Why are we doing this report?
What do we believe about our mission?
What are our results?
  - Who are our students and employees?
  - How are we doing?
  - How are our peer groups doing?
  - What are our strengths and challenges?
  - Possible causes? Possible solutions?
The California Community College System is the largest higher education system in the nation.
- Comprised of 72 districts
- Contains 112 colleges
- Enrolls more than 2.9 million students

Community colleges provide:
- courses that prepare students for transfer to four-year universities
- workforce training
- basic skills education
- opportunities for personal enrichment and lifelong learning
Why are we doing this ARCC report?

- Accountability Reporting for the Community Colleges (ARCC)
- As required by law, all community colleges have to share the report with their local board of trustees and college administrations.
- Each college’s local governing board and local community is urged to use the information for data-based policy discussions to address our local priorities.
What do we believe?
Mission

- College of Marin’s mission reflects a commitment to educational excellence for all members of its diverse community by providing:
  - preparation for transfer to four-year schools and universities
  - workforce education
  - basic skills improvement
  - intellectual and physical development and lifelong learning
  - cultural enrichment
Who are we? Who are our students?

Data from ARCC 2010, 2009, & 2008

CoM Annual Unduplicated Headcount

Number of Students

- 2004-05: 10,915
- 2005-06: 10,172
- 2006-07: 10,205
- 2007-08: 10,144
- 2008-09: 11,731

Data from ARCC 2010, 2009, & 2008
Data from ARCC 2010, 2009, & 2008
Who are we? Who are our students?

Data from ARCC 2010, 2009, & 2008
Who are we? Who are our students?

Gender of CoM's Students

<table>
<thead>
<tr>
<th>Year</th>
<th>Unknown</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-05</td>
<td>59.3%</td>
<td>40.7%</td>
<td>0.0%</td>
</tr>
<tr>
<td>2005-06</td>
<td>58.5%</td>
<td>41.5%</td>
<td>0.0%</td>
</tr>
<tr>
<td>2006-07</td>
<td>58.8%</td>
<td>41.2%</td>
<td>0.0%</td>
</tr>
<tr>
<td>2007-08</td>
<td>59.6%</td>
<td>40.4%</td>
<td>0.0%</td>
</tr>
<tr>
<td>2008-09</td>
<td>58.4%</td>
<td>40.6%</td>
<td>1.0%</td>
</tr>
</tbody>
</table>

Data from ARCC 2010, 2009, & 2008
Who are we? Who are our employees?

Gender of CoM Employees in 2010

- Classified (N=222): 39% F, 61% M
- Management (N=24): 46% F, 54% M
- FT Faculty (N=107): 52% F, 48% M
- PT Faculty (N=306): 41% F, 59% M
- All Employees (N=659): 58% F, 42% M

Data from HR, April 2010

Office of Planning, Research, & Institutional Effectiveness

4/20/2010
Ethnicity of CoM Employees in 2010

Data from HR, April 2010

Office of Planning, Research, & Institutional Effectiveness

4/20/2010
Seven Critical Indicators

Data Source=ARCC 2010

1. Student progress and achievement
2. Completed 30 or more units
3. Fall-to-Fall persistence
4. Vocational course completion
5. Basic skills course completion
6. Basic skills course improvement
7. ESL course improvement
1. Student Progress and Achievement

1. Student Progress & Achievement: CoM, Peer Group, & State

<table>
<thead>
<tr>
<th></th>
<th>2006-07</th>
<th>2007-08</th>
<th>2008-09</th>
</tr>
</thead>
<tbody>
<tr>
<td>CoM</td>
<td>57.9</td>
<td>57.3</td>
<td>59.3</td>
</tr>
<tr>
<td>Peer Group</td>
<td>57.4</td>
<td>55.4</td>
<td>55.7</td>
</tr>
<tr>
<td>State</td>
<td>51.2</td>
<td>51.8</td>
<td>52.3</td>
</tr>
</tbody>
</table>

Percentage of Students
2. Completed 30 or More Units

2. Completed 30 or More Units: CoM, Peer Group, & State

<table>
<thead>
<tr>
<th></th>
<th>2006-07</th>
<th>2007-08</th>
<th>2008-09</th>
</tr>
</thead>
<tbody>
<tr>
<td>CoM</td>
<td>71.2</td>
<td>73.5</td>
<td>69.7</td>
</tr>
<tr>
<td>Peer Group</td>
<td>72.6</td>
<td>73.2</td>
<td>74.6</td>
</tr>
<tr>
<td>State</td>
<td>70.4</td>
<td>71.2</td>
<td>72.4</td>
</tr>
</tbody>
</table>
3. Fall-to-Fall Persistence

Percentage of Students

3. Fall-to-Fall Persistence: CoM, Peer Group, & State

CoM  Peer Group  State

2006-07  63.5  70.7  68.3
2007-08  63.0  71.3  69.2
2008-09  48    71.1  68.7
4. Vocational Course Completion

4. Vocational Course Completion: CoM, Peer Group, & State

Percentage of Students

CoM: 82.9% (2006-07), 77.9% (2007-08), 78.9% (2008-09)
Peer Group: 75.4% (2006-07), 75.1% (2007-08), 75.1% (2008-09)
State: 78.2% (2006-07), 77.7% (2007-08), 77.5% (2008-09)
5. Basic Skills Course Completion

Percentage of Students

5. Basic Skills Course Completion: CoM, Peer Group, & State

- CoM: 60.6, 61.7, 71.2
- Peer Group: 66.9, 62.1, 63.8
- State: 60.5, 60.5, 61.5

Office of Planning, Research, & Institutional Effectiveness

4/20/2010
6. Basic Skills Course Improvement

Percentage of Students

6. Basic Skills Course Improvement: CoM, Peer Group, & State

- CoM
  - 2006-07: 45.1
  - 2007-08: 51.9
  - 2008-09: 54

- Peer Group
  - 2006-07: 54.3
  - 2007-08: 55.3
  - 2008-09: 55

- State
  - 2006-07: 50.0
  - 2007-08: 51.2
  - 2008-09: 53.2
7. ESL Course Improvement

Percentage of Students

CoM, Peer Group, & State

CoM: 2006-07: 31.1, 2007-08: 44.3, 2008-09: 45.1
State: 2006-07: 44.7, 2007-08: 50.1, 2008-09: 50.1
## Conclusions

<table>
<thead>
<tr>
<th>Critical Indicators</th>
<th>College of Marin</th>
<th>Compare CoM with State</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student progress &amp; achievement</td>
<td>🟢</td>
<td>🟢</td>
<td>Observing (Exceeded the state, upward trend)</td>
</tr>
<tr>
<td>2. Completed 30 or more units</td>
<td></td>
<td></td>
<td>Action needed</td>
</tr>
<tr>
<td>3. Fall-to-fall persistence</td>
<td></td>
<td></td>
<td>Action needed</td>
</tr>
<tr>
<td>4. Vocational course completion</td>
<td>🟢</td>
<td>🟢</td>
<td>Observing (Changed the trend in one data point)</td>
</tr>
<tr>
<td>5. Basic skills course completion</td>
<td>🟢</td>
<td>🟢</td>
<td>Observing (Big jump, exceeded the big environment—state and peer)</td>
</tr>
<tr>
<td>6. Basic skills course improvement</td>
<td>🟢</td>
<td>🟢</td>
<td>Observing (Slightly exceeded and stayed similar movement with the big environment)</td>
</tr>
<tr>
<td>7. ESL course improvement</td>
<td>🟢</td>
<td>🟢</td>
<td>Observing (Improving, but not yet exceeded the state)</td>
</tr>
</tbody>
</table>
“What gets us into trouble is not what we don’t know; it’s what we know for sure that just ain’t so” – Mark Twain