program
Parent / Guardian Consent Form

Processed by _____ Date _____

❏ Fall 20_____ ❏ Spr 20_____ ❏ Sum 20_____

PLEASE PRINT AND USE INK. BOTH SIDES OF THIS FORM MUST BE COMPLETED.

STUDENT'S NAME

LAST · FIRST · MIDDLE

MARIN ID M

AGE

ENTERING GRADE

CURRENT H.S. GPA _____

HIGH SCHOOL

GRADUATION DATE

MONTH / YEAR

COLLEGE CREDIT APPROVED COURSES: Concurrently enrolled students are restricted from enrolling in any Kinesiology/Physical Education courses and basic skills classes (classes numbered below 100 that are not vocational). It is the student's responsibility to meet and provide proof of prerequisite (as listed in the Schedule of Classes and College Catalog) for the following course(s).

COLLEGE CREDIT APPROVED COURSES FOR: ❏ Fall 20_____ ❏ Spr 20_____ ❏ Sum 20_____

COURSE REFERENCE NUMBER	COURSE & NUMBER	UNITS

Student Signature _____ DATE: _____

High School Principal or Official Designee (Required) _____ DATE: _____

High School Counselor _____ DATE: _____

College of Marin Counselor _____ DATE: _____

OVER: PARENT/GUARDIAN MUST READ AND SIGN CONSENT ON REVERSE OF FORM.

Rev. 9/13

Dear Parent(s) / Guardian(s): It is important to understand that, when a minor student is admitted to a College or University all rights accorded to, and consent required of, parents/guardians transfer to the student (Section 99.5 of the Family Rights and Privacy Act). That is, parents/guardians do not have the right to inspect the minor student's records or gain access to information related to their attendance at the College of Marin. The minor student must present in person a signed Student Information Authorization Release form specifying information to be released before we will discuss or release any information related to the student.

Minor students and their parents/guardians must also understand that they are entering a college environment which is synonymous with an adult environment. Thus, campus life in general and of the classroom in particular, will reflect an adult population.

Students and their parents/guardians should be aware that:
- Course curriculum may contain frank discussions about sensitive topics.
- Audio-visual presentations may be graphic in their content.
- Students may be exposed to vulgar language outside of classroom.
- Instructors are not expected to inform anyone, including parents/guardians, of last minute cancellations or early class releases. If classes are released early, instructors cannot attend to underage students while they wait to be picked up.
- The grades earned by the student are a permanent record of the student academic record and will be reflected on the student's official academic transcript.
- The District has full authority and responsibility to take any and all action to ensure the health and safety of the student in the event of an emergency.
- The minor student is held responsible for being aware of all College policies and procedures, dates, deadlines and for taking all necessary action before such deadlines pass.

PARENT/GUARDIAN: Please check the appropriate boxes and sign below.

❏ **Parent/Guardian Approval:** I hereby petition the College of Marin to allow my son/daughter to be admitted and enroll in the College of Marin. I certify that I am the parent/guardian of the above named student and that I am in agreement with and give my consent for his/her attendance at the College of Marin. My signature below signifies that I have read and understand the Standards of Conduct, Rights and Responsibilities of Students (available on-line at http://www.marin.edu). I understand all of the conditions under which my child is being admitted and I also agree to be responsible for my child's safe transportation to and from classes.

❏ **Consent for Treatment of Minor:** The College of Marin provides student health services. I further understand that as a student of the College of Marin my son/daughter may avail themselves of the medical services provided by the Student Health Center, unless I provide written notice to the College of Marin Health Center Director, I hereby grant the College of Marin permission to provide the medical services to my minor child that he/she may request.

PARENT/GUARDIAN SIGNATURE _____ DATE: _____

Appendix Completion 1 – Gender and Ethnicity

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

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

Appendix Completion 2 – Gender and Disability

**Success Rates and Disproportionate Impact by Gender by
Disability Services Received, Fall 2010 - Fall 2013**

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

*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.*

Appendix Completion 3 - Gender and Pell and BOG

Success Rates and Disproportionate Impact by Gender by Pell Grant Status, Fall 2010 - Fall 2013

Gender	Pell Awarded	F10-F13 Combined Passed	F10-F13 Total Grades	F10-F13 Success Rate	F10-F13 80% Index Success Rate (No Pell - Female)
Overall Total		**51571**	**70774**	**72.9%**	**93.1%**
Female	Yes	10364	14401	72.0%	92.0%
Female	No	20532	26235	78.3%	100.0%
Female Total		30896	40636	76.0%	97.1%
Male	Yes	6511	10296	63.2%	80.8%
Male	No	13692	19156	71.5%	91.3%
Male Total		20203	29452	68.6%	87.6%

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%.

Success Rates and Disproportionate Impact by Gender by BOG Status, Fall 2010 - Fall 2012

Gender	BOG Awarded	F10-F12 Combined Passed	F10-F12 Total Grades	F10-F12 Success Rate	F10-F12 80% Index Success Rate (No BOG - Female)
Overall Total		**39515**	**54309**	**72.8%**	**92.3%**
Female	Yes	8178	11510	71.1%	90.1%
Female	No	15582	19765	78.8%	100.0%
Female Total		23760	31275	76.0%	96.4%
Male	Yes	5010	7932	63.2%	80.1%
Male	No	10362	14557	71.2%	90.3%
Male Total		15372	22489	68.4%	86.7%

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.

Appendix Completion 4 – Gender and Foster Youth

Success Rates and Disproportionate Impact by Gender by Foster Youth, Fall 2012 and Fall 2013

Gender	Foster Youth	F12 Passed	F12 Total Grades	Success Rate	F12 80% Index Success Rate (Not a Foster Youth - Female)	F13 Passed	F13 Total Grades	Success Ra	F13 80% Index Success Rate (Not a Foster Youth -Female)	F12-F13 Combined Passed	F12-F13 Total Grades	F12-F13 Success Rate	F10-F13 80% Index Success Rate (Not a Foster Youth - Female)
Overall Total		**12792**	**18081**	**70.7%**	94.8%	**12056**	**16465**	**73.2%**	95.8%	**24848**	**34546**	**71.9%**	**95.3%**
Female	Yes	132	218	60.6%	81.1%	124	190	65.3%	85.4%	256	408	62.7%	83.1%
Female	Unknown/Not Stated	7582	10159	74.6%	100.0%	7012	9171	76.5%	100.0%	14594	19330	75.5%	100.0%
Female Total		7714	10377	74.3%	99.6%	7136	9361	76.2%	99.7%	14850	19738	75.2%	99.7%
Male	Yes	56	131	42.7%	57.3%	56	134	41.8%	54.7%	112	265	42.3%	56.0%
Male	Unknown/Not Stated	4897	7392	66.2%	88.8%	4775	6829	69.9%	91.5%	9672	14221	68.0%	90.1%
Male Total		4953	7523	65.8%	88.2%	4831	6963	69.4%	90.7%	9784	14486	67.5%	89.5%

Produced by the Office of PRIE November 19, 2014

Sources: Chancellor's Office MIS data files for fall 2010, fall 2011 and fall 2012; COM's Data Dashboard and internal sources for fall 2013

Students who did not state their gender are excluded

File=StudEquitySuccessF10F13v3

Appendix Completion 5 – Gender and Veterans

Success Rates and Disproportionate Impact by Gender by Veteran Status, Fall 2012 - Fall 2013

Gender	Veteran	F12 Passed	F12 Total Grades	F12 Success Ra	F12 80% Index Success Rate (Not a Veteran -Female)	F13 Passed	F13 Total Grades	Success Rate	F13 80% Index Success Rate (Not a Veteran - Female)	F12-F13 Combined Passed	F12-F13 Total Grades	F12-F13 Success Rate	F12-F13 80% Index Success Rate (Not a Veteran - Female)
Overall Total		12792	18081	70.7%	95.2%	12056	16465	73.2%	96.0%	24848	34546	71.9%	95.6%
Female	Yes	35	49	71.4%	96.1%	62	86	72.1%	94.5%	97	135	71.9%	95.5%
Female	No/Not Stated	7679	10328	74.4%	100.0%	7074	9275	76.3%	100.0%	14753	19603	75.3%	100.0%
Female Total		7714	10377	74.3%	100.0%	7136	9361	76.2%	99.9%	14850	19738	75.2%	100.0%
Male	Yes	187	281	66.5%	89.5%	150	217	69.1%	90.6%	337	498	67.7%	89.9%
Male	No/Not Stated	4766	7242	65.8%	88.5%	4681	6746	69.4%	91.0%	9447	13988	67.5%	89.7%
Male Total		4953	7523	65.8%	88.6%	4831	6963	69.4%	91.0%	9784	14486	67.5%	89.7%

Produced by the Office of PRIE November 19, 2014

Sources: Chancellor's Office MIS data files for fall 2010, fall 2011 and fall 2012; COM's Data Dashboard and internal sources for fall 2013

Students who did not state their gender are excluded

File=StudEquitySuccessF10F13v3

Appendix Completion 6: High Failure Rate Courses

Planning, Research & Institutional Effectiveness (PRIE)

High Failure Rate Courses - Fall 2011 Through Spring 2015

Successful course completion is key to earning a certificate or degree. Therefore, improving course success rates overall and achieving equitable success for all student groups are objectives in COM's strategic plan and student equity plan. Last Spring, Deans were provided with basic descriptive data on high failure rate courses. This report provides that data, and more recent data, and responds to some of their questions in order to better understand the problem and foster discussion of potential solutions. [1]

Methodology

High failure rate courses were defined using criteria established in similar previous studies and COM's institution-set standard for successful course completion, the latter defined as a minimum 70% pass rate in the ACCJC annual report. In this study, courses with >=70 enrollment and <70% pass rate in at least 4 of the 8 Fall/Spring terms from Fall 2011-Spring 2015 were identified as high failure rate. Both pass rates and success rates are presented in this report. The pass rate includes P grades and D- and higher. Success rate (in alignment with the CA Community College Chancellor's Office definition and shown for additional information that may aid understanding) includes P grades and C and higher. Incompletes (IX), Drops (DR), Ungraded (UG), and In Progress (IP) are excluded from both rates. W and FW grades are included.

Findings

Courses Meeting High Failure Rate Criteria

Fourteen courses met the criteria for high failure rate (Table 1). Those courses are BEHS103, BIOL110, CIS101, CIS110, ENGL092, ENGL092L, ENGL098, ENGL120, MATH101, MATH103, MATH103A, PHIL110, POLS101 and MATH095. In the tables, rates that exceed the high failure rate threshold designation for a particular semester are shown in green.

---

[1] Resources:
John N. Gardner Institute for Excellence in Undergraduate Education, Improving Gateway Course Success
http://www.jngi.org/institute-news/4887/
National Survey of Student Success Initiatives at Two-Year Colleges
http://www.jngi.org/wordpress/wp-content/uploads/2014/07/National-2-yr-Survey-Booklet_webversion.pdf
Community College Research Center at Columbia University. Not Just Math and English: Courses that Pose Problems to Community College Completion
http://ccrc.tc.columbia.edu/publications/obstacle-courses-community-college-completion.html

Table 1. College of Marin High Failure Rate Courses by Term (Fall 2011-Spring 2015)

Course	Fall 2011			Spring 2012			Fall 2012			Spring 2013		
	% Success	%. Pass	N	% Success	%. Pass	N	% Success	%. Pass	N	% Success	%. Pass	N
BEHS103	57.5	63.7	148	64.6	66.7	98	57.6	64.4	119	64.6	69.5	83
BIOL110	65.0	69.0	305	56.1	61.6	310	46.9	56.9	355	68.6	73.9	268
CIS101	44.4	46.0	126	54.1	55.1	98	46.8	50.0	94	62.7	64.2	67
CIS110	56.4	59.0	124	62.0	68.2	135	59.6	60.6	101	62.5	65.0	128
ENGL092	61.5	70.2	104	53.1	62.2	107	60.3	70.7	122	56.0	66.7	86
ENGL092L	66.7	69.7	99	50.0	57.4	117	58.5	63.6	122	52.2	61.1	92
ENGL098	61.5	66.4	146	63.6	71.3	147	54.7	68.9	154	54.1	62.2	110
ENGL120	67.8	74.4	323	60.1	69.0	208	63.9	65.9	310	57.8	60.7	217
MATH101	44.0	55.3	141	41.4	47.8	159	38.9	52.5	170	42.5	58.2	155
MATH103	44.4	49.3	149	57.3	65.1	225	54.3	61.9	369	45.0	53.0	265
MATH103A	48.2	57.3	113	50.8	59.0	66	61.5	69.2	40	34.4	37.5	33
PHIL110	68.3	75.8	123	64.9	69.5	133	68.1	68.9	128	63.0	69.3	130
POLS101	64.1	67.2	131	61.1	63.4	139	56.8	61.0	127	66.7	72.8	85
MATH095	50.0	63.2	68	39.5	61.7	81	44.0	48.3	91	50.7	63.3	71

(continued on next page)

Table 1 (continued). College of Marin High Failure Rate Courses by Term (Fall 2011-Spring 2015)

Course	Fall 2013 % Success	Fall 2013 %. Pass	Fall 2013 N	Spring 2014 % Success	Spring 2014 % Pass	Spring 2014 N	Fall 2014 % Success	Fall 2014 % Pass	Fall 2014 N	Spring 2015 % Success	Spring 2015 % Pass	Spring 2015 N
BEHS103	50.0	57.3	113	50.6	53.0	83	62.7	65.1	84	81.3	87.5	32
BIOL110	55.7	64.7	351	55.4	64.5	251	46.2	52.0	225	55.0	62.6	243
CIS101*	52.9	56.9	51	70.4	70.4	71	-	-	-	-	-	-
CIS110	57.7	58.5	128	72.5	72.5	69	65.6	71.0	94	67.1	71.8	89
ENGL092	66.1	70.9	132	57.7	61.5	79	63.8	69.1	98	51.9	58.2	83
ENGL092L	65.9	71.4	131	50.6	54.3	82	62.8	64.9	97	54.2	54.2	85
ENGL098	64.2	75.2	142	53.5	59.7	130	65.3	66.9	125	61.7	67.0	96
ENGL120	58.9	65.8	243	58.9	62.7	211	56.6	62.0	211	63.3	66.3	202
MATH101	32.0	40.7	180	32.6	43.8	147	30.6	39.4	189	32.2	39.6	157
MATH103	47.2	58.5	259	50.0	53.0	299	41.8	49.8	306	44.4	49.3	280
MATH103A	55.6	59.3	82	44.1	58.8	36	64.1	66.7	41	33.3	48.7	41
PHIL110	70.7	75.9	124	60.4	68.1	94	65.8	73.9	122	64.8	68.5	111
POLS101	53.4	55.3	105	61.2	67.0	106	72.6	78.6	92	82.0	83.6	65
MATH095	52.8	74.5	106	65.8	75.3	73	59.1	69.4	98	61.5	81.3	91

Green= exceeded 70% pass rate

CIS101 was not offered in AY 2014-15.

Source: COM MIS files, November 2015. One section of MATH095 in Spring 2013 was not included in the MIS submission. The section has similar pass and success rates as other sections for that term and would not change any of the results presented in this study.

Trends

MATH095, CIS110 and POLS101 all show improved course pass rates in recent semesters, surpassing 70%. The CIS110 rate was higher in the last three semesters and POLS101 in the last two (Table 1).

MATH095 met high failure rate criteria from Fall 2011-Spring 2013, though in the most recent 4 semesters it has not. Both pass and success rates increased after Fall 2012. (See Figure 1, next page). Dedicated tutors began in this course in Spring 2013 and have continued in at least one section each term, with the most sections (N=3) in Spring 2015. Pass and success rates have been consistently higher since the second semester in which dedicated tutors were in place (Fall 2013). T-tests comparing MATH095 sections with and without dedicated tutors show that students

Appendix Completion 6: High Failure Rate Courses

In sections with dedicated tutors have slightly higher pass and success rates, but the difference is not statistically significant, meaning that the result could have occurred by chance (Table 2, next page).

Dedicated tutors also were utilized in other Math courses including 101 and 103 in later semesters. However, the overall course pass and success rates did not increase in these courses. T-tests comparing Math 101 sections with and without tutors and Math 103 sections with and without tutors indicate, for both courses, the sections with tutors have higher pass and success rates (Table 2, next page). Given these and the Math 095 findings, additional investigation is warranted before concluding that adding dedicated tutors to courses is effective. Other factors may be contributing, such as different types of students in the tutored and non-tutored sections or particular faculty teaching tutored or non-tutored courses. In addition, if tutoring is the reason for the higher rates, then it is not currently offered in enough sections to substantially raise the overall course pass rate. For example, if all sections of Math 103 included tutors, and tutoring is helping more students pass, then assuming the same effect holds across semesters, adding tutors to all Math 103 sections likely would improve the overall Math 103 pass rate to 57%.

Figure 1. MATH095 Course Success and Pass Rates by Term (Fall 2011-Spring 2015)
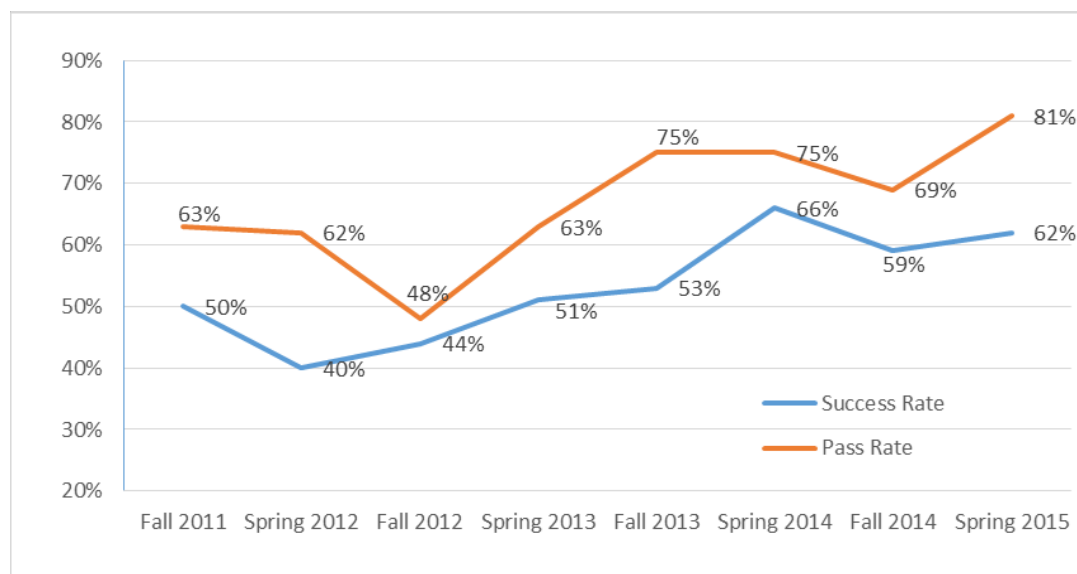
Table 2. MATH Course Success and Pass Rates With and Without Dedicated Tutors (Spring 2013-Spring 2015 combined, where courses with tutoring were offered)

Course	Tutor status	N	Mean Pass Rate	Mean Success Rate
MATH095	No tutors	111	70.3	54.9
	With tutors	328	74.1	58.8
MATH101	No tutors	476	35.4*	26.3*
	With tutors	185	51.4	43.2
MATH103	No tutors	552	45.8*	41.3**
	With tutors	328	57.0	50.6

*T-test significant at $p \leq .001$.

**T-test significant at $p \leq .01$.

Distance Education and Face-to-Face Sections

The Deans requested a comparison of distance and face-to-face sections for the courses meeting high failure rate criteria, as well as SPAN101. We compared the overall pass and success rates for these courses with all terms combined, and then by term—since rates in some of these courses have changed over time.

Looking at course success and pass rates for all terms combined, the distance sections have lower pass and success rates than the face-to-face sections (Table 3, next page). MATH095, however, shows an unusual pattern. While its pass rate in face-to-face sections is nearly 17% higher than the distance sections (consistent with the overall pattern), its success rate was slightly higher for distance than face-to-face sections.

Three courses, PHIL110, POLS101 and SPAN101, had an average pass rate above 70% for the face-to-face sections, but below 70% for the distance sections (Table 3).

Table 3. High Failure Rate Courses and SPAN101: Average Pass and Success Rates by Face-to-Face and Distance Sections (Fall 2011-Spring 2015 Combined)

Course	Face-to-Face			Distance			% Difference in Success	% Difference in Pass
	N	% Success	% Pass	N	% Success	% Pass		
CIS110	983	64.0	67.5	205	50.7	52.7	13.3	14.8
ENGL120	2542	62.4	67.3	119	42.9	50.4	19.5	16.9
MATH095	758	52.5	67.2	26	54.7	50.0	-2.2	17.2
MATH101	1124	40.2	50.2	301	21.6	31.9	18.6	18.3
MATH103	2270	49.7	56.9	367	37.1	41.1	12.6	15.8
PHIL110	789	69.8	74.6	460	61.2	66.5	8.6	8.1
POLS101	898	68.9	72.9	127	42.5	43.3	26.4	29.6
SPAN101*	1517	72.6	75.7	231	55.8	58.0	16.8	17.7

SPAN101 is not a high failure rate course but the comparison was requested by the Dean.

Table 4 (next page) includes only the semesters in which both modalities were offered for each course. In one semester of 3 different courses, the DE pass and success rates were higher than the face-to-face sections. Because these are so rare, they are likely just anomalies without a determinable explanation.

The CIS 110 DE rates were higher or similar in two of the 5 semesters that DE sections were offered (Table 4), but the overall pass and success rates for the course (Table 1) have been substantially higher (above the 70% standard) in the three most recent semesters—in which no DE sections were offered.

For POLS101, the higher rates have been only in the two most recent semesters and DE sections have not been offered since Fall 2012. Therefore, there would be no DE effect on the recent change in rates for this course.

Table 4. High Failure Rate Courses and SPAN101: Average Pass and Success Rates by Face-to-Face and Distance Sections by Term (Fall 2011-Spring 2015)

Course	Term	Face-to-Face			Distance			% Difference in Pass	% Difference in Success
		N	% Pass	% Success	N	% Pass	% Success		
CIS110	Fall 2011	91	57.1	54.9	33	60.7	57.1	-3.6	-2.2
CIS110	Spring 2012	94	78.7	71.3	41	34.1	31.7	44.6	39.6
CIS110	Fall 2012	68	63.2	61.8	33	51.5	51.5	11.7	10.3
CIS110	Spring 2013	90	63.3	61.1	38	61.8	58.8	1.6	2.3
CIS110	Fall 2013	88	60.2	59.1	44	51.4	51.4	8.9	7.7
ENGL120	Fall 2013	215	65.1	58.6	28	50.0	41.7	15.1	16.9
ENGL120	Spring 2014	185	66.5	62.7	26	33.3	29.2	33.2	33.5
ENGL120	Fall 2014	140	62.1	58.6	71	56.3	47.9	5.8	10.7
MATH095	Fall 2011	42	71.4	50.0	26	50.0	54.7	21.4	-4.7
MATH101	Spring 2012	113	56.6	49.6	46	25.0	20.5	31.6	29.1
MATH101	Fall 2012	129	58.1	42.6	41	25.6	20.5	32.5	22.1
MATH101	Spring 2013	117	59.8	46.2	38	42.9	22.9	17.0	23.3
MATH101	Spring 2014	104	46.2	34.6	43	37.5	27.5	8.7	7.1
MATH101	Fall 2014	152	41.4	32.9	37	22.9	14.3	18.5	18.6
MATH101	Spring 2015	118	42.4	35.6	39	25.7	17.1	16.7	18.5
MATH103	Fall 2011	113	51.3	45.1	36	36.4	36.4	15.0	8.7
MATH103	Spring 2012	183	67.8	59.1	42	46.2	43.4	21.6	15.7
MATH103	Fall 2012	320	64.1	55.9	49	33.3	31.3	30.7	24.6
MATH103	Spring 2013	220	55.0	47.3	45	25.6	18.6	29.4	28.7
MATH103	Fall 2013	222	55.4	44.1	37	62.9	54.3	-7.5	-10.2
MATH103	Spring 2014	259	54.4	51.4	40	43.6	41.0	10.9	10.4
MATH103	Fall 2014	258	51.2	42.6	48	37.0	32.6	14.2	10.0
MATH103	Spring 2015	235	48.1	43.0	45	46.5	44.2	1.6	-1.2

Table 4 (continued). High Failure Rate Courses and SPAN101: Average Pass and Success Rates by Face-to-Face and Distance Sections by Term (Fall 2011-Spring 2015)

Course	Term	Face-to-Face			Distance			% Difference in Pass	% Difference in Success
		N	% Pass	% Success	N	% Pass	% Success		
PHIL110	Fall 2011	66	75.8	66.7	57	74.5	69.1	1.2	-2.4
PHIL110	Spring 2012	70	75.7	74.3	63	62.3	54.1	13.4	20.2
PHIL110	Fall 2012	69	69.6	68.1	59	59.6	59.6	9.9	8.5
PHIL110	Spring 2013	73	69.9	64.4	57	64.9	57.9	5.0	6.5
PHIL110	Fall 2013	69	76.8	71.0	55	68.6	64.7	8.2	6.3
PHIL110	Spring 2014	66	66.7	59.1	28	72.0	64.0	-5.3	-4.9
PHIL110	Fall 2014	67	79.1	76.1	55	60.4	45.8	18.7	30.3
PHIL110	Spring 2015	55	72.7	69.1	56	61.8	58.2	10.9	10.9
POLS101	Fall 2011	97	71.1	67.1	34	53.1	53.1	18.0	14.0
POLS101	Spring 2012	103	68.9	67.0	36	36.4	33.3	32.5	33.7
POLS101	Fall 2012	79	68.4	62.0	48	41.2	41.9	27.2	20.1
SPAN101	Spring 2012	125	63.2	56.8	59	42.4	39.0	20.8	17.8
SPAN101	Fall 2012	126	72.2	68.3	50	62.0	62.0	10.2	6.3
SPAN101	Spring 2013	105	68.6	67.6	37	64.9	64.9	3.7	2.7
SPAN101	Fall 2013	128	77.3	76.6	43	69.8	67.4	7.6	9.2
SPAN101	Spring 2014	89	70.8	65.2	42	57.1	52.4	13.6	12.8

Note: Fall/Spring terms shown in which both modalities were offered.

Day/Evening Courses

The Deans also requested a comparison of course pass rates by time of day the courses were offered. With all high failure rate courses combined, there is no difference in pass or success rates by time of day (Table 5).

Table 5. Average Pass and Success Rates by Time of Day,
All High Failure Rate Courses Combined (Fall 2011-Spring 2015)

	N	% Success	% Pass
Morning	7,875	56.9	63.8
Afternoon	3,066	55.0	61.9
Evening	3,708	56.5	62.9

When pass rates for each course are run separately by time of day, some differences emerge, but the patterns are inconsistent (Table 6). This suggests that influences other than time of day may be affecting pass and success rates in these courses.

Table 6. High Failure Rate Courses: Average Pass and Success Rates by Time of Day (Fall 2011-Spring 2015 Combined)

	BEHS103			BIOL110			CIS101			CIS110		
	N	% Success*	% Pass*	N	% Success*	% Pass	N	% Success*	% Pass*	N	% Success*	% Pass*
Morning	459	66.4	73.4	1155	55.4	62.4	297	60.0	61.6	516	60.7	63.4
Afternoon	217	38.2	42.4	758	58.8	65.8	191	54.5	55.5	-	-	-
Evening	212	63.7	66.5	691	52.1	60.1	104	40.4	41.3	257	70.0	74.3
	ENGL092			ENGL098			ENGL120			MATH095		
	N	% Success	% Pass	N	% Success*	% Pass*	N	% Success	% Pass	N	% Success*	% Pass*
Morning	475	57.5	64.2	760	61.4	69.6	1419	60.7	66.7	243	44.0	60.5
Afternoon	292	58.2	65.1	108	62.0	68.5	280	58.2	61.4	137	59.9	73.7
Evening	126	61.1	67.5	328	52.1	60.9	419	60.6	63.0	345	57.8	71.3
	MATH101			MATH103			MATH103A			POLS101		
	N	% Success*	% Pass*	N	% Success*	% Pass*	N	% Success*	% Pass*	N	% Success*	% Pass*
Morning	582	42.4	53.6	622	42.1	50.0	222	36.5	45.5	457	62.1	67.2
Afternoon	-	-	-	873	52.2	59.7	302	54.3	62.6	99	56.6	61.6
Evening	402	35.8	44.8	483	55.7	62.0	-	-	-	254	79.6	81.5

Note: Courses not included are PHIL110 (only offered in the morning) and ENGL092L (lab course without a specific time).

Enrollment Status

First-time college students passed and succeeded at rates equivalent to or higher than all others in high failure English courses, MATH103, and MATH103A, but at lower rates in MATH095 and MATH101 (Table 7). In fact, with the exception of special admits, who for all but one course are so few that the group rate can vary substantially with a change in only one student, first-time students in ENGL092 were the only group that met the 70% pass rate standard.

Another finding of interest involves Math103. Far more K-12 students take this course than any of the others in this study, and their pass and success rates are higher than the other enrollment status groups.

Table 7. High Failure Rate English and Math Courses: Average Pass and Success Rates by Enrollment Status (Fall 2011-Spring 2015 Combined)

	ENGL092			ENGL092L			ENGL098			ENGL120		
	N	% Success	% Pass	N	% Success	% Pass	N	% Success	% Pass	N	% Success	% Pass
First-Time Student	378	61.1	70.1	378	61.6	66.9	351	61.3	68.9	590	63.6	67.5
First-Time Transfer	118	61.0	63.6	117	57.3	59.0	147	61.2	63.3	287	59.2	64.1
Returning Student	36	58.3	61.1	40	52.5	55.0	68	64.7	66.2	95	62.1	64.2
Continuing Student	462	56.9	64.1	461	57.5	61.4	848	57.3	66.6	1663	60.9	66.6
Special Admit (K-12)	1	100.0	100.0	1	100.0	100.0	7	57.1	71.4	20	65.0	70.0

	MATH095			MATH101			MATH103			MATH103A		
	N	% Success	% Pass	N	% Success	% Pass	N	% Success	% Pass	N	% Success	% Pass
First-Time Student	65	37.9	46.8	188	28.2	39.4	449	47.2	54.1	134	49.3	59.0
First-Time Transfer	53	52.8	58.5	132	37.1	44.7	242	46.7	54.5	60	43.3	48.3
Returning Student	34	55.9	61.8	57	35.6	42.1	73	53.4	56.2	12	33.3	33.3
Continuing Student	656	52.3	67.7	1037	37.6	47.5	1818	47.7	54.4	438	48.4	56.6
Special Admit (K-12)	1	0.0	100.0	10	70.0	100.0	54	61.1	68.5	2	100.0	100.0

High Failure Rate Math Courses Compared to All Other Courses

Another question the Deans asked was, "Do students fail math but succeed in their other courses?" Paired t-tests show that students failed high failure math courses at higher rates than their other courses in all terms except Spring 2014 (Table 8). Success rates were lower in high failure math than other courses in every term. However, this does not mean they were high achievers in their other courses. The pass rates for their other courses exceeded 70% in only 5 of the 8 semesters in this study. In 7 of the 8 semesters, success rates for all other courses were also below 70%. These patterns suggest that students who perform poorly in high failure math courses also tend to perform less well in their other courses, though not as poorly as they do in the high failure math courses.

Table 8. Average Pass and Success Rates in High Failure Rate Math Courses Compared to All Other Courses (Fall 2011-Spring 2015 Combined)

Term	N*	% Success-HF Math	% Success-all other courses	% Difference	% Pass-HF Math	% Pass-all other courses	% Difference
Fall 2011	92	40.2	62.4	22.2	47.8	72.2	24.4
Spring 2012	56	30.4	52.2	21.8	39.3	57.9	18.6
Fall 2012	196	49.0	68.3	19.3	60.2	73.3	13.1
Spring 2013	57	38.6	57.0	18.4	45.6	63.3	17.7
Fall 2013	190	41.6	68.1	26.5	50.5	74.2	23.7
Spring 2014	56	53.6	66.9	13.3	66.1	68.7	2.6
Fall 2014	186	37.6	72.0	34.4	45.2	75.5	30.3
Spring 2015	82	39.0	67.5	28.5	43.9	70.0	26.1

Paired t-tests are statistically significant at p<.05 for every term except pass rates for Spring 2014.

Population is all students taking at least one high failure math course and one other non-high-failure rate math course in the given semester.

Success and Pass Rates in High Failure English and Math by First Course Taken

For some courses, it appears students who take a lower level course before a higher level course pass the higher level course at rates 2-6 percentage points higher than students who first enroll in the higher level course (Table 9). In one case, the difference is 15 percentage points. These courses include ENGL120, MATH095 and MATH103A except for those who started in MATH095. They pass MATH103A at far lower rates than students who start at all other levels. Also, in MATH103, students who started in MATH95 or MATH101 passed at higher rates than those who started directly in MATH103.

However, since these are only descriptive data, other influences could be producing these patterns so further investigation is needed before conclusions can be drawn about the course level in which students should begin.

Table 9. High Failure Rate English and Math Courses: Average Pass and Success Rates by First Course Taken (Fall 2011-Spring 2015 Combined)

ENGL120				MATH103			
First English Course Taken	N	% Success	% Pass	**First Math Course Taken**	N	% Success	% Pass
Below ENG092	111	62.2	66.7	Below MATH095	64	42.2	46.9
ENGL092	255	65.1	71.2	MATH095	135	49.6	56.3
ENGL098	579	64.1	69.8	MATH101	401	53.9	58.4
ENGL116	19	78.9	78.9	MATH103	2037	46.9	54.1
ENGL120	1,697	59.9	64.6	**MATH103A**			
ENGL098				**First Math Course Taken**	N	% Success	% Pass
First English Course Taken	N	% Success	% Pass	Below MATH095	29	51.7	58.6
Below ENG092	120	58.3	66.7	MATH095	43	37.2	39.5
ENGL092	376	56.9	66.2	MATH101	123	53.7	61.0
ENGL098	931	59.9	67	MATH103A	451	47.2	56.1
ENGL092				**MATH101**			
First English Course Taken	N	% Success	% Pass	**First Math Course Taken**	N	% Success	% Pass
Below ENG092	156	55.8	63.5	Below MATH095	157	36.9	46.5
ENGL092	844	59.7	66.8	MATH095	282	36.2	45.0
				MATH101	986	36.2	46.7
				MATH095			
				First Math Course Taken	N	% Success	% Pass
				Below MATH095	336	51.4	69.0
				MATH095	448	53.1	64.7

Race/Ethnicity

These data show wide variation in course pass and success rates between racial/ethnic groups (Table 10). In general, Asian and White students pass and succeed in high failure rate courses at higher rates than other groups. However, even those groups did not pass at higher than 70% in most courses. Asian students did so in 7 of the 14 courses; White students in 4 courses; and though their numbers are small (resulting in

considerable variation in rates), American Indian/Alaska native students achieved the pass rate standard in 4 courses while Native Hawaiian/Pacific Islander students did so in 3 courses.

Considering only the groups with at least 20 students, the difference in pass rates between some groups is huge, as much as 56 percentage points in CIS110, 42 percentage points in BEHS103, 38 percentage points in Math95 and 30 percentage points in BIOL110. All of the high failure rate courses showed a greater than 10 percentage point difference between its highest and lowest achieving racial/ethnic groups.

BEHS103 is the only course in which most groups pass at greater than 70%. Its African American and Hispanic student rates are far lower.

Table 10. High Failure Rate Courses: Average Pass and Success Rates by Race/Ethnicity (Fall 2011-Spring 2015 Combined)

	BEHS103			BIOL110			CIS101			CIS110		
	N	% Success	% Pass	N	% Success	% Pass	N	% Success	% Pass	N	% Success	% Pass
Asian	68	75.0	82.4	357	54.3	62.2	79	69.6	70.9	160	76.3	79.4
Black/African American	172	32.0	40.1	210	30.5	43.8	194	38.1	40.2	151	36.4	39.1
Hispanic/Latino	315	56.8	64.8	876	41.8	52.1	205	64.9	66.3	288	61.5	67.7
American Indian/Alaska Native	7	85.7	85.7	24	50.0	54.2	6	50.0	50.0	9	77.8	77.8
Native Hawaiian/Pacific Islander	8	75.0	75.0	29	55.2	58.6	9	77.8	77.8	9	55.6	55.6
Two or more races	41	70.7	75.6	121	48.8	55.4	21	57.1	57.1	21	19.0	23.8
White	685	68.5	73.0	1,845	67.5	74.0	398	65.6	66.8	617	63.4	66.0
	ENGL092			ENGL092L			ENGL098			ENGL120		
	N	% Success	% Pass	N	% Success	% Pass	N	% Success	% Pass	N	% Success	% Pass
Asian	112	71.4	79.5	111	73.9	77.5	134	62.7	67.9	255	66.3	68.6
Black/African American	208	50.5	56.3	206	51.9	55.8	213	46.9	54.9	232	50.4	56.9
Hispanic/Latino	435	63.2	69.7	429	63.2	66.4	665	56.7	63.2	898	60.4	66.1
American Indian/Alaska Native	9	55.6	66.7	8	62.5	75.0	10	60.0	60.0	18	72.2	77.8
Native Hawaiian/Pacific Islander	7	42.9	42.9	5	60.0	80.0	12	58.3	58.3	31	45.2	48.4
Two or more races	41	56.1	63.4	43	51.2	58.1	38	42.1	50.0	109	61.5	64.2
White	221	59.3	66.5	217	60.4	62.7	503	60.4	66.4	1,299	62.0	65.8

2015 Signature Program
Sponsorship Opportunities

Algebra Academy Program

NBLC's Algebra Academy Program is a life-changing program for a targeted group of students essential to the future of the North Bay. The academies are ground-breaking **Public/Private Partnerships** to improve college and career readiness for rising eighth grade English learners, preparing them to become productive members of the North Bay's workforce and community. Algebra is an important part of the required courses for entry into the CSU and UC system, and a gateway to exciting students about majoring in math, science, engineering and technology. By supporting this program, sponsors play a critical role in ensuring we have the skilled workforce needed.

2015 will be the fifth year of NBLC's Academy Program. This year we want to run three Algebra Academies again in Novato, Petaluma, and San Rafael, if resources are available. The students, teachers and school districts love this program! With your support, we can make a valuable impact in all three of these North Bay communities. We need YOUR CONTRIBUTION to make this the best experience possible for the students! Your sponsorship helps pay for teachers, backpacks, supplies, parent/student orientation meetings and a graduation ceremony for each academy. With education as our top public policy, NBLC is pleased to be partnering with schools, businesses and other community organizations to provide English learners with knowledge to improve their academic achievement and connect the dots on why learning algebra, and other math and science-related topics, open the doors to great careers and an abundance of opportunities to succeed. Please help NBLC make the difference in these students' lives!

Einstein $5,000
Company logo showcased on all collateral materials
Company name will be included in all press materials
Podium recognition at orientation and graduation
Speaking opportunity at graduation
Promo product placement in students' school bags

Edison $3,500
Company logo showcased on all collateral materials
Company name will be included in all press materials
Podium recognition at orientation and graduation
Presenting Opportunity at graduation
Promo product placement in students' school bags

Newton $2,000
Company logo printed on all collateral materials
Company name will be included in all press materials
Podium recognition at orientation and graduation
Promo product placement in students' school bags

Galileo $1,000
Company logo printed on all collateral materials
Podium recognition at orientation and graduation
Promo product placement in students' school bags

Appendix Basic 2: Math Professional Alignment Council

Introduction to K-12 Collaborating with Higher Ed on Curriculum

The typical U.S. student travels through two or three separate education systems before embarking on a career. There is a system that oversees K-12 goals and outcomes. There is a system that oversees Community College goals and outcomes. And there is a system that oversees public 4-year universities. Each of these systems stemmed from the seeds of their own segment's expectations, needs and goals.

In the past, when a high school diploma was the end goal for most US citizens, these separate systems served us. But as the focus of high school shifts to that of college and career readiness (with Common Core and other state-wide and nationwide initiatives pushing this agenda), a rather large crevice is revealing itself: Who is overseeing smooth transitions from high school through college?

To date, that answer is *no one*. It is currently up to the segments themselves to join hands and serve students who now, in ever growing numbers, are experiencing all of the education segments in the span of 16-20 years.

Out with the Old

A look into the history of education collaboration reveals that, in the past, if there were any communication between systems at all, it most often took the form of community college discipline department chairs lecturing (complaining?) to secondary school faculty from feeder high schools about gaps and expectations in particular courses. High school educators would take copious notes during these meetings, only to go back to classrooms and teach to state standards or to scope and sequence instruction that was handed to them by district administrators.

Higher education faculty had little knowledge about the teaching constraints of the K-12 educational system. Likewise, secondary faculty was not familiar with the difference in course expectations of one community college instructor to another. What was missing from these meetings was the time and commitment to dive deep into discussion about pedagogy, expectations, rigor and vocabulary…and to develop meaningful, mutually beneficial relationships that would result in student success.

Often, there was no intended objective of these "curriculum alignment" meetings. The unintended goal was clear: that college instructors wanted to have more prepared students walking into their classrooms. The "how" and "why" were not typically a part of that conversation, as much as were the inferences that the secondary teachers were not doing enough.

A closer look at curriculum, constraints, and successes reveal that true collaborative curriculum alignment is not only possible, it can result in better prepared students, as well as both higher post-secondary enrollment, success, and completion.

In with the New

There is a proven way to have educators from high school and college collaborate effectively on matters of aligning curricula from high school to the first two years of college. The end goal of creating lessons, assessments and assignments around the alignment work is to provide a better understanding of:

- the scope of curriculum in any given course from high school to college;

- the alignment between all of these courses; and,

- how recurring content and skills evolve in depth and rigor as students move from high school to college.

What about Mandated District and State Expectations?

The process of aligning curriculum is separate and distinct from aligning state standards, district goals and community college standards. The work inter-segmental curriculum alignment groups do is to unpack what is actually taught and expected at the levels (via coming together on meanings of terms and words, and the depth of knowledge that is expected at every level). Putting standards aside during the beginning of this process provides room for clarity and honesty. Standards come back into play toward the end of the process when alignment groups do the crosswalk between expectations they have created and the standards with which these expectations align.

The Messiness of this Work

Curriculum alignment is a recursive, messy and time-consuming process. The benefits, however, are innumerable. The focus of alignment work will morph as thoughts are shared and ideas are generated. Teachers are passionate about what they teach and how they teach. Some are open to new ways of approaching curricula, others feel bound by district or state expectations. Deep discussion (and disagreements) will no doubt ensue, but it is this type of discourse, if well facilitated, that brings real value to this project as the discussions build the trusting relationships necessary for deep collaborative work.

Setting the Stage

Whether your region received a sizeable grant to do curriculum alignment, or this work has simply risen to the top of an educational segment's priority list, inter-segmental curriculum alignment takes buy-in from a large group of stakeholders. Depending on the alignment project, stakeholders will, at minimum, include:

1. College administrators

2. College instructors and department heads
3. High school district administrators
4. High School administrators
5. High school teachers
6. Grantors

Determine who it is that you must engage in this work, and why. For example, if you are aligning CTE courses, you might want to engage industry people in this work.

Before the core alignment work begins, parameters of the project must be determined:
- What amount of time is allotted?
- What courses are included?
- Which faculty should be asked to join the effort? And how will they be compensated?
- What are the subject areas to be aligned?
- How much funding is available?
- Who are the stakeholders?
- Is student data going to be used? If so, where is the data coming from?
- What outcomes are you and other stakeholders expecting?

After the parameters have been determined, group consensus and buy-in at a much broader level must occur. This is best addressed in the form of a program kick-off.

Job Description of Curriculum Lead for MPAC Teams
(One from COM, one from Marin high school)

Responsibilities

- Help organize 3-4 meetings per academic year
- Help recruit and retain MPAC team members
- Secure meeting locations, help set agendas, and send notices to MPAC participants in a timely manner
- Record and submit meeting reflections on electronic template and attendance sheets monthly to facilitator
- Participate in monthly phone conferences with facilitator
- Attend Curriculum Lead training session with facilitator (2 hrs. TBD)
- Report out group progress at stakeholder meetings/events
- Assist with end-of-project presentation

Qualifications

High school or college faculty member who possesses:
- Knowledge of curriculum alignment
- Knowledge of Common Core Standards (and/or College SLOs)
- Knowledge of college and career readiness field
- Experience with leading a team of educators
- Administrative abilities
- Willingness to share curriculum, lesson plans and assignments/assessments
- Values and enjoys the group process
- Values being a team player

Appendix Basic 3: Basic Skills Initiative 2015-16 Plan

ESL/Basic Skills 2015-16 Online Submission
Expenditure Plan Form

Please note – this year the Chancellor's Office has asked the FY 14-15 report and FY15-16 plan to be submitted online. This is a paper copy of what was submitted and approved by CEO, CAO, CBO, Academic Senate President and Basic Skills Coordinator. – Cheo Massion and Dave Patterson, BSISC Co-Chairs
California Community Colleges 2015-16 ESL/Basic Skills Initiative Program
California Community Colleges 2015-16 Basic Skills Initiative Program

What specific steps is your college taking to institutionalize your basic skills funded programs and projects?
Successes in piloting projects with BSI funding and, over time, scaling up and migrating to District funding

We have been fortunate to have had in place basically the same Administration team since FY2011-12 and BSI Steering Committee (BSISC) members. From this perspective, collectively we have been able to provide consistent "steering" of BSI funded projects, and the Administration has been supportive and cooperative of our BSI goals to improve the success outcomes for basic skills students. Our working model to this end has been that faculty and staff with an idea write a detailed proposal with requested funding. As a steering committee, we ensure that a project meets the state's criteria of scalability, and we have only approved pilot projects that can be successfully scaled up over time. Our track record has been consistent, and these pilot projects have gone from one or two sections to all sections offered upon which the District takes over the funding: examples include, Dedicated Tutor Program (= embedded tutors) in College Skills English; English 120AC (accelerated basic skills English); First Year Experience (between College Skills English and Counseling – study skills, college orientation, successful time management skills); and, Summer Bridge Program (25 students served Summer 2014, to 95 students served Summer 2015).

FLIT – Faculty Lead Inquiry Team for Basic Skills Master Plan
In June 2014, the BSI Steering Committee planned for and conducted a one day retreat at our Indian Valley campus. From this extended discussion, the committee members and some guests came to the conclusion that COM needed a Basic Skills Master Plan which would inform the strategies and then tactics of the Basic Skills Strategic, 5-year Plan. With this idea in mind,

members of the committee proposed to administration that not one person take on this daunting task, aided by ad-hoc faculty and staff, but rather, a team of faculty be "commissioned" to investigate the needs of basic skill students and those teaching them, and also make recommendations on how to best address these needs. Thus, in November 2014, the Faculty Led Inquiry Team (FLIT) was conceived and calls went out to participate on this team. Five faculty members and one administrator have diligently worked since late 2014 on the FLIT project. BSISC has fully supported and partially funded the Faculty Led Inquiry Team. Its mission has been to talk with College of Marin faculty, staff, and students (80% of COM students are in one or more basic skills classes), about the obstacles preventing and promoting success and the ways to best support our students, so they can succeed and to best support faculty and staff, so they can be more effective and enjoy their work. FLIT has conducted extensive research of best practices and how other community colleges are helping students to succeed when encountering similar obstacles. At this time (late September 2015), FLIT is in their analysis phase with final data gathering. By year-end, this discovery, analysis, research, and discussion will facilitate the development of a Basic Skills Master Plan that will then inform the Strategic Plan, Educational Master Plan, and Student Equity Plan.

Research into Developmental Math Non-STEM Pathway
A mathematics faculty member, Maula Allen, has completed an extensive research report on College of Marin's current math curriculum as compared to other Bay Area community colleges and from the perspective of recent approvals of transferability of math courses to the UC and CSU systems. This research along with other efforts by faculty are creating conversations which has the potential to lead to an alternative math non-STEM pathway (Statway by the Carnegie Foundation) for our basic skills students.

What are the obstacles to doing so?
College of Marin's small size makes it somewhat difficult to institutionalize basic skills funded programs and projects because there are limited numbers of administrators, faculty, and staff who are available to participate in planning and implementing ideas. As is the case among colleges statewide, not every staff and faculty member at our college is interested in getting involved with new initiatives, but our small size means that the number of change agents is limited. Our small size also can make filling sections of innovative new programs, such as Umoja, Puente, and First Year Experience learning communities somewhat challenging. Another obstacle not related to our size is that there are differing views among the faculty about how to best serve students enrolled in basic skills courses. Our college's FLIT initiative is a step toward more dialogue college-wide**.**

What projects and programs have you been able to successfully expand from a small program to a larger and more comprehensive program within your college? (Please list the projects/programs)
<u>First Year Experience (FYE)</u>
The FYE program was developed and offered each semester; FYE is two separate enhanced learning communities that combine either a 3 level below English and counseling class (Eng92 and Coun110), or a 2 level below English and counseling class (Eng98 and Coun125). Activities associated with the program were also developed and focused to strengthen the social connections among students, targeting our goal to increase retention and completion. The FYE program continues this FY15-16 with two sections, both fully enrolled.

<u>English 92 Lab Curriculum Redesign</u>

Basic Skills English faculty cooperatively re-designed and standardized the lab curriculum required for all Eng92 classes. Through the creation of 15 reading and writing integrated modules, the faculty has been able to align the curriculum with current best practices for basic skills students and with the SLOs for Eng92L, helping students achieve core concepts more completely and facilitate effective tutoring that students receive in our English Skills writing lab. The project was expanded from a pilot project with 2 sections of Eng92 testing this new curriculum (Fall 2014) to all sections offered in Spring 2015 (5 sections).

Noncredit ESL Pathway Opened to Credit Classes – no fee
Through BSI funded Faculty Inquiry Groups (FIGs) the issue of noncredit ESL students who were prepared for and assessed into credit courses, but failed to register for and take credit classes in the sequence was investigated more thoroughly. This research along with other efforts has resulted in Credit ESL opening Level 50 classes to noncredit students (no fee) in Spring 2015. This fall 2015 semester, the ESL department has opened all Credit ESL levels to noncredit ESL students, with one exception (ESL83) which is a pre-requisite Eng98.

How were you able to successfully accomplish the process of expanding or "scaling up" these successful projects and programs? (Please provide descriptions for each project/program).
With the projects that have been scaled-up and institutionalized, faculty, staff in student services and administration have identified and acknowledged that there was a problem (Step 1). Then these members of the college have cooperated in generating a plan and a process to address the problem (Step 2). We have had continuous support from our Deans, VPs and the president. (Step 3). We have acted on the plan as well as refining it as we learn more and have tangible results (Step 4).

This four-step process of cooperation has allowed some parts of the COM community to create and scale up a number of promising reforms that have improved student success outcomes, although there is still plenty of room for progress. As we continue to focus on furthering progress in these areas, we are hopeful that a viable action plan, in part with the Basic Skills Master Plan, will facilitate reforms across the entire college community.

How are you integrating your basic skills efforts with your college's SSSP plans?
As a small college, it is often the case that a staff or faculty member serves on multiple committees so it has been our experience that the BSI Steering Committee, one of the largest committees with comprehensive representation, is well informed of other ongoing efforts to support student success. Co-Chairs of BSISC have met with the Dean of Student Services, and we have agreed as a group to meet this coming FY once a month specifically for the purpose of keeping these plans aligned and mutually informed to maximize the positive results for student success in some of the aspects related to the SSSP and Equity topics defined by the state such as orientation, assessment, counseling, and follow up services for at-risk students.

How are you integrating your basic skills efforts with your college's Student Equity plans?
Please see above.

Basic Skills / English as a Second Language Expenditure Plan
Data Analysis using the Basic Skills Cohort Progress Tracking Tool

5) To what extent did your college's basic skills program demonstrate more progress in 2013-2015 than in 2011-2013?

English Discipline
Analysis of Basic Skills English – focus on Accelerated English path to Transfer Level English
English 120AC was first offered in Spring 2013. Eng120AC allows a student to accelerate through two semesters of college skills English in one semester. (Two levels below [Eng98] plus one level below [Eng120].)

Please see Chart 1 and Chart 2

Chart 1.

Completion of Transfer Level English (Eng150)	Number Ss started Eng120AC	Pass rate	Persistence to Eng150 (in this time frame)	Pass rate in Eng150	Success rate (# completed / # began sequence
Sp2013 Sp2015	42	62%	100%	64%	18/42 **(43%)**
F2013	53	68%	95%	68%	23/53 **(44%)**
Sp2014 Sp2015	50	80%	100%	53%	21/50 **(42%)**
F2014	73	79%	83%	54%	26/73 **(36%)**

Chart 2. Regular sequence of Eng98/Eng98SL, Eng120/Eng120SL, Eng150

Completion of Transfer Level English (Eng150)	Number Ss started Eng98/Eng98SL	Pass rate (to next level)	Persistence to Eng150 (in this time frame)	Pass rate in Eng150	Success rate (# completed / # began sequence
Sp2013 Sp2015	128	60%	55%	74%	31/128 **(24%)**
F2013	158	66%	53%	71%	40/158 **(25%)**
Sp2014 Sp2015	168	61%	29%	83%	25/168 **(15%)**
F2014	NA *Need 3 semesters for this sequence*				

(Data Dashboard 8/3/2015)

Students who take Eng120AC and pass it are twice as likely to persist into transfer level English (~95% vs. ~54%). Of all the students beginning Eng120AC sequence, or the regular sequence, a student who starts with accelerated English is also twice as likely to successfully pass transfer level English as a student starting in the regular sequence (~42% vs. ~20%).

Mathematics-Discipline

Analysis of Basic Skills Math – **Math95, Math101, Math103, path to Transfer Level Math** Chart 3.

Cohorts	**Math95** Total	**Math101** Total	**Math103** Total
F2011-Sp2013	69 → 2 (3%)	118 → 16 (14%)	189 → 51 (27%)
F2013-Sp2015	42 → 1 (2%)	102 → 8 (8%)	226 → 69 (31%)

In basic skills math, little progress was made in 2013-2015 over the 2011-2013 cohort as shown by the data. Students placed three levels below transfer have a 2-3% completion rate of a transfer level math class in a two-year period. There was a substantial drop in the success rate for students who placed two levels below transfer, and a slight increase in those placing one level below transfer. These results also show that <u>we have not reached our goal</u> of increasing the success rate by 5% per year for each starting level: we are 75% below our goal for Math 95 (targeted 8% for 2013-2015 cohort); 50% below our goal for Math 101 (targeted 19% for 2013-2015 cohort); Math 103 is at goal. This situation is being addresses in the FLIT research and Basic Skills Master Plan development as well as the Statway math pathway.

Chart 4. Same Data by ethnicity

		Math 95 Pass Rate	Subsequent Success in passing Transfer Math course (all applicable)		Ethnicity percentage at COM (F2011)
F2011-Sp2013					
	AA	60%	0		7%
	H	68%	1 Ss → 0		20%
	W	55%	2 Ss → 0		60%
F2013-Sp2015		**Math 95** Pass Rate	Subsequent Success in passing Transfer Math course (all applicable)		Ethnicity percentage at COM (Sp2015)
	AA	75%	0		6%
	H	69%	0		25%
	W	82%	0		55%

Chart 5.

		Math 103 Pass Rate	Success in passing Transfer Math course (all applicable)
F2011-Sp2013	AA	60%	6 Ss → 2 (34%)
	H	62%	23 Ss → 7 (31%)
	W	66%	73 Ss → 35 (48%)
F2013-Sp2015		**Math 103** Pass Rate	Success in passing Transfer Math course (all applicable)
	AA	42%	3 Ss → 3 (100%)
	H	64%	25 Ss → 18 (72%)
	W	65%	41 Ss → 29 (71%)

AA – African American; H – Hispanic; W – White, non-Hispanic
(Data from the Cohort Tracker, 7/30/2015)

This data broken out by ethnicity shows that students starting three levels below transfer (Math 95) succeed at similar rates *in passing Math 95*, regardless of ethnicity, but all students fail to pass through the sequence to transfer level math. With students starting one level below transfer (Math 103), students pass Math 103 at somewhat similar rates, and the success rate for passing a transfer level math class has doubled for Hispanic students from 2011-2013 to 2013-2015. The sample size for African-Americans is too small to make a reasonable claim.

ESL-Integrated Discipline
Analysis of ESL – path to Transfer Level English Chart 6.

Cohort	ESL83/86	Eng98/98SL	Eng120, 120AC, 120SL	Eng150
F2011-Sp2013	94	46	28	11 **(12%)**
F2013-Sp2015	90	42	20	9 **(10%)**

Chart 7.

Cohort	only ESL83 (writing)	Eng98/98SL	Eng120, 120AC, 120SL	Eng150
F2011-Sp2013	45	32	20	10 **(23%)**
F2013-Sp2015	50	37	19	9 **(18%)**

From our own Data Dashboard, our success rates for ESL student starting in ESL83 (writing) and/or ESL86 (reading) and progressing through English 150, transfer level, are shown in these charts. The datamart.ccccco.edu tracker doesn't delineate these two courses and doesn't show this sequence to transfer.

Some of our ESL students are in our program solely to increase their language skill for their current employment or to find new employment while other ESL students are interested in obtaining and A.A. or 4-year degree.

The goals of our ESL students and how best our ESL program can support them with short-term goals, or longer-term university degree goals, is a strategic goal for BSI this year. Meetings with interested faculty and staff are underway to address this goal and better understand our current ESL population.

6) Did your college use any noncredit courses for basic skills and/or ESL improvement during 2011-13 and 2013-15?

Used noncredit courses for ESL or basic skills improvement.
( ) Yes
(X) No
We don't have any College Skills English or Math courses (below transfer) in a noncredit program, but we do have an extensive noncredit ESL program that feeds into a credit ESL program. We don't use any BSI funds for this noncredit ESL program. Our noncredit ESL program consists of six levels which conceivably a student can pass through in four semesters. Our credit ESL program has four levels with separate courses for writing/grammar, listening, and reading/vocabulary. As mentioned above, this fall semester 2015, all but one credit ESL course is now "open" to any noncredit student placing into a given proficiency level.

Long-Term Goals (5 yrs.) for ESL/Basic Skills
   7)   Identify the 5-year long term goals from 2015-16 through 2019-20 for your college's Basic Skills Program.
Last year's long-term goals [same as this year's]

A	Increase the 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	Increase the 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	Improve the non-credit and credit ESL programs and develop effective support programs to support the educational and occupational goals of our students.

8) Long Term Goals for 2015-16

Identify up to 5 goals the college will be focusing on for 2015-16.

Goal ID	Long-Term Goal	2015-2016 Funds Allocated to this Goal
A	Increase the 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.	$23,334
B	Increase the 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.	$40,832
C	Improve the non-credit and credit ESL programs and develop effective support programs to support the educational and occupational goals of our students.	$25,834
	TOTAL ALLOCATION:	$90,000

9) Please insert the planned expenditure amount for the 2015-16 ESL/Basic Skills Initiative Program by category.*

List the amount of each expenditure summarized by category

26,300   Program and Curriculum Planning and Development

3,000   Student Assessment

0   Advisement and Counseling Services

19,500   Supplemental Instruction and Tutoring

32,500   Coordination & Research

8,700   Professional Development

Action Plan Template
Your Long-Term Goals from the report submitted by in your college for 2014-15 on October 10, 2014 should inform your Action Plan for 2015-2016.

Activity	Associated LongTerm Goal ID	Target Date for Completion	Responsible Person(s)/ Department(s)	Measurable Outcome(s)	2015-2016 Funds Allocated to this Activity
Implementing Statway: joining Statway network, training instructors and gathering materials in preparation for teaching Statway course in Fall 2016	B	6/30/16	Maula Allen /Statistics	Completion of training and plan for implementation	12,500
Accelerated Pathway Center – Continued planning and implementation of a modular model for basic skills English and math	A, B	6/30/16	Meg Pasquel/ College Skills	Plan for implementation, identification of location, and development of Center	25,000
Piloting part of Math Jam – Math program to improve Placement Test Scores	B	5/27/16	Andrea Wang /Mathematics	50% of students who retake the placement test at the end of the program will place into at least the next higher math level.	5,000
Accelerated Pathways Center Workshop Program: A series of 5 workshops (examples: time management, basic essay structure, comma usage) to support students enrolled in basic skills English courses	A, B, C	5/27/16	Meg Pasquel & Caitlin Rolston /College Skills	10% of students enrolled in basic skills English courses will participate in at least 1 workshop	12,500

Research the non-credit and credit ESL student population to assess their short and long term goals.	C	6/30/16	Cheo Massion/ ESL Department & BSI Steering Committee	Data will guide the departmental considerations of program development and new methods of providing targeted support	15,000
Create a new course called College 101: Mandatory and Articulated Orientation. Research and develop curriculum. Then organize and coordinate development of the course, including faculty recruitment, training, and logistics.	A, B, C	6/30/16	Tonya Hersch and Meg Pasquel/ College Skills	Production of plan and curriculum for Fall 2017; and training of faculty.	20,000
				TOTAL ALLOCATION:	90,000

Appendix Transfer 1: Puente Data

Percentage of all CCC Students and Puente Students Persisting in First Three Consecutive Terms by Ethnicity
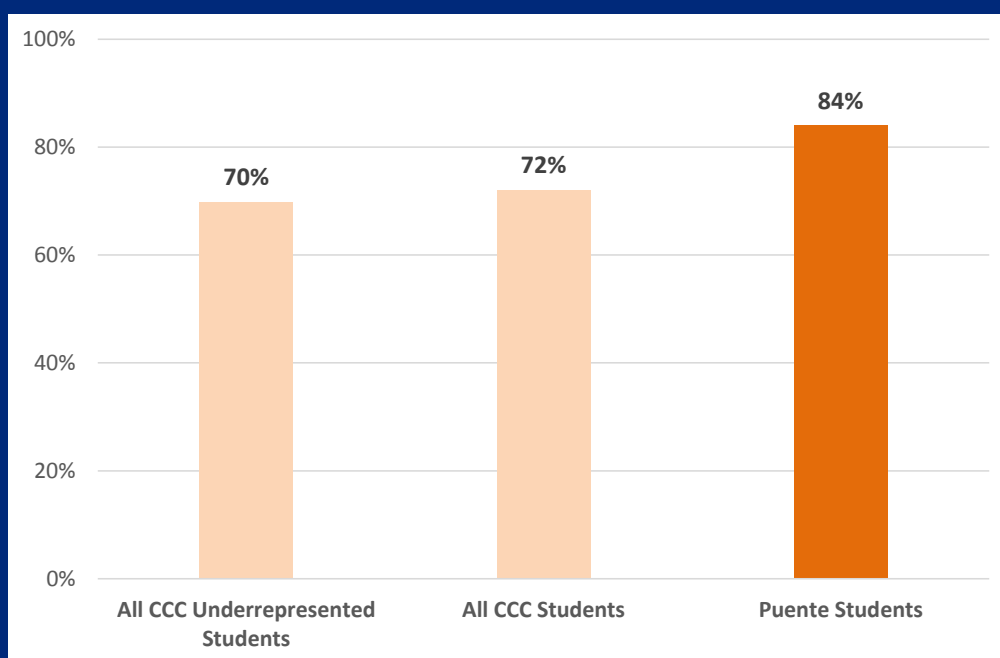
Sources: CCCCO Student Success Scorecard; Puente Project

Six-year California Statewide Transfer Rates of all CCC Underrepresented Students, all CCC Students and Puente Students
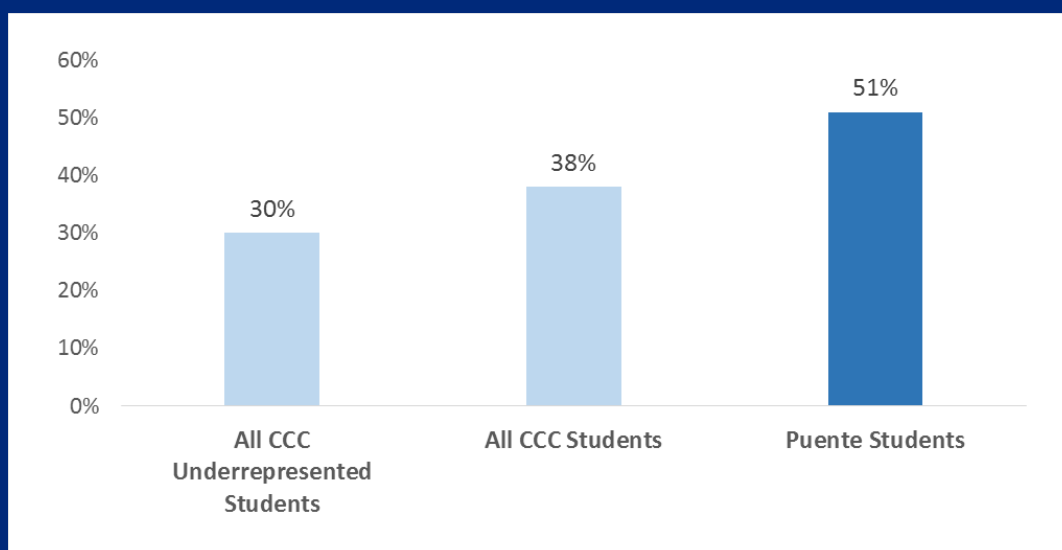
Sources: CCCCO; National Student Clearinghouse; Puente Project, UC Corporate Student System

COLLEGE OF
MARIN

August 25, 2014

TO: President David Wain Coon RE:
COM UMOJA Project
President Coon:

Thank you so very much for your willingness to review and provide funds for the College of Marin UMOJA Project.

We are attaching a proposal outlining UMOJA program goals, a timeline, and project budget. We have also included a "Statement of the Problem" document, which was developed by the California Community College Consortium UMOJA Project.

The document states that "African American students consistently earn lower grade point averages, have lower rates of success in their courses, and persistence from term to term is lower as compared to all other ethnic groups. "

Our data research for the College of Marin indicates that African American students have the lowest rates of enrollment and completing of the basic gateway courses that lead to transfer, graduation, and a terminal degree or certificate. Enrollment data for Fall 2013 indicates that Black /African American Students represented 7.5% of all enrolled students at the College of Marin. This figure is less than Asian students (8%), Hispanic Students (22°/0), or white students (53%). Moreover the numbers of African American students that are in courses that are essential for graduation, transfer, or a certificate represent the lowest number of any grouping. These courses include the English sequences of 150, 151, and 155 and the Math sequences of 103 and 105.

The UMOJA program will work during the Summer and Fall of 2014 to have a "soft launch "of the UMOJA Project for Spring 2015. We are confident that with adequate and consistent financial support COM UMOJA can address our mutual concerns regarding retention, graduation, transfer and persistence of African American and underserved students. Our proposed project is one that seeks to work collaboratively with existing College of Marin student success focused projects and services.

During the past 15 years at the College of Marin a small number of African American faculty have worked to provide informal/formal support for African American and underserved students. This work has consisted of counseling, mentoring, and indirect financial assistance. Beginning in 2008 these support services received semester by semester funding from either IRD funds, Educational Excellence Funds, and/ or Basic Skills Funding.
These funds were short-term resources that generally lasted one semester and provided insufficient support to build and maintain a regular program that would ensure the success, graduation, and transfer of African American and underserved students. This small group of faculty has developed on campus and off campus support contacts that have supported and facilitated graduation, transfer, and success of dozens of African American and underserved students. The challenge has been to receive long term funding that would allow the program to develop a stable staff and be institutionalized both on and off campus.

Please review the enclosed material and let's talk at your earliest convenience.

College of Marin UMOJA Project (2014-2015)

The College of Marin UMOJA Project is a joint effort of the COM UMOJA Coordinators and the College of Marin Athletic Department. The Project seeks to jointly use existing resources on the College of Marin campus to benefit students and student athletes. The target population of the College of Marin UMOJA project is African American students who exhibit on our campus and statewide the lowest levels of success and transfer within the campus community. The goal of the.COM UMOJA project is to institutionalize services and provide enhanced campus coordination of services and opportunities. This partnership will broaden the scope of UMOJA services; more effectively utilize staff skills, and enhance the success of student athletes.

California Community Colleges UMOJA Project / Why UMOJA?

The California Community Colleges are the most affordable option for higher education in California; they also serve the neediest students with the greatest sod-economic disadvantages. The CCC system has the highest proportion of students from the lowest income group in the nation. These students come to the CCC the least academically prepared. A query of the State Superintendent of Public Instruction data reveals that 2011Academic Performance Index of African American, American Indian/Alaska Native, Hispanic/Latino and Native Hawaiian /Pacific Islander students is significantly lower than the API for white students.

The UMOJA Project is a California Community Colleges based consortium of schools and learning pedagogies dedicated to enhancing the cultural educational experiences of African

Americans and other students. The COM UMOJA Project will benefit the College of Marin community by working to improve levels of success, retention, and transfer of African Americans and other students. The goals and objectives of the UMOJA Project are related to an integration of all college services towards the stated goals of the California Community Colleges. These goals include but are not limited to workforce training, basic skills education, transfer, personal enrichment, and academic success.

Researchers have identified several factors that contribute to the lack of academic success of African American students within the United States. Much of the research points to specific issues within the academic institution that remain largely unexamined and unaddressed by college administrators and faculty. Low teacher expectations, negative teacher perceptions, and minority stereotyping lead directly to feelings of alienation and abandonment in the classroom for American students.

COLLEGE OF MARIN UMOJA/GOALS AND OBJECTIVES

The College of Marin UMOJA project is a multi-tiered program of classes, activities, and support services designed to achieve success. The project will prioritize the following components

- Institutionalization of UMJOA at College of Marin

- Student orientation and counseling

- Monthly guest speakers and group activities (Career and Motivational)

- Tutoring and academic support services

- Transfer, Graduation, and Certificate Counseling

- Tutorial assistance in Math and English

- Financial support for book grants and basic necessities

- Writing workshops and skills assistance

- Community outreach/partnerships

- Regular monthly reports on UMOJA progress

- Improved rates of persistence and retention amongst program participants

- Improved rates of graduation and transfer

UMOJA TIMELINE

FALL 2014
- Meeting with President Coon to finalize support for UMOJA Meeting with on/off campus stakeholders.
- Presentation to Academic Senate, Department Chairs, EOPS, and Counseling Department
- Two day planning session with UMOJA Coordinators, Athletic Department, and interested COM staff.
- Secure space on campus for UMOJA Recruitment material for UMOJA participants Meeting and recruitment of COM cohort faculty.
- Planning for Spring 2015 Flex Time Presentation Information sharing with Black Student Union, ASCOM.
- Revise Proposal to include: student assistants, book grants, speakers, and workshops.
- Evaluation.

SPRING 2015
- Flex workshops.
- Meeting and recruitment of COM cohort faculty Recruitment of COM UMOJA participants.
- Peer Mentor selection.
- Workshop on success for African American men UMOJA peer mentors.
- Site Visits to Bay Area UMOJA Programs Planning for Summer Bridge Program.
- Application to UMOJA intensive summer workshop Development of UMOJA reader.
- Evaluation.
- Secure long term funding for COM UMOJA.

SUMMER 2015
- Summer Bridge Program for incoming UMOJA students Attendance at UMOJA intensive Summer Workshop.
- Full UMOJA Project Evaluation.

FALL 2015
- Official Launch of COM UMOJA.

UMOJA Budget Summary

The UMOJA program will not require special facilities or equipment. The project will require campus rooms for meetings, workshops, and permanent office space. The attached budget includes cost for brochure development, printing of program materials, and refreshments that will be provided for on and off campus meetings.

The COM UMOJA team will visit local UMOJA campus programs during both the Fall 2014 and Spring 2015. There is an annual UMOJA Conference that is held in Northern California during November of each year and special UMOJA activities throughout the year. During the Summer of 2015 the California Community College UMOJA Consortium hosts an UMOJA Summer intensive workshop.

The COM UMOJA budget includes salary for one student assistant during Fall 2014 and two-student assistants during Spring of 2015. These assistants will work coordinate programs and manage on campus and off campus activities for UMOJA program participants. These activities will include regular workshops on career skills, transfer programs, college visits, and life skills.

The COM UMOJA will be staffed by Professors Walter Turner, Matt Markovich, Rinetta Early, and Rose Thompson. It is the goal of the COM UMOJA team to work jointly with existing services and programs at the College of Marin. Our plan is to begin immediately the development of an UMOJA Steering Committee that would include college staff and community representatives.

The success of the COM UMOJA project will be determined by having long term guaranteed funding. Throughout the many semesters of operating mentoring, and pilot UMOJA like programs on the College of Marin campus COM UMOJA has never received adequate enough funds to operate and plan the program for one semester. If we are to challenge long standing patterns of exclusion the program requires institutionalization and adequate support. In general, the California Community College Consortium has recommended that UMOJA programs have a one year development program prior to the launching of a full scale UMOJA Project.

2015-2016 Umoja Budget

Expenditures	Fall 2015	Intersession	Spring 2016
Salaries			
Umoja Team	27,193.00	6321.00	27,193.00
Student Advisors (2)	2020.40	505.10	3030.60
Benefits load: faculty (13-21% OL)			
Benefits load: students 1.02%			
Conferences			
November	2,500.00		
Field Trips	750.00		750.00
Guest Speaks	700.00		700.00
Student Books:			
ENGL 92/92L	1,950.00		1,950.00
COUN 110	1,950.00		1,950.00
ETST 112	2,400.00		2,400.00
Scholarships			
Meetings (Food)	1,000.00		1,000.00
Initial Meet and Greet			
End of Semester Meeting			
Advisory Board			
Mentors/Mentees			
End of Year Celebration			1,000.00
Additional Fees:			
Travel	500.00		500.00
Consortium Fee			1,000.00
Duplicating	250.00		250.00
Office Supplies	300.00		300.00
Website (design)			
Other			
Tutoring	2,000.00		2,000.00
Summer			
Total	$43,613.40	$6826.10	$44,023.60
Grand Total = $94,463.10			

**Sunny Hills Services' Guardian Scholars Program (GSP): A
Collaboration with the College of Marin
White Paper**

WHO: This program is for older foster care youth who are **currently in foster care as** non‑‑‑minor dependents (NMD) ages 18‑‑‑20 and **former foster care youth** (ages 21 to 25) who are enrolled at the College of Marin. Youth are referred by their professors, counselor, child welfare workers, probation offer, College of Marin advisor, County Independent Living Skills Program worker or high school counselor. The **GSP Social Worker** will partner with youth to achieve **support on the College of Marin campus**, to **restore and strengthen connection to supportive people in their lives**, and to develop the skills needed **to achieve a bachelor's degree.**

WHAT: GSP staff offer **intensive case management services** including **comprehensive assessment** and **action planning**, link to **benefits** and **resources**, individual and group **services** focusing on familial and **community integration, independent living skills, empowerment** and **advocacy** skills, support in pursuing **educational and vocational** goals, and **stable housing (for NMDs)**. This program is uniquely designed to support youth in **increasing retention and 4‑‑year college transfer rates** and **accessing strengths**. The GSP seeks to foster the **development** and **achievement of personal goals.**

WHEN: Participants will be referred by GSP staff in the Spring or Summer before fall enrollment to begin engagement, assessment, and plan development. Participants will meet regularly with SHS GSP staff to receive individual and group services.

WHERE: SHS GSP staff will provide services throughout the community, on the College of Marin campus, or at the SHS San Anselmo office (located at 300 Sunny Hills Drive, #5, San Anselmo, CA), where the housing is also located for the NMD.

WHY: Our intended impact is to **increase college retention, decrease homelessness** or housing instability, **increase community integration, and increase transfer rates to 4‑‑ year colleges** of current and former foster care youth. Services are designed to aid participants, at a critical life point, to access their **internal strengths** and resources, to transition into a **healthy, successful adult life**.

HOW: SHS GSP staff engage clients using a trauma‑‑‑informed, strengths‑‑‑based youth development approach. Services incorporate clinical case management, Cognitive‑‑‑ Behavioral interventions, Motivational Interviewing, and WRAP (when needed).

COLLEGE OF
MARIN

Office of the Dean 835 College Avenue   Kentfield Campus
of Student Success Kentfield, CA 94904   www.marin.edu
                     415.485.9618

December 1, 2014

TO: Jonathan Eldridge, Vice President for Student Learning and Student Services

FROM: Derek Levy, Dean of Student Success
             Chair, Veterans Advisory Committee

RE: 2014 Report and Recommendations

Summary
The number of veterans in college is expected to increase dramatically as more military personnel serving in Iraq and Afghanistan complete their service. College of Marin has an important opportunity to play a more significant role in the success of students who are veterans, active duty or reservists, and their families. In order to do so, recommendations are offered under the following themes:
1. Access and Success
2. Climate
3. Curriculum
4. Organization, Staffing and Stewardship
5. Policies and Procedures
6. Space and Visibility
7. Student Services

Key among these are issues regarding space, dedicated staffing and coordination of services, enhancements in services- including physical and virtual welcome and visibility, developing connections with other students, issues of inclusion (e.g., classroom discussions and support for women veterans), and further data collection and research on the population(s) to be served.

Committee Charge and Composition
In 2013, the Vice President for Student Services commissioned a College of Marin Veterans Advisory Committee (VAC) to serve as a coordination point for all support activities for student veterans. Specifically, the VAC:
1. Identifies needs and issues facing student veterans;
2. Researches best practices in support of veterans on college campuses;

3. Reviews procedures, processes, and policies relating to student veterans;
4. Facilitates communication between College of Marin and local/area veterans resource providers;
5. Makes recommendations for coordination of services, streamlining of processes, and improvement of the College's support for student veterans and their academic success.

The VAC consists of representative members appointed by the Vice President or designee. The VAC meets twice or more per term and, in addition to specific recommendations, provides an annual written report to the VPSS.

Members of the Veterans Advisory Committee for 2013-14 include:

Arnulfo Cedillo, Director of Student Affairs
John Erdmann, Librarian, veteran
Derek Levy, Dean of Student Success (chair)
Patience James, Admissions & Records Certifying Official
John Marmysz, English/Humanities Faculty, veteran
Karen Robinson, Veterans Counselor
Craig Wheeler, Student Veterans Association Officer and COM Veteran Center Work-Study Employee, veteran

The committee met three times during fall semester 2013: October 7, November 4, and December 10. During spring 2014, it met five times, February 18, March 26, April 9, April 23, and May 14. It met twice during the summer, on June 25 and July 23, to review drafts of this report.

Further review was done by Veterans Advisory Committee members for 2014-15:

John Erdmann, Librarian, veteran
Patience James, Admissions & Records Certifying Official
Derek Levy, Dean of Student Success (chair)
Lisa Ling, Veterans Association Officer and COM Veteran Center Work-Study Employee, veteran
John Marmysz, English/Humanities Faculty, veteran
Roderick Moore, Emeritus representative, credit student, veteran
Carol Perez, Job Placement Technician, Adviser- Veterans Association
Karen Robinson, Veterans Counselor
Craig Wheeler, Veterans Association Officer and COM Veteran Center Work-Study Employee, veteran

Note: The term "veteran" used in this report often contextually refers to a broader population which includes veterans, active and reservist service members and family members, as a population whose needs must be considered comprehensively towards achieving the broadest characterization as a veteran and military friendly College district. Furthermore, this distinction- especially military friendly, emphasizes support for the students and their families, and recognition for past and/or present service, rather than evaluation or endorsement for the national politics or military campaigns that may be associated with their period(s) of service.

Background and Research
The research conducted by the VAC took three forms: 1) a literature review (see Appendix A); 2) development and administration of a survey of COM students who were identified as veterans,

active duty or reservists, or family members of the aforementioned (see Appendix B for instrument and Appendix C for results), and; 3) anecdotal information provided by the diverse perspectives of the committee members and students and others they came in contact with over the course of the year. See Appendix D for a list of events hosted for the COM and larger community this past year. Various members also attended an assortment of trainings and outreach events during the year, highlighted by the Veterans Summit in December in Newport Beach, CA.

The following two quotes frame the need and expectations for serving our veterans. The first is from the California Community Colleges Chancellor's Office website:

> With an estimated 2.2 million veterans residing in California, the state leads the nation in the number of veterans. That number is expected to increase dramatically as more military personnel serving in Iraq and Afghanistan complete their service.
>
> The majority of these students enroll in a California community college. In 2010-11, more than 44,000 veterans utilized education benefits at a California community college. In addition, there are an estimated 8,000 to 10,000 active duty personnel enrolled annually at community colleges across the state, not including dependents.
>
> A college education has become an absolute necessity for veterans returning to civilian life, and community colleges provide the majority of this education, as most veterans are ineligible for direct admission to the University of California or the California State University systems.

The second is from the President of the United States, in Executive Order establishing Principles of Excellence for Educational Institutions Serving Service Members, Veterans, Spouses, and Other Family Members:

> The Departments of Defense, Veterans Affairs, and Education shall establish Principles of Excellence (Principles) to apply to educational institutions receiving funding from Federal military and veterans educational benefits programs, including benefits programs provided by the Post-9/11 GI Bill and the Tuition Assistance Program. The Principles should ensure that these educational institutions provide meaningful information to service members, veterans, spouses, and other family members about the financial cost and quality of educational institutions to assist those prospective students in making choices about how to use their Federal educational benefits; prevent abusive and deceptive recruiting practices that target the recipients of Federal military and veterans educational benefits; and ensure that educational institutions provide high-quality academic and student support services to active-duty service members, reservists, members of the National Guard, veterans, and military families.

According to the Education Advisory Board's report, *From Military Service to Student Life: Strategies for Supporting Student Veterans on Campus,* "with the number of student veterans increasing, colleges and universities face a twofold challenge. First, institutions need to understand the issues facing service members as they transition into higher education, which include administrative and personal issues. These areas are places that institutions should pay particular attention to as they consider how to best support student veterans."

The report goes on to enumerate other findings from the survey, as well as the following challenges for student veterans:

Administrative
- Encountering obstacles in the admission process due to nontraditional profile

- Needing assistance to negotiate complex benefits and financial aid process
- Understanding different standards for granting educational credit for military service and experience

Transitional
- Developing an identity and sense of community on campus
- Managing the shift from a regimented military environment to an independent university lifestyle
- Coping with apprehension about being singled out due to military service

Personal
- Overcoming reluctance to ask for help
- Recognizing their limits
- Seeking support for physical limitations and/or mental health needs

These challenges resonate with those identified in other literature, and jibes with some of the findings in COM's *Veteran, Military and Family Member Student Survey, 2014.* Respondents to COM's *Veteran, Military and Family Member Student Survey, 2014,* agreed or strongly agreed that staff and faculty "are understanding and considerate of my needs." However, Only 30% agreed or strongly agreed that "faculty are prepared to meet my needs as a student affiliated with the military." Only 27% felt similarly positive with regards to staff on this question. A few quotes from respondents to the survey are also illuminating:

- *"The school's services for veterans seem to be about on par with veterans services that exist elsewhere in the world. They are uncoordinated and disjointed, but they exist, though sometimes you have to really dig for the information to find out they do."*
- *"I understand that it will take some time to obtain a more suitable room for the student Veterans, but I highly recommend facilitating a more appropriate room to be a top agenda for the school administration. This will significantly increase the safety and mental health of student Veterans."*
- *"Aside from obtaining a more suitable space for Veterans, bringing a qualified paid staff to run the center will not only help student veterans in their educational pursuits, but it will also reassure aspiring Veterans looking to enroll at COM."*

COM's Veteran, Military and Family Member Student Survey, 2014

Note: In preparing the survey it was learned that COM does not have a consistent record of capturing applicants' responses to veteran related demographic questions on the admission application. What was captured previously was not transferred when Banner SIS was implemented unless a student was certified for benefits. Currently a student is not coded if they are not certified for benefits, though this is stored in tables.
Approximately 205 students who enrolled either fall or spring 2014 and identified in their application as military, veteran or dependent of either were identified to be surveyed.
The survey introduction included the following message: "Veterans, active duty military personnel and their families are an important and growing population at the College of Marin. If you are a member of this population, your participation in this online survey will be enormously helpful in aiding the College in the identification and development of campus services, activities and supports that would improve the experience of current and future students…"
30 responses were received.
  a) 81% were male
  b) 74% were White or Caucasian; 0% identified as Black or African American
  c) Age was close to evenly distributed in decades from 25 to 34, 35-44, 45-54 and 55 to 64

d) 51% were currently part-time students; 10% were not attending during spring 2014
e) 82% were veterans; 11% were spouses, partners or dependents of veterans, active duty or reservists; 7% were reservists
f) 38% were from the Army branch; 35% Navy
g) 42% had been involved in combat abroad
h) Only 23% were using military related educational benefits
i) Half are currently employed, most outside COM and most at least half to full time
j) 38% expressed an interest in COM student employment

Academic counseling and GI Bill / Veteran Benefits assistance were the services respondents reported they would be most likely to use through a dedicated office for veteran and military services. **90%** identified it as extremely or very important for COM to offer a single office or point of contact specifically to assist veterans, military and family members. 79% identified it as extremely or very important for COM to offer a licensed counselor or psychologist, and 78% affirmed the importance of a support group for veterans with disabilities.

> *"Whenever possible, the school should try to have a counselor/specialist who is not only trained to address the needs of veterans…but who, in fact, 'is' a veteran. Veterans are far more willing to trust other veterans than we are to trust civilians… And trust is the primary foundation for counseling."*

78% identified as extremely important a Veterans office for counseling, advising and other veteran related issues; 74% noted this level of importance with regards to college staff and instructors being knowledgeable about challenges that face military students.
In rating COM's meeting expectations, 81% rated COM's counseling and support as very good or good; 71% felt similarly about their welcome on campus. Conversely, 54% rated support to meet other veterans on campus as poor or very poor. 32% said the likelihood they would continue at COM and complete a degree or certificate as poor or very poor.

With regard to awareness of services, the largest number of respondents for every question either identified themselves as somewhat or not aware- indicating greater promotion is needed. The best awareness was that of the Veteran Association. Half of students were not aware of the Veterans website at COM. 37% of respondents note COM is poor or very poor at providing web based info to veterans, and including family of students in campus activities.
42% of respondents were interested or very interested in military related curriculum.
College support for veterans or active duty personnel (57%) was rated much higher than perceived support for women veterans (39%).

> *"College of Marin's treatment of disabled veterans, especially female veterans, is extremely poor. COM makes me feel unwelcome and useless. Most of the staff and faculty do not respect special seating through the DSPS office. I as a disabled veteran, feel like the school would prefer me to just go away and never return."*

Nearly one in five disagree or strongly disagree that they have felt included in class discussions about diversity. 25% report often or sometimes feeling persecuted or hostility by faculty or classmates for opinions voiced. Nearly 30% report this feeling outside of class from other students.

Finally, **89%** reported their overall campus experience to be good or very good. **64%** would recommend COM to other veterans, active duty or family members; **28%** would do so with reservations.

COM's *Veteran, Military and Family Member Student Survey, 2014*, and the other literature referenced inform the recommendations to follow.

Recommendations
To establish and maintain COM as a destination for veterans and create a sense of place for our students, a list of areas and recommendations are offered. Some of these are established and need to be sustained; many others are yet to be developed. A key factor in the pace of progress and COM's commitment will be the resources made available to keep the current momentum. This is especially true when trying to provide adequate support, outreach and coordination services for two campuses.

The VAC identified seven themes within which to group its recommendations. The themes are:
1. Access and Success
2. Climate
3. Curriculum
4. Organization, Staffing and Stewardship
5. Policies and Procedures
6. Space and Visibility
7. Student Services

Under each theme, recommendations identified and endorsed by the VAC follow. It is noteworthy that recommendations under each theme may already be in progress. For instance, those students that participated in COM's *Veteran, Military and Family Member Student Survey, 2014,* de facto received information about current services, as well as advertising of the district's interest in their experience. Other active examples include veteran student employees in the Veterans Center who provide peer assistance, as do officers in the veteran student club, tutors who are veterans, etc.

Access and Success
1. *Create a veteran-specific orientation/breakout sessions*
2. *Include family members; incorporate into campus/veteran activities*
3. *Maintain a student veterans group*
4. *Remember the female veteran*
5. *Recruit and perform outreach to veterans, disabled veterans in particular*
6. *Provide a way where veterans can help veterans (e.g., peer mentor program)*
7. *Host a welcoming reception*
8. *Publish procedures to assist a service member who is deployed in the midst of a term*
9. *Implement specific military exit process to assess drop out reason(s) and enhance retention*
10. *Track veterans for retention*
11. *Change Disabled Students Programs and Services (DSPS) office name to reduce stigma concerns*

1. Whether offered online or in person, developing versions of the current orientations or follow up sessions geared specifically to the needs and interests of veterans should be provided. Topics should include information on benefits, resources on campus like the Veterans Center (and website), related student organizations and events.
2. Develop family friendly events, such as welcoming social for new veteran students, and encourage families to attend other established traditions or activities.

3. Promote COMVA (Veterans Association), the current student veterans group, and its activities. Encourage new membership. Explore linkages to the national organization.
4. Promote opportunities in event planning, organization and vet center recruitments, other outreach and training to female veterans. An excellent example from this past year was the inclusion of a COM female veteran in the Veteran Association's spring panel presentation. This year's *Veteran, Military and Family Member Student Survey* also included a question about the climate for female veterans.
5. Partner with Outreach and Student Accessibility Services, formerly DSPS, to promote COM to prospective veterans.
6. Expand recruitment and other opportunities for veterans to become tutors, ambassadors and other peer roles. When staffing can support it, establish a veteran peer mentoring program.
7. Establish for fall and spring semesters, include Veterans Association in planning and invite relevant student services offices, veteran/veteran friendly faculty and staff, and families of new and continuing veterans.
8. Clarify and publish on Enrollment Services website with link on Veterans website. Familiarize ES staff and Counseling faculty, as well as Veterans Center student employees, with content.
9. Develop process for weekly and semester tracking of drops by students identified as veterans. Conduct timely follow up/intervention to retain and/or understand reason(s) for separation.
10. Expand current data and develop new data gathering to include students who identify as veterans. Ensure admission application and other college procedures map status to Banner database.
11. This step is in the process of completion. Beginning fall 2014, DSPS will be renamed *Student Accessibility Services, formerly Disabled Students Program and Services*. The reference to former name will be dropped for spring semester.

Climate
1. *Educate staff, faculty and students regarding military student needs; provide resources to support professional development opportunities*
2. *Make sure district disability and health service providers are familiar with military needs*
3. *Include veteran within diversity discussions*
4. *Regularly assess and address climate for veterans on campus*
5. *Create a military Handbook for faculty/staff*

COM Survey quote: "Thank you for conducting this survey. It shows a lot of concern."

1. Develop flex and other annual and online training and in-services to educated staff and faculty at both campuses about current best practices in teaching and serving veterans. Provide regular opportunities for those in key offices and programs that support veterans to participate in professional development related to working with veterans.
   a. Develop a "veteran friendly" program and invite staff and faculty who wish to participate in training to be "certified" so as to visibly promote this support throughout the college.
   b. Invite faculty and staff who are veterans, active duty, reservists or family members to be part of a resource list for veteran students.
2. Ensure participation for targeted topics in point one above is mandated or strongly encouraged of staff and faculty in Student Accessibility Services, Student Health Services, and those providing personal and/or mental health counseling to veterans.
3. Promote inclusion of veteran identity/experience in equity planning, district diversity trainings and faculty consideration within classroom discussions of diversity.

4. Develop a process for regularly and ad hoc assessing climate and measuring progress towards greater achievement as a "veteran and military friendly district." Assess this of faculty and staff as well as students, and assess perceptions of veteran organizations and serving offices in the community. Utilize recommendations from those assessed to inform future initiatives and practices.
5. Develop or modify other schools' handbook to publish as a resource. Update annually or as needed.

Curriculum
1. *Enable military students to earn credits while deployed*
2. *Consider offering an academic course or program for vets, e.g. meaning of military experience*
3. *Provide vets only intro or transitional courses*

1. Explore options for online or asynchronous learning to occur when students are deployed. Explore options to enhance existing enrollment policy to support course completion.
2. Assess interest among students and potential faculty. Promote opportunities at other community colleges, either in person or online.
3. Assess interest among students and potential faculty.

Organization, Staffing and Stewardship
1. *Maintain a standing committee to evaluate institutional practices; provide top-down support*
2. *Create a single point of contact on campus for vets*
3. *Develop appropriate staffing and resources to provide for effective delivery of service and support, campus coordination and outreach*

1. It is critical to enhancing the environment for and experience of this community that there is stewardship, dedicated time, resources and engagement in serving the particular and collective needs of our veterans. It is recommended to maintain the Veteran Advisory Committee [updating name to include recognition of active/reserve military students] and continue the current program representation. Evaluate need for adjustment as warranted. The VAC should provide an annual report to Student Access and Success Committee. Both should continue to engage district leadership in support of veteran related needs and services.
2. A single point of contact is a recommended practice for serving veterans on campus. In the short term, this is a challenge without dedicated staffing. Efforts should be made to develop a strong web resource and coordinate services through the Veterans center- to cross-promote other offices/services and the Veterans center.
3. Based on COM's veteran community size, it is recommended that a single position be developed in the near term to provide coordination of services, activities and outreach. This could initially be a half-time role or split role combined with a key function that serves veterans, such as academic counseling or benefits certification, to facilitate connection with new and continuing veterans. Part of this position's role would be to expand outreach at IVC, liaison with other programs and offices, participate in the VAC, perform outreach and coordinate services with the greater community, to support veteran transitions to, through and after their enrollment at COM.
   a. The VAC reviewed the Educational Advisory Board (EAB) report on *Establishing an Infrastructure to Support Veterans* and agreed Model #2, the One-Person Office and Campus Working Group, fit best for the current and near-term needs of COM. It was noted that the working group for this model closely parallels the composition of the current Veterans Advisory Committee and that the scale of the model is a reasonable fit to support the current and near term anticipated veteran population at COM.

Policies and Procedures
1. *Extend payment deadlines for veterans when benefits are in process*
2. *Review amount/type of credit awarded for military training/occupations and College Level Examination Program (CLEP)*
3. *Hire vets- work study and full and part-time positions. Is this encouraged? Is a statement against discrimination established? [only in employment for Vietnam era veterans for COM]*
4. *Provide customized advising/registration for vets*
5. *Facilitate transfer of credit to/from college/university*
6. *Participate in concurrent admissions program (CONAP), the Department of Defense's Memorandum of Understanding, the Principles of Excellence, or other initiatives or consortiums that provide access, mobility and transparency to support veterans.*

1. Ensure veterans awaiting benefit awards are held harmless for financial or enrollment penalties associated with delays in benefit receipt. Make short term loans available for veterans and other students awaiting or between aid cycles.
2. Ensure current CLEP credit policy is consistent with other community colleges that students may choose or transfer from.
3. Encourage hiring practices that promote equality and opportunity for veterans. Establish/amend college policy to reflect that value, as well as prohibition of discrimination against veterans. Currently this is only mentioned in employment policy, as related to Vietnam era veterans [as opposed to more blanket statements about military or veteran status] Increase work-study opportunities.
4. Develop specific program to welcome and assist veterans with orientation, advising and registration. Use CCC Apply submissions- where veterans may identify themselves, to initiate veteran specific communications, including links to available resources and services, as well as promote veteran friendly policies such as priority registration.
5. Evaluate academic and military transcripts to ensure veterans are provided efficient and timely transfer and accumulation of credits, prerequisites and requisite courses.
6. Sign the Principles of Excellence and DOD's Memorandum of Understanding, establishing COM"s commitment to fair enrollment practices and appropriate services to support veteran enrollment. The MOU is time sensitive (September 2014) if COM wants to remain eligible for tuition assistance programs for active duty personnel who may wish to enroll/continue being funded. Pursue endorsement as a military friendly institution by G.I. Jobs and participate in other activities to raise COM's "profile."

Space and Visibility
1. *Provide a resource center for vets*
2. *Build a web-based presence*
3. *Provide space for veteran student organization(s)/activities*
4. *Create traditions to convey respect to all vets; "thank you;" Memorial/Veterans Day events*
5. *Develop and update veteran targeted publications and outreach*
6. *Create a targeted welcome to be sent after admission*
7. *Create Listserv for information/programs and targeted communications*

COM Survey quote: "Everything could be improved."

1. Utilize adjacent office space to expand services provided through Veterans Center, including drop-in counseling, benefits certification, and other district, VA or community services. Develop a longer term plan for space that addresses the needs associated with being a fuller-service center and providing a sense of place within the college. Develop a satellite space for scheduled hours at IVC.
2. As noted earlier, enhance web based information, resources and activities promotion, including links to both district and state, federal and community agencies and resources. Develop FAQs and other information to ease transitions and provide timely updates for enrollment related and other major college activities. The current site is static, nor is it as thorough or useful as it could be, including a clearinghouse for veteran related policies and resources at COM.
3. Address issues associated with current location and aesthetics of Veterans center space to create more welcoming, visible, comfortable and active space. Expand use of space for veteran activities, including club meetings, unstructured usage and structured activities like peer tutoring. Coordinate use of IVC space or other spaces for events as needed.
4. Continue Veterans Day event(s) and other events/traditions that facilitate connection within the veteran community, with the college and larger community, and enhance awareness and education about the contributions and experiences of veterans and their families.
5. Update current publications and establish regular cycle for revisions. Provide online and paper formats and provide to relevant COM offices, area agencies and Outreach staff.
6. Now that CCC Apply has been implemented, use submissions- where veterans may identify themselves, to initiate veteran specific communications, including welcome veteran letter with links to available resources and services, as well as promotion of veteran friendly policies such as priority registration.
7. Do more to promote services to veterans. Establish a veteran listserv to promote timely distribution of information.

Student Services
1. *Expand customized financial resources for vets*
2. *Have financial aid help on campus*
3. *Increase level of short-term loans when vet's benefits are in process*
4. *Provide housing options for vets*
5. *Ensure timely and effective veteran certification services*
6. *Provide tutoring services sensitive to the needs of veterans*

1. With progress on cross-training of enrollment services staff in financial aid and admissions and records policies and procedures, there is opportunity to leverage this greater knowledge in providing more comprehensive and integrated advising and referral for veterans. This will be complemented by anticipated development of more sophisticated systems for applying and awarding scholarships.
2. This is currently being provided at both the KTD and IVC campuses; however, there is potential to explore drop-in hours on some cycle or basis, such as annually when the new FAFSA opens in January.
3. Funding was established in fall 2013 to support this initiative; however, staff turnover delayed process and procedures development. This should be completed in fall 2014.
4. On campus housing is years away from idea to reality if determined to be a priority. However, the opportunity exists to expand the current services offered between the Job Placement and Single Stop functions. Co-location of these services and increase of the job placement technician from part-time to full-time this summer should provide additional support to enhance referral services.

5. Evaluate current services and use of technology and training to enhance delivery. Survey veterans regularly to provide feedback.
6. Assess tutoring needs of veterans as well as talent to provide peer tutoring; follow through on spring 2014 discussion of embedding tutoring services in the Veterans Center, as well as hiring veterans as tutors and promoting their availability in the TLC.

Appendix Multi-Indicator 3: Veteran Best Practices from Previous Literature Review

	Recommendation	Citations	Sort
1	Educate staff/fac./students re military student needs	11	staff/faculty training
2	Provide a resource center for vets; track vets for retention	10	inclusion/activities
3	Extend payment deadlines for vets when benefits are in process	7	student services
4	Make sure disability and health services are familiar with military needs; change DSS office name (1)	6	staff/faculty training
5	Decide if mil credit for military training/occupations	6	student services
6	Create vet-specific orientation/breakout sessions	5	inclusion/activities
7	Hire vets- work study; encouraged? Statement against discrimination?	5	inclusion/activities
8	Create standing committee to evaluate institutional practices; need top-down support	5	over arching
9	Build a web-based presence	5	student services
10	Provide space for mil organization/activities	4	inclusion/activities
11	Create a single point of contact on campus for vets	4	student services
12	Expand customized financial resources for vets	4	student services
13	Include vet with diversity discussions	3	inclusion/activities
14	Address climate for vets on campus	3	inclusion/activities
15	Include family members; incorporate into campus/vet activities	3	inclusion/activities
16	Have financial aid help on campus	3	student services
17	Increase level of short-term loans when vet's benefits are in process	3	student services
18	Start a student vet group	2	inclusion/activities
19	Remember the female military member	2	inclusion/activities
20	Recruit/admit outreach to disabled vets	2	inclusion/activities
21	Provide a way where vets can help vets (peer mentor program)	2	inclusion/activities
22	Provide customized advising/registration for vets	2	student services
23	Provide housing options for vets	2	student services
24	Facilitate transfer of credit to/from college/university	2	student services
25	Enable mil student to earn credits while deployed	1	academic
26	Consider offering an academic program for vets, e.g. Meaning of mil. experience	1	academic
27	Provide vets only intro courses	1	academic
28	Host a welcoming reception	1	inclusion/activities
29	Create traditions, etc. to convey respect to all vets; consider "thank you"; host Memorial/Veterans Day events	1	inclusion/activities
30	Create a mil. Handbook for faculty/staff	1	staff/faculty training
31	Participate in concurrent admissions program (CONAP)	1	student services
32	Base GI benefits in credits allowed, not time	1	student services
33	Develop procedures to address actions to be taken if vet deployed while enrolled	1	student services
34	Implement specific mil exit process to assess drop out reason	1	student services