

PRAC PRESENTATION AVP OF INSTRUCTION

May 5, 2025

Cari Torres

AVP AREA OVERVIEW

The true measure of our success will be the number of people touched and transformed by our success.

—Angela Ahrendts

Overview:

- One manager
- One administrative assistant
- Areas:
- Counseling
- Distance Education
- FDIP
- Office of Instructional Management
- Child Development Program
- Accreditation (Accreditation Liaison Officer)
- Strategic Plan – Instructional Program Goals (I-6)

AVP of Instruction		
Budget Category	Amount	Description
1000 and 2000 (nondiscretionary)	\$367,239	Administration/Work Experience faculty/CPL Coordination/Academic Senate
3000 (nondiscretionary)	\$201,639	Benefits
4000 (discretionary)	\$5,337	Supplies and Materials; Flex; Professional Development; Meetings
5000 (discretionary)	\$15,382	Travel; Software; Contracts
6000 (discretionary)	\$847	Furniture and Equipment
Total:	\$590,444	

AVP PROGRAM DISCUSSIONS & DIRECTIONS

Change is hard because people overestimate
the value of what they have—and
underestimate the value of what they may gain
by giving that up.

—James Belasco & Ralph Stayer

Focus Items:

- Strategic Plan – Instructional Programs (Goals 1-6)
- Accreditation standing committee
- Instructional and Non-instructional program review
- Student-centered scheduling
- Migration to CourseDog and Insights (via eLumen's new partnerships)

QUESTIONS/DISCUSSION

The world as we have created it is a process of our thinking. It cannot be changed without changing our thinking.

—Albert Einstein

COUNSELING AREA OVERVIEW

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—Angela Ahrendts

Overview:

- 13 full-time counseling faculty, including articulation officer; one work experience faculty
- Eleven part-time counseling faculty
- One department chair and one administrator
- One department administrative assistant
- One shared administrative assistant
- (Approximately 25 teaching units scheduled each semester (counseling courses, including Counseling 116, 119, 130, 133, 134, and 179; Counseling 130 sections are paired with learning communities). Counselors teach Summer Bridge and Career Academies; satellite classes, including COMPASS and one-unit career courses at continuation high schools
- Enrollment for Summer 2024, Fall 2024 and Spring 2025:
 - Counseling, Study Skills, and Work Experience courses:
 - Summer 2024: 212
 - Fall 2024: 558
 - Spring 2025: 452

Program highlights for 2024-2025

- Implemented ConexED to replace SARs in February (so far, over 2,000 appointments have been scheduled online, in person and by phone).
- Temporary pool recruitment in Spring 2025; expanding counseling part-time faculty to include FDIP graduates; rolling out social work courses as part of new ADT in Fall 2025
- High school outreach, including designated counselor at four high schools
- In-person educational planning on-site at top feeder high schools
- Counselors involved in learning communities, high school programs, Rising Scholars, FDIP, MESA, Mi Familia, and COMPASS

COUNSELING BUDGET OVERVIEW

Leadership is the art of accomplishing more
than the science of management says is
possible.

—Colin Powell

How are the funds contributing to the intended outcomes?

- Articulation Officer/General Counselor – lead on CalGETC implementation; Common Course Numbering implementation; updating ADTs; supporting departments to create new ADTs; updating liberal arts degrees; working with departments on GE changes; Common Course Numbering
- Support Concurrent Enrollment (high school students taking COM courses)

Counseling		
Budget Category	Amount	Description
1000 and 2000 (nondiscretionary; includes District and Categorical funds)	\$1,901,686	Administrative staff/Counseling/Coordinators/Guided Pathways/SEA/Strong Workforce
3000 (nondiscretionary)	\$835,544	Benefits
4000 (discretionary)	\$7,718	Supplies and Materials; Flex; Professional Development; Meetings
5000 (discretionary)	\$15,382	Travel; Software; Contracts
Total:	\$2,760,330	

COUNSELING PROGRAM REVIEW SUMMARY

Knowledge implies a responsibility to act.

—Susan Komives

Specific antiracist and equity practices being implemented within the program to improve student access, retention, and/or the success of Black, African American, and Latinx students.

- Faculty Diversity Internship Program (Counseling Interns and hiring to temp pool)
- Committee work – counselors serve on screening committees, Academic Senate, PRAC, DEC, GRIT, EPC, Curriculum Committee
- Learning Communities – counselors have been instrumental in learning communities
- Counselors are actively liaising with academic departments around transfer and articulation
- Summer Career Academies and Summer Bridge

Summarize the review of activities, staff, and implementation of your program through the lens of disrupting systemic racism. What more do we need (data) to better inform our response to this question?

- Learning community events/workshops: MAPS Undocumented Student Event
- Data Dashboard to identify outcomes and discover effective interventions
- Learning Communities to review achievement gaps based on race/ethnicity (retention, GPA, transfer rates)
- Summer Bridge
- COMPASS
- Outreach in COM classes to connect students to resources
- Transfer Hub/transfer services/career services
- Counseling surveys
- Improving referral process
- Mentors, mentees, mentor programs, faculty mentors
- Tracking where students are applying
- Analyze what support services and activities transfer students used at COM (for example, for students accepted at UCB, what activities were they involved in?)

COUNSELING PROGRAM DISCUSSIONS & DIRECTIONS

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—James Belasco & Ralph Stayer

Focus Items:

- Articulation – continue to review and update ADTs; establish articulation agreements where missing (especially major preparation); prepare for CalGETC implementation, Common Course Numbering
- Increase number of students who meet with a counselor in their first semester and have a comprehensive educational plan (related to the Strategic Plan)
- Offsite educational planning at continuation high schools and adult education schools
- Submit Program Review in 2025

COUNSELING RESOURCE REQUESTS

Strategy is about stretching limited resources
to fit ambitious aspirations.

—C. K. Prahalad

- COM Counselor embedded at high schools
 - 12 units

QUESTIONS/DISCUSSION

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—Albert Einstein

TRANSFER AND CAREER PROGRAMS AREA OVERVIEW

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—Angela Ahrendts

The Transfer/Career Center supports transfer, career education, associate degrees, and the development of job-related skills and experience.

- Two full-time program coordinators
- Shared administrative assistant

Transfer:

- Students served directly through transfer appointments (in-person and Zoom)
- Provide transfer workshops to assist students with transfer and applications (admission to UC and CSU is increasingly competitive)
- Liaison with local and national baccalaureate-granting institutions to stay current on transfer policies and to coordinate direct advising opportunities for students
- Advise Transfer Club, to further transfer culture on campus
- Plan, coordinate, and lead campus visit programs to local and state universities/colleges
- Transfer Center Hub on Canvas is dynamic and useful for students
- Classroom visits to expand transfer awareness to COM students
- Expanded support to faculty, through partnerships across departments and classrooms, flex activities, and special projects
- Targeted outreach to specific populations not accessing resources (never met with a counselor, low on units/GEs, eligible for special programs, etc.)
- Increased outreach to high schools to strengthen the pipeline

Career:

- In collaboration with community- based organizations, learning communities and academic departments to execute work-based learning activities directed toward job attainment and career development
- Develops and facilitates career-readiness activities for students via one-on-one consultations, application assistance, career/industry exploration lecture series, social media, and industry best-practices techniques
- Identifies internship opportunities and liaises between employers and students across
- Provides job placement services and job placement outcomes for CTE and Non-CTE students
- Engages in employer/industry collaboration activities (i.e., career fair, employer tabling, career panels, site visits, industry/community events); new fair in Spring 2025 with social work theme
- K-12 connection/ career pathways for MCOE students (i.e., partner with school-to-career programs, outreach at H.S programs/campuses, and career exploration seminars)

Transfer		
Budget Category	Amount	Description
1000 and 2000 (nondiscretionary)	\$132,882	Program Coordinator
3000 (nondiscretionary)	\$27,176	Benefits
4000 (discretionary)	\$5,906	Supplies and Materials
5000 (discretionary)	\$13,549	Student trips to visit colleges; Fingerprints for interns/student employees; Software and Contracts
Total:	\$179,513	

Career		
Budget Category	Amount	Description
1000 and 2000 (nondiscretionary)	\$51,318	Program Coordinator (half charged to District funds and half charged to Counseling budget)
3000 (nondiscretionary)	\$33,715	Benefits
4000 (discretionary)	\$1,398	Supplies, Printing, and Food for Career Fairs
Total:	\$86,431	

TRANSFER AND CAREER DISCUSSIONS & DIRECTIONS

Change is hard because people overestimate
the value of what they have—and
underestimate the value of what they may gain
by giving that up.

—James Belasco & Ralph Stayer

Focus Items:

Transfer:

This year, the Transfer Center has been focusing on building out Section II of Program Review, through setting goals for program growth, with a focus on the following themes, particularly among DI groups:

- Increasing availability and transparency of key transfer information and resources
- Increasing transfer pathway options for students
- Utilizing data-driven, targeted outreach
- Guiding students to make informed transfer decisions

Career:

- Increase the number of internship opportunities that align with student's education plan to help support student success and retention.
- Expand career services through marketing strategies, to better reach adult students, non-traditional students and underrepresented student populations.
- Continue to engage employers to provide students with learning opportunities that align with student education goals
- Increase the number of active users on the institution's virtual job board.
- Continue to create work-based learning activities that help students apply classroom theories to real world/work force scenarios.

CAREER SERVICES PROGRAM REVIEW SUMMARY

Knowledge implies a responsibility to act.

—Susan Komives

- Continue to collaborate with learning communities and community-based organizations to increase the number of students that are part of the underrepresented student population by informing them of the career services offered at College of Marin.
- Align internship and work experience opportunities with academic disciplines by involving faculty participation.
- Educate students on internship and job research through workshops and presentations. Provide support and increase resources for resume development, cover letter writing and digital portfolio.
- Inform students of the various tools that can be used to attain learning opportunities; such as Handshake, LinkedIn, Indeed, and industry associations/ institutions.
- Connect students with employers and supporting them with their educational goals
- Continue to increase the amount of student contact through individual appointments, career fairs and workshops. New career fair theme in Spring 2025: social work and community service
- Create and foster partnerships with community- based organizations; such as 10,000 Degrees, Career Point, Work Force Alliance of the North Bay, MCOE and SR Chamber of Commerce.
- Consider how to expand paid internship opportunities for COM students now that LAEP funds have been removed
- Collaborate with Work Experience and Service-Learning faculty to increase student participation and enrollment in these courses.

TRANSFER PROGRAM REVIEW SUMMARY

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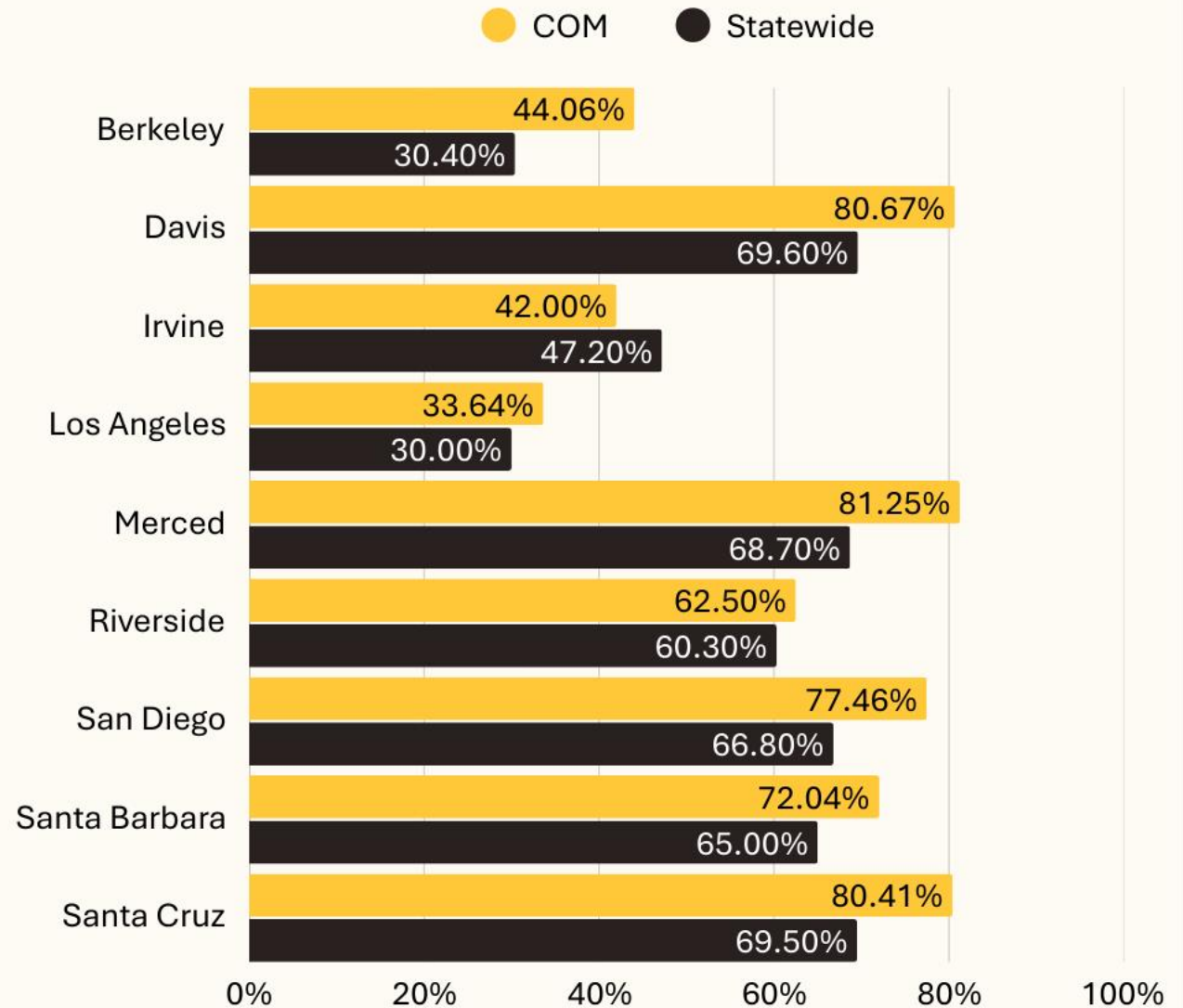
- Continue to increase outreach and information availability to students not accessing the Transfer Center
 - Transfer Advocates program, faculty and LC collaborations, additional Transfer Hub content, etc.)
- Continue shift to a data driven targeted outreach approach
 - Transfer/Counseling Data Dashboard in the works + implement student focus groups to increase decision making around student feedback
- Increase transfer pathways for students
 - Alignment with AO to identify first-gen-friendly, transfer-friendly institutions and create partnerships/articulation, including HBCUs – creating affordable options for students
 - Increase support for out-of-state transfer across DI groups, current study ongoing with PRIE to determine if our students are “undermatching”
 - Study most viable alternate majors and ensure transfer path is smooth, and opportunities are communicated to students (goal of increasing admit rates)
- Better guidance for students to make informed transfer decisions
 - Create a stoplight transfer success matrix: Research retention/graduation rates at our most popular transfer institutions, incorporate findings into TC literature and counseling.
 - Create a more robust resource library for counselors, focusing on institutions that support different populations (LGBTQ climate, UndocuAlly, foster youth support, etc.).
 - Library of financial aid letter examples, run data to see trends across institutions (collaborate with our fin aid office)
 - Utilize alumni list with new fields for DI groups

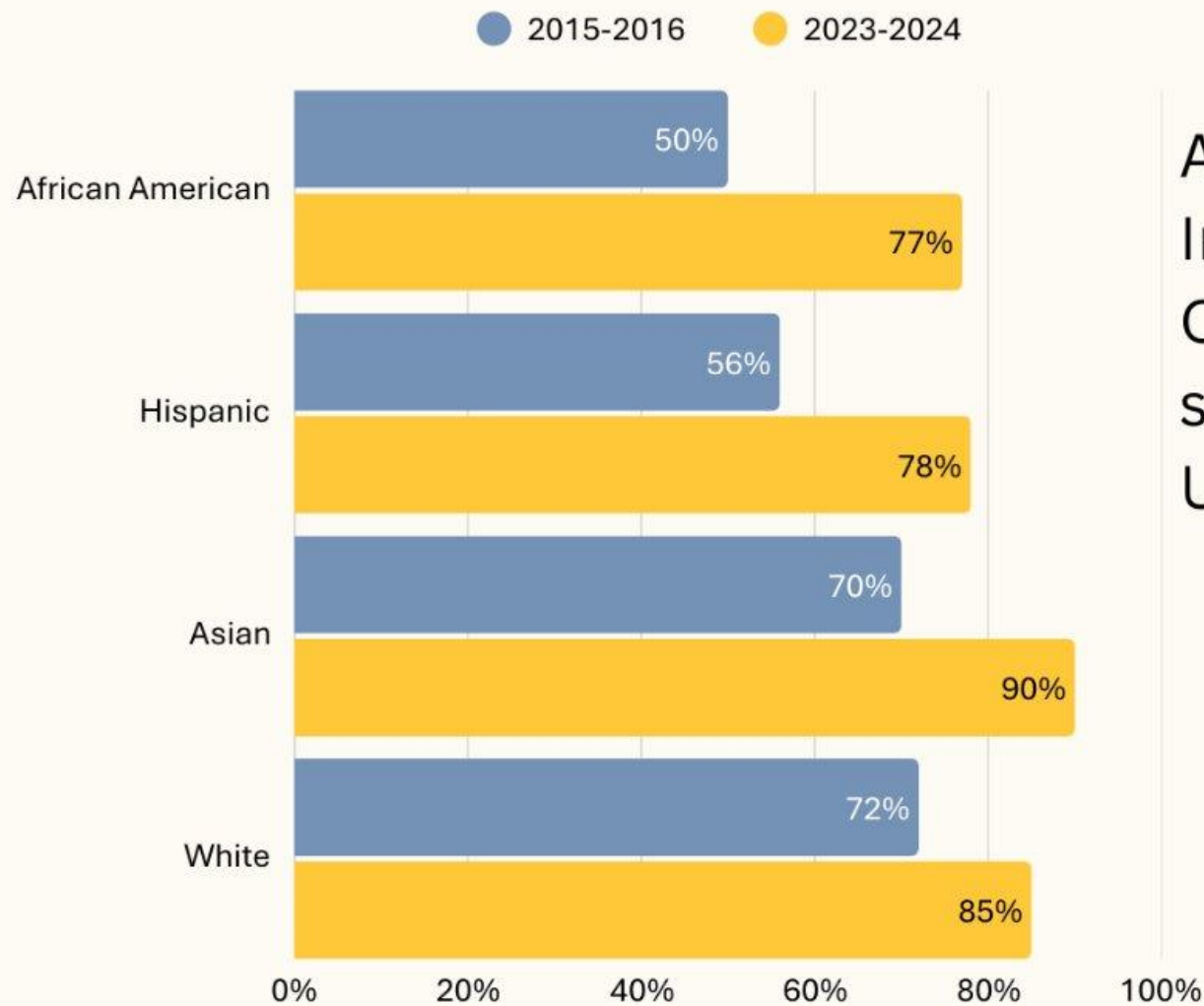
Transfer Center

COM vs Statewide Admission Rates 2023-2024

**COM students are
admitted at a higher
rate to
8 out of 9 UC Campuses**

Data Source: University of California Transfer Admissions
Summary (<https://www.universityofcalifornia.edu/about-us/information-center/transfer-admissions-summary>)





UC Admission Rates by Race

Attaining Vision 2030 Outcome 2d:
Increase with equity the number of
California community college
students who transfer to CSU or
UC.

Data Source: University of California Transfer Admissions
Summary (<https://www.universityofcalifornia.edu/about-us/information-center/transfer-admissions-summary>)

UC Berkeley: Transfer Alliance Project & Community College Transfer Services

UC TAP Current Support

- 25hrs of in-person advising
- UC wide advising
- Application support
- Free Summer UCB Courses
- 3-day Summer Residential Program



UC TAP Impact:

- 93% UCB Admission Rate
- 28 Students in 2023
- 55 1:1 advising meetings in current academic year

Previously Free

UC TAP Current Support

- 25hrs of in-person advising
- UC wide advising
- Application support
- Free Summer UCB Courses
- 3-day Summer Residential Program



Tier Two Partner

- 64 hours of remote 1:1 advising per academic year
- Remote UC Application Academies (including PIQ and UC Application workshops hosted online).
- Campus wide access to Remote Transfer Center curriculum and workshops
- In-service remote counselor/advising staff training
- UC Berkeley Blue Carpet in-person on campus visit experience hosted by CEP
- Annual Data Dashboards
- UC Berkeley Deep Dive
- CEP and Transfer Prep Newsletters
- CEP Professional Development Discount
- Discounted access to the fall UC Berkeley CEP/OUA Symposium

\$15,000
Campus Partnership Cost

RESOURCE REQUESTS

Strategy is about stretching limited resources
to fit ambitious aspirations.

—C. K. Prahalad

Transfer Program

- Funding for Berkeley TAP: \$15,000/annually

QUESTIONS/DISCUSSION

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—Albert Einstein

DISTANCE EDUCATION AREA OVERVIEW

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—Angela Ahrendts

Overview:

- One full-time instructional designer
- One faculty coordinator (four units/semester starting July 1, 2025)
- One administrator
- Distance Education Committee (DEC; subcommittee of the Academic Senate)
- IT support

Distance Education		
Budget Category	Amount	Description
1000 and 2000 (nondiscretionary)	\$112,135	Distance Education Coordinator/Instructional Designer/POCR faculty
3000 (nondiscretionary)	\$70,960	Benefits
4000 (discretionary)	\$1,089	Supplies and Materials; Flex; Professional Development; Meetings
5000 and 6000 (discretionary)	\$23,469	Travel; Software; Contracts; Laptops; Equipment (for Instructional Designer)
Total:	\$207,653	

OA AND HYBRID COURSES THAT MEET IGETC AND CSU GE- BREADTH REQUIREMENTS

ASL 101	Elementary Sign Language I
ASL 102	Elementary Sign Language II
ANTH 101/101L	Intro to Phys/Bio Anthropology
ANTH 102	Intro to Cultural Anthropology
ASTR 101	Introduction to Astronomy
ASTR 117L	Introduction to Astronomy Lab
BEHS 103	Human Sexuality
BIOL 120	Human Anatomy
BIOL 224	Human Physiology
CHEM 114	Introduction to Chemistry
COMM 100	Introduction to Communication and Speech
COMM 103	Public Speaking
DANC 101	African American Dance History
DANC 108	Dance History: Art of Movement
DRAM 110	Introduction to the Theatre
ECON 101	Principles of Macroeconomics
ECON 102	Principles of Microeconomics
ENGL 150	Read & Composition (1A)
ENGL 151	Read & Composition (1B)
ENGL 155	Critical Thinking and Composition
ETST 110	Introduction to Ethnic Studies
ETST 111	History of African Americans (A)
ETST 112	History of African Americans (B)
FILM 109A	History of Film: Beginning to 1950
GEOG 100	World Regional Geography
GEOG 101	The Physical Environment
GEOG 101L	The Physical Environment Laboratory
GEOG 102	Human Environment
GEOL 120	Physical Geology
HIST 100	American History Trends/Topics
HIST 101	World History I: Traditions
HIST 102	World History II: Evolution of the Modern World
HUM 118	Intro to World Religions
MATH 115	Probability and Statistics
MATH 121	Calculus I with Applications
MUS 105	Rock, Pop, and Jazz
PHIL 110	Introduction to Philosophy
PHIL 111	Introduction to Ethics
PHIL 117	History of Philosophy: Late Modern to Contemporary
POLS 101	Introduction to the Government of the United States
PSY 110	Intro to Psychology
PSY 114	Psych of Human Dev: Lifespan

DISTANCE EDUCATION PROGRAM DISCUSSIONS & DIRECTIONS

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by giving that up.

—James Belasco & Ralph Stayer

Focus Items:

Connection with Strategic Plan: Instructional Programs

- Goal 4 *Develop Innovative Offerings, scheduling, and delivery methods for student success and equity* (Objective 4.1)
- Goal 5 *Create opportunities for faculty to collaborate and share effective teaching methodologies* (Objective 5.1)
- Promoting quality courses, with a focus on accessibility, RSI (regular substantive interaction) and student success in online instruction (POCR, Canvas); emphasized in the new ACCJC DE guidelines
- AI Community of Practice – rolling out at COM in Fall 2025 and aligned with Vision 2030 and COM's Plan 2030 goals
- Piloting hyflex and synchronous Zoom
- Plan for long-term recertification program for DE faculty and relevant professional learning support
- Begin work on new three-year DE plan (2026-2029)
- New DE Coordinator starts July 1

RESOURCE REQUESTS

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—C. K. Prahalad

- Continued need for institutionalized budget for instructional support tools and technology

QUESTIONS/DISCUSSION

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—Albert Einstein

CHILD DEVELOPMENT PROGRAM AREA OVERVIEW

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—Angela Ahrendts

Overview:

CDP

The Child Development Program serves 2.9 to five-year-old children in a State Laboratory Preschool setting. The CDP is the lab for the ECE program along with serving students in nursing, psychology, and drama.

- One administrator (1.0 FTE)
- One administrative assistant (.91 FTE)
- Three full-time teaching staff (two teachers and one site supervisors)
- Kentfield CSC serving 17 children total

Program highlights for 2024-2025

- Hired a new Director of the Child Development Program in January 2025.
- In partnership with Kentfield School District (KSD), UTK-eligible students will have access to CSC Program. Enrollment into the program is determined by specific child or family eligibility criteria. KSD will pay for the first 3 hours of care.
- The Director serves as a commissioner on the Marin Child Care Commission, representing COM as a designated child care provider.
- COM provides in-kind support and advisory input, with the ECE Program Coordinator participating in the Marin Quality Counts Consortia and supporting project activities. Director will serve as alternate to Shaquam.
- Director also serves as COM's point person for the Ethel Seiderman Institute for Excellence in Early Education, leading event planning and logistics coordination, and collaborating with ECE faculty.

Child Development Program		
Budget Category	Amount	Description
1000 and 2000 (nondiscretionary; categorical and District funds)	\$410,611	CDP director; CDP teachers (now moved to CSEA as CSC Specialists I, II, or III), CSC Site Coordinator, administrative assistant
3000 (nondiscretionary)	\$282,769	Benefits
4000 (discretionary)	\$54,116	Supplies and Materials
5000 and 6000 (discretionary)	\$8,141	Travel, software, contracts; furniture, equipment
Total:	\$755,637	

CDP PROGRAM DISCUSSIONS & DIRECTIONS

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—James Belasco & Ralph Stayer

Focus Items 2025–2026:

- Determine long-term program sustainability (changes brought about by universal TK, for example)
- Hire two full-time CSC Specialist III (Lead Teacher) positions (1.0 FTE)
- Expand enrollment from 17 to 32 students (maintaining 1:8 ratio)
- Extend the program to include a summer session
- Supporting children and families with special needs
- Participate in Marin P3 Early School Success and Marin Quality Counts focusing on three goals: School readiness, professional development and family engagement.

RESOURCE REQUESTS

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- CSC Specialist I position (to ensure ratios between classrooms as enrollment expands)

QUESTIONS/DISCUSSION

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OFFICE OF INSTRUCTIONAL MANAGEMENT PROGRAM AREA OVERVIEW

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—Angela Ahrendts

Overview:

The OIM (Office of Instructional Management) supports instruction via scheduling, curriculum management, articulation, faculty loads, faculty pay, instructional room coordination, MIS data, 320 report

- Three staff:
 - Instructional Support Analyst
 - Articulation and Curriculum Analyst
 - Instructional Support Specialist

OIM		
Budget Category	Amount	Description
1000 and 2000 (nondiscretionary)	\$298,917	Salary
3000 (nondiscretionary)	\$195,214	Benefits
4000 (discretionary)	\$235.00	Supplies and Materials
5000 (discretionary)	\$941	Articulation meetings (regional and statewide)
Total:	\$495,307	

OIM DISCUSSIONS & DIRECTIONS

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—James Belasco & Ralph Stayer

Focus Items:

- Instructional classrooms – scenario planning with new CSS building
- Student-centered scheduling
- Support legislative changes, Common Course Numbering system (among community colleges), Cal-GETC, and Ethnic Studies requirements

QUESTIONS/DISCUSSION

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OVERALL AVP OF INSTRUCTION RESOURCE REQUESTS

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—C. K. Prahalad

Summary of Requests:

- **CDP**
 - One CSC Specialist I position
- **Counseling**
 - Dedicated high school counselor – 12 units
- **Career Services**
 - TAP program costs for UC Berkeley transfer support \$15,000