

Educational Planning Committee
Report for Academic Year 2017-2018
Student Success 3.1: Decisions Based on Sound Data and Analysis
Presented by Christina Leimer

1. EMP Recommendation and Objective (Include narrative from 2015-2018 strategic plan)

EMP Recommendation Student Success 3: Develop, implement, and evaluate a plan for systematically tracking the progress and success of students, with particular attention to students in the general-education, career-technical-education, and basic-skills pathways. Then develop, implement, and evaluate strategies for the use of that information to support effective instruction and improve student success. Ensure that evaluation results feed into the program review cycle.

Objective SS3.1: Institutional/programmatic decisions reflect sound data and analysis of factors impacting student success.

2. What actions have been taken toward achieving the objective? Please describe.

Action Step 1.1: Track trends in indicators for feedback on progress

- All strategic plan performance indicators are tracked and reported as part of annual progress tracking by EPC.
- A variety of progress and outcomes measures are routinely tracked and disseminated via the online Fact Book <http://www.marin.edu/com/PRIE/factbook/index.html> such as student success and retention rates (disaggregated by division, course type and student race/ethnicity), persistence to next term (by student race/ethnicity), progression from pre-college to college level courses, degrees awarded, and number of transfers to four-year institutions.
- Institution-set standards are tracked, monitored and shared annually including to ACCJC
- Student Success Scorecard metrics are tracked and disseminated via the PRIE website and to the Board of Trustees. 2017 report is at: [COM Student Success Scorecard 2017 report presentation to Board of Trustees \(July 2017\)](#)

Action Step 1.2: Research and analyze factors contributing to or detracting from indicator success for identified groups and evaluate current and potential interventions.

Numerous research studies and analyses focused on COM's student success and equity have been conducted, disseminated to relevant campus groups and the campus at large. Some are posted on the Planning, Research & Institutional Effectiveness (PRIE) department's Research and Analysis web page: <http://www.marin.edu/com/PRIE/research/current-reports.html> Examples include:

- [COM Enrollment Patterns: Bay Area Students Outside Marin County](#)
- [Student Voting Rates for College of Marin](#) (external report)
- [Are Employees Prepared to Support Student Equity?](#)
- [Classified Staff Professional Development Day Evaluation Results Spring 2017](#)
- What Influences Fall-to-Spring Persistence Among First-Time COM Students?

Action Step 1.3: Advance strategies for utilizing data and research findings in major decisions.

Strategies:

- Sharing data, research, and planning with relevant committees, Deans, President's Cabinet, and posting online and notifying via COMAIL. Examples: daily enrollment counts during registration & analyses to assist with real-time recruitment, monthly [Data Nuggets](#), results from Preparation for Student Equity survey and online [Fact Book](#).
 - Providing data to obtain grants and track progress (e.g., Transformation grant, Lumina, Marin Promise, free textbooks initiative, mental health services grant, Strong Workforce, AEBG reporting, Biennial Occupational Report)
 - Increasing visibility of strategic plan (brochure, posters, new employee orientation presentation, explicitly tying together planning objectives & research in reports), college data (updated Fast Facts brochure [College of Marin Academic Year 2016-2017](#), high school data to high school principals) and research targeted specifically to strategic plan objectives (e.g., enrollment).
 - Utilizing quantitative baselines and performance indicators in [strategic](#), [integrated](#), and EEO plans (see link on this page <http://president.marin.edu/>)
 - Data dashboard available to all COM employees, providing training and encouraging use for program review
 - Collaborating with faculty and managers to collect data to assist in developing and evaluating high-priority initiatives (e.g., Health/Fitness Center, employee housing feasibility, classified staff professional development), programs (e.g., increase DE courses, ENGL150 success after modifying from 3 to 4 units, success rates after implementing multiple measures assessment) and multiple, extensive analyses of enrollment patterns and environmental and operational changes to assist with increasing enrollment (e.g., effect of repeatability, cluster analysis likelihood of enrolling, relationship between applications and enrollment, tracking applied but didn't enroll, trend comparisons to peer cc's, effect of course schedule mailing, Marin County population and economic changes, literature review of cc enrollment and economy). Note, these studies are for internal use only so are not posted online.
 - Currently working with noncredit ESL faculty and staff to provide data and establish quantitative baselines to assess enrollment and success patterns among their students.
3. Are you on track to achieve this objective? What evidence supports your judgment of progress made toward this objective?

Yes. Action steps information provided above and the following performance indicator.

Performance Indicator SS3.1: Review of evidence indicating major student success related decisions are based on data and research.

Numerous decisions have been made based on studies & data, some of which are shown in this report. Specific examples include established hours and amenities for the new fitness center, which non-enrolled students to call for targeted follow-up, professional development offerings, and course schedule mailing.

4. Have you achieved this objective? Yes X No If not, why not?