

College of Marin - Student Equity Plan (2022-25): Certified

Details

Assurances

Legislation

✓ I have read the legislation [Education Code 78220](#) and am familiar with the goals, terms, and conditions of the Student Equity Plan, as well as the requirements of Student Equity & Achievement Legislation.

 [EDC_78220.pdf](#)

Additional 78220 Acknowledgement

✓ I read and have given special consideration to [Education Code 78220](#) section (b) and have considered the input of groups on campus including, but not limited to, the academic senate, academic faculty and staff, student services, and students, and have considered additional involvement of appropriate people from the community.

Campus-Wide Equity Approach

[View Memo](#)

Race Consciousness in Equity Plan Development *

Dismantling systemic racism is central to College of Marin's equity efforts. The District has adopted a Commitment to Diversity, Equity, and Inclusion resolution, affirming the District's commitment to "hiring faculty and staff reflective of our students of color and additional marginalized identities; diversity among faculty, students, staff and programs; and expect everyone in the Marin Community College District Community, through their roles and responsibilities, to implement the District's equity initiatives to strive for a climate of respect, civility, anti-racism, and inclusion as part of the institution's commitment to educational excellence." The College also approved a College of Marin Equity Statement and a shared definition of equity.

Additionally, Superintendent President Dr. Coon in collaboration with the EEO and Inclusion, Diversity, Equity, Action (IDEA) committees developed a Nine Point Anti-Racism Plan including:

- Continually acknowledge structural racism with the COM Board of Trustees, superintendent/president's cabinet, employees, and students
- Center the healing and collective care for Black and African American students and employees
- Ongoing anti-racist training for the COM Board of Trustees, superintendent/president, cabinet, and employees
- COM Police Department employees receive ongoing professional learning and training rooted in anti-racism
- Advance anti-racist affinity groups
- Provide proactive support for faculty in evaluating and evolving their anti-racist classroom and learning cultures, curriculum, and evaluations
- Review all participatory governance committee charges and plans to ensure anti-racism is established and integrated as a core commitment and approach
- Build a pipeline of practices for hiring, supporting, and retaining more Black, African American, people of color, and equity-minded employees and institute a Grow Your Own program
- An accountability plan for each of the recommendations

The College also implemented the Umoja Equity Institute to institutionalize racial equity.

It redesigned its program review templates to address racial equity using embedded disaggregated data and questions and outcomes that address dismantling systemic racism, barriers, and access and success issues based on race.

Lastly, racial equity is integrated into professional learning for all staff, faculty, and administrators, so everyone is aware of the importance of this work.

Thus, the College will be more race conscious in completing its Student Equity Plan.

Summary of Target Outcomes for 2022-25

Successful Enrollment

Black or African American

3-year outcome: Increase successful enrollment for Black or African American students by 2%

Completed Transfer-Level Math & English

Black or African American

3-year outcome: Increase the number of Black or African American students who complete transfer level math and English in the first year by 3%

Hispanic or Latino

3-year outcome: Increase the number of Latinx students who complete transfer level math and English in the first year by 3%

Disabled

3-year outcome: Increase the number of SAS students who complete transfer level math and English in the first year by 3%

Persistence: First Primary Term to Secondary Term

Black or African American

3-year outcome: Increase persistence for Black or African American students from their first primary term to their second term by 5%

Hispanic or Latino

3-year outcome: Increase persistence for Latinx students from their first primary term to their second term by 5%

Transfer

Black or African American

3-year outcome: Increase the number of Black or African American students who transferred in three years by 5%

Hispanic or Latino

3-year outcome: Increase the number of Latinx students who transferred in three years by 7%

LGBT

3-year outcome: Increase the number of LGBT students who transferred in three years by 10%

Completion

All

3-year outcome: Increase the number of All students who earned one of the following: CO approved certificate, associate degree, and/or baccalaureate degree in three years by 5%

District Contact Information Form

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Equity Plan Reflection

2019-22 Activities Summary

- Activities to Improve Enrollment at COM
- Activities to Improve Retention from Fall to Spring at COM
- Activities to Improve Transfer to a four-year institution from COM
- Activities to Improve Completion of Both Transfer-Level Math and English Within the District in the First Year
- Activities to Improve Attainment of the Vision Goal Completion Definition
- Activities to Improve Enrollment at COM for DI Groups
- Activities to Improve Transfer to a four-year institution from COM for DI Groups
- Activities to Improve Completion of Both Transfer-Level Math and English Within the District in the First Year for DI Groups
- Activities to Improve Attainment of the Vision Goal Completion Definition for DI Groups

Key Initiatives/Projects/Activities *

During 2019-2022, the College has undertaken the following initiatives, projects, and activities to support equity:

- Adopted the Commitment to Diversity, Equity, and Inclusion resolution
- Approved a College of Marin Equity Statement and a shared definition of equity
- Developed the College's Nine Point Anti-Racism Plan
- Created a Strategic Plan dedicated to equity in all areas of the College and within Marin County: The Strategic Plan states that: "Between 2019-2025, the College will focus on the following goals to reduce disproportionate impact in student success rates and be a leader in promoting equity:
 - Decrease toward elimination of existing racial equity gaps at the College, with the goal of eliminating gaps by the conclusion of the Educational Master Plan in 2025
 - Hire, support, and retain equity-minded employees reflective of the diversity of the student body and expect all College employees to approach their work with equity-mindedness
 - Given that Marin County's stark racial inequities are intertwined with the College's ability to achieve its mission, be a leader in promoting equity throughout the county
- Redesigned both the instructional and noninstructional program review processes and templates to address racial equity and systemic racism
- Implemented the Umoja Equity Institute that is working to enact and institutionalize equity services that will:
 - Improve the retention, persistence, and transfer of African American and other students
 - Assist in the development of equity-based curriculum and syllabi for College of Marin faculty and nurture collaborative opportunities for learning and engagement
 - Work with Learning Communities and Classified Staff in maximizing delivery of services and career advancement
 - Provide a regularized and coordinated program of workshops and presentations with the goal of increased learning opportunities that further increases our engagement with the larger community
 - Work with local high schools and impacted diverse communities on equity and inclusion
 - Support equity in mental health at College of Marin and in Marin County
- Started the Faculty Diversity Internship Program
- Provided professional learning for staff, faculty, and administrators on equity
- Allocated resources to support students' basic and academic needs through the College's Food Pantry, laptop and hotspot lending program, online and in-person student services for counseling, enrollment services, tutoring, etc.

Evidence of Decreased Disproportionate Impact *

Due to the efforts of the College of Marin in its implementation of its Student Equity Plan 2017-2019 and other initiatives over 2019-2022, the College has seen decreased disproportionate impact in the following areas for the subsequent groups:

- Successful Enrollment in the Same College: African American/Black students
- Completed Math and English in the First Year: Hispanic, African American/Black, SAS (DSPS) students
- Transferred to Four-Year institution in Three Years: SAS (DSPS) students
- Vision Goal Completed in Three Years: Hispanic and First Generation students

2022-25 Planning Efforts *

The Guidance, Resources, Integration, Transformation (GRIT) committee, which is part of College of Marin's Participatory Governance system, facilitated the creation of the 2022-25 Student Equity Plan. The GRIT committee is made up of folks from student services, counseling, work experience, the learning communities, student leadership, guided pathways, educational success programs, instruction, community outreach and partnerships, Student Accessibilities Services as well as planning and research. In addition, the GRIT committee included feedback from several others in the development of the 2022-25 Student Equity Plan, such as the Math and English departments as well as the Umoja Equity Institute, EOPS, the Welcome Center, and the Transfer Center. Once the 2022-25 Student Equity Plan was drafted, it was taken through the College's Participatory Governance system and reviewed by ASCOM (COM's Student Leadership), the Classified Senate, the Academic Senate, and the

College's executive leadership.

Pandemic Acknowledgement

- × Interrupted Work Fully
- × Catalyzed Work
- ✓ Delayed Work

Provide an explanation (optional)

The Pandemic delayed some activities, such as working with the K-12 institutions to align math and English curriculum and expanding the learning communities. The College had to delay hiring the Learning Communities/Peer Mentor Coordinator for two years due to the Pandemic, which pushed out the ability to align and grow the learning communities and standardize peer mentor training.

Executive Summary URL *

<https://initiatives.marin.edu/student-equity>

Student Populations Experiencing Disproportionate Impact and Metrics

Student Populations for Metric Workflow	Metrics				
	Successful Enrollment	Completed Transfer-Level Math & English	Persistence: First Primary Term to Secondary Term	Transfer	Completion
Black or African American	✓	✓	✓	✓	×
Hispanic or Latino	×	✓	✓	✓	×
Disabled	×	✓	×	×	×
LGBT	×	×	×	✓	×
All	×	×	×	×	✓

Successful Enrollment

Black or African American

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

Marin County is 80% white with a history of racism and anti-blackness that continues to persist. While College of Marin is much more diverse and welcoming than the county, this environment has had a significant impact on the Black community and their relationship with educational institutions. At College of Marin, there is now greater sensitivity concerning this history and the surrounding environment as well as an understanding that this has an impact on the recruitment and enrollment of Black or African American students at the College. Because of this history and the environment of Marin County, the College must adjust its recruitment and enrollment processes to ensure that we are not perpetuating racist practices and actively work to repair the relationship between the Black community and educational institutions.

Structure Evaluation

Current Structure

× Instruction

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

The current structure of Wraparound services for the recruitment and enrollment of Black or African American students is supportive but not always intentional. Our concurrent enrollment program COMPASS as well as our outreach recruitment efforts for Summer Bridge and the college is focused on low income, first generation, students of color, but there have been limited activities focused specifically on Black or African American students and their families.

× Budgeting and Administration (HR, Purchasing, Processes, etc.)

× General Operations (A&R, Parking, Campus Policing, etc.)

× Other

Ideal Structure

× Instruction

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

To successfully recruit and enroll more Black or African American students, the College must provide more intentional and focused outreach to Black or African American students and their families. It is also important for the College to communicate and connect Black or African American students to the support resources at the College, such as EOPS, the learning communities, counseling, etc. The Black or African American students in

Marin County need to understand that they will be supported at College of Marin.

- × Budgeting and Administration (HR, Purchasing, Processes, etc.)
- × General Operations (A&R, Parking, Campus Policing, etc.)
- × Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

Culturally, the College needs to glean an even better sensitivity and understanding of the needs of the Black community in Marin County as well as our Black or African American students once they come to the College. To do this, we must engage more intentionally and authentically with the Black community and our Black or African American students at the College to hear what is needed, how the College can support them, and what it can do to lead equity efforts in the county. This work entails talking with folks from the Black community in Marin County, which is beginning to happen more through the efforts of the Umoja Equity Institute, our Outreach office, and our counselors.

Action

Action Steps *

- Focus outreach on first Generation, low income, students of color including African American/Black students
- Provide intentional support for current African American or Black high school students in grades 8th, 9th, 10th who were impacted by oppressive practices in Marin City and Sausalito
- Ensure that prospective African American or Black students are aware of EOPS services and learning communities
- Develop outreach events and mailers for students and families of African American or Black students
- Work with community partner 10,000 Degrees on intentional outreach to African American or Black students.
- Utilize embedded counselors at High School sites to recruit African American or Black students
- Host office hours to assist students with dual enrollment, college application Q&A, developing Ed. Plans, prep for open registration, and assist with registration
- Campaign to provide outreach after text messages and welcome letter with focus on African American or Black students
- Utilize COM and Summer Bridge Ambassadors to support students and outreach efforts
- Track and analyze data based on term and registration for African American or Black students
- Review disaggregated data to assess who is responding and who needs additional outreach
- Develop BIPOC student focus – welcome and support event (alumni connections, college success tools, resiliency strategies, pathway tips and tricks) for incoming and current students
- Support the Umoja Equity Institute in its work to enact and institutionalize equity services that will:
 - Work with local high schools and impacted diverse communities on equity and inclusion
 - Provide a regularized and coordinated program of workshops and presentations with the goal of increased learning opportunities that further increases our engagement with the larger community

- Support equity in mental health at College of Marin and in Marin County
- The College will use culturally responsive communication strategies which align with population specific cultural norms and linguistic nuances (CS4.4)
- Concurrent enrollment offerings provide college access to a greater number of high school students, especially under-represented, and leads to increased college attainment and success (CER2.1)
- Increased K-12 participation in campus events and opportunities to ensure college connection and degree completion (CER2.2)
- Engage key internal and external stakeholders to provide community feedback, inform priorities, needs, goals and share findings with work team to inform priorities and planning (CER3.1)
- Provide necessary information so that students can make informed math, English and ESL placement and pathway choices (SAS1.2)
- Improve the evaluation process that provides students with degree-applicable transfer units (SAS1.3)
- Student journeys will be clearly mapped for all degree and certificate programs (IP1.1)
- Connect and bolster pathways to support students on their educational journeys (IP1.2)

Chancellor's Office Supports

Supports Needed

- × Field Guidance & Implementation
- ✓ Technical Assistance/Professional Development
- × Data & Research
- × Policy & Regulatory Actions
- ✓ Technology Investments & Tools
- × Proof of Concept Pilots
- × Strategic and Operational Communication

Explanation of Supports Needed

Professional development about effective strategies to support African American or Black students during the recruitment and enrollment process would be helpful. It would also be helpful if the Chancellor's Office simplified the CCCApply process.

Completed Transfer-Level Math & English

Black or African American

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

Considering the history of anti-blackness and systemic racism in Marin County and education including at College of Marin, the College must provide more intentional instructional support for our Black or African American students in the way of resources, representation, and inclusion to increase their successful completion of transfer level math and English in the first year.

Structure Evaluation

Current Structure

✓ Instruction

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

The current structure of academic support and instruction is supportive of all students but not always intentional and/or focused on specific groups such as Black or African American students.

- × Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
- × Budgeting and Administration (HR, Purchasing, Processes, etc.)
- × General Operations (A&R, Parking, Campus Policing, etc.)
- × Other

Ideal Structure

✓ Instruction

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

To increase the successful completion of transfer level math and English in the first year for Black or African American students, the College must provide more intentional and focused support and instruction for our Black or African American students. This means providing our Black or African American students specific supports in the areas of mentoring, tutoring, and culturally competent instruction.

- × Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
- × Budgeting and Administration (HR, Purchasing, Processes, etc.)
- × General Operations (A&R, Parking, Campus Policing, etc.)
- × Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

The College needs to create a more supportive, welcoming, and inclusive culture within our academic support programs/services and in the classroom for our Black or African American students. To do this, we must dedicate resources to programs that support Black or African American students such as our Umoja Equity Institute and our Umoja Learning Community. In addition, we must connect Black or African American students to academic support programs/services. Lastly, we need to foster more inclusive classrooms through professional learning and communities of practice.

Action

Action Steps *

- Discuss equity practices at English and Math department meetings, such as sharing ideas, readings, and strategies to support Black or African American students
- Provide professional learning for instructional specialists and instructors to support Black or African American students
- Support the Umoja Equity Institute in its work to encourage faculty and provide strategies to revise and update their curriculum through a lens for Black or African American and BIPOC students
- Provide English and math tutoring and study sessions in collaboration with the learning communities focused on Black or African American students
- Utilize embedded tutors in math and English courses
- Start MESA Program at the college to support first generation students interested in STEM, including Black or African American students
- Implement linguistic justice strategies within English Dept. to better support Black or African American students
- Offer presentations by Black or African American Poets at the college in collaboration with the English Dept. and the Umoja Learning Community
- Provide one-on-one math and English tutoring from the Tutoring and Learning Center as well as the Reading and Writing Lab for EOPS students to better support first generation students, including Black or African American students
- Track and analyze success rates of completion for Black or African American students in math and English courses, companion courses, and if they are accessing the math lab, tutoring center, and the Reading and Writing Lab.
 - Why are DI groups not accessing the resources?
 - If DI groups are accessing the resources, what is helpful?
- Encourage EOPS students to enroll in math and English
- Develop SEP's for EOPS students that incorporate math and English during first year
- Align curriculum between K-12 and COM for math, English, and ESL (IP2.1).
- Improve communication to high schools of the benchmarks needed for math, English, and ESL at COM, engaging in anti-racist practices to improve access and success (see also IP Goal 2) (IP6.1).
- Improve universal design pedagogy and curriculum to ensure the success of COM's racially and culturally

diverse students in the program relevant gateway math and English courses (IP6.2).

- Improve universal design pedagogy and curriculum to ensure the success of COM's racially and culturally diverse students in content courses with identified math and English skills (IP6.3).
- Develop mandatory first-year strategies that include a default schedule for first year students to take HUM 101, Math, English, and Counseling 130 to better support first generation, Black or African American students (SAS3.1)

Chancellor's Office Supports

Supports Needed

- × Field Guidance & Implementation
- ✓ Technical Assistance/Professional Development
- × Data & Research
- × Policy & Regulatory Actions
- × Technology Investments & Tools
- × Proof of Concept Pilots
- × Strategic and Operational Communication

Explanation of Supports Needed

Professional development for faculty and academic support personnel on effective strategies to create more inclusive and welcoming academic support programs/services and classrooms for African American or Black students would be helpful.

Hispanic or Latino

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

Considering the history of racism and inequitable practices with regard to the Latinx community in Marin

County and education including at College of Marin, the College must provide more intentional instructional support for our Latinx students in the way of resources, representation, and inclusion to increase their successful completion of transfer level math and English in the first year.

Structure Evaluation

Current Structure

✓ Instruction

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

The current structure of academic support and instruction is supportive of all students but not always intentional and/or focused on specific groups such as Latinx students.

- ✗ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
- ✗ Budgeting and Administration (HR, Purchasing, Processes, etc.)
- ✗ General Operations (A&R, Parking, Campus Policing, etc.)
- ✗ Other

Ideal Structure

✓ Instruction

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

To increase the successful completion of transfer level math and English in the first year for Latinx students, the College must provide more intentional and focused support and instruction for our Latinx students. This means providing our Latinx students specific supports in the areas of mentoring, tutoring, and culturally competent instruction.

- ✗ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
- ✗ Budgeting and Administration (HR, Purchasing, Processes, etc.)
- ✗ General Operations (A&R, Parking, Campus Policing, etc.)
- ✗ Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

The College needs to create a more supportive, welcoming, and inclusive culture within our academic support programs/services and in the classroom for our Latinx students. To do this, we must dedicate resources to programs that support Latinx students such the learning communities. In addition, we must connect Latinx students to academic support programs/services. Lastly, we need to foster more inclusive classrooms through professional learning and communities of practice.

Action

Action Steps *

- Discuss equity practices at English and Math department meetings, such as sharing ideas, readings, and strategies to support Latinx students
- Provide professional learning for instructional specialists and instructors to support Latinx students
- Support the Umoja Equity Institute in its work to encourage faculty and provide strategies to revise and update their curriculum through a lens for Black or African American and BIPOC students
- Provide English and math tutoring and study sessions in collaboration with the learning communities focused on Latinx students
- Utilize embedded tutors in math and English courses
- Start MESA Program at the college to support first generation students interested in STEM, including Latinx students
- Implement linguistic justice strategies within English Dept. to better support Latinx students
- Provide one-on-one math and English tutoring from the Tutoring and Learning Center as well as the Reading and Writing Lab for EOPS students to better support first generation students, including Latinx students
- Track and analyze success rates of completion for Latinx students in math and English courses, companion courses, and if they are accessing the math lab, tutoring center, and the Reading and Writing Lab.
 - Why are DI groups not accessing the resources?
 - If DI groups are accessing the resources, what is helpful?
- Encourage EOPS students to enroll in math and English
- Develop SEP's for EOPS students that incorporate math and English during first year
- Align curriculum between K-12 and COM for math, English, and ESL (IP2.1).
- Improve communication to high schools of the benchmarks needed for math, English, and ESL at COM, engaging in anti-racist practices to improve access and success (see also IP Goal 2) (IP6.1).
- Improve universal design pedagogy and curriculum to ensure the success of COM's racially and culturally diverse students in the program relevant gateway math and English courses (IP6.2).
- Improve universal design pedagogy and curriculum to ensure the success of COM's racially and culturally diverse students in content courses with identified math and English skills (IP6.3).
- Develop mandatory first-year strategies that include a default schedule for first year students to take HUM 101, Math, English, and Counseling 130 to better support first generation, Latinx students (SAS3.1)

Chancellor's Office Supports

Supports Needed

- × Field Guidance & Implementation
- ✓ Technical Assistance/Professional Development
- × Data & Research
- × Policy & Regulatory Actions
- × Technology Investments & Tools
- × Proof of Concept Pilots
- × Strategic and Operational Communication

Explanation of Supports Needed

Professional development for faculty and academic support personnel on effective strategies to create more inclusive and welcoming academic support programs/services and classrooms for Latinx students would be helpful.

Disabled

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

The culture at College of Marin regarding SAS students has traditionally been one of othering or providing support in a siloed manner. The College must continue to shift the culture, so that support for SAS students is integrated into classroom practices, instruction, and academic support services to increase the successful completion of transfer level math and English in the first year for SAS students.

Structure Evaluation

Current Structure

✓ Instruction

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

The current structure of academic support and instruction is supportive of all students but not always intentional, integrated, and/or focused on specific groups such as SAS students.

- ✗ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
- ✗ Budgeting and Administration (HR, Purchasing, Processes, etc.)
- ✗ General Operations (A&R, Parking, Campus Policing, etc.)
- ✗ Other

Ideal Structure

✓ Instruction

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

To increase the successful completion of transfer level math and English in the first year for SAS students, the College must provide a more integrated and focused approach to instruction and academic support for our SAS students.

- × Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
- × Budgeting and Administration (HR, Purchasing, Processes, etc.)
- × General Operations (A&R, Parking, Campus Policing, etc.)
- × Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

The College needs to create a more supportive, welcoming, and inclusive culture within our academic support programs/services and in the classroom for our SAS students. To do this, we must incorporate universal design pedagogy and curriculum into our classrooms and tutoring services along with intentional support to ensure the success of our SAS students.

Action

Action Steps *

- Provide professional learning for instructional specialists and instructors on Universal Design pedagogy and curriculum as well as best practices to support SAS students
- Utilize embedded tutors in math and English courses
- Provide one-on-one math and English tutoring from the Tutoring and Learning Center as well as the Reading and Writing Lab for SAS students
- Offer SAS study skills classes in Math and English
- Track and analyze success rates of completion for SAS students in math and English courses, companion courses, and if they are accessing the math lab, tutoring center, and the Reading and Writing Lab.
 - Why are DI groups not accessing the resources?
 - If DI groups are accessing the resources, what is helpful?
- Improve universal design pedagogy and curriculum to ensure the success of COM's racially and culturally diverse students in the program relevant gateway math and English courses (IP6.2).
- Improve universal design pedagogy and curriculum to ensure the success of COM's racially and culturally diverse students in content courses with identified math and English skills (IP6.3).
- Students who are experiencing academic difficulties are provided earlier, effective support (SAS5.1).

Chancellor's Office Supports

Supports Needed

- × Field Guidance & Implementation
- ✓ Technical Assistance/Professional Development
- × Data & Research
- × Policy & Regulatory Actions
- × Technology Investments & Tools
- × Proof of Concept Pilots
- × Strategic and Operational Communication

Explanation of Supports Needed

Professional development for faculty and academic support personnel on incorporating Universal Design pedagogy and curriculum as well as best practices to support SAS students would be helpful.

Persistence: First Primary Term to Secondary Term

Black or African American

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

Considering the history of anti-blackness and systemic racism in Marin County and education including at the College of Marin, the College must provide more intentional support to our Black or African American students in the way of resources, representation, and inclusion to increase their persistence from their first primary term to their second.

Structure Evaluation

Current Structure

× Instruction

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

The current structure of wraparound services and instruction is supportive of all students but not always intentional and/or focused on specific groups such as Black or African American students.

× Budgeting and Administration (HR, Purchasing, Processes, etc.)

× General Operations (A&R, Parking, Campus Policing, etc.)

× Other

Ideal Structure

× Instruction

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

To increase the persistence of Black or African American students, the College must provide more intentional and focused support and instruction for our Black or African American students. This means providing our Black or African American students specific supports in the areas of mental health, financial aid, basic needs, books grants, academic counseling, mentoring, tutoring, community, cultural activities, leadership opportunities, and culturally competent instruction.

× Budgeting and Administration (HR, Purchasing, Processes, etc.)

× General Operations (A&R, Parking, Campus Policing, etc.)

× Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

The College needs to create a more supportive, welcoming, and inclusive culture on our campuses and in the classroom for our Black or African American students. To do this, we must dedicate resources directly to our Black or African American students and to programs that support them such as our Umoja Equity Institute and our Umoja Learning Community. In addition, we must connect our Black or African American students to resources and supports. Lastly, we need to foster more inclusive classrooms through professional learning and communities of practice.

Action

Action Steps *

- Provide professional learning for instructional specialists and instructors to support African American or

Black students

- Provide resources and funding for the Umoja Learning Community that focuses on African American or Black students
- Organize and offer events around Equity in Mental Health that support Black or African American students
- Encourage community through Womxn of Color Café activities
- Train and develop the Umoja Learning Community mentors to meet the needs of their students
- Develop collaborative relationship between the Umoja Learning community and other resources and services
- Provide COM Care and Basic Needs interventions with support and funding for high touch groups, including Black or African American students
- Focus outreach to low income, BIPOC students for funding when available
- Cultivate and foster student well-being, sense of belonging, and community (SAS1.4).
- Increase participation in student support and academic services such as learning communities, EOPS, the Library and tutoring (SAS5.2).
- Embed equity principles and practices in the classroom (IP5.1).
- Offer student services using multiple modalities for all student groups (SAS1.1).
- Support the Umoja Equity Institute in its work to enact and institutionalize equity services that will:
 - Improve retention, persistence, and transfer of African American and other students
 - Assist in the development of equity-based curriculum and syllabi for College of Marin faculty and nurture collaborative opportunities for learning and engagement
 - Support equity in mental health at College of Marin and in Marin County

Chancellor's Office Supports

Supports Needed

- × Field Guidance & Implementation
- ✓ Technical Assistance/Professional Development
- × Data & Research
- × Policy & Regulatory Actions
- × Technology Investments & Tools
- × Proof of Concept Pilots
- × Strategic and Operational Communication

Explanation of Supports Needed

Professional development for faculty on effective strategies to create more inclusive and welcoming classrooms for African American or Black students would be helpful.

Hispanic or Latino

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

Marin County is 80% white with a history of racism and inequitable practices with regard to the Latinx community. Considering this history in Marin County and education including at the College of Marin, the College must provide more intentional support to our Latinx students in the way of resources, representation, and inclusion to increase their persistence from their first primary term to their second.

Structure Evaluation

Current Structure

- Instruction
- Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

The current structure of wraparound services and instruction is supportive of all students but not always intentional and/or focused on specific groups such as Latinx students.

- Budgeting and Administration (HR, Purchasing, Processes, etc.)
- General Operations (A&R, Parking, Campus Policing, etc.)
- Other

Ideal Structure

- Instruction
- Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

To increase the persistence of Latinx students, the College must provide more intentional and focused support and instruction for our Latinx students. This means providing our Latinx students specific supports in the areas of mental health, financial aid, basic needs, books grants, academic counseling, mentoring, tutoring, community, cultural activities, leadership opportunities, and culturally competent instruction.

- Budgeting and Administration (HR, Purchasing, Processes, etc.)
- General Operations (A&R, Parking, Campus Policing, etc.)
- Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

The College needs to create a more supportive, welcoming, and inclusive culture on our campuses and in the classroom for our Latinx students. To do this, we must dedicate resources directly to our Latinx students including our credit and noncredit students and to programs that support them. In addition, we must connect our Latinx students to resources and supports. Lastly, we need to foster more inclusive classrooms through professional learning for faculty and communities of practice.

Action

Action Steps *

- Provide professional learning for instructional specialists and instructors to support Latinx students
- Provide funding and resources to implement the new Mi Familia Learning Community to support Latinx students in noncredit and credit courses
- Organize and offer events around Equity in Mental Health that focus on Latinx students
- Encourage community through Womxn of Color Café activities
- Train and develop the learning community mentors to meet the needs of the Latinx students
- Develop collaborative relationship between the learning communities and other resources and services to better support Latinx students
- Provide COM Care and Basic Needs interventions with support and funding for high touch groups, including Latinx students
- Focus outreach to low income, BIPOC students for funding when available
- Cultivate and foster student well-being, sense of belonging, and community (SAS1.4).
- Increase participation in student support and academic services such as learning communities, EOPS, the Library and tutoring (SAS5.2).
- Embed equity principles and practices in the classroom (IP5.1).
- Offer student services using multiple modalities for all student groups (SAS1.1).
- Support the Umoja Equity Institute in its work to enact and institutionalize equity services that will:
 - Improve retention, persistence, and transfer of African American and other students
 - Assist in the development of equity-based curriculum and syllabi for College of Marin faculty and nurture collaborative opportunities for learning and engagement
 - Support equity in mental health at College of Marin and in Marin County

Chancellor's Office Supports

Supports Needed

- × Field Guidance & Implementation
- ✓ Technical Assistance/Professional Development
- × Data & Research

- × Policy & Regulatory Actions
- × Technology Investments & Tools
- × Proof of Concept Pilots
- × Strategic and Operational Communication

Explanation of Supports Needed

Professional development for faculty on effective strategies to create more inclusive and welcoming classrooms for Latinx students would be helpful.

Transfer

Black or African American

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

Considering the history of anti-blackness and systemic racism in Marin County and education including at the College of Marin, the College must provide more intentional counseling and transfer support for our Black or African American to minimize their time to transfer.

Structure Evaluation

Current Structure

- × Instruction
- ✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

The current structure of counseling and transfer support is supportive of all students but not always intentional and/or focused on specific groups such as Black or African American students.

- × Budgeting and Administration (HR, Purchasing, Processes, etc.)
- × General Operations (A&R, Parking, Campus Policing, etc.)
- × Other

Ideal Structure

- × Instruction
- ✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

To successfully increase the number Black or African American students who transfer in three years, the College must provide more intentional and focused counseling and transfer support as well as mentoring for our Black or African American students.

- × Budgeting and Administration (HR, Purchasing, Processes, etc.)
- × General Operations (A&R, Parking, Campus Policing, etc.)
- × Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

The College needs to provide more intentional support for our Black or African American students. To do this, we must dedicate resources to programs that support Black or African American students such as our Umoja Equity Institute and our Umoja Learning Community. In addition, we must provide our Black or African American students specific supports in the areas of academic counseling, transfer support, and mentoring.

Action

Action Steps *

- Support the Umoja Equity Institute in its work to enact and institutionalize equity services that will:
 - Improve retention, persistence, and transfer of African American and other students
 - Work directly with learning communities and Classified Staff in maximizing delivery of services and career advancement
 - Assist in the development of equity-based curriculum and syllabi for College of Marin faculty and nurture collaborative opportunities for learning and engagement
 - Support equity in mental health at College of Marin and in Marin County
- Increase outreach and information availability to students not accessing the Transfer Center, such as Black or African American students
- Implement Transfer Advocate program, linking Black or African American students with role models
- Implement collaboration between Transfer Center with EOPS, 10,000 Degrees, Undocumented Student

Success Center, and learning communities

- Further data-driven outreach and personalized support via creation of a Transfer/Counseling Data Dashboard to support students, including Black or African American students
- Increase focused outreach for Black or African American students (transfer bound and 30+ units, missing a math or English and 30+ units, missing Ethnic Studies and ADT, academic renewal eligible, etc)
- Utilize student focus groups and increase decision making around student feedback
- Increase transfer pathways for students by aligning Articulation Officer and Transfer Center to identify First-Gen-friendly, transfer-friendly institutions and create partnerships/articulation, including HBCUs – creating affordable options for students
- Guide students to make informed transfer decisions by:
 - Creating a stoplight transfer success matrix: Research retention/graduation rates at our most popular transfer institutions, incorporate findings into TC literature and counseling.
 - Creating a more robust resource library for counselors, focusing on institutions that support different populations (Black or African American student support, etc).
 - Develop Library of financial aid letter examples, run data to see trends across institutions (collaborate with our fin aid office)
 - Utilize alumni list with new fields for Black or African American students
- Increase Transfer Center outreach to high schools to strengthen the pipeline.
- Establish and implement the master schedule process to support students in reaching transfer goals in a timelier manner (IP3.1)

Chancellor's Office Supports

Supports Needed

- × Field Guidance & Implementation
- ✓ Technical Assistance/Professional Development
- × Data & Research
- × Policy & Regulatory Actions
- × Technology Investments & Tools
- × Proof of Concept Pilots
- × Strategic and Operational Communication

Explanation of Supports Needed

Professional development for counseling faculty and transfer support personnel about effective strategies to support African American or Black students would be helpful.

Hispanic or Latino

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

Considering the history of racism and inequitable practices with regard to the Latinx community in Marin County and education including at the College of Marin, the College must provide more intentional counseling and transfer support for our Latinx students to minimize their time to transfer.

Structure Evaluation

Current Structure

- × Instruction
- ✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

The current structure of counseling and transfer support is supportive of all students but not always intentional and/or focused on specific groups such as Latinx students.

- × Budgeting and Administration (HR, Purchasing, Processes, etc.)
- × General Operations (A&R, Parking, Campus Policing, etc.)
- × Other

Ideal Structure

- × Instruction
- ✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

To successfully increase the number Latinx students who transfer in three years, the College must provide more intentional and focused counseling and transfer support as well as mentoring for our Latinx students.

- × Budgeting and Administration (HR, Purchasing, Processes, etc.)
- × General Operations (A&R, Parking, Campus Policing, etc.)
- × Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

The College needs to provide more intentional support for our Latinx students. To do this, we must dedicate resources to programs that support Latinx students such the learning communities. In addition, we must provide our Latinx students specific supports in the areas of academic counseling, transfer support, and mentoring.

Action

Action Steps *

- Increase outreach and information availability to students not accessing the Transfer Center, such as Latinx students
- Implement Transfer Advocate program, linking Latinx students with role models
- Implement collaboration between Transfer Center with EOPS, 10,000 Degrees, Undocumented Student Success Center, and learning communities
- Further data-driven outreach and personalized support via creation of a Transfer/Counseling Data Dashboard to support students, including Latinx students
- Increase focused outreach for Latinx students (transfer bound and 30+ units, missing a math or English and 30+ units, missing Ethnic Studies and ADT, academic renewal eligible, etc)
- Utilize student focus groups and increase decision making around student feedback
- Increase transfer pathways for students by aligning Articulation Officer and Transfer Center to identify First-Gen-friendly, transfer-friendly institutions and create partnerships/articulation – creating affordable options for students
- Guide students to make informed transfer decisions by:
 - Creating a stoplight transfer success matrix: Research retention/graduation rates at our most popular transfer institutions, incorporate findings into TC literature and counseling.
 - Creating a more robust resource library for counselors, focusing on institutions that support different populations (Latinx student support, UndocuAlly, etc).
 - Develop Library of financial aid letter examples, run data to see trends across institutions (collaborate with our fin aid office)
 - Utilize alumni list with new fields for Latinx students
- Increase Transfer Center outreach to high schools to strengthen the pipeline.
- Establish and implement the master schedule process to support students in reaching transfer goals in a timelier manner (IP3.1)
- Support the Umoja Equity Institute in its work to enact and institutionalize equity services that will:
 - Work directly with learning communities and Classified Staff in maximizing delivery of services and career advancement
 - Assist in the development of equity-based curriculum and syllabi for College of Marin faculty and nurture collaborative opportunities for learning and engagement
 - Support equity in mental health at College of Marin and in Marin County

Chancellor's Office Supports

Supports Needed

- × Field Guidance & Implementation
- ✓ Technical Assistance/Professional Development
- × Data & Research
- × Policy & Regulatory Actions
- × Technology Investments & Tools
- × Proof of Concept Pilots
- × Strategic and Operational Communication

Explanation of Supports Needed

Professional development for counseling faculty and transfer support personnel about effective strategies to support Latinx students would be helpful.

LGBT

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

The work to support our LGBT students at College of Marin is fairly new, particularly because we have recently started identifying and collecting data on our LGBT students. Thus, the College must put into place intentional counseling and transfer support for our LGBT students to minimize their time to transfer.

Structure Evaluation

Current Structure

- × Instruction
- ✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

The current structure of counseling and transfer support is supportive of all students but not always intentional and/or focused on specific groups such as LGBT students.

- × Budgeting and Administration (HR, Purchasing, Processes, etc.)
- × General Operations (A&R, Parking, Campus Policing, etc.)
- × Other

Ideal Structure

- × Instruction
- ✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

To successfully increase the number LGBT students who transfer in three years, the College must provide more intentional and focused counseling and transfer support as well as mentoring for our LGBT students.

- × Budgeting and Administration (HR, Purchasing, Processes, etc.)
- × General Operations (A&R, Parking, Campus Policing, etc.)
- × Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

The College needs to provide more intentional support for our LGBT students. To do this, we must dedicate resources to programs that support LGBT students such clubs and activities. In addition, we must provide our LGBT students specific supports in the areas of academic counseling, transfer support, and mentoring.

Action

Action Steps *

- Develop an LGBTQ+ club and support space
 - Bring resources and services to the group
 - Bring visibility and connection to faculty, staff, and programs
- Increase outreach and information availability to students not accessing the Transfer Center, such as LGBT students
- Implement Transfer Advocate program, linking LGBT students with role models
- Further data-driven outreach and personalized support via creation of a Transfer/Counseling Data Dashboard to support students, including LGBT students
- Increase focused outreach for LGBT students (transfer bound and 30+ units, missing a math or English and 30+ units, missing Ethnic Studies and ADT, academic renewal eligible, etc)

- Utilize student focus groups and increase decision making around student feedback
- Increase transfer pathways for students by aligning Articulation Officer and Transfer Center to identify First-Gen-friendly, transfer-friendly institutions and create partnerships/articulation – creating affordable options for students
- Guide students to make informed transfer decisions by:
 - Creating a stoplight transfer success matrix: Research retention/graduation rates at our most popular transfer institutions, incorporate findings into TC literature and counseling.
 - Creating a more robust resource library for counselors, focusing on institutions that support different populations (LGBTQ climate, etc).
 - Develop Library of financial aid letter examples, run data to see trends across institutions (collaborate with our fin aid office)
 - Utilize alumni list with new fields for LGBT students
- Increase Transfer Center outreach to high schools to strengthen the pipeline.
- Establish and implement the master schedule process to support students in reaching transfer goals in a timelier manner (IP3.1)

Chancellor's Office Supports

Supports Needed

- × Field Guidance & Implementation
- ✓ Technical Assistance/Professional Development
- × Data & Research
- × Policy & Regulatory Actions
- × Technology Investments & Tools
- × Proof of Concept Pilots
- × Strategic and Operational Communication

Explanation of Supports Needed

Professional development for counseling faculty and transfer support personnel about effective strategies to support LGBT students would be helpful.

Completion

All

Areas of Completion

Areas of Completion *

- ✓ Adult Ed/Noncredit Completion
- ✓ Certificate Completion
- ✓ Degree Completion

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

College of Marin has been diligently working to organize its processes around intentional and equitable support for students, but there is more to be done to increase the number of all students who earned one of the following: CO approved certificate, associate degree, and/or baccalaureate degree in three years.

Structure Evaluation

Current Structure

- ✓ Instruction

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

College of Marin has recently put into place processes and performance assessment utilizing disaggregated data to improve the intentional and equitable support of students to ensure their success.

- ✗ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
- ✗ Budgeting and Administration (HR, Purchasing, Processes, etc.)
- ✗ General Operations (A&R, Parking, Campus Policing, etc.)
- ✗ Other

Ideal Structure

- ✓ Instruction

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

To increase the number of students who have earned one of the following: CO approved certificate, associate degree, and/or baccalaureate degree in three years, the College must continue to collect and use disaggregated data as well as best practices to successfully support our students.

- × Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
- × Budgeting and Administration (HR, Purchasing, Processes, etc.)
- × General Operations (A&R, Parking, Campus Policing, etc.)
- × Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

The College needs to continue to use processes and performance assessment utilizing disaggregated data to eliminate existing racial gaps, carry out data-informed, equity-minded, program-specific improvements, and develop student centered programs and services that meet the needs of our students and the community.

Action

Action Steps *

- Focus outreach on credit for prior learning opportunities at the College and how time to graduation/degree can be expedited.
- Provide outreach to encourage the use of the Work Experience program towards AA/AS degree
- Implement Program Review process that includes disaggregated data to analyze and better support DI groups
- Increase the number of students who have clear educational plans and goals (SAS4.1)
- Decrease toward elimination of existing racial equity gaps at the College, with the goal of eliminating gaps by the conclusion of the EMP in 2025 (EQ Goal 1)
- Routine, disaggregated data analysis at both the institutional and program level identifies particular areas of concern and charts progress toward Equity Goal 1 attainment: (EQ1.1)
- Data-informed, equity-minded, ongoing professional development expands faculty, staff, and administrator capacity and capability to meet Equity Goal 1 (EQ1.2)
- All academic programs identify and carry out data-informed, equity-minded, program-specific changes through the program review process toward Equity Goal 1 attainment (EQ1.3)
- Develop student-centered, data informed course offerings that consider scheduling (time of day/late start) and delivery methods that enable student success and equity (IP4.1)
- Use data from internal and stakeholder engagement (qualitative, quantitative) and other sources to respond to needs of high-priority groups (Latinx, African American, ESL, First Generation) identified in CER Goal 3 and other mission-relevant areas (CER4.1)

Chancellor's Office Supports

Supports Needed

- × Field Guidance & Implementation
- ✓ Technical Assistance/Professional Development
- ✓ Data & Research
- × Policy & Regulatory Actions
- × Technology Investments & Tools
- × Proof of Concept Pilots
- × Strategic and Operational Communication

Explanation of Supports Needed

Professional development and data about effective strategies to support students would be helpful.

Student Support Integration Survey

Certification

Chancellor/President

David Coon

Dcoon@marin.edu

Approved by David Coon

11/21/2022 09:54 AM PST

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Approved by Greg Nelson

11/21/2022 09:34 AM PST

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11/21/2022 09:53 AM PST

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11/21/2022 10:13 AM PST

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11/21/2022 10:45 AM PST



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