

2019 Student Equity Plan

Process & Schedule

Outline a process and schedule for evaluating the progress made toward meeting your student equity goals.

Yearly, we will be evaluating the progress of our equity goals through the SEA annual report process, using data from the Data on Demand website. Also, we currently track, report, and disaggregate data annually for race, ethnicity, and gender when measuring course success, degree completion, student persistence, completion, time-to-degree, and completion of college-level English and Math. In addition, we produce an annual student, faculty, staff, and administration diversity report. Lastly, we will be evaluating programs, such as Summer Bridge and the learning communities like Puente, Umoja, and MAPS to assess progress and success.

Success Criteria

How will your college ensure coordination across student equity-related categorical programs or campus-based programs?

There are several measures that have been put into place to ensure coordination across student equity-related categorical programs and campus-based programs:

1. Firstly, many of the activities within COM's new three-year strategic plan are embedded and aligned with COM's Student Equity Plan, so these activities are the part of collective work of the College, and work groups will be assigned to oversee the objectives and activities of the strategic plan.
2. Secondly, the Guidance, Resources, Integration, Transformation (GRIT) Committee will be overseeing the progress of COM's Student Equity Plan. This committee is charged with reviewing "plans, program reviews, and data to ensure that equity and access are embedded in all plans and programs and that resources and efforts support overall student success." The GRIT Committee is structured to include many different departments and programs to ensure coordination of equity efforts across the campus. GRIT members represent the following:

Math (Faculty)
English (Faculty)
Counseling (Faculty)
Learning Communities

PRIE
EOPS
Equity Coordinator/Student Activities and Advocacy
Student Accessibility Services

Enrollment Services
Service Learning & Internships
CTE Rep/Strong Workforce/Non-credit

Outreach
Service Learning & Internships
Office of Instructional Management

With representatives from many of the offices that coordinate and implement the student success and equity programs, GRIT will be able to thoughtfully plan for the development and growth of the programs included in our Student Equity Plan as well as adapt to changing needs.

3. Lastly, the Dean of Educational Success Programs will work with the GRIT Committee and multiple departments to ensure coordination across student equity-related categorical programs as well as campus-based programs.

Executive Summary

Each college must create an executive summary that includes, at a minimum, the Student Equity goals for each required student group, the activities the college will undertake to achieve these goals, and the resources budgeted for these activities. The executive summary for this plan must also include an accounting of how Student Equity funding for 2015-16, 2016-17, and 2017-18 was expended and an assessment of the progress made in achieving the identified goals from prior years plans. The summary must also include the name of the college or district official to contact for further information. The executive summary must be posted to the college website. Provide a link to your college's executive summary below: <http://initiatives.marin.edu/student-equity>

Executive Summary

Introduction

Using data provided by the Chancellor's Office, the GRIT (Guidance, Resources, Integration, Transformation) Committee with representatives from departments and programs across the campus developed the 2019 Student Equity Plan. The data from the Chancellor's Office highlighted those groups that are succeeding at lower rates for each of the five metrics or the Disproportionate Impact (DI) groups. The five metrics are as follows: 1) Enrolled in the Same Community College, 2) Retained from Fall to Spring at the Same College, 3) Transfer to a four-year institution, 4) Completed Both Transfer-Level Math and English Within the District in the First

Year, and 5) Attained the Vision Goal Completion Definition. Due to the narrow and specific parameters that the Chancellor’s Office used to calculate for success and disproportionate impact, the GRIT Committee is concerned that the data does not fully represent all the DI groups at COM. Thus, activities within the 2019 Student Equity Plan are designed to support not only the DI groups identified by the Chancellor’s Office, but also those students from historically underrepresented groups who succeed at lower rates as shown from our internal data. Lastly, the Student Equity allocation is only one part of the funds COM will receive with regard to the Student Equity and Achievement (SEA) funds. Thus, the listed budget amounts for programs and activities only reflect the contribution from the Student Equity allocation and do not necessarily reflect the full cost or funds allocated for those programs or activities.

2019 Student Equity Goals, Activities, and Resources

2019 Student Equity Goals and Activities for the Overall Population

Metric	Baseline	Goal	Activities that support the goal
Enrolled in the Same Community College	7377	7446	<ul style="list-style-type: none"> • Streamline online application and enrollment process (SAS 2.1. Action Step 1.1) • Establish a clear “front door” for new and returning students with clear signage, and a friendly Welcome Center with drop-in help for FAFSA, financial aid, and CCCApply (SAS 1.1. Action Step 1.1) • Increase the presence of peer student-to-student interactions to enhance access and services support (SAS 1.1. Action Step 1.2) • Implement a solution/s that provides evening and weekend students increased access to the Cashiering Services window (pay transportation fee and obtain photo student IDs), Health Services, counseling services, COM Cupboard, SAS support, and the bookstore throughout the semester (SAS 1.1. Action Step 1.3) • Improve the usability of online resources, including CCCApply, MyCOM portal, and website, especially for student groups who are less familiar with computers and technology (SAS 1.1. Action Step 1.4) • Increase the number of ED Plans for ESL students through Counseling Outreach to ESL Students (SAS 1.2. Action Step 2.1)

			<ul style="list-style-type: none"> • Streamline enrollment processes for noncredit ESL students (SAS 2.1.) • Redesign master course scheduling to ensure sufficient and timely offerings, complementary planning to avoid key conflicts to support transfer and degree attainment (IP 3.1.) • Institutionalize the COMPASS program designed to increase the college readiness of participating students and contribute to their academic success in high school and beyond • Improve communication with students who have completed CCCApply, using texts for important information
Retained from Fall to Spring at the Same College	3801	3822	<ul style="list-style-type: none"> • Increase number of outreach activities conducted by counselors throughout the semester (SAS 1.2. Action Step 2.3) • Monitor and assess academic student progress for early intervention (SAS 5.1. Action Step 1.1) • Develop academic support strategies for students (SAS 5.1. Action Step 1.2) • Utilize varying methods of communication for students • Evaluate and pilot delivery modalities for just-in-time information and timeline reminders as well as targeted essential skills that are mapped by week of the semester (SAS 3.1. Action Steps 1.2 and 1.3)
Transfer to a four-year institution	474	486	<ul style="list-style-type: none"> • Outreach to students undecided on majors, or on academic/progress probation or dismissal for federal aid or California Promise (formerly BOG fee waivers) • Explore best practices to support students on probation (SAS 5.1. Action Step 1.2)
Completed Both Transfer-	46	54	<ul style="list-style-type: none"> • Align high school to college math and English curriculum/course content with regard to AB 705 (IP 2.1. Action Step 1.2) • Provide professional learning opportunities for English, ESL and math faculty to

Level Math and English Within the District in the First Year			<p>discuss alignment of curriculum with K-12 faculty (IP 6.1. Action Step 1.5)</p> <ul style="list-style-type: none"> • Develop Math orientation • Evaluate effectiveness of math and English companion courses (IP 6.1. Action Step 1.3.1.) • Explore offering late start classes in math and English and other support options such as success workshops (IP 6.1. Action Step 1.3.3) • Provide professional development opportunities to share best practices in increasing student success and implementing AB 705 (IP 6.1. Action Step 1.4.) • Identify specific Math/English skills that are needed in core content courses that previously had prerequisites and develop innovative strategies to respond (IP 6.2. Action Step 2.1.) • Research and implement best practices for supplemental instruction and scheduling, such as tutoring, workshops, brush up credit/non-credit courses. (IP 6.3 Action Step 2.3)
Attained the Vision Goal Completion Definition	<p>313</p>	<p>339</p>	<ul style="list-style-type: none"> • Outreach to students who are close to degree completion • Increase activities around commencement and completion • Improve graduation application process • Strengthen pipeline with industry to encourage certificate completion

2019 Student Equity Goals, Activities, Resources for Disproportionate Impact Groups

Metric	DI Group	Baseline	Goal	Students Needed	Activities that Support Goal	Budget
Enrolled in	<ul style="list-style-type: none"> • Female Veteran 	<p>7</p>	<p>13</p>	<p>6</p>	<ul style="list-style-type: none"> • Target communication based on 	<p>\$100,000</p>

the Same Community College	<ul style="list-style-type: none"> Female Native Hawaiian/Pac Islander Female Filipino Female Black/Af. Am. Male White 	11 73 215 1564	17 83 262 1564	6 10 47 0	<ul style="list-style-type: none"> interests and identity from CCCApply (possibly using texts) Develop and implement Veterans Support Team to support students in transitioning from military to student life 	
Retained from Fall to Spring at the Same College	<ul style="list-style-type: none"> Female White 	840	840	0	<ul style="list-style-type: none"> n/a 	
Transfer to a four-year institution	<ul style="list-style-type: none"> Male Veteran Male LGBT Male Foster Youth Male Some other Race Female Foster Youth Male Black/Af. Am. Male Hispanic/Latino Female Am. Indian or Alaska Native Female Filipino 	4 3 1 0 4 5 39 0 4	5 3 3 3 5 42 1 4	1 0 2 3 1 3 1 0	<ul style="list-style-type: none"> Provide transfer support for special populations and historically underrepresented groups Scale, coordinate, and align efforts among the learning communities Expand peer mentoring program Develop and implement Veterans Support Team to support students in transitioning from military to student life 	\$100,000
Completed Both Transfer-Level Math	<ul style="list-style-type: none"> Male Hispanic or Latino Female More than One Race 	4 0 0	7 1 1	3 1 1	<ul style="list-style-type: none"> Focus equity flex activities on effective pedagogy, classroom management and teaching strategies for identified focused/targeted 	\$63,000

<p>and English Within the District in the First Year</p>	<ul style="list-style-type: none"> • Female Black /Af. Am • Female Disabled • Male Disabled 	<p>0 0</p>	<p>2 1</p>	<p>2 1</p>	<p>groups to address gaps (E.1.2. Action Step 1)</p> <ul style="list-style-type: none"> • Develop equitable practice and policies designed to support differences in the contexts of students’ learning—not to treat all students the same. (E.1.3. Action Step 2) • Gather and incorporate student voice (E1.1. Action Step 3) • Reach out to first semester students who are not enrolled in math or English and encourage them to add using email or student ambassadors to call • Provide specialized tutoring for students with disabilities in the subjects of English and Math • Access and utilize literacy software and assistive technology to support students with reading difficulties and disabilities • Provide specialized curriculum to develop foundational skills in the areas of English and Math for students with disabilities • Provide professional development and training to peer tutors and 	
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					instructional aides on Universal Design for Learning and effective strategies for tutoring students with disabilities	
Attained the Vision Goal Completion Definition	<ul style="list-style-type: none"> • Male Veteran • Male LGBT • Male Filipino • Male Native Hawaiian/Pac Islander • Male Some other Race • Male Hispanic or Latino • Female Am. Indian/ Alaska Native • Female Native Hawaiian/Pac Islander • Female Some other Race 	2 1 0 0 3 30 0 0 2	3 3 1 1 7 37 1 1 10	1 2 1 1 4 7 1 1 8	<ul style="list-style-type: none"> • Track and assess program and student success for targeted groups • Develop alumni network as a resource • Develop activities to connect alumni network with current students • Reach out to students in targeted groups through Ambassadors 	\$114,235

2019/20 Proposed Allocation: \$377,235

Enrolled in the Same Community College	Outreach & COMPASS	\$100,000
Transfer to a four-year institution	Umoja	\$100,000

Completed Both Transfer-Level Math and English Within the District in the First Year	Professional Development: \$9,000 Student Accessibility Services \$10,000 Supplemental Workshops: \$14,000 Tutoring & Embedded Peer Tutors: \$30,000	\$63,000
Attained the Vision Goal Completion Definition	Data & Research: \$48,235 Equity Coordinator: \$66,000	\$114,235
	TOTAL	\$377,235

Previous Student Equity Work & Resource Allocation

Progress on the goals from COM's 2015-2016 Student Equity Plan

	Equity Goals	Progress
A.1.	Offer JumpStart program of tuition waiver for high school students attending College of Marin	Completed & Ongoing: Tuition costs of dual-enrolled students have been waived, leading to more avenues for access in transitioning students from high school to college. We continue to use funding to support dual enrollment programs at College of Marin.
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	Completed & Ongoing: Equity funds have been utilized to embed tutoring services within our Student Accessibility Services area and directly support our students with disabilities population. We have also been able to update our technology assistance capabilities and continue to provide for our students in academic settings. In addition, SAS continues to provide learning disability testing for our students.
A.3.	Pilot and evaluate the use of Equity Funds to support access to course materials and activities for low-income	Completed: Our Equity funds have been used to provide a variety of programs that support our basic skills students and learning communities such as textbook rentals, laptop rentals, and tutoring.

	students, particularly in Basic Skills courses and learning communities.	
B.1.	Continue and expand implementation of COM CARE early alert program to assist and retain students at risk.	Ongoing: We have expanded our COM Care Team and have instituted weekly check-in meetings in order to provide updates and support for students at risk.
B.2.	Enhance coordination and expand opportunities for students to participate in learning communities.	Completed & Ongoing: Our three learning communities have grown and developed considerably in the last couple of years with support from staff, faculty, administration, and access to Equity funding. With their robust growth and increase in programmatic structures, the learning communities curriculum and coordination will be integrated into the new Guided Pathways model that COM will be implementing. This will allow for greater co-curricular coordination and will allow room for the anticipated growth of the programs. It will also allow for more cross community events and activities to develop a network of support and increased campus visibility.
B.3.	Review current course prerequisites, co-requisites and advisories and assess student success in courses lacking prerequisites or advisories.	Ongoing: More work needs to be done in this area to glean significant results.
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.	Completed: Through a partnership between COM and the North Bay Leadership Council of Marin, the program was implemented with some success. However, COM's efforts are now redoubled in COMPASS and reaching a higher number of high school students.
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.	Completed: The council was created and the work was completed. Data derived from the work helped inform the growth of the COMPASS and Summer Bridge programs at College of Marin.

C.3.	Continue growth of Summer Bridge program.	Completed & Ongoing: The Summer Bridge program has been developed and continues to grow. In 2014, we offered just one cohort, and 24 students completed the program. However, in 2016, that number grew to 86 students, eliminating 89 semesters of remediation. Then in 2017, we offered five cohorts, and 118 students completed the program, eliminating 64 semesters of remediation (The number of eliminated semesters decreased from 2016 to 2017 as a result of using Multiple Measures for placement, as many students placed higher and directly into transfer level courses).
C.4.	Support Basic Skills Master Planning, including partnering with those involved and BSI Steering Committee around recommended initiatives.	Ongoing: Many of the recommendations from the Basic Skills Master Plan are in development, such as structured pathways (Guided Pathways), HUM 101, College Hour, and greater focus on inclusivity with the IDEA Committee.
C.5.	Offer Math Jam to enhance student success on assessment for placement.	Completed & Ongoing: Our Math Jam program has been implemented and continues to help COM students place higher through intensive math review the week prior to classes.
C.6.	Provide Enhanced Counseling Outreach to ESL Students	Ongoing: We have been able to successfully offer enhanced counseling for ESL enrollment through weekend events as well as night hours and continue to provide these opportunities multiple times each semester.
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	Ongoing: One semester, we contacted undecided students to come in for an appointment, but we had limited success. We have also offered workshops for students on probation or dismissal, but they were low attended. However, soon we will be offering a one unit course (Counseling 105) for these students, and with our Guided Pathways framework, we hope to create a more effective system and structure for tracking and supporting students.
E.1.	Increase Puente Program	Ongoing: With the assistance of Equity funding, Puente has integrated math tutoring into the program and can now provide better support toward basic skills subjects. Puente continues to grow at College of Marin.
E.2.	Implement UMOJA program	Completed & Ongoing: The Umoja Learning Community was successfully

		implemented and continues to provide essential wrap-around support for students from historically underrepresented backgrounds. As Umoja develops, the community is actively engaged in creating community development programs, linked Umoja courses, and instituting peer mentorship opportunities.
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.	Ongoing: Transfer ambassadors are working to bridge students who are transferring with offices that can provide direct student support and build communities of support around disproportionately impacted identities. This will include multicultural affairs and EOP offices at transfer institutions.
F.1.	Redesign master course scheduling to ensure sufficient and timely offerings, complementary planning to avoid key conflicts to support transfer and degree attainment.	Ongoing: We are currently in the process of mapping to align with transfer and degree attainment. We plan to connect and integrate this work into the Guided Pathways framework to inform the master schedule redesign.
F.2.	Increase support for and retention of enrolled Foster Youth	Ongoing: We are working to expand our focus in this area.
F.3.	Implement COMPASS 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	Completed & Ongoing: COMPASS has been expanded from just one to five high schools with 234 students enrolled in Fall 2017 and 250 students in Fall 2018. Our COMPASS coordinators and counselors have worked closely with the local high school districts, greatly increasing COM's visibility and providing high touch points of access.
F.4.	Implement EAB's Navigate platform to enhance onboarding and retention of students	Complete: The Navigate platform was unable to adequately meet student needs.
F.5.	Increase staff resources for equity data collection, research and analysis to	Completed: A senior research analyst position in PRIE is now being partially funded with Equity funds. By supporting staffing in the PRIE department, COM has

	support equity planning.	been able to create a bridge between the data collection and analysis and the programmatic support of equity initiatives.
F.6.	Increase staff and faculty resources to support equity planning, coordination and achievement of related goals.	Completed & Ongoing: An Equity Coordinator staff position was created and filled. In the past year, the IDEA (Inclusion, Diversity, Equity Action) Committee and Integration Working Committee were created to support equity planning, coordination, and the achievement of these initiatives at the College.
F.7.	Improve Veteran student outreach, services, support, and coordination	Completed & Ongoing: We continue to improve our support services for Veterans.
F.8.	Seek Hispanic Serving Institution (HSI) federal funding status	Ongoing: While COM's Latinx population is 30%, the College does not currently meet all of the criteria to become an HSI. However, we continue to investigate the possibility of submitting a waiver application.
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.	Completed & Ongoing: We have held a number of Flex events and professional development opportunities for our staff, faculty, and administration in the past two years. Some of them include: <ol style="list-style-type: none"> 1. Sending staff, faculty, administrators, and students to attend a number of conferences including: <ul style="list-style-type: none"> • National Conference on Race and Ethnicity (NCORE) • Achieving the Dream • Instructional Design Conferences • Equity Summits • On Course Conference • Veterans Summit 2. Offering on-campus professional development flex opportunities including: <ul style="list-style-type: none"> • Understanding the needs of students with disabilities • Understanding the needs of veteran students • Undocually Workshop • Campus-wide Equity Summit

Previous Student Equity Budgets: 2015/16, 2016/17, and 2017/18

Student Equity Budget for 2015/16; Allocation: \$448,570

Umoja	\$76,640
Puente	\$4,678
Summer Bridge	\$17,131
Math Jam	\$37,156
Equity Coordinator	\$30,229
COMPASS	\$16,520
Veterans	\$59,836
Data & Research	\$36,663
Tutoring	\$15,606
HUM 101 Development	\$27,905
Outreach	\$56,731
Supplies & Events	\$5,484
Professional Development	\$33,137
Algebra Academy	\$5,000
COM Cupboard/Basic Needs	\$16,805
Contract/Software	\$30,733
Technological Support for Students	\$76,966
TOTAL	\$547,220

Student Equity Budget for 2016/17; Allocation: \$384,934

Umoja	\$57,637
Puente	\$7,261
Summer Bridge	\$11,558
Tutoring	\$2,687

COMPASS	\$32,091
CalWorks	\$2,916
Outreach	\$69,318
Professional Development	\$27,451
Contract/Software	\$67,272
HUM 101 Development	\$8,515
Veteran Services	\$68,320
Data & Research	\$41,606
Math Jam	\$32,958
ESL	\$11,607
Student Accessibility Services	\$9,023
COM Cupboard	\$5,630
Equity Coordinator	\$66,013
Library Book Loan Program	\$9,745
Curriculum Development	\$3,469
TOTAL	\$535,077

**Student Equity Budget for 2017/18 Allocation: \$377,235
+ \$104,660 of carry over = \$481,895**

Umoja	\$85,298
Puente	\$10,280
Outreach & COMPASS	\$124,766
Professional Development	\$6,001
Contract/Software	\$23,776
HUM 101 Development	\$1,908
Veteran Services	\$83,636
Data & Research	\$50,432

Math Jam	\$10,426
Student Accessibility Services	\$10,472
COM Cupboard	\$2,262
Equity Coordinator	\$56,421
Library Book Loan Program	\$3,040
Testing	\$7,955
Carryover for 2019	\$5,222
TOTAL	\$481,895