

The background is a dark, textured surface with faint, light-colored sketches of various scientific and mathematical concepts. These include a globe in the upper left, a large letter 'V' in the top left, a microscope on the left side, a stack of books at the bottom left, a plus sign and a cross in the bottom center, an open book with text at the bottom center, and a large percentage sign and other symbols in the bottom right.

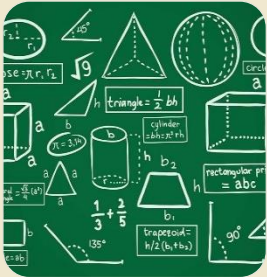
Math, Sciences, and Business

Carol Hernández, EdD. (she/ella/they)
Nicole McIntyre (she/they)

College of Marin's Mission

- College of Marin's commitment to educational excellence is rooted in providing equitable opportunities and fostering success for all members of our diverse community by offering:
 - preparation for transfer to four-year colleges and universities
 - associate degrees and certificates
 - career technical education
 - basic skills improvement
 - English as a second language
 - lifelong learning
 - community and cultural enrichment
- College of Marin responds to community needs by offering student-centered programs and services in a supportive, innovative learning environment that promotes social and environmental responsibility.

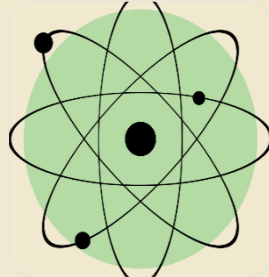
Area Departments and Programs



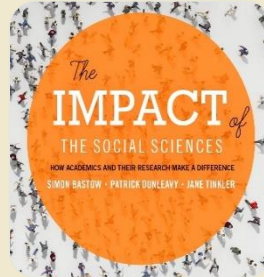
Math



Biology
Geography
Geology
Natural
History
Environmental
Sciences



Chemistry
Physics
Engineering
Astronomy
Computer
Science



Economics
Ethnic Studies
History
Political
Sciences



Anthropology
Sociology
Psychology
Behavioral
Sciences



Business
Real Estate
Hospitality



Mathematics
Engineering
Science
Achievement
Program



The Farm

Area Departments (Faculty and Staff)

Math	Life and Earth	Physical Sciences	Social Sciences	Behavioral Sciences	Business	MESA	The Farm
<ul style="list-style-type: none">• 8 FT• 8 PT• 2 Math Instructional Specialist• 2 Math Tutors• 1 Math Lab Coordinator	<ul style="list-style-type: none">• 7 FT• 14 PT• 3 Laboratory Technicians	<ul style="list-style-type: none">• 6 FT• 14 PT• 2 Laboratory Technicians	<ul style="list-style-type: none">• 3 FT• 14 PT	<ul style="list-style-type: none">• 6 FT• 5 PT	<ul style="list-style-type: none">• 3 FT• 9 PT	<ul style="list-style-type: none">• 1 Manager• 1 Admin• 6 Student Employees	<ul style="list-style-type: none">• Lead Gardner• 2 Hourlies

Summary of Math, Sciences, and Business Faculty and Staff

Dean

MESA Director

33 Full Time Faculty

64 Part Time Faculty (ETUM, Pool members)

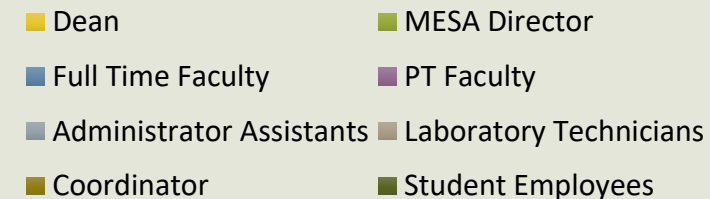
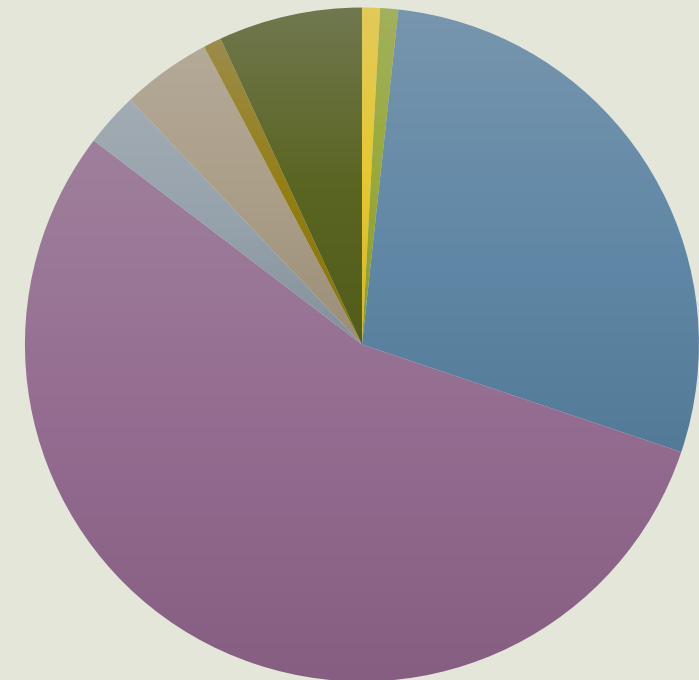
3 Administrative Assistants

5 Laboratory Technicians

One Coordinator

8 Student Workers

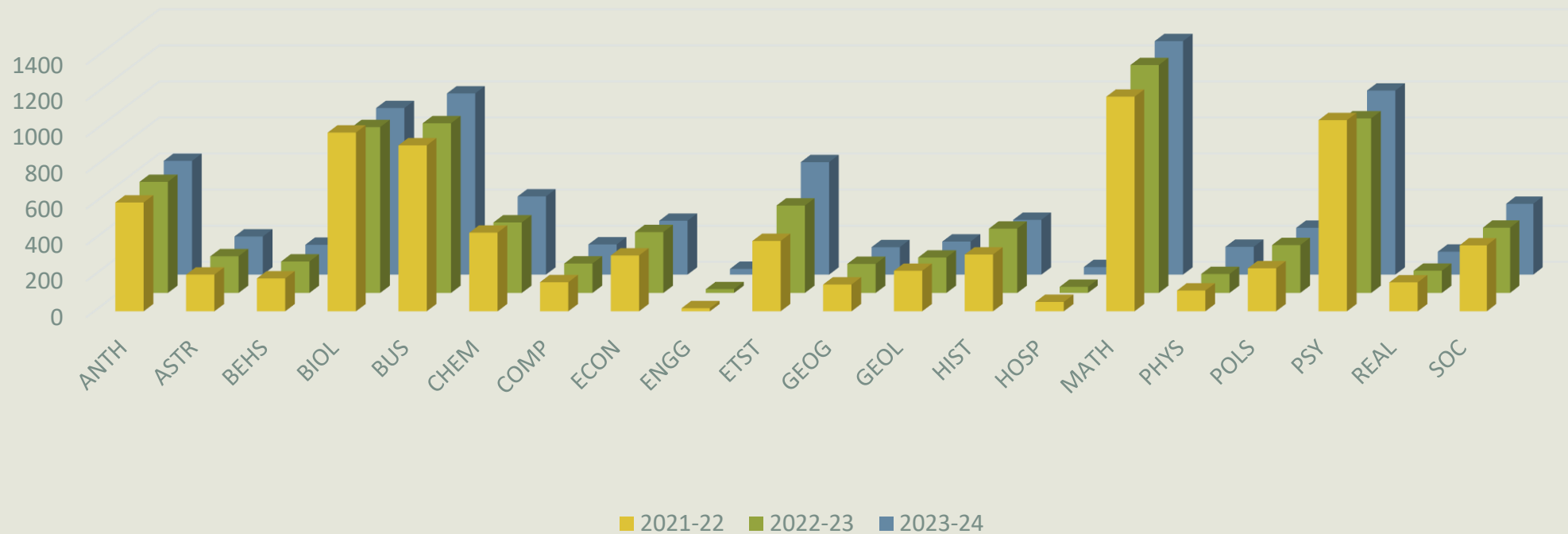
S,M,&B



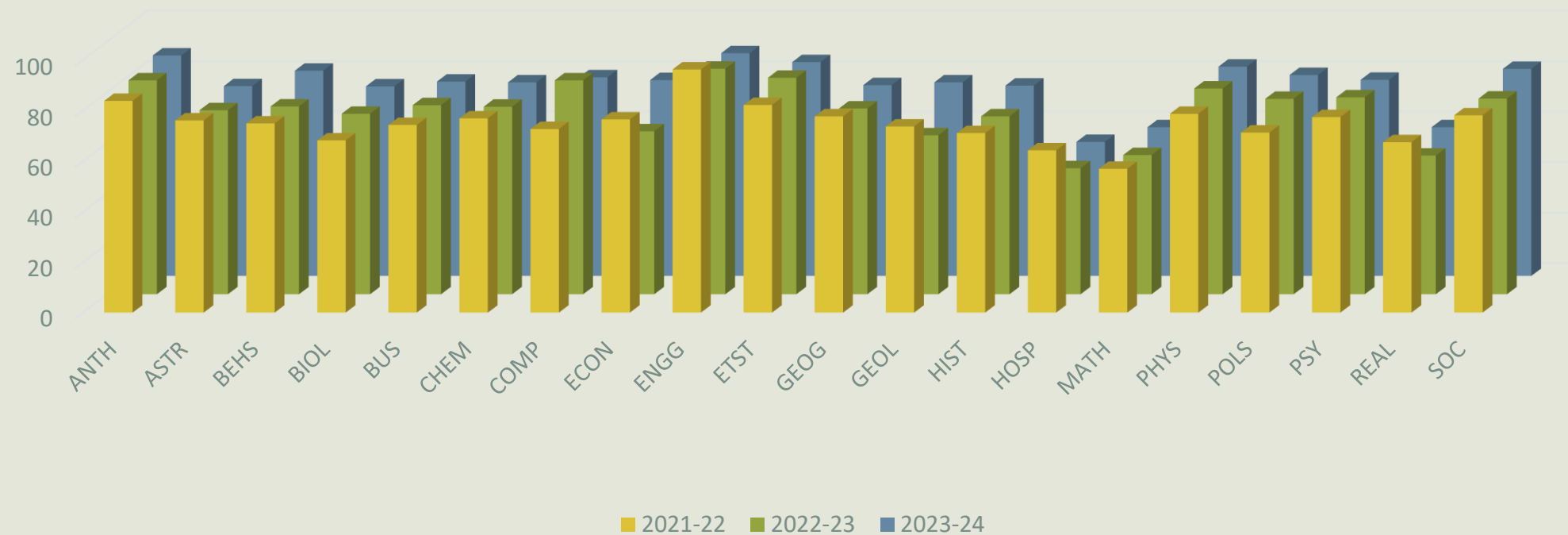
Instructional Units/Non-Instructional Units

Department	Instructional	Non-Instructional
Behavioral Sciences	279	44
Social Sciences	208	20
Life and Earth	358	23
Math	330	31
Physical Sciences	369	75
Business	237	15

Unduplicated Headcount by Discipline 2021-2022 through 2023-2024



Successful Course Completion by Discipline 2021-2022 through 2023-2024



Awards 2021-2022 through 2023-2024

Degrees	22	23	24
Accounting (CERT)	7	6	10
Anthropology (AA-T)	1	5	4
Biology (AS)	2	2	0
Business (AS-T & AS)	48	43	56
Computer Science (AS)	3	0	0
Economics (AA-T)	8	10	14
Geography (AA-T)	2	0	0
Geology (AS-T)	2	0	0
History	1	2	5
LA: Natural Science (AA)	52	43	141
LA: Social & Behavioral Sc. (AA)	58	48	169
Math (AS-T)	1	3	4
Natural History (CERT)	3	4	1
Physics (AS & AS-T)	3	9	8
Political Science (AA-T)	11	8	14
Psychology (AA-T)	42	34	29
Real Estate (AS & CERT)	4	2	3



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Students Transferred to a 4-year Institution 2021-2024

Last COM Major	2021-22	2022-23	2023-24	3-YEAR TOTAL
ANTHROPOLOGY TRANSFER	4	2	6	12
BIOLOGY	29	20	13	62
BUSINESS ADMIN TRANSFER	38	47	57	142
BUSINESS ADMINISTRATION	4	3	6	13
BUSINESS, GENERAL	5	9	7	21
COMPUTER SCIENCE	10	10	9	29
ECONOMICS TRANSFER	13	12	11	36
GEOGRAPHY TRANSFER	2	0	1	3
GEOLOGY TRANSFER	0	2	0	2
History	6	6	3	15
LA: SOCIAL & BEHAVIORAL SC.	16	9	9	34
LA: NATURAL SCIENCE	9	14	7	30
MATHEMATICS TRANSFER	3	6	4	13
PHYSICS	16	11	8	35
POLITICAL SCIENCE	17	15	11	43
PSYCHOLOGY	50	45	43	138
REAL ESTATE	1	1	0	2
SOCIOLOGY	15	15	16	46
TOTAL	238	227	211	676

*A student transfers to a four-year institution if they have

1.Earned at least 12 units at COM.

2.Were enrolled at COM in the academic year immediately preceding their first academic year of transfer.

3.Had not obtained a bachelor's degree or higher at time of transfer.

4.Had no prior transfers meeting the above three requirements.



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Budget Overview

Department	Business	Social Sciences	Math	Life and Earth Sciences	Physical Sciences	Behavioral Sciences	Math and Sciences
Non-Discretionary	\$588,436.00	\$898,656.00	\$2,149,417.00	\$1,943,675.00	\$1,620,754.00	\$1,031,510.00	\$564,722.00
Discretionary	\$507,921.00	\$443,484.00	\$720,443.00	\$567,503.00	\$1,101,803.00	\$420,849.00	\$18,179.00



STEM Program Spotlight

Enrollment Trend

Spring 2023

Course	# Enrolled
CHEM 131	33
CHEM 132	23
CHEM 232	10
PHYS 108A	18
PHYS 207A	15
PHYS 207C	17
Gran Total	109

Spring 2025

Course	# Enrolled	%Change 23-25
CHEM 131	53	60.6%
CHEM 132	40	73.9%
CHEM 232	31	210.0%
PHYS 108A	30	66.7%
PHYS 207A	26	73.3%
PHYS 207C	33	94.1%
Gran Total	192	76.1%

Race/Ethnicity Enrollment

Spring 2023

Race/Ethnicity	# Enrolled	% Enrolled
American Indian	0	
Asian	11	10.1%
Black or AA	2	1.8%
Hispanic	27	24.8%
Multi-Racial	7	6.4%
White	58	53.2%
Grand Total	109	100%

Spring 2025

Race/Ethnicity	# Enrolled	% Enrolled	%Change 23-25
American Indian	1	0.5%	
Asian	16	8.3%	45.5%
Black or AA	2	1.0%	0.0%
Hispanic	72	37.5%	166.7%
Multi-Racial	16	8.3%	128.6%
White	84	43.8%	44.8%
Grand Total	192	100.0%	76.1%

Key Takeaways!

- Enrollment across the college (excluding ESL) has remained relatively stable with a very slight increase ~1%.
- STEM enrollment is overperforming two years later!
- 210% change in enrollment in Organic Chemistry
- 94% change in enrollment in Physics 207A (Engineering Physics)
- 67% - 83% change in enrollment in key Physics and Chemistry class
- 166.7% change in overall Hispanic enrollment
- 233% change in Hispanic enrollment in Physics 207A
- 1000% change in Hispanic enrollment in Organic Chemistry
- The overall percentage of Asian (8.3%) and Hispanic students (37.5%) enrolled in key STEM courses is now *higher* than the overall % percentage of Asian and Hispanic students enrolled at the college (6.4% and 34.8%) respectively.

Two Areas of Potential Growth

- Enrollment in Calculus Physics series still predominately male.
- Enrollment among African American students is lower compared to overall enrollment across the college (1% vs. 3%).

What Has Changed These Past Two Years?

Implementation of the Mathematics,
Engineering, Science Achievement Program
(MESA) in Spring 2023!



Providing Holistic Support & Creating Opportunities
for First-Generation Low-Income COM Students in
STEM

MESA By the Data

- 100 active student members who have completed onboarding process & meet semesterly requirements
- 25 students transferring to a UC Campus this Spring
 - Alumni have matriculated to STEM majors at UC Berkeley, UC Davis, UC San Diego, SFSU, Princeton, & University of Michigan
- Drop-in tutoring for 20+ STEM classes per semester
- Facilitated weekly study groups for 4-6 STEM classes per semester
- 48 events thus far this academic year
 - Field Trips, Conference, Workshops, Campus Outreach, Community Outreach, STEM Career Academy for High School students

MESA By the Data

- 76% First Generation Students
- 88% Low Income Students
- High ratio of SAS students
- Racial Demographics
 - 52% Latinx/Hispanic
 - 21% White
 - 9% Asian & Pacific Islander
 - 4% Black & African American
 - 3% Native American

What Students Are Saying

“When I first arrived at COM I failed to find a community. I only saw it as commuter school, so I followed suit and for a year, I only focused on my classes and nothing else. In the end I was burnt out. I started to regret my decision of starting at a community college.

That is until I joined MESA. Through experiences such as my internship with the Buck Institute, local college tour to Davis or a fully funded college tours trip to LA, having discussions with industry professionals, and being amongst students and faculty that share similar aspirations as me, MESA has brought me closer to COM than ever before. Here is where I found the community that I had failed to find my first few semesters at COM.”

Aadesh Bamane

SILICON VALLEY WOMEN IN ENGINEERING CONFERENCE



STANFORD UNIVERSITY MINORITY
MEDICAL ALLIANCE CONFERENCE

“MESA has been an amazing resource that has enabled me to learn more about careers in STEM, get one-on-one transfer help from specialized counselors, and build a community of like-minded students and friends.”



STANFORD UNIVERSITY MINORITY MEDICAL ALLIANCE

MESA STUDENT LEADERSHIP CONFERENCE SANTA CRUZ, CA

“MESA has been the most
helpful resource for me at
COM”



SACNAS NATIONAL DIVERSITY IN STEM CONFERENCE PHOENIX, CA

"Attending SACNAS with MESA has allowed me to bring my fullest self into a STEM environment where I was able to connect with people who had similar cultures to mine. It gave me the opportunity to converse with professionals who understood the struggles that Latinos face in STEM. I was lucky enough to be able to converse about science in Spanish for the first time with amazing PhD students who motivated me and advised me in my educational journey and personal life."

-Donna Garcia Vazquez

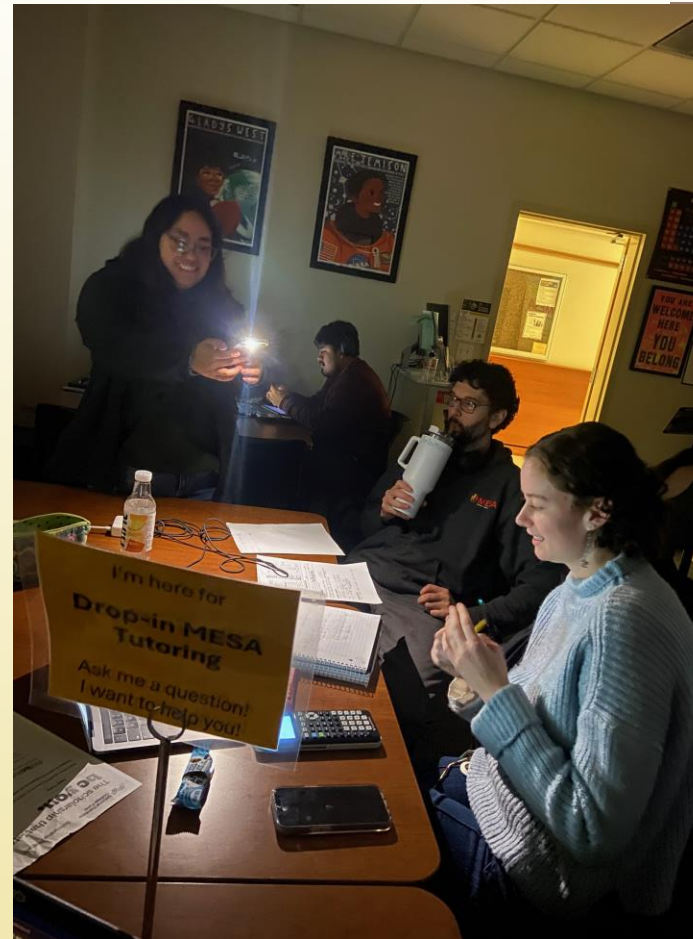


NORTH BAY SCIENCE DISCOVERY DAY

SANTA ROSA, CA



TUTORING & STUDY GROUPS





Michelle Gantos
MESA X Uber Accelerator
Program



Olivia Thorgersen
UC Riverside Plant Biology Research
& Harvard University DaRin Butz
Research Internship Program
First CC student ever accepted



Carlos Javier Sosa
Lab Technician Internship at
Custom Lab Software Systems
Exclusive COM MESA Partnership

Hannah Periana & Emily Cardwell
UCSF Latinx Center of Excellence
Exclusive COM MESA Partnership



EXAMPLE PAID INTERNSHIPS SECURED THROUGH MESA

Aadesh Bamane, Donna Garcia Vazquez & Jake Ures
Buck Institute
Exclusive COM MESA Partnership



Timothy Carrol
Carnegie Mellon Research
Scholars Program



Isela Sosa
Stanford University Research
Internship & Gilbrane Construction
Project Engineering Internship



Diego Portillo
Bodega Marine Lab Research
Internship



Coming Summer 2025!

Ramp up to research summer program

A paid summer research program on the College of Marin campus that will include skills building and faculty mentorship.

Will provide an opportunity for students who may not be able to complete a traditional summer research program:

- Undocumented students
- Students who work full-time
- Students with caretaking responsibilities
- Students who are not yet prepared for traditional internships

Funded by College of Marin MESA Program, and a generous donation from the Latinx Employee Resource Group at BioMarin.



Resource Request

“Don't tell me what you value, show me your budget, and I'll tell you what you value.”

— Joe Biden

- 6 TU per semester for MESA Counselor
- 2 TU per summer for MESA Counselor
- MESA students would require this counseling whether in program or not
- Will allow MESA to devote funds to student support
 - Sending more students to affirming diversity conferences
 - Providing more peer tutoring
 - Expand Ramp up to Research Program
 - Fund hands-on research opportunities for students
 - And more!
- Demonstrates institutional support of MESA program to CCCCCO – necessary for renewal of grant

MESA Counseling Work

- Drop-in counseling in MESA Center (4+ hours per week)
- Pre-scheduled appointments
 - Transfer Planning
 - Student Education Plans
 - Referrals to resources
 - Personal Counseling
 - Career Counseling
 - Resumes & Application review
 - Onboarding to MESA Program
- Mid-Semester Progress Reports with students
- Follow-up on faculty concerns
 - Progress reports sent out 2x per semester
- Case Management, esp. with students experiencing academic difficulty
- Presentations for MESA workshops, semesterly retreats, and student employee training
- Community and K-12 outreach
 - EX: Canal Alliance partnership

Impact of MESA Counseling

"As a first-generation student, a mother of two children, and an English learner, having access to a counselor was the key to successfully transfer to UC Davis. Having a dedicated counselor in MESA was great because they have experience working with STEM students and is aware of the struggle I face as a Latinx student. I never felt weird asking her to change my academic plan because of my work or my responsibilities as a parent.

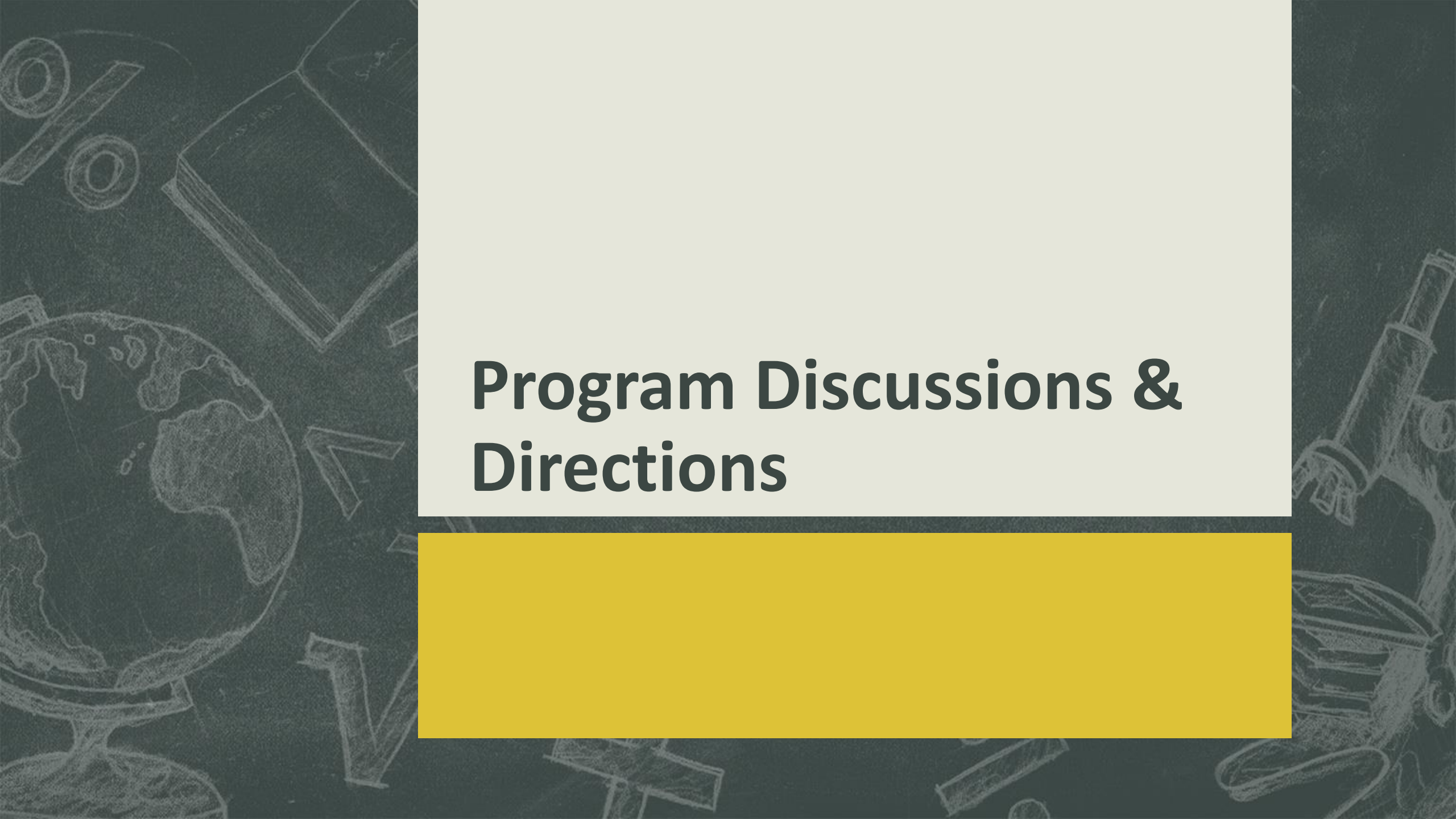
I hope counseling continues because as an engineering major, I know how difficult it is to have a plan to transfer as the requirements are different between universities. And as a non-traditional low income Latinx student, the impact was greater because I'm the first who is going to school in my family, so no one could help me at home. Without the guidance I receive through counseling, I'm sure I couldn't be 2 years away from becoming an engineer. Representation matters and I don't want to be one of the few students representing a whole community and having an accessible counselor can make the difference between graduating and giving up education."

- Isela Sosa Mendoza, Mechanical Engineering

"The MESA Counselor is like a big sibling to all of MESA. When I first started at College of Marin, I was unsure about my major and I didn't have a good understanding of what I classes I should be taking as a STEM student.

The dedicated MESA counselor gave me a full understanding of what I need for STEM success as a first-generation student. They gave me personal and academic support, and encourages all students to keep going and find what they are passionate about."

-Lisette Guitierrez, Chemistry



Program Discussions & Directions

Physical Sciences Discussions

- Fifteen years ago, computer science was almost non-existent at COM. After undergoing a complete program revitalization, the CS program enrollment steadily increased to a solid, if not exploding, level today.
- Student centered scheduling focusing on avoidance of overlapping courses that serve the same cohort of students is the single most important issue facing the Physical Science department and STEM programs.
- The addition of the MESA program at COM is one of the biggest factors leading to a renewed sense of community support and expectation of rigor within the sciences. It is an incredibly successful program with a dynamic teach of leaders and students that feed directly into some of our the most challenging courses offered at COM.
- Looking ahead: We may need a FT Chemistry and FT Computer Science addition, but not yet.
- The Computer Science program has grown considerably since revitalization more than a decade ago, but it can only get so big with one FT faculty member. To take on new programing languages and needs, such as app and AI development, we may need a Full Time Faculty member in the future. It is hard to hire and retain PT members in the discipline.

Business Department Discussions

- Recognizing the need and opportunity to better serve our Latinx population of students and community, the Business Department has responded with a year-long effort, in collaboration with CTE, to create the first Spanish-language entrepreneurial incubator for Latinx business founders.
- In the first round of this eight-week start-up incubator, the BUS department enrolled **31 founders, 17 of which completed the program.**
- Recognized the need for a pre-incubator program to help very-early-stage founders advance toward business maturity, Professor Wat co-wrote curriculum and a COOR. The Business department taught this four-week pre-incubator, completely in Spanish, and enrolled 26 very-early-stage founders.
- The Business Department anticipates seeing these not-for-credit course offerings create new companies, and ultimately, new jobs for our Latinx community as a direct result of this initiative.
- Made a small scheduling change to regularly cycle HOSP 100, HOSP 130, and HOSP 140 over the regular Fall / Spring cycle, to make sure that each of the three minimum required HOSP courses for the certificate are offered within each 12-month period.

Business Department Discussions

- The Business Department is an anchor of dual-enrollment at Terra Linda High School in partnership with the Marin School of Environmental Leadership, as they have taught BUS 101 and BUS 121 to their junior cohort for several years. The BUS department has recently expanded dual-enrollment presence to their senior cohort and are planning to expand to the sophomore cohort this upcoming year.
- The Business Department has completed their side of the work to create a new Law Pathway for dual-enrollment and hope to roll this out at Terra Linda High School.
- Regarding Program Review, the Business Department is in the last year of the six-year cycle and have begun collecting data, examining themes and trends in our courses, students, and instructor experiences and insights.

Business Department Resource Request

- SEI's Energize Colleges program proposes to facilitate a Climate Change Solutions Community of Practice for faculty, staff, and students to share interdisciplinary, evidence-based practices for climate education..
- The CoP receives six virtual sessions from a subject matter expert (recruited by Energize Colleges), a Q&A, and breakout sessions etc. Each session provides topic -specific resources in Canvas that can be adopted and used by CoP in their course work, thus allowing faculty to begin introducing and integrating sustainability into their existing curriculum without requiring modification.
- Topics include the following:
 - Climate change science
 - Energy and climate change
 - Climate justice
 - Climate change solutions
 - Climate change policy
 - Climate change & physical/mental health
 - Teaching Climate change
- Quote Price \$20,000.

Math Department Discussions

- Starting Fall 2025, all STEM students will be allowed into STEM Calculus 1 (Math 123) without prerequisites. Based on our discussions, the Math Department created a low-unit companion class to support the students, which debuted Fall 2024.
- Created Math 108 (to begin Fall 2025) and (also starting Fall 2025) the Math Department will remove the current preparatory courses Math 104, 105, 109.
- Developed several companion courses in STEM and created a low-unit companion for STEM Calculus 2 Math 124

Math Department Discussions

- Discussing the details of the contents and goals for Math 108 and how to make Math 123 successful for historically underserved populations.
- Reviewed the Assessment of Racial Equity in Mathematics Leadership Institute, with the goal of improving our syllabi and inclusivity of our classes.
- Piloted over one semester a faculty serving as a dedicated UMOJA mentor/tutor.
- Increased the number of department meetings in order to more efficiently address the department's issues.

Social Sciences Discussions

- Working closely with counselors in identifying courses best suited to our students, including scheduling and course allocation.
- Departmental meeting discussions focused on best practices in teaching, classroom management, use of new technology (AI), COM Library information literacy training and support.
- Faculty have close working relationship with Tutoring Center, Umoja, Puente, SAS, and Counseling.
- Social Science instructors are engaged in creating a series of Teach-Ins to help the campus community (but particularly students) understand the current events that will be affecting them. This series is being developed in close cooperation with students in ASCOM to encourage students to become leaders in engaging the community in active thought and debate.
- ETST Satellite courses at the high schools.

Behavioral Sciences Discussions

- Increased alignment with transfer institutions and industry in the form of advisory meetings. Prof. Anderson is interviewing faculty from institutions for their feedback on student engagement and academic experiences that support successful transition.
- Future Direction: Discussions of creating experiential research opportunities to enhance student learning through the creation of research labs. This includes a lab specifically for ANTH 110 (archeology), and we are brainstorming a research lab for the Behavioral Sciences (Psy/Soc) to give students experience in research and presentation of research, with the goal of enhancing student transferability. Discussions continue with eventual proposal to take place 2025-26.

Behavioral Sciences Resource Request

- New part time faculty hire for Psychology (to begin Fall 2025) due to retirement.

Life and Earth Sciences Discussions

- Developed new Course: Biology 102, *Science skills for success in STEM and Pre-Allied Health*. Bio 102 is a student-centric, equity-minded course focused on improving learning among diverse students through innovative best practices. (SAS goal 5, Action steps 1.2 and 1.3 and IP6.2, Action steps 2.1, 2.2 and 2.3 and IP6 Objective 6.3; COM EMP, Action step 3.2 & IP Goal 6 Objective 6.3).
- Student Feedback Biology 102 surveys have been very positive! See attached surveys.
- Bolinas Field Station ribbon cutting ceremony March 29th 2025
 - Teaching Biol 235 General Biology this Summer and Fall!
 - Piloting a
 - Potential Collaborations Summer 2025: Bolinas Summer Camp and Point Molate

Life and Earth Sciences Resource Request

1. The department has a .5 FTE Lab Technician-Museum. We are requesting an increase up to 10 hrs/week.
 - This would serve ~200 students/semester, with combined classes in Geography and Geology
2. Increase of 7.98 units to accommodate 3rd Microbiology section.
3. 3 units per semester for a Bolinas Field Station Coordinator. Dean has reallocated her budget to support the Coordinator position for one year, but will need 6 units per year moving forward.

Life and Earth Sciences Lab Tech Request

- Materials are used both for lectures and labs (e.g. typical and rare samples are passed around in lectures and are the subject of activities in labs).
- In the absence of this position, currently both instructors are doing the work of a lab tech/museum curator in addition to the duties of full-time teaching.
- In addition to teaching full-time, the instructors are also the de facto museum curators of the vast collection of earth sciences materials (maps, minerals, rocks, fossils, and equipment).
- The instructors are in charge of setting up labs (setups for geology labs can take many hours), while in Microbiology this is done by lab techs.
- There is zero assistance for the Earth Science portion of Life & Earth Sciences.

Life and Earth Sciences Lab Tech Request continued

- Lab Tech support will:
 - Promote positive experiences for a variety of diverse learning styles, especially tactile and kinesthetic learners.
 - Ensure equal access for all students to COM's significant earth science resources.
 - Promote lab and lecture spaces where all our diverse students can engage in inquiry-based science on an equal footing.
 - Provide science labs that offer hands-on experiences that prepare students for real-world challenges.

Indian Valley Organic Farm Discussions

- Focused on preparing for the Spring Plant Sale.
- 2025 Spring Plant Sale: Friday May 23rd, Saturday May 24th, Friday May 30th, and Saturday May 31st.
 - Spring/Summer veggie starts, annual and perennial flowers, natives, and more!
 - Everything is certified organic.
 - All plants are grown by staff and students at the Indian Valley Organic Farm and Garden in Novato.

Math and Sciences Staff Request: 6 hours of Administrative Support

- **Current schedule:** 31.5 hours/week (part-time permanent hours) and 6 hours/week (temporary hours until June 30, 2025)
- The Division used to have 3 Admins. This request would keep us at 2 admins. It should be noted that the Division responsibilities have expanded with The Farm and BFS.
- AA II supports the students, faculty and visitors in the SMN Building and 5 other campus buildings. Directly assist between 70 to 100 students, faculty and community visitors daily. Coordinates M&S part-time faculty and staff hiring committees and onboarding for 5 departments.
- **Supports 86 faculty members, 209 classes and 1000+ students. Classes meet in 5 different buildings on campus.**

Demonstration of Need

- **Support the IVC Organic Farm** that was recently transferred on April 1 to the Dean of Math & Sciences Department. Duties include support for farm employees with purchasing supplies, timecards, organic certification, hiring and fiscal & HR paperwork.
- Support Life & Earth Sciences faculty with regards to student field trips to the Organic Farm.
- Continue to support the Dean, students, faculty and community visitors until 6:00pm from Monday-Thursday.
- Have time to work on several new project to help streamline and digitize field trip forms, waivers, and timecards to reduce the time it currently takes faculty, staff and students to complete the paper forms.

Departmental Challenges with reduction of 6 hours/week

- There will be 24 fewer hours per month for the Math and Sciences AA II (Faculty and Department AA and receptionist) to directly support students from 209 classes, 86 faculty, and 1000+.
- Reduction of hours will lead to less coverage in the evening.
- Even with 37.5 hours a weeks, it is often difficult for the Department AA to leave a busy office in the middle of the day with students, faculty and classes still needing help.
- Delayed progress on long-term department, faculty and supervisor projects and paperwork. Fewer hours to assist, collaborate and support other Department staff.

The background features a dark, textured collage of white line-art icons. These include a globe on the left, a stack of books at the top, a microscope on the right, and various geometric shapes like circles, rectangles, and triangles scattered throughout.

Summary of Resource Requests

Retirements and FT Faculty, Staff, and Resource Requests

Retirements	Faculty Requests	Unit Requests	Other Requests
<ul style="list-style-type: none">• Mathematics: ~ 3-5 retirements• Lab Tech: ~ 1 retirement	<ul style="list-style-type: none">• Part Time Psychology Pool	<ul style="list-style-type: none">• 3TU per semester for Bolinas Field Station Coordinator• 6TU pers semester for MESA Counselor• 2TU per summer for MESA Counselor• 7.98 units to accommodate 3rd Microbiology section	<ul style="list-style-type: none">• 6 additional hours of AA II support. Currently at 31.5 hours. 6 more hours would make her whole.• 10 hours a week increase in the Museum Lab Tech hours to support Geography and Geology• 20,000 Business SEI proposal

Summary

- ✓ **Main Takeaways**
 - ✓ **What we do:** We offer various degrees, transfer pathways, and certificates
 - ✓ **Top Priorities:**
 - ✓ Increase the number of Degrees, Transfers, and Certificates
 - ✓ Decrease time to degree and transfer
 - ✓ Increase support and opportunities for our underrepresented BSTEM students
 - ✓ Build equity across our curriculum
 - ✓ Continuing to strengthen our community and high school partnerships in an effort to create a stronger pipeline of diverse students.

Questions?

