

College of Marin

2025-28 Student Equity and Achievement Plan

Executive Summary

In 2020, College of Marin embarked on a college-wide call-in to end institutional racism. Via our 2025-28 Student Equity and Achievement Plan, COM will continue seeding equity and anti-racism throughout our college community, and we will continue inviting our students, faculty, classified professionals, managers, and campus partners to take critical action to end disproportionate impact and equity gaps through anti-racism and anti-oppression.

In reflecting on our 2022-25 Student Equity and Achievement Plan, we recognize that we attempted to weave together the many equity and anti-racist initiatives happening at College of Marin, and we are heartened that so many of our College of Marin Community members accepted the call to engage in critical action to end equity gaps and to end racism. However, with equity and anti-racism invoked everywhere, we recognize that what is missing is a nuanced, data-driven analysis of what is causing, and what is ending, disproportionate impact across the college.

In our 2025-28 Student Equity and Achievement Plan, we aim to lift up what is ending disproportionate impact, so those principles and practices can be scaled across the college, we aim to weave in strong professional learning to amplify and increase our collective knowledge of equity and anti-racist principles and practices, we aim to build robust data (quantitative and qualitative) collection practices to help us engage in ongoing reflection and analysis of our equity and anti-racist work, and we aim to invite stewards from across campus to help us center each of the five disproportionate impact areas.

Three student groups continue to experience disproportionate impact at College of Marin:

Hispanic	<ul style="list-style-type: none"> • Successful Enrollment & Completion of Both Transfer-Level Math & English
First Generation	<ul style="list-style-type: none"> • Completion of Both Transfer-Level Math & English
Males of Color	<ul style="list-style-type: none"> • Completion & Transferred to a Four-Year

Using an approach of radical simplicity, our 2025-28 SEA Plan will have two goals for each of the five disproportionate data areas: (1) end disproportionate impact, and (2) end the equity gap.

With these two goals in mind, we plan to engage in the following for each of the five disproportionate impact areas:

Scale Successful Practices	Identify, with the intent to scale across the district, existing successful practices for racialized students.
Professional Learning	Develop a robust ecosystem of professional learning and critical action that scales already existing successful practices for racialized students, and that infuses knowledge of new promising practices.
Data-informed Equity Decision-Making	Coordinate with Planning, Research and Institutional Effectiveness to support data-informed decision-making and on-going assessment of equity efforts across campus.
Equity Stewards	Invite COM stewards to guide our efforts to end DI and the equity gap.

The following provides a quick snapshot of planned expenses for the SEA fund in FY 2025-26

12385 Student Success & Support Prgms	10000	20000	30000	40000	50000	Total
24001 Enrollment Services	29,437		9,478			38,915
24201 Outreach Services - DW		13,000				13,000
24251 Testing - DW		196,208	124,960		2,576	323,744
25001 Educational Student Success		53,664	37,776			91,440
25004 UMOJA	80,000	36,000		12,000	4,900	132,900
25005 MAPS		15,000				15,000
25009 Mi Familia Learning Community		15,000		5,000		20,000
25051 Counseling - DW	733,341	142,603	377,775		15,075	1,268,794
25851 UC Punte Program - DW		15,000		1,900		16,900
26501 College Skills - English		2,000				2,000
26601 Tutoring Center - DW		40,000				40,000
70001 VP - Student Services - DW	46,075		14,657			60,732
Grand Total	888,853	528,475	564,646	18,900	22,551	2,023,425

Our 2025-28 Student Equity and Achievement Plan will build upon the equity and anti-racist work that has been seeded at COM, and we will look to better refine and highlight specific equity principles and practices to achieve our goal of ending disproportionate impact and equity gaps, thus achieving the call issued in 2020 to end institutional racism at College of Marin.

Throughout the next three years, we will invite our campus community to convene, discuss, and assess our equity efforts because we know that the work of ending disproportionate impact and addressing systemic inequity is one that requires all of us to take responsibility and engage in critical, collective action.

For more information, contact Dana Emerson, VP of Student Learning and Success.

College of Marin - Student Equity Plan (2025-28) CERTIFIED

Guidance

In this section, colleges will be able to preview everything that has been entered in the previous sections. After the review of the completed sections, while still in the 'Preview' section in NOVA, you may download a pdf copy to share with others or you may click on the "Share" icon at the top of your Student Equity Plan in NOVA to email a pdf and html copy to others who have a NOVA account.

After the necessary reviews have been completed by all required members in the development of the Student Equity Plan per regulations and your college's governance process, **please click submit to route** to all the individuals listed in the 'Contact' session for review and final approval. Once your college's Student Equity Plan has been **adopted by the governing board** of the community college district and all contacts have approved in NOVA, your college's 2025-28 Student Equity Plan will change from "**Submitted**" status to "**Certified**" status which means your plan is fully certified and completed. **THANK YOU!**

Details

Assurances

- ✓ I have read the legislation [Education Code 78220](#) and [Education Code 78222](#) am familiar with the goals, terms, and conditions of the Student Equity Plan, as well as the requirements of Student Equity & Achievement Legislation.
- ✓ I have read the legislation [Education Code 78221](#) and acknowledge that Student Equity and Achievement funds are allocated towards the successful implementation of new or existing strategies to achieve the equity goals established for identified student groups in this equity plan.
- ✓ I have read and given special consideration to [Education Code 78220](#) section (b), which states, "Student equity plans shall be developed with the active involvement of all groups on campus as required by law, including, but not limited to, the academic senate, academic faculty and staff, student services, and students, and with the involvement of appropriate people from the community."

Campus Involvement & Leveraging Student Voice

COM maintains our commitment to Diversity, Equity, Inclusion, Anti-racism, and Accessibility (DEIAA), and this commitment is woven throughout the fabric of our district, across all stakeholder groups (students, faculty, classified professionals, managers, and community members) and across student success and student learning divisions.

Students are included in our participatory governance system, and students will continue to be invited into our equity efforts/planning via ASCOM (Associated Students of College of Marin), learning communities (Umoja, Puente, MAPS, Mi Familia, and MESA), and student learning.

Additionally, through 2025-28 SEAP regular gatherings, COM students and all stakeholders will be invited into inquiry, dialogue, and critical action to engage in the ongoing work of ending disproportionate impact and equity gaps.

- ✓ I have read the legislation [Education Code 78220](#) and understand per Education Code section (c) the Student Equity Plan "shall be adopted by the governing board of the community college district and submitted to the Chancellor of the California Community Colleges..."

✓ I acknowledge the importance of needing to be race-conscious in the development of this Student Equity Plan.

Race-Consciousness

Dismantling systemic racism remains central to College of Marin’s equity efforts. The District 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 district-wide equity statement to ensure a shared definition.

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

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

✓ I have read Education Code 78220 section a(6) and understand it requires the college’s student equity plan to include a schedule and process of evaluation.

Local Review Process & Schedule

We will convene campus stakeholders regularly during fall and spring semesters to ensure ongoing analysis of data, inquiry, and critical action to end DI and equity gaps at COM.

College Contact Information Form

Name	Responsibility	Institution	Email Address	Phone Number
Lauren Servais	Project Lead	n/a	lservais@marin.edu	(628) 234-7655
Jonathan Eldridge	Approver: Chancellor/President	n/a	JEldridge@marin.edu	
Eresa Puch	Approver: Chief Business Officer	n/a	epuch@marin.edu	(415) 884-3101
Dr Dana Emerson	Approver: Chief Instructional Officer	n/a	demerson@marin.edu	
Maria Coulson	Approver: Academic Senate President	n/a	mcoulson@marin.edu	
Dr Dana Emerson	Approver: Chief Student Services Officer	n/a	demerson@marin.edu	
Dr Dana Emerson	Alternate Project Lead	n/a	demerson@marin.edu	
Dr Dana Emerson	Approver: Guided Pathways Coordinator/Lead	n/a	demerson@marin.edu	

Student Equity Plan Reflection

Reflection

For reference: your most recent [SEA Annual Report](#)

Reflecting on the efforts implemented to support your college's pursuit in achieving the target outcomes developed for the 2022-25 Student Equity Plan cycle, please answer the following questions:

Key Learnings *

In 2020, College of Marin took bold action to invite our College of Marin Community to address institutional racism. Former COM president, David Wain Coon stated, "Fulfilling COM's mission of providing equitable opportunities and fostering success for all members of our diverse community and accomplishing the equity goals outlined in our educational master plan starts with each of us." That summer, College of Marin joined the California Community College Equity Leadership Alliance facilitated by the University of Southern California Race and Equity Center. Further, upon consultation with COM campus leaders, COM accepted the Call to Action issued by Chancellor Eloy Oakley to:

- 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

Dr. Coon appointed champions for each of these 9 areas to ensure concrete action to address institutional racism.

Additionally, COM adopted Education Trust-West's definition of equity to ensure college-wide focus on understanding:

“Recognizing the historical and systemic disparities in opportunity and outcomes and providing the resources necessary to address these disparities.”

Equity and Anti-racism have been woven into COM's mission, educational plan, and strategic plans, and also woven into the action steps of the Equal Employment and Opportunity, Culturally Responsive Pedagogies and Practices, AB 1705 Equitable Placement and Completion Grant Program, Basic Needs, and more campus-wide endeavors. We continue aspiring to embody equity and anti-racism across our COM community.

Plan Continuity *

Since 2020, College of Marin has embarked on a college-wide call-in to end institutional racism. COM will continue seeding equity and anti-racism throughout our college community, and we will continue inviting our students, faculty, classified professionals, managers, and campus partners to take critical action to end disproportionate impact and equity gaps through anti-racism and anti-oppression.

The equity work that COM instituted and wove into our 22-25 Equity Plan will continue, and this includes student learning communities, professional learning opportunities, and anti-racist affinity work.

In reflecting on our 22-25 Equity Plan, we recognize that we attempted to weave together the many equity and anti-racist initiatives happening at College of Marin, and we are heartened that so many of our College of Marin Community members accepted the call to engage in critical action to end equity gaps and to end racism. At the same time, with equity and anti-racism invoked everywhere, we recognize that what is missing is a nuanced, data-driven analysis of what is causing, and ending, disproportionate impact across the college.

In our 25-28 plan, we aim to lift up what is working to end disproportionate impact, so those principles and practices can be scaled across the college, we aim to weave in strong professional learning to both amplify and increase our collective knowledge of equity and anti-racist principles and practices, we aim to build robust data (quantitative and qualitative) collection practices to help us engage in ongoing reflection and analysis of our equity and anti-racist work, and we aim to invite stewards from across campus to help us center each of the 5 disproportionate impact areas.

Our 25-28 Student Equity and Achievement Plan will build upon the equity and anti-racist work that has been seeded, and we will look to better refine and highlight specific equity principles and practices to achieve our goal of ending disproportionate impact and equity gaps, thus achieving the call issued in 2020 to end institutional racism at College of Marin.

Executive Summary

URL and PDF Upload

Executive Summary URL *

https://marinedu-my.sharepoint.com/:w/g/personal/lsevais_marin_edu/IQDXOhHBpa1xSrd1wpWUi2gPacOTK0WszA7XR5k0j-rX3M?e=5P35tJ

PDF Upload *

Please upload a pdf copy of your college's 2025-28 Executive Summary in case there are technical issues and/or URLs may be inaccessible.

COM 2025-28 SEAP Executive Summary.pdf

Metric and DI Population Summary

DI Student Population	% of Students for Baseline Year	# of Students for Baseline Year	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap
Successful Enrollment - DI Student Populations						
Hispanic	15%	337	3.3%	75	5.3%	119
Completed Both Transfer-Level Math & English - DI Student Populations						
First Generation	6%	24	4.7%	19	7%	29
Hispanic	7%	33	3.8%	19	6.1%	30
Persistence: First Primary Term to Secondary Term - DI Student Populations						
White	56.4%	289	6.4%	33	10.7%	55
Completion - DI Student Populations						
Male	5.8%	31	3.1%	17	5.1%	28
White Male	5.2%	13	1.5%	4	4.3%	11
Transferred to a Four-Year - DI Student Populations						
Male	15.8%	28	4.3%	8	9.7%	18

Successful Enrollment

Data Review/Establishing Equity and Student Populations Goals

Successful Enrollment Data						
Student Population	% of Students for 2022-23 (Baseline Year)	# of Students for 2022-23 (Baseline Year)	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	18%	938	N/A	N/A	N/A	N/A
Hispanic	15%	337	3.3%	75	5.3%	119

* The number of students needed to eliminate DI and to fully close the equity gap is only based on the baseline year 2022-23; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year.

Note: Add Additional Student Population(s) (optional)

Colleges may further disaggregate their local college data and/or data provided by the Chancellor’s Office via DataVisa, Data on Demand, or other Chancellor’s Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. **If there are no additional student populations, please proceed to the next step.**

Goals

Successful Enrollment Equity Goals

There are two related goals for Successful Enrollment: a **baseline goal of eliminating disproportional impact (Goal 1)**; and second, a **goal of fully closing equity gaps (Goal 2)**. Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Successful Enrollment for the overall student population.

Additional Goals

Colleges may have additional goals for specific DI populations and/or the overall student population for Successful Enrollment as well as goals related to the Vision 2030 Outcome and Benchmark stated below:

Vision 2030 Outcome: Increase with equity the number of students attending a California community college, with particular emphasis on the number of undeserved Californians. (Vision 2030: A Roadmap for California Community Colleges: Goal 2, Equity in Access; Outcome 4—Student Participation)

Benchmark: By 2030, increase with equity the number of students attending a California community college by either a) 25% or b) so their enrollments are higher than prior to the pandemic for student populations that experienced enrollment declines during the pandemic (whichever is greater), with emphasis on reaching underserved populations of Californians.

Additional Goals

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population for Successful Enrollment? These additional goals may also be revised or renewed goals/target outcomes from your previous Student Equity Plan 2022-25. Your college is encouraged to include any equitable goals aligned with the above Vision 2030 Outcome and Benchmark for Student Participation.

If yes, click 'Yes' and enter a brief description of the additional goal(s). If there are no additional goals beyond Goals 1 and 2 provided above, click 'No' to acknowledge you have no additional goals and you may move on to the next step.

No, our college does not have additional goals

Key Strategies to Advance Successful Enrollment Goals

Disproportionately Impacted Student Population(s)

Review your data and goals above. Then, consider the experiences of the disproportionately impacted students on your campus and identify what key strategies, **especially across academic and student affairs**, are needed to address equity in Successful Enrollment.

Please share a **minimum of three** key strategies (structural changes, initiatives, action steps, activities, etc.) your college will employ to ensure equitable Successful Enrollment rates **AND** meet the above goal(s) for your identified DI student population(s).

Key Strategies for Successful Enrollment - Disproportionately Impacted Student Population(s) (500 character max for each strategy) <i>Example: Establish and deploy data-driven systematic case management system for successful enrollment for all the identified DI student groups, with an initial primary focus on Black or African American students.</i>	
1	Identify, with the intent to scale across the district, existing successful enrollment practices for racialized students, especially Hispanic students.
2	Develop a robust ecosystem of professional learning and critical action at COM that scales already existing high impact enrollment practices for racialized students, and that infuses knowledge of new promising practices.
3	Coordinate with PRIE, particularly non-instructional and instructional program review, to support COM in data-informed decision-making and on-going assessment of equity efforts across campus.
4	Invite Enrollment Services, Outreach, MESA, and the Counseling department to guide our efforts to end DI and the equity gap in successful enrollment of Hispanic students.

Additional Key Strategies for Overall Student Population

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable Successful Enrollment for the overall student population.

Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in Successful Enrollment and meet the above goal(s) for the overall student population? If yes, click 'Yes' and enter a brief

description of the additional strategies. If there are no additional strategies, click 'No' to acknowledge you have no additional strategies and you may move on to the next step.

No, our college does not have additional key strategies for the overall student population

Completed Both Transfer-Level Math & English

Data Review/Establishing Equity and Student Populations Goals

Completed Both Transfer-Level Math & English Data						
Student Population	% of Students for 2022-23 (Baseline Year)	# of Students for 2022-23 (Baseline Year)	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	10.8%	134	N/A	N/A	N/A	N/A
First Generation	6%	24	4.7%	19	7%	29
Hispanic	7%	33	3.8%	19	6.1%	30

* The number of students needed to eliminate DI and to fully close the equity gap is only based on the baseline year 2022-23; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year. Data for just Transfer-Level Math and just Transfer-Level English can be found here on DataVista: [Data Vista: Data View - Single Metric – First-Time NSA Cohort](#).

Note: Add Additional Student Population(s) (optional)

Colleges may further disaggregate their local college data and/or data provided by the Chancellor’s Office via DataVisa, Data on Demand, or other Chancellor’s Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. **If there are no additional student populations, please proceed to the next step.**

Goals

Completed Transfer-Level Math and English Equity Goals

There are two related goals for Completed Transfer-Level Math and English: **a baseline goal of eliminating disproportional impact (Goal 1);** and second, **a goal of fully closing equity gaps (Goal 2).** Achieving these

incremental goals for the disproportionately impacted populations above should support the increase of equitable Completion of Transfer-Level Math and English for the overall student population.

Additional Goals

Colleges may have additional goals for specific DI populations and/or the overall student population for Completed Transfer-Level Math and English - as well as more specific completion goals for Transfer-Level Math, Transfer-Level English, and/or ESL Student Completion of Transfer-Level English. Overall, the Completion Transfer-Level Math and English supports the related Vision 2030 Outcome and Benchmark on Completion stated below:

Vision 2030 Outcome: Increase with equity the number of California community college students who complete a meaningful educational outcome. (Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcome 1—Completion)

Benchmark: By 2030, increase with equity the number of California community college students completing a certificate, associate or baccalaureate degree by 30%.

Additional Goals

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population for Completion of Transfer-Level Math and English? These additional goals may also be revised or renewed goals/target outcomes from your previous Student Equity Plan 2022-25. Your college is encouraged to include any equitable goals for Transfer-Level Math, English, and/or ESL Student Completion of Transfer-Level English that support the above Vision 2030 Outcome and Benchmark..

If yes, click 'Yes' and enter a brief description of the additional goal(s). If there are no additional goals beyond Goals 1 and 2 provided above, click 'No' to acknowledge you have no additional goals and you may move on to the next step.

No, our college does not have additional goals

Key Strategies to Advance Transfer-Level Math & English Goals

Disproportionately Impacted Student Population(s)

Review your data and goals above. Then, consider the experiences of the disproportionately impacted students on your campus and identify what key strategies, **especially across academic and student affairs**, are needed to address equity in Completion of Transfer-Level Math and English.

Please share a **minimum of three** key strategies (structural changes, initiatives, action steps, activities, etc.) your college will employ to ensure equitable Completion of Transfer-Level Math and English rates **AND** meet the above goal(s) for your identified DI student population(s).

Key Strategies for Transfer-Level Math & English - Disproportionately Impacted Student Population(s) (500 character max for each strategy) <i>Example: Establish and deploy data-driven systematic case management system and student support outreach—involving instructional faculty, counselors, and classified professionals—to improve completion of transfer-level Math and English for all the identified DI student groups.</i>	
1	Identify, with the intent to scale across the district, existing successful practices at COM that support racialized students, especially first-generation and Hispanic students, in completing transfer level English and Math in their first year of credit enrollment at COM.
2	Develop a robust ecosystem of professional learning and critical action at COM that scales already existing high impact practices that support first-generation and Hispanic students in completing transfer-level English and Math in their first year of credit enrollment at COM, and that infuses knowledge of new promising practices.
3	Coordinate with PRIE, particularly non-instructional and instructional program review, to support COM in data-informed decision-making and on-going assessment of equity efforts across campus.
4	Invite English, Math, and Counseling Departments to guide our efforts to end DI and the equity gap in completion of transfer-level Math and English for first-generation and Hispanic students.

Additional Key Strategies for Overall Student Population

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable Completion of Transfer-Level Math and English for the overall student population.

Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in Completion of Transfer-Level Math and English and meet the above goal(s) for the overall student population? If yes, click ‘Yes’ and enter a brief description of the additional strategies. If there are no additional strategies, click ‘No’ to acknowledge you have no additional strategies and you may move on to the next step.

No, our college does not have additional key strategies for the overall student population

Persistence: First Primary Term to Secondary Term

Data Review/Establishing Equity and Student Populations Goals

Persistence: First Primary Term to Secondary Term Data						
Student Population	% of Students for 2021-22 (Baseline Year)	# of Students for 2021-22 (Baseline Year)	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	62.4%	720	N/A	N/A	N/A	N/A
White	56.4%	289	6.4%	33	10.7%	55

* The number of students needed to eliminate DI and to fully close the equity gap is only based on the baseline year 2021-22; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year.

Note: Add Additional Student Population(s) (optional)

Colleges may further disaggregate their local college data and/or data provided by the Chancellor’s Office via DataVisa, Data on Demand, or other Chancellor’s Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. **If there are no additional student populations, please proceed to the next step.**

Goals

Persistence Equity Goals

There are two related goals for Persistence: a **baseline goal of eliminating disproportional impact (Goal 1)**; and second, a **goal of fully closing equity gaps (Goal 2)**. Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Student Persistence for the overall student population.

Additional Goals

Colleges may have additional goals for specific DI populations and/or the overall student population for Persistence. Increasing equitable Persistence supports the related Vision 2030 Outcome and Benchmark on Completion stated below:

Vision 2030 Outcome: Increase with equity the number of California community college students who complete a meaningful educational outcome. (Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcome 1—Completion)

Benchmark: By 2030, increase with equity the number of California community college students completing a certificate, associate or baccalaureate degree by 30%.

Additional Goals

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population for Student Persistence? These additional goals may also be revised or renewed goals/target

outcomes from your previous Student Equity Plan 2022-25. Your college is encouraged to include any equitable goals for Persistence that support the above Vision 2030 Outcome and Benchmark..

If yes, click 'Yes' and enter a brief description of the additional goal(s). If there are no additional goals beyond Goals 1 and 2 provided above, click 'No' to acknowledge you have no additional goals and you may move on to the next step.

No, our college does not have additional goals

Key Strategies to Advance Student Persistence Goals

Disproportionately Impacted Student Population(s)

Review your data and goals above. Then, consider the experiences of the disproportionately impacted students on your campus and identify what key strategies, **especially across academic and student affairs**, are needed to address equity in Student Persistence.

Please share a **minimum of three** key strategies (structural changes, initiatives, action steps, activities, etc.) your college will employ to ensure equitable Student Persistence rates **AND** meet the above goal(s) for your identified DI student population(s).

Key Strategies for Student Persistence - Disproportionately Impacted Student Population(s) (500 character max for each strategy) <i>Example: Create robust, systematic proactive support outreach for all the identified DI student groups, with an initial primary focus on homeless students, to connect them with all campus resources (including basic needs) and enrollment support for the second semester.</i>	
1	Identify, with the intent to scale across the district, existing successful practices at COM that support racialized students in persistence.
2	Develop a robust ecosystem of professional learning and critical action at COM that scales already existing high impact persistence practices for racialized students, and that infuses knowledge of new promising practices.
3	Coordinate with PRIE, particularly non-instructional and instructional program review, to support COM in data-informed decision-making and on-going assessment of equity efforts across campus.
4	While DI was not identified in this area, we will invite program coordinators, department chairs, Academic Senate, and deans/directors to guide our efforts to end DI and the equity gap in persistence for racialized and intersectionally marginalized students.

Additional Key Strategies for Overall Student Population

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable Student Persistence for the overall student population.

Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in Student Persistence and meet the above goal(s) for the overall student population? If yes, click 'Yes' and enter a brief description of the additional strategies. If there are no additional strategies, click 'No' to acknowledge you have no additional strategies and you may move on to the next step.

No, our college does not have additional key strategies for the overall student population

Completion

Data Review/Establishing Equity and Student Populations Goals

Completion Data						
Student Population	% of Students for 2019-20 (Baseline Year)	# of Students for 2019-20 (Baseline Year)	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	8.6%	101	N/A	N/A	N/A	N/A
Male	5.8%	31	3.1%	17	5.1%	28
White Male	5.2%	13	1.5%	4	4.3%	11

* The number of students needed to eliminate DI and to fully close the equity gap is only based on the baseline year 2019-20; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year.

Note: Add Additional Student Population(s) (optional)

Colleges may further disaggregate their local college data and/or data provided by the Chancellor’s Office via DataVisa, Data on Demand, or other Chancellor’s Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. **If there are no additional student populations, please proceed to the next step.**

Goals

Completion Equity Goals

There are two related goals for Completion: a **baseline goal of eliminating disproportional impact (Goal 1)**; and second, a **goal of fully closing equity gaps (Goal 2)**. Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Completion for the overall student population.

Additional Goals

Colleges may have additional goals for specific DI populations and/or the overall student population for Completion, including those aligned with the Vision 2030 Outcome and Benchmarks stated below:

Vision 2030 Outcome: (I) Increase with equity the number of California community college students who complete a meaningful educational outcome. (II) Increase with equity the number of California community college students who earn an associate degree for transfer. (Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcome 1—Completion, Outcome 2b—Baccalaureate Attainment)

Benchmark: By 2030, increase with equity the number of California community college students completing a certificate, associate or baccalaureate degree by 30%.

Benchmark: By 2030, increase with equity the number of California community college students who earn an associate degree for transfer by 30%.

Additional Goals

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population for Completion? These additional goals may also be revised or renewed goals/target outcomes from your previous Student Equity Plan 2022-25. Your college is encouraged to include any equitable goals for Completion aligned with the above Vision 2030 Outcome and Benchmarks..

If yes, click 'Yes' and enter a brief description of the additional goal(s). If there are no additional goals beyond Goals 1 and 2 provided above, click 'No' to acknowledge you have no additional goals and you may move on to the next step.

No, our college does not have additional goals

Key Strategies to Advance Completion Goals

Disproportionately Impacted Student Population(s)

Review your data and goals above. Then, consider the experiences of the disproportionately impacted students on your campus and identify what key strategies, **especially across academic and student affairs**, are needed to address equity in Completion.

Please share a **minimum of three** key strategies (structural changes, initiatives, action steps, activities, etc.) your college will employ to ensure equitable Completion rates **AND** meet the above goal(s) for your identified DI student population(s).

Key Strategies for Completion - Disproportionately Impacted Student Population(s)

(500 character max for each strategy)

Example: Build data-driven, systematic case management centered on early alert, counseling, and early educational planning for all disproportionately impacted students, with an initial primary focus on Black and African American students.

1 Identify, with the intent to scale across the district, existing successful practices at COM that support racialized students, especially men of color, in completion.

2 Develop a robust ecosystem of professional learning and critical action at COM that scales already existing high impact completion practices for racialized students, and that infuses knowledge of new promising practices.

3 Coordinate with PRIE, particularly non-instructional and instructional program review, to support COM in data-informed decision-making and on-going assessment of equity efforts across campus.

4 While DI was not identified in this area, we will invite program coordinators, department chairs, Academic Senate, and deans/directors to guide our efforts to end DI and the equity gap in completion for racialized and intersectionally marginalized students.

Additional Key Strategies for Overall Student Population

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable Completion for the overall student population.

Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in Completion and meet the above goal(s) for the overall student population? If yes, click 'Yes' and enter a brief description of the additional strategies. If there are no additional strategies, click 'No' to acknowledge you have no additional strategies and you may move on to the next step.

No, our college does not have additional key strategies for the overall student population

Transferred to a Four-Year

Data Review/Establishing Equity and Student Populations Goals

Transferred to a Four-Year Data						
Student Population	% of Students for 2018-19 (Baseline Year)	# of Students for 2018-19 (Baseline Year)	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	21.1%	82	N/A	N/A	N/A	N/A
Male	15.8%	28	4.3%	8	9.7%	18

* The number of students needed to eliminate DI and to fully close the equity gap is only based on the baseline year 2018-19; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year.

Note: Add Additional Student Population(s) (optional)

Colleges may further disaggregate their local college data and/or data provided by the Chancellor’s Office via DataVisa, Data on Demand, or other Chancellor’s Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. **If there are no additional student populations, please proceed to the next step.**

Goals

Transfer Equity Goals

There are two related goals for Transfer: a **baseline goal of eliminating disproportional impact (Goal 1)**; and second, a **goal of fully closing equity gaps (Goal 2)**. Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Transfer for the overall student population.

Additional Goals

Colleges may have additional goals for specific DI populations and/or the overall student population for Transfer, including those aligned with the Vision 2030 Outcome and Benchmarks stated below:

Vision 2030 Outcome: (I) Increase with equity the number of California community college students who transfer to CSU or UC. (II) Increase with equity the number of California community college students who transfer to non-profit private/independent four-year institutions. (Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcomes 2d and 2e—Baccalaureate Attainment)

Baseline Benchmark: By 2030, increase with equity the number of California community college students who transfer to a UC or CSU consistent with the rate of enrollment growth in those systems.

Stretch Benchmark: With intersegmental collaboration and cooperation, by 2030, increase with equity the number of California community college students who transfer to a UC or CSU by 20%.

Additional Goals

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population for Transfer? These additional goals may also be revised or renewed goals/target outcomes from your previous Student Equity Plan 2022-25. Your college is encouraged to include any equitable goals for Transfer aligned with the above Vision 2030 Outcome and Benchmarks..

If yes, click 'Yes' and enter a brief description of the additional goal(s). If there are no additional goals beyond Goals 1 and 2 provided above, click 'No' to acknowledge you have no additional goals and you may move on to the next step.

No, our college does not have additional goals

Key Strategies to Advance Transfer Goals

Disproportionately Impacted Student Population(s)

Review your data and goals above. Then, consider the experiences of the disproportionately impacted students on your campus and identify what key strategies, **especially across academic and student affairs**, are needed to address equity in Transfer.

Please share a **minimum of three** key strategies (structural changes, initiatives, action steps, activities, etc.) your college will employ to ensure equitable Transfer rates **AND** meet the above goal(s) for your identified DI student population(s).

Key Strategies for Transfer - Disproportionately Impacted Student Population(s)	
(500 character max for each strategy)	
<i>Example: Build data-driven, systematic case management centered on transfer processes and support for all disproportionately impacted students, with an initial primary focus on students with disabilities.</i>	
1	Identify, with the intent to scale across the district, existing successful practices at COM that support racialized students, especially men of color, in transfer.
2	Develop a robust ecosystem of professional learning and critical action at COM that scales already existing high impact transfer practices for racialized students, and that infuses knowledge of new promising practices.
3	Coordinate with PRIE, particularly non-instructional and instructional program review, to support COM in data-informed decision-making and on-going assessment of equity efforts across campus.
4	Invite the Transfer Center, with the collaboration of Learning Communities, EOPS, ASCOM, and Outreach to guide our efforts to end DI and the equity gap in transfer for male students of color.

Additional Key Strategies for Overall Student Population

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable Transfer for the overall student population.

Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in Transfer and meet the above goal(s) for the overall student population? If yes, click 'Yes' and enter a brief description of

the additional strategies. If there are no additional strategies, click 'No' to acknowledge you have no additional strategies and you may move on to the next step.

No, our college does not have additional key strategies for the overall student population

Transfer Emphasis *

While the work and efforts for all student success metrics are crucial to the success of our students the 'Transfer' metric is of the utmost importance for this 2025-28 Student Equity Plan cycle. As a system, "only 21 percent of community college students who began college from 2017 to 2019 and intended to transfer did so within four years, and transfer rates were even lower for students from certain demographic groups and regions of the State". (*California's Systems of Public Higher Education: Streamlining the Community College Transfer Process Could Increase Access to Bachelor's Degree, September 2024, California State Audit, pg1*).

The Chancellor's Office encourages all colleges to examine and address the root causes as to why the majority of transfer-intending students, including many from disproportionately impacted populations, do not transfer.

Please describe how and why your college strategies listed above for both DI and overall student populations will work to remove barriers, address student needs, and create clear pathways to **improve transfer** and meet related goals outlined in Vision 2030.*

We seek to highlight what our district is already doing well to support transfer, so that we can scale and ensure all students benefit. Additionally, we plan to infuse new practices through professional learning to support our entire faculty, staff, and managers in ensuring our transfer goal.

*Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcomes 2d and 2e—Baccalaureate Attainment includes the following: (I) Increase with equity the number of California community college students who transfer to CSU or UC. (II) Increase with equity the number of California community college students who transfer to non-profit private/independent four-year institutions.

Intensive Focus on Population(s) Experiencing Disproportionate Impact (DI)

Student Population(s) Experiencing DI for Intensive Focus

DI Student Population

Hispanic

Current Challenges/Barriers *

Consider your institution policies, processes, practices, and culture: what current structures are challenges/barriers for the **identified student population experiencing DI at your college?**

As noted previously, College of Marin acknowledges how institutional racism impacts student learning and success, most notably in causing disproportionate impact and equity gaps for our racialized and intersectionally diverse students.

In fall 2025, Hispanic students comprise 36.5% of our credit student population, and comprise 48.9% of our combined credit and non-credit student population. Given Marin county is comprised of 17% Hispanic, College of Marin is clearly doing our job to provide access to our Hispanic population.

Where COM stands to improve is in ensuring the learning and the success of our Hispanic students, most of whom are also first-generation college students.

Action Plan for Ideal Institution *

What is your college’s action plan to achieve your identified goals across all five metrics for this specific student population? Please include, at minimum, the following information in the action plan:

1. How will your college address and overcome the challenges and/or barriers shared above?
2. What specific strategies will be implemented, **especially across academic and student affairs**, and what will success look like?
3. What resources, structures, and/or support will be utilized to effectively accomplish this action plan?

College of Marin will continue building upon the equity work started through our student learning communities, the Umoja Equity Institute, participatory governance committees, like IDEA and Grit, and district-wide initiatives, like the Culturally Responsive Pedagogies and Practices (CRPP) grant work and the Equal Employment and Opportunity (EEO) Plan and EEO Advisory Committee, to amply and bolster COM’s focus on ending institutional barriers for our Hispanic student population.

Additionally, we will continue engaging in powerful statewide professional learning opportunities, like Colegas, APAHE, and A2MEND, to ensure an infusion of promising practices to better support our Hispanic students and all racialized students at COM. We will build upon the professional learning that our COM students, faculty, and staff have already been participating in and look for ways to share and extend this learning across the district.

Further, beginning in Fall semester 2026, we plan to reinstate our Puente Program, which has been on a two-year planning cycle. We know that Puente is a leader in ensuring educational and transfer success of racialized community college students; we also know that Puente’s model of English, Counseling, and mentor support for students, along with intensive professional learning for Puente co-coordinators, are success factors both students and educators.

College of Marin will build on the success of Puente, along with the success of our Umoja program to ensure that our Hispanic, Black/African American, and racialized students are met with high impact practices in the classroom and across our district to ensure our twin goals of access and success.

Also, in January 2026, College of Marin will open our fully integrated Center for Student Success on the Kentfield campus, which will house Associated Students of College of Marin, Basic Needs, Student Accessibility Services, Student Health Services, Mental Health Services, SAS Testing Services, Center for Professional Development, library, Transfer Center, Counseling Department, learning communities --Umoja, Mapping Academic Pathways for Success (MAPS), Mi Familia, and Puente-- Reading and Writing Lab (RWL), and Tutoring and Learning Center (TLC). This integrated Center for Student Success will offer students, faculty, and staff new opportunities to partner in support of our students.

Lastly, this Student Equity and Achievement Plan is pivoting from our previous practice where we listed all of our equity efforts. In this next 3-year cycle, we'll take a step back to lift up what is working to end disproportionate impact and then weave in strong professional learning and data gathering. Throughout the next 3 years, we will invite our campus community to convene, discuss, and assess our equity efforts because we know that the work of ending disproportionate impact and addressing systemic inequity, and thus ensuring student learning and success for our students, especially our Hispanic students who are our largest racialized group and for whom disproportionate impact continues to be COM’s unmet promise, is one that requires all of us to take responsibility.

Student Education Plans

Completed Comprehensive Student Education Plans

Using local college data, please complete the Comprehensive Student Education Plans table below and in collaboration with Academic and Student Affairs, complete the three questions related to student education plans.

Definitions:

Cohort: New, First-Time, No n-Special Admit Unduplicated Students for that Term

Exempt Students: *To the extent possible, please do not include students who are exempt from student education plans in your count of students who have received a comprehensive student education plan. Refer to Title 5 Section 55532 for a list of possible exempt students.*

Comprehensive Student Education Plans: A comprehensive education plan is at least 2 terms in length and should reflect the number of terms required to achieve the student’s declared course of study. *(Current MIS Data Element Dictionary SS09 for Student Credit Education Plan).*

Note: *The following is a newly proposed 2025 MIS definition for comprehensive education plans: A comprehensive education plan is at least 2 terms in length and should, at minimum, comply with Title 55524 Student Education Plans and include the student’s declared course of study along with all required courses and other requirements needed to complete each term to achieve the student’s declared course of study (i.e. degree, certificate, transfer, apprenticeship).*

Comprehensive Student Education Plans (Local College Data)					
Academic Year Cohort (include summer and winter sessions if applicable)	Total Number of Enrolled Students in Cohort	# of Students Who Received a Comprehensive Ed Plan by End of First Primary Term	% of Students Who Received a Comprehensive Ed Plan by End of First Primary Term	# of Students Who Received a Comprehensive Ed Plan by End of First Academic Year	% of Students Who Received a Comprehensive Ed Plan by End of First Academic Year
Fall 2022 Cohort (Comprehensive Ed Plan by 6/30/2023)	656	373	57%	428	65%
Spring 2023 Cohort (Comprehensive Ed Plan by 12/31/2023)	131	37	28%	49	37%
Fall 2023 Cohort (Comprehensive Ed Plan by 6/30/2024)	634	325	51%	398	63%
Spring 2024 Cohort (Comprehensive Ed Plan by 12/30/2024)	164	43	26%	58	35%

Identify Student Populations Experiencing DI in Receiving a Comprehensive Ed Plan *

We detected no adverse disproportionate impact for any of our historically marginalized groups.

Comprehensive Education Plan Implementation for DI Student Populations *

Given no adverse disproportionate impact was detected, we plan to continue as we have to ensure all students have comprehensive education plans.

Comprehensive Education Plan Implementation for ALL Students *

Given no adverse disproportionate impact was detected, we plan to continue as we have to ensure all students have comprehensive education plans.

Vision 2030 Alignment/Coordination

1. Guided Pathways *

By transforming institutional structures and processes, aligning efforts across a college, and redesigning holistic support for students who need it most, the Guided Pathways framework centers the student experience in decision making and helps us meet the goals of Vision 2030. Education Code 78222 (2)(A) requires colleges to implement activities and practices pursuant to the California Community College Guided Pathways Grant Program described in Education Code 88920 and 88921.

Summarize key strategies (structural changes, initiatives, actions steps, activities, etc.) your college will implement (or continue) to align SEA Program and equity-centered efforts with your local Guided Pathways framework.

College of Marin plans to continue updating program road maps to align with Cal-GETC. Additionally, we will build more flexibility within the maps to allow for individualized options for students. We also plan to continue developing and searching for more dynamic planning tools to better support students.

2. Student Financial Aid Administration *

In coordination with your Financial Aid Department, please summarize college's holistic plan to maximize financial aid receipt and systematically increase FAFSA completion, especially among the identified disproportionately impacted student populations within this Student Equity Plan. This can include federal, state, and other campus aid programs (e.g., Pell Grant, Cal Grant, emergency aid, etc.).

COM's Financial Aid Department, which is part of Enrollment Services and housed within our Welcome Center, is in ongoing collaboration with our college-wide outreach, enrollment, and welcome services. This allows us to ensure FAFSA completion is integrated into our outreach and enrollment processes.

Additionally, College of Marin will continue to host workshops and programs that encourage FAFSA and Dream Act completion for more students. Also, College of Marin has a dedicated funding source for emergency assistance grants to students with the greatest need, and the College of Marin Foundation Scholarship application has been revised to focus on need and potential for academic success, rather than traditional academic success indicators which have been shown to be biased against students from under-resourced communities.

3. Students with Disabilities (DSPS) *

In coordination with your DSPS program, please summarize how your college DSPS program will proactively support efforts to eliminate disproportionate impact and meet the developed goals for the student populations identified in this Student Equity Plan.

COM's department of Student Accessibility Services (SAS) actively supports students to ensure they have the accommodations needed for instructional access and success. Additionally, beginning January 2026, COM's Center for Student Success will open, which will invite SAS to be part of our integrated student success plan. SAS services will be part of the larger wellness, Basic Needs, learning community, library, Student Health Services, and Counseling programs.

SAS has launched Accessible Information Management (AIM), a new system designed to simplify and improve the student experience by making it easier to apply for services, request accommodations, and access support in a timely and equitable manner.

Additionally, to reduce access barriers and support diverse learning needs, SAS utilizes assistive technology such as Genio to assist students with note-taking and information processing. Also, SAS provides dedicated tutoring support specifically for students registered with DSPS to address individualized learning needs and support academic success.

4. Extended Opportunity Programs and Services (EOPS)/CalWORKs *

In coordination with your EOPS and CalWORKs programs, please summarize how your college EOPS and CalWORKs programs will proactively support efforts to eliminate disproportionate impact and meet the developed goals for the student populations identified in this Student Equity Plan.

COM's EOPS and CalWORKS programs support students with wrap-around services, ensuring students have access to basic needs support, along with integrated instructional and student-support services. Many of our EOPS and CalWORKS students are also served by our learning communities, financial aid, and SAS support services.

5. Next Up/Foster Youth *

In coordination with your NextUp and other Foster Youth programs, please summarize how your college NextUp and Foster Youth support programs will proactively support efforts to eliminate disproportionate impact and meet the developed goals for the student populations identified in this Student Equity Plan.

COM's Foster Youth Program is integrated with EOPS and CalWORKS programs, which ensures that our students have access to integrated instructional and student services support.

6. Programs for Veterans (Veterans Resource Center) *

In coordination with your Veterans Resource Center or program, please summarize how your Veterans-centered program will proactively support efforts to eliminate disproportionate impact and meet the developed goals for the student populations identified in this Student Equity Plan.

While COM has a very small (less than 20 students) Veteran population, COM ensures that our Veteran population has access to counseling and student support services to ensure access and success. Additionally, Veteran students will have a dedicated study space in the Center for Student Success. The space will employ literature and other information guiding Veteran student populations to support resources and other communities to encourage and outline a pathway for their success in program completion, transfer options, career exploration, and job obtainment. Further, to successfully engage CPL, the College is investing in training faculty and staff to meet the 2030 goals of implementing promising practices through professional development opportunities. Lastly, College of Marin has implemented a fee waiver program for Veterans using benefits. This waiver program will cover the cost of fees not paid by the Veteran Administration.

7. Justice-Involved and Justice-Impacted Students *

Summarize key strategies (structural changes, initiatives, action steps, activities, etc.) your college will implement to provide access and increase success for justice-involved and justice-impacted students, especially among identified disproportionately impacted student populations within this Student Equity Plan.

College of Marin will offer a section of English C1000 at San Quentin in Spring 2026, and our COM team is actively engaged in conversation with San Quentin and CDCR staff to ensure access and success. Additionally, the College will continue to support justice-impacted students through the Rising Scholars program supporting the academic and basic needs of this student population. Students in the program will continue to receive support from a dedicated counselor to develop an educational pathway and plan for completion of a degree and/or certificate. The College will continue to explore and develop opportunities for career and workforce development programs for this student population.

8. Low-Income Adults *

Summarize key strategies (structural changes, initiatives, action steps, activities, etc.) your college will implement to provide access and increase success for low-income adult learners, especially among the identified disproportionately impacted student populations within this Student Equity Plan.

COM has a food pantry on both campuses, a Wednesday food distribution, and a technology lending program (laptops, calculators, hotspots) via our campus libraries. Additionally, we are actively looking for ways to ensure that our low-income students have access to necessary resources. We have hired a basic needs coordinator to create meaningful relationships with county partners to help us ensure access to food, housing resources, financial need, and hygiene products. Also, across our student support and instructional ecosystem, we are looking for ways to ensure access from gas and food gift cards to the ongoing investment in Zero Textbook Costs and Open Educational Resources.

9. Credit for Prior Learning *

Summarize key strategies (structural changes, initiatives, action steps, activities, etc.) your college will implement to support the equitable expansion of Credit for Prior Learning, especially among the identified disproportionately impacted student populations within this Student Equity Plan.

College of Marin continues to expand CPL opportunities for noncredit ESL students as they move into credit programs, where they earn credit towards their educational goals. Additionally, we have increased the number of courses eligible for CPL, which has increased the credit accumulation for Veterans and re-entry students. College of Marin has developed a process to automatically request Joint Service Transcripts for Veteran students. We are also developing CPL frameworks in accordance with ACE recommendations using the tools provided by the statewide MAP initiative.

10. Dual Enrollment *

“The Vision 2030 ninth grade strategy works toward a future in which all California high school students enroll in community college transfer, career or apprenticeship pathways and complete high school with at least 12 units of dual enrollment credit.” - [Vision 2030: A Roadmap for California Community Colleges \(page 2\)](#)

Summarize key strategies (structural changes, initiatives, actions steps, activities, etc.) your college will implement to meet this vision goal and to increase equitable dual enrollment, especially among the identified disproportionately impacted student populations within this Student Equity Plan.

College of Marin has a thriving COMPASS program, which provides high school students with access to COM services and classes, so they can get a head start on their college degree. Students are encouraged to sign up for a College of Marin class of their choice during every grade level. After high school graduation, students will receive a scholarship for the first two years or 65 units (whichever one comes first) if they choose to enroll at College of Marin starting in the fall after their senior year. We place COM counselors and 4 COMPASS coordinators at 5 local high schools.

11. Strong Workforce Program/Perkins *

As part of Goal 1: Equity in Success, Vision 2030 sets a workforce outcome to “increase with equity the number of California community college students who earn a living wage.” Vision 2030 sets a system Strategic Direction of Equitable Workforce and Economic Development, centering on the action to “increase educational access for prospective low-income learners to enhance their socio-economic mobility by developing a high-tech/high-touch system, to take customized educational and training opportunities to them.” - [Vision 2030: A Roadmap for California Community Colleges \(pages 8 and 12\)](#)

Please summarize how your college Strong Workforce Program and Perkins Program will coordinate efforts with the SEA Program, especially to meet the goals of Vision 2030 and to increase the success of the identified disproportionately impacted student populations within this Student Equity Plan.

Together with College of Marin’s SEA Program, the Strong Workforce (SWP) and Perkins programs are coordinated to meet Vision 2030’s workforce goal to “increase with equity the number of students who earn a living wage” and the strategic direction to expand educational access for low-income learners through a high-tech, high-touch system. Collectively, these

programs strengthen equitable entry into career pathways and improve outcomes for Hispanic/Latinx, First-Generation, and Males of Color, including immigrant and English-language learners.

SWP and Perkins investments complement SEA goals by expanding culturally responsive instruction, multilingual supports, and flexible pathways that reduce barriers to enrollment, persistence, and completion. For example, healthcare pathways integrate bilingual assistance and contextualized ESL, improving access for Latinx and ELL learners, while Perkins-funded modernization in Automotive, Machining, and the Makerspace Lab broadens entry into high-wage technical fields for disproportionately impacted students.

Work-based learning and paid apprenticeships, such as Early Childhood Education and the Bus Operator Apprenticeship Program, offer high-touch guidance and structured, living-wage on-ramps. These models reflect Vision 2030's emphasis on bringing training to learners through community partnerships and employer-aligned pathways. In addition, SWP-supported embedded counseling and dual enrollment with local high schools expand early access to career education for DI youth, aligning with Vision 2030's Ninth Grade Strategy.

To expand access for disproportionately impacted adult learners, COM is developing noncredit workforce certificates in computer literacy, office technology, hospitality, and Adult Education CNA/HHA. These short-term, low-barrier career education options enable adult learners and English-language learners to build foundational skills aligned with workforce entry and career mobility.

Through shared commitments to high-touch counseling, multilingual supports, work-based learning, and modern, industry-aligned training environments, SWP and Perkins programs operate in coordination with SEA to strengthen equitable access, support DI student persistence, and increase the number of COM students who achieve living-wage outcomes.

12. Additional Programs (Optional)

The above questions primarily listed the strategies, programs, and student groups emphasized in the regulations related to the Student Equity Plan and/or prioritized in the *Vision 2030: A Roadmap for California Community Colleges* document. The Chancellor's Office encourages colleges to coordinate and collaborate with other programs or services not listed above in their student equity efforts.

If you would like to share how your college will coordinate with additional programs not listed above, please enter the name of the program(s) and summarize how the additional program will coordinate efforts with the SEA Program to support the identified disproportionately impacted student populations within this Student Equity Plan.

MESA: Founded in 2023, the College of Marin Mathematics Engineering Science Achievement (MESA) Program supports underserved and underrepresented students pursuing calculus-based STEM degrees. MESA's comprehensive support system includes counseling, tutoring, study groups, field trips, workshops, conference travel, paid internships, math bootcamp, and hands-on learning opportunities to support students through their journey from community college to four-year colleges/universities. The MESA Program also participates in community (K-12) and campus outreach to inspire and recruit students to enroll at College of Marin and pursue STEM disciplines.

As per subchapter 3, sections 56300–56304, of title 5, division 6, chapter 7 of the California Code of Regulations, the MESA Program focuses on supporting the enrollment, completion, persistence, and transfer of first-generation college students (75%). At College of Marin, the program also serves majority Latinx students (56%).

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

Puente: The Puente Project is currently on hiatus and will return to COM in Fall semester 2026.

Certification

Chancellor/President

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Approved by Jonathan Eldridge

01/30/2026 03:08 PM PST

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