

PRAC PRESENTATION



COLLEGE SKILLS & EDUCATIONAL SUCCESS PROGRAMS

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COLLEGE SKILLS



- ESL FOUNDATIONAL SKILLS
- ESL FOCUSED SKILLS
- ESL LAB
- IS ENGLISH PROGRAM: ONLINE WRITING CENTER
- READING AND WRITING LAB

COLLEGE SKILLS



College Skills Staff

- 1 Full-time Administrative Assistant
- 1 Full-time Enrollment Services Associate I dedicated to ESL

ESL Instruction

- ESL Foundational and Focused Skills Faculty:
 - Current Full-time: 10 / Fall 2024 Full-time: 9
- ESL FT Foundational Skills Faculty: Levels 10 - 40
 - Part-time: 30
- ESL Focused Skills Faculty: Levels 50 - 120SL
 - Part-time: 20
- Total Unduplicated Focused and Foundational PT: 34

COLLEGE SKILLS



ESL and ESLN Enrollment

	Fall 20	Spring 21	Fall 21	Spring 22	Fall 22	Spring 23	Fall 23	Spring 24
ESLN 10-40 PRON, VESL	702	776	724	755	1077	1158	1590	1455
ESL/N 50-86	387	391	406	386	478	490	558	553
ENGL 98SL	16	21	22	20	30	13	21	0
ENGL 120SL	32	11	30	38	37	32	39	23
Total	1137	1199	1182	1199	1622	1698	2208	2031

COLLEGE SKILLS



ESL Success Rates

	Spring 19	Fall 19	Spring 20	Fall 20	Spring 21	Fall 21	Spring 22
ESL/N 50-86	77%	70%	67%	63%	67%	69%	71%
ENGL 98SL	69%	70%	77%	73%	62%	67%	68%
ENGL 120SL	86%	74%	72%	63%	64%	80%	70%

COLLEGE SKILLS



Alignment

- College Mission: College of Marin's commitment to educational excellence is rooted in providing equitable opportunities and fostering success for all members of our diverse community by offering English as a second language
- EMP SAS Goals 1, 2, 4, and 5: Support noncredit and credit ESL students
- Student Equity Plan: Support ESL students
- Guided Pathways Practices: Enter the Path and Stay on the Path

Collaboration

Student Accessibility Services (SAS), Summer Bridge, Career Education, Early Childhood Education (ECE), Enrollment Services, Counseling, and Canal Alliance

Program Review: In progress Spring 2024

COLLEGE SKILLS



College Skills Budget

Fund	Description	Amount
District	ESLN, ESL, and RWL	\$2,215,616
District	IS English Program	\$372,057
TOTAL	Non-Discretionary	\$2,587,673
TOTAL	Discretionary	\$1,727,700
TOTAL		\$4,315,373

COLLEGE SKILLS



NEED: Two FT ESL Focused/Foundational Faculty

SAVINGS: \$4,600/year

Focused : 247 units and Foundational: 413 units = Total: 660 units each year

Fall 2023 – Could have added 12 more ESLN sections to accommodate demand = 48 more units for total of 708 units/year, but did not have enough instructors

- Possible retirements over the next few years
- More difficult to hire enough PT faculty than FT faculty

Description	Amount
With 9 FT (270 units) need 438 PT units x \$5000 Unit to cover 708	\$2,190,000
With 11FT (330 units) need 378 PT units x \$5000 Unit to cover 708	\$1,890,000
2 FT – Column 4, Step 11 w/benefits \$147,700/year x 2	\$295,400
Savings/Year (\$2,190,000 – \$1,890,000 = \$300,000 \$300,000 – \$295,400 = \$4,600)	(\$4,600)

IS ENGLISH PROGRAM



English Tutoring with Instructional Specialists: Reading and Writing Lab (RWL) and Online Writing Center (OWC)

- RWL: 90.5 hours/week
- Online Writing Center: 100 hours/week
- Classified FT: 2 and Classified PT: 4

Fund	Description	Amount
District	Non-Discretionary	\$372,057

Fall 2023

- 228 individual student participants
- 478 submissions initiated by students

Alignment and Collaboration

- EMP SAS Goal 1: Increase access and reduce barriers to student goals
- EMP SAS Goal 5: Ensure students reach milestones and goals
- Student Equity Plan: Tutor support for all disciplines
- Guided Pathways Practices: Stay on the Path
- SAS and EOPS (Providing one-on-one sessions), Learning Communities, English, ESL, Transfer Center

Program Review: Completed Spring 2024

IS ENGLISH PROGRAM



NEED: FT English Instructional Specialist: 37.5hr/week 8.5 MPY

COST: \$60,000/year

1 FT Classified Instructional Specialist for the Reading and Writing Lab (RWL) as well as the Online Writing Center (OWC) to:

- Expand partnerships with SAS, EOPS, and the Learning Communities
 - Currently provide one-on-one sessions with SAS students
- Support increased usage of OWC and RWL in response to AB 1705
- Provide expanded hours within new LRC in 2025

READING and WRITING LAB



Reading and Writing Lab Schedule

M 8:00-5:00pm; 9
T 8:00-5:00pm; 9
W 8:00-5:00pm; 9
R 8:00-5:00pm; 9
F 9:00-2:00pm; 5
Fri., Sat., and Evening
Online: 30 hours

RWL Program Budget

Fund	Description	Amount
District	Fall 51.75 units at \$5000	\$258,750
District	Spring 51.75 units at \$5000	\$258,750
	Summer 2.88 units at \$5000	\$14,400
TOTAL	106.38 units at \$5000	\$531,900

Alignment

- EMP SAS Goal 1: Increase access and reduce barriers to student goals
- EMP SAS Goal 5: Ensure students reach milestones and goals
- Student Equity Plan: Tutor support for all disciplines
- Guided Pathways Practices: Stay on the Path

Program Review: Completed Spring 2024

READING and WRITING LAB



On-campus RWL

- Total unique users: 611 (up from 407 in Spring 2023)
- Total number of visits: 3,118 (up from 2,500 in Spring 2023)

Zoom/Online RWL

- Total unique users: 183 (up from 173 in Spring 2023)
- Total appointments attended: 476 (up from 393 in Spring 2023)

Course		No RWL	One or more RWL visits
ENGL 150	Grade points	1.98	2.55
	Retention	76.40%	91.70%
	Success	56.10%	72.40%
ENGL 151	Grade points	2.25	2.59
	Retention	77.90%	91.00%
	Success	62.60%	75.90%
ENGL 155	Grade points	2.72	3.04
	Retention	84.90%	95.40%
	Success	75.00%	87.00%
HUM 101	Grade points	2.2	3.16
	Retention	83.50%	93.50%
	Success	54.30%	89.10%

EDUCATIONAL SUCCESS PROGRAMS



- UMOJA EQUITY INSTITUTE
- LEARNING COMMUNITIES
- TUTORING and LEARNING
CENTER/EMBEDDED PEER TUTOR
PROGRAM

EDUCATIONAL SUCCESS PROGRAMS



NEED: Additional Administrative Assistant Support

COST: \$100,000

- Currently the Dean of Educational Success Programs and the Assistant VP of Instruction share an Administrative Assistant III. Considering the growth of Educational Success Programs and the demands of the Asst. VP of Instruction office, this is no longer feasible.
- **Duties:** On-boarding documents, timecards, event logistics, meeting minutes, student support, evaluation reports, scheduling, purchasing, requisitions, etc.

Asst. VP of Instruction

- Counseling and Transfer
- Work Experience and Career Services
- Office of Instructional Management
- Program Review
- FDIP and Professional Learning
- Distance Education
- Accreditation
- Admin. Support for Academic Senate

Educational Success and College Skills Programs

- Reading and Writing Lab
- Online Writing Center
- Tutoring & Learning Center
- Learning Communities
- GRIT
- Categorical Budgets

UMOJA EQUITY INSTITUTE



UEI Focus and Work

- Equity Leadership and Support at COM (Professional Learning through activities, events, and speakers; Support/Consultation for events, campus-wide task forces, grants, initiatives, etc.; Communities in Practice)
- Equity Leadership within and in partnership with the Community
- Equity in Mental Health (Equity in Mental Health Symposium, workshops, etc.)

Some Events in 2023-24

- Second Annual Equity in Mental Health Symposium
- "Barksdale Homecoming Invitational" with Athletics
- "The Revolutionary Art of Emory Douglas: Black Liberation, Global Justice" Month-long Art Exhibit and Book Signing
- "An Evening with Emory Douglas" featuring poetry by Meres-Sia Gabriel, music by Tarika Lewis, and a conversation between Bay Area-based Xicanx artist and activist Melanie Cervantes and Emory Douglas

UMOJA EQUITY INSTITUTE



Alignment

2019-2025 Educational Master Plan and the 2022-2025 Strategic Plan's intentional focus on equity-mindedness and addressing the following:

- EMP Equity Goal 1: Eliminate racial equity gaps
- EMP Equity Goal 2: Support and retain Equity-minded employees
- EMP Equity Goal 3: Provide Equity leadership within the community
- Student Equity Plan: Eliminate racial equity gaps
- Guided Pathways Practices: Enter the Path, Stay on the Path, Ensure Learning

Collaboration

- Learning Communities, ASCOM, Psychological Services, IDEA, EOPS, Athletics, EEO, Professional Learning Committee, COMPASS, Summer Bridge, Outreach, Marin High Schools, Marin City Community Leaders, Play Marin, Sausalito Marin City School District, STEM Center, Marin County Office of Equity, Umoja Community Foundation , Multicultural Center of Marin (TAY Radio), Marin County Behavioral Health & Human Services, SURJ Marin

UMOJA EQUITY INSTITUTE



Coordination

- UEI Coordinator
- UEI Program Developer
- UEI Communities in Practice and Events
- UEI Equity in Mental Health
- UEI Equity in Athletics

UEI Budget

Fund	Description	Amount
District - Equity	12 units at \$5000 Coordination (12 x \$5000 x 2)	\$120,000
District - Equity	Speakers and Events	\$50,000
District - Equity	Administrative Assistant Support (18.75 hours/week)	\$56,000
TOTAL		\$226,000

LEARNING COMMUNITIES



Learning Communities

- APIDA (Possible New Learning Community)
- MAPS
- Mi Familia
- Puente
- Umoja
- MESA (Supported by the Dean of Math, Science, and Business)

Work and Events

- Alignment and collaboration among the learning communities
- Peer mentor support and training
- Campus wide events: "It's Fall Y'All" and "Spring Fling"

Alignment

- EMP SAS Goals 1, 3, 4: Increase access and reduce barriers to student goals, provide orientation, and communicate educational goal options
- EMP Equity Goal 1: Eliminate racial equity gaps
- Student Equity Plan: Support African American, Black, and Latinx Students
- Guided Pathways Practices: Stay on the Path

LEARNING COMMUNITIES



NEED: LGBTQ+ Professional Learning

COST: \$10,000

- \$8,000 Speakers for LGBTQ+ Professional Learning Activities for all learning communities
- \$2,000 Food and Supplies for LGBTQ+ Professional Learning Activities

Learning Communities/Peer Mentor Support Budget

Fund	Description	Amount
District	Program Coordinator	\$115,000
District	Food and Supplies	\$15,000
TOTAL		\$130,000

APIDA LEARNING COMMUNITY



APIDA - Asian, Pacific Islander, and Desi American

- **Vision**
 - Cohort-ideally an Ethnic Studies course paired with Counseling course
 - Dedicated campus space for studying and community-building
 - Access to scholarships, internships, immigration services that cater to the needs of undocumented API students, peer mentoring
 - Events to celebrate and invite people into diverse community
- **COM Data for Asian & Native Hawaiian/Other Pacific Islander-identifying Students**
 - Spring 2024: 358 students enrolled
 - 2022-2023: 463 students enrolled, making up 6.3% of COM population
- **APIDA Club**
 - Ethnicities represented: Filipino, Chinese, Tahitian, Japanese, Hawaiian, Korean, Fijian, Indonesian, Vietnamese, Samoan
 - Average event attendance ranges between 15-100 people
 - Current membership: 143 (faculty/staff & students)

APIDA LEARNING COMMUNITY



Heritage of Asia & the Pacific Survey: Asian and Pacific Islander students face:

- **Financial Challenges**
 - 50% work part-time or have multiple jobs to pay tuition and support family
 - 44% students struggle to pay tuition
 - 36% name transportation costs as barriers to their academic success
- **Stereotyping and Microaggressions**
 - The model minority stereotype portrays AAPIs as individuals achieving unparalleled and universal academic and economic success with minimal health issues and concerns (Suzuki, 1994).
- **Lack of Representation**
 - Despite the stereotype of Asian Americans excelling in STEM fields, they may face challenges such as implicit bias, lack of mentorship, and limited access to research opportunities in mostly white STEM programs.
- **Cultural Adjustment:** Asian and Pacific Islander students may struggle to adjust within predominantly white college environments, leading to alienation and stress.
 - 36% struggle with cultural adjustment
 - 10% struggle with language barriers

APIDA LEARNING COMMUNITY



- **Skyline College's Kababayan**
 - Transfer program with English courses and culture nights
 - Aming Kuwento: published collection of artwork, photography, poetry, essays, short stories on Filipino and Fil-Am experience. Funds for supplies, scholarships
- **Chabot College's MOVEMENT API**
 - Mentoring, scholarships, transfer planning, graduation regalia, cultural events
- **Santa Rosa Junior College's APASS (Asian Pacific American Student Success)**
 - Links English and Asian American studies and gives students priority registration
 - Peer mentorship, dedicated counselors, and university field trips
- **De Anza College's IMPACT AAPI**
 - Peer mentorship, transfer counseling, and priority registration to students
- **Evergreen Valley College's ASPIRE (Asian/Pacific Islander Resources for Excellence)**
 - Classes w/culture-specific materials, scholarships, tutoring, mentorship, counseling
- **West Valley College's AANHPI (Asian American, Native Hawaiian, Pacific Islander)**
 - Cultural events such as Lunar New Year and knowledge exchange workshops
 - Supports first-gen and high financial need AANHPI students

APIDA LEARNING COMMUNITY



NEED: Coordination, Mentoring, and Support

COST: \$100,000

- Funds will support the development and implementation of the new APIDA Learning Community

Proposed APIDA Program Budget

Fund	Description	Amount
District	Coordination 9 units (9 x \$5000 x 2)	\$90,000
SEA (CAT)	Student Mentors	\$5,000
SEA (CAT)	Food, Supplies, and Events	\$5,000
TOTAL		\$100,000

MAPS LEARNING COMMUNITY



Mapping Academic Pathways for Success (MAPS): A pathways program to help COM students reach their academic goals more quickly.

- Spring 2024: 60 Students/Matched Mentees
- 50 classroom presentations, reaching approx. +1,000 students
- HUM 101 and COUN 130
- Peer Mentoring, Internships, Activities, and Speakers
- College Field trips and Transfer workshops
- MAPS Room: studying space, study groups, and free printing/computers
- Academic Counseling, Career Counseling, Resources, and book vouchers
- Community and Sense of belonging
- Collaboration with Faculty Diversity Internship Program (FDIP)

Alignment

- EMP SAS Goal 1: Increase access and reduce barriers to student goals
- EMP Equity Goal 1: Eliminate racial equity gaps
- EMP Equity Goal 2: Hire, support, and retain Equity-minded employees
- Guided Pathways Practices: Stay on the Path

Program Review: Completed Spring 2024

MAPS LEARNING COMMUNITY



MAPS Program Budget

Fund	Description	Amount
District	Coordination 9 units (9 x \$5000 x 2)	\$90,000
SEA (CAT)	Student Mentors	\$15,000
SEA (CAT)	Food, Supplies, and Events	\$7,000
District	Administrative Assistant Support (5 hrs/wk)	\$13,250
TOTAL		\$125,250

MI FAMILIA LEARNING COMMUNITY



Mi Familia is a resource center and community for Latinx and all students and staff, including all levels of ESL students and their families.

Who Does Mi Familia Serve?

- Mi Familia services the entire Latinx population (45%) of COM
- Adult Credit & Noncredit ESL
- Recent HS graduates in credit and non-credit ESL
- Recently arrived students graduating early under AB 2121
- Generation 1.5 - diaspora of Latinx students from Marin & East Bay
- Returning and Working students

Alignment and Collaboration

- SAS Goals 1, 4, 5: Increase access and reduce barriers to student goals, communicate educational goal options, and ensure that all students reach milestones and complete educational goals in a timely manner.
- SAS Goal 2: Increase enrollment of adult students — both credit and noncredit
- Learning Communities, Counseling, EOPS, CARE & CalWORKS, Transfer Center, Career Services, Psychological Services, SAS, TLC, ESL Lab, Enrollment Services, Canal Alliance, 10,000 Degrees

MI FAMILIA LEARNING COMMUNITY



Mi Familia Program Budget

Fund	Description	Amount
District	Coordination 9 units (9 x \$5000 x 2)	\$90,000
District	Peer Mentors	\$10,000
District	Food and Supplies	\$5,000
District	Speakers and Events	\$7,000
District	Administrative Assistant Support (5 hrs/wk)	\$13,250
	TOTAL	\$125,250

PUENTE LEARNING COMMUNITY



COM's First Learning Community 2008-2024: Over 380 Students

Spring 2024: 106 Students (Phase I cohort: 21 and Phase 3: 85)

Puente works to increase the number of educationally disadvantaged students who enroll in four-year colleges and universities, earn college degrees, and become community mentors and leaders. Puente's Learning Community is focused on preparing students to transfer through:

- Cultural and Transfer events
- Financial Aid/Scholarships/Internships workshops/resources, and Transfer Preparation Resources and Information
- Professional and Peer Mentoring / Community and Sense of belonging
- Linked cohort classes ENGL 150C/COUN 102 & ENGL 155/COUN 179
- Additional Transfer Preparedness Courses COUN 117, 118, and 119
- Puente Room: Transfer Workshops, Admissions and Alumni 1:1 gathering space, ENGL and COUN weekly drop-in hours, individual quiet study space, study groups, free printing/computers, free snacks/drinks, fridge/microwave

Program Review: In progress Spring 2024

PUENTE LEARNING COMMUNITY



Alignment

- EMP Equity Goal 1: Eliminate racial equity gaps
- EMP SAS Goals 1, 3, 4: Increase access and reduce barriers to student goals, provide orientation, and communicate educational goal options
- EMP IP Goal 6: Improve completion of English courses within one-year
- Student Equity Plan: Support Latinx Students

Puente Program Budget

Fund	Description	Amount
District	Coordination 10.5 units (10.5 x \$5000 x 2)	\$105,000
SEA (CAT)	Peer Mentors	\$10,000
District	Administrative Assistant Support (10 hrs/wk)	\$26,500
SEA (CAT)	Food, Supplies, and Events	\$6,000
UC Puente	Orientations and Field trips	\$2,500
UC Puente	Mentor Support Events	\$1,500
TOTAL		\$151,500

UMOJA LEARNING COMMUNITY



STUDENTS: 2021-22: 107; 2022-2023: 94; Spring 2024: 100

Umoja is committed to the academic success, personal growth, and self-actualization of Black, African American, and other students, providing community and sense of belonging

- Transfer pathways and agreements with over 30 HBCUs
- Weekly breakfasts
- Community Events/College and Conference Field trips
- Woman 2 Woman Group, Chop It Up, and Porch Talk
- Linked cohort courses with HUM 101, English, and Counseling
- Umoja Village: studying space, study groups, and free printing/computers
- Academic Counseling/Resources and Progress Reports/Support for Students

Alignment

- EMP Equity Goal 1: Eliminate racial equity gaps
- EMP SAS Goal 1: Increase access and reduce barriers to student goals
- Student Equity Plan: Support African American and Black Students
- Guided Pathways Practices: Stay on the Path

Program Review: Completed Spring 2024

UMOJA LEARNING COMMUNITY



Comparing Retention and Success: Black / African American Students and Umoja Participation

Year		Black/African Am. Students in Umoja	Black/African Am. Students Not in Umoja
2018-19	Retention	83.7%	80.5%
	Success	75.1%	64.7%
2019-20	Retention	83.4%	80.0%
	Success	68.8%	63.9%
2020-21	Retention	81.8%	82.2%
	Success	68.3%	68.2%
2021-22	Retention	80.4%	80.7%
	Success	65.4%	66.2%
2022-23	Retention	86.7%	83.9%
	Success	73.3%	64.2%

UMOJA LEARNING COMMUNITY



UMOJA Program Budget

Fund	Description	Amount
District	Coordination 7 units (7 x \$5000 x 2); 0.47 FTE	\$70,000
District	Counseling 2 units (2 x \$5000 x 2); 0.13 FTE	\$20,000
SEA (CAT)	Peer Mentors	\$10,000
SEA (CAT)	Food, Supplies, and Events	\$8,000
District	Administrative Assistant Support (18.75 hrs/wk); 0.50 FTE	\$56,000
	TOTAL	\$164,000

UMOJA LEARNING COMMUNITY



NEED: 3 Units of Counseling Support and HBCU Tour

COST: \$50,000 (\$30,000 + \$20,000)

Counseling - \$30,000 (3 units x \$5000 x 2 semesters)

- Umoja Statewide MOU recommends 0.40 FTE dedicated to Counseling for 75-125 Students and 1.0 FTE for Coordination
- COM Umoja currently has two units for counseling support or 0.13 FTE with support by general counseling
- COM Umoja has 0.97 FTE for Coordination – 7 Faculty units at 0.47 + half time Admin. Asst. 0.50 = 0.97 FTE

Historical Black Colleges and Universities (HBCU) Tour for Students - \$20,000

- 10-12 students and 2 staff around \$1500ea. for travel and accommodations
- Umoja transfer tags with HBCU's

TUTORING and LEARNING CENTER



Tutoring and Learning Center Program

- Drop-in, small group tutoring in many subjects
- One-on-one tutoring for SAS and EOPS students
- In-person and online sessions available
- Embedded Peer Tutoring
- Student lead study groups when tutors are not available
- "Study Hall" time
- COM hourly jobs keep students on campus

Alignment and Collaboration

- EMP SAS Goal 1: Increase access and reduce barriers to student goals
- EMP SAS Goal 5: Ensure students reach milestones and goals
- Student Equity Plan: Tutoring support for English and Math
- Guided Pathways Practices: Stay on the Path
- Collaboration: SAS, EOPS, RWL, the Math Lab, Athletics Department, Learning Communities

Program Review: Completed Spring 2024

TUTORING and LEARNING CENTER



TLC Staffing

- Program Coordinator
- FT Math/STAT IS (Shared with SAS)
- 35-55 Peer Tutors

Fall 2023 Data

- 477 students attended tutoring
- 1,958 individual visits
- 3,725 hours of tutoring

TLC Program Budget

Fund	Description	Amount
District	Program Coordinator and IS	\$173,449
District	Tutors	\$104,304
District	Food and Supplies	\$3,500
SEA (CAT)	Embedded Peer Tutors	\$30,000
TOTAL		\$311,253

COST TOTAL



COST TOTAL: \$315,400 year

Schedule	Description	Amount
Fall 2025	ESL Focused/Foundational FT Faculty	(\$4,600)
Fall 2024	Educational Success Programs AA III	\$100,000
Fall 2024	Learning Communities LGBTQ+ PL	\$10,000
Fall 2024	APIDA New Learning Community	\$100,000
Fall 2024	Umoja Counseling and HBCU Tour	\$50,000
Fall 2024	FT IS for English	\$60,000
TOTAL		\$315,400