



A Culturally Responsive Approach to Success Coaching for Asian American Students in English Language Learner Courses

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ABSTRACT

In fall 2016, Bunker Hill Community College (BHCC) received the Asian American and Native American Pacific Islander Serving Institution (AANAPISI) grant to undertake comprehensive reform of the ELL Program. One important aspect of the grant that was key to the success of its implementation was the development and expansion of a success coaching model that complemented the curriculum and served students of the new English Language Learner (ELL) program, where Asian American and Pacific Islander (AAPI) students were overrepresented at BHCC. This article will present an outline of the work accomplished to create a new, culturally responsive success coaching model that provided targeted support for AAPI students and the steps taken to fully expand the model across the new ELL program. After creating a model that focused on culturally relevant advising practices and a close working relationship with the ELL department, the work shifted to incorporating more sustainable practices to fully scale this model across all courses. This prompted the collaboration with BHCC's ACE Mentor program to train student mentors in learning and performing selected ELL success coaching duties. Since the COVID-19 pandemic, success coaches switched to online advising, creating a series of videos that replicated key pieces of the coaching model while continuing to maintain a classroom presence. With the institutionalization of the new ELL Program in fall 2020, culturally responsive success coaching was also implemented at full scale and started serving 100% of ELL students.

In fall 2016, Bunker Hill Community College (BHCC) received the Asian American and Native American Pacific Islander Serving Institution (AANAPISI) grant to undertake comprehensive reform of the ELL Program. Key to the success of the reform was the development and expansion of a success coaching model that complemented the curriculum and provided support for students of the English Language Learner (ELL) program where AAPI students are overrepresented. This article discusses the development of the success coach model, adjustments that were made due to the COVID-19 pandemic, and adaptability to other colleges and programs.

INITIAL SUCCESS COACHING MODELS AT BUNKER HILL COMMUNITY COLLEGE

BHCC received a Title III grant in spring 2010, which was used to create the LifeMap Initiative at the college. Part of the initiative created the success coach role within LifeMap, the advising department at BHCC. A success coach was matched to different learning community seminars (more commonly known as first year seminars) and provided holistic, proactive, advising in the classroom setting. Faculty and success coaches collaborated to present both curricular and co-curricular information throughout the term, in addition to the contributions of student support services like peer mentors, or as we called them ACE mentors.

In fall 2010, 75 sections of the first-year seminars were run, each matched with a success coach and an average of less than six visits per classroom. The success of the integration of success coaches was measured by the data collected by six of the coaches, which reflected data from 30 of the initial 75 sections. Below are some of the results documented by Whitman (2011):

- The overall pattern of the success coach work shifted as the semester went on. In September and into late October most of the work done fell into academic and self-management areas. By November, work began to be more about helping students with registration and tracking down students to urge them to attend and complete work. The communicative mode also shifted and larger numbers of emails and phone calls went

BACKGROUND RESEARCH

The fall 2017 semester was used to adapt the previous success coaching model and establish the framework for the ELL success coach model as the AAPI success coach continued research into culturally responsive coaching and advising models. Not surprisingly, the research yielded a limited number of studies done on culturally responsive coaching. The articles and sources used were pulled from advising offices that either implement success coaching or support students of color by providing targeted, culturally competent support. These two approaches are not bridged in the research. Thus, much of what we developed at BHCC was an integration of the existing bodies of research. A summary of the key takeaways follows:

out and there was a tailing off of face-to-face advising in the classrooms. There were still a large number of “connecting” kinds of visits as success coaches “checked in” or attended student final presentations.

- Most success coaches did not do many referrals – they handled major problem areas themselves. In some instances, where they did not have expertise, they referred students to the Writing Place, to professional counselors, and to Financial Aid.
- Success coaches used a combination of email, phone, letter writing and texting to try to keep students in class. Most students who received this kind of communication either had problems with attendance or with completing work.

The Title III grant and the implementation of success coaching bridged student success strategies and classroom instruction. Building on this experience, success coaches were thus written into the AANAPISI grant the college received in fall 2016 to specifically serve English language learner (ELL) students. The focus on this population reflected the overrepresentation of Asian Americans and Pacific Islanders (AAPIs) in ELL courses and the need to provide culturally responsive student support to both AAPI and ELL populations. One current coach served on the AANAPISI committee in spring 2017 with two objectives: (1) Review research on best practices and survey current coaches and faculty members; (2) Write a job description for the new AAPI success coach. The first AAPI success coach was then hired in fall 2017.

- Key takeaways from research on institutions that currently implement success coaching

A two-year technical college in Georgia realized that a majority of students in developmental support courses were not retained in the six-term period following their initial enrollment, and seldom made it to their program courses or graduation. It led the college to conduct research on different success strategies, and a key point it brought up was that student engagement in “educationally purposeful activities” has a positive impact on grades and persistence. They found that relationships are also crucial since they “foster a stronger sense of integration into the college” (Allen & Lester, 2012). The college started a success coach program, and the role focuses on monitoring academic progress, establishing connections between students and faculty, teaching student success skills, establishing success benchmarks, and discussing topics pertinent

to the student experience. After examining specific classes, the college found that students who took a course with a success coach were more likely to stay in classes and stay enrolled in programs: students state that efforts made by coaches improved their “sense of connectedness” (Allen & Lester, 2012).

B. Key takeaways from programs that provide targeted, culturally competent support

In 2005, with help and support from a small number of Black professors on campus, a Black student at the University of Maryland, College Park started the Black Male Initiative. The purpose of the initiative was to help retain Black men on campus, but even more than that, it was to create community. According to a co-founder of the initiative, “It’s not just for academic reasons that students aren’t retained” (Gose, 2014). This is an example of an innovative program that is starting to emerge across the United States, particularly at community colleges. These programs are based on an intrusive advising model with strategies that focus on an individual when they are not being successful. These programs help students who have a range of needs, with different approaches depending on the student’s academic skills, motivation, and connection to professors and/or the college (Gose, 2014).

The last body of research that was considered focused on AAPI students’ identity development and specific needs. Research in this area highlights distinct experiences of the 1.5 AAPI generation. Many of them learn English while completing high school. These students are also continually “negotiating different cultural and social contexts” (Kodama & Maramba, 2017) as they switch back and forth from home life and their college insti-

tution. Race is also highlighted as a significant factor for all AAPI students’ college experiences, particularly when it comes to important outcomes like major/career choice, wellbeing, and leadership development. Student experiences range from the pressure to racially assimilate to the pressure to conform to the model minority myth. Finally, the process of career exploration among AAPI students is influenced by family, the racial context of their exploration, and their own self-efficacy. Several suggestions come out of this research for how colleges can support AAPI students: hire Asian American staff and students; ask students about their lives outside of academics, such as their family and college experiences; promote programs and services at Asian American student organization meetings; encourage Asian American students to get involved and take leadership positions; attend Asian American campus and community events; ensure that faculty and staff are familiar with Asian American resources on campus, in the community and nationwide; and look at media/curriculum/research with a critical eye (Kodama & Maramba, 2017).

There was no specific research detailing the benefits of culturally responsive success coaching. This was a very important finding that demonstrated the value of creating a new model of success coaching and sharing some of the approaches that we found most effective at our college. Through the process of creating a new and culturally responsive success coaching model, we have learned that responding effectively to students’ cultural experiences in and out of the classroom positively impact not just student success outcomes such as progression, successful course completion, persistence, and retention, but also students’ sense of belonging and connectedness.

CREATING THE AANAPISI/ELL SUCCESS COACHING MODEL

The research clearly shows three major takeaways that were incorporated into the success coaching model for ELL courses:

1. Building and sustaining relationships are crucial to fostering student success within a coaching framework.
2. The relationships work better for marginalized student populations when the staff who are coaching understand the students’ experience and use this understanding to inform their coaching techniques.

3. The type of success coaching model that the AANAPISI grant was asking for has never been done like this, at the scale it was asking for (serving 100% of ELL students within 5 years).

In addition, the AANAPISI grant sought to increase graduation and persistence rates for AAPI and Pell-eligible students who make up on average 12-14% of the ELL population. The success coaches hired under the AANAPISI grant thus had to be mindful in addressing both of these goals in creating the new model of success coaching – scaling up to serve all ELL students

and at the same time implementing more targeted support strategies for the sub-group of ELL students who are both AAPI and Pell-eligible.

The success coaching model for the AANAPISI grant has two essential components: in-class visits to each ELL course section and hiring culturally responsive success coaches who share and understand the experiences of AAPI students.

In-class visits: Conducting in-class success coach visits were essential for scalability. This ensured that if a Coach were matched to every section offered by the ELL Department, every student enrolled would receive in-class coaching. Given

that the typical community college student spends most of their time on campus in the classroom and not in extracurricular activities, the in-class visit became an integral component of the success coaching model we designed. Moreover, the success coach needed to cultivate a strong working relationship with the faculty to build the success coach class visits into the course curriculum in a way that complemented instruction instead of competing with it. The rationale behind this thinking was that the more a student sees a coach during these visits, the more students are able to understand the support a coach offers and the variety of skills they have that can support student success (see Table A).

Table A: *Outline of Success Coaching Visit Model: Purposes and Outcomes*

IN-CLASS VISIT NUMBER	PURPOSE & OUTCOMES
1	Introductions: Role of the success coach, review of important resources
2	Program overviews: Review curriculum grids
3	Educational Planning: Plan courses through next two semesters, ideally through graduation
4	Transfer/Career Planning
5	Personalized To-Do's (e.g. class registration, CED evaluations, FAFSA completion, scholarships, transfer applications, etc.)

We created a success coaching model made up of five different in-class visits spread throughout a semester. This reflected the initial success coaching model that was implemented under the previous Title III grant, but our coaching curriculum was more tailored to reflect the academic progression of students starting in ELL courses. Information that academic advisors traditionally presented often assumed that a student would start at college-level English and full-time studies. However, this assumption did not reflect the ELL

and AAPI student experience. The unique needs of ELL and AAPI students prompted us therefore to design success coach visits that were scaffolded to deliver more pertinent information as students progressed through the term and ELL course levels. The nature and purpose of each visit was also timed with students' needs at different points of the course, such as a success coach visiting a class to talk about on-campus resources at the beginning of the term.

Hiring Culturally Responsive Coaches: The research from programs that provide targeted, culturally competent support have a common thread that recognizes the racial, ethnic, and cultural background of the students they serve. Each program uses a student's identity to ground their program with the hope that equitable opportunities and a sense of belonging will increase student persistence and graduation rates. The research that highlights strategies for AAPI students notes that hiring AAPI staff is an important step because then a student can see someone who looks like them in their class (Kodama and Maramba, 2017). We enacted this hiring practice in the grant, so that, when a success coach from the AANAPISI model visited a classroom, the AAPI students in that class saw a staff member who looks like them and understands their experience.

When that student would visit a success coach in-person for an individual advising meeting, the coach could also use more interpersonal, culturally responsive strategies to build a deeper relationship with the student. Specifically with our AAPI success coaches, these strategies covered a wide range: talking through familial influences on program and career choice, speaking in the student's first language or language spoken at home, recommending resources that more appropriately address students' well-being and academic needs, or simply affirming that who they are outside of campus is equally valued on campus. And as we learned while implementing the new success coaching model, this may have been the first time that our AAPI students experienced this type of culturally responsive advising at the college.

SUCCESS COACH WORK AND ADDITIONAL STUDENT SUPPORT INTEGRATION

The initial pilot of ELL courses integrated with a success coach model started in the spring semester of 2018 with seven sections. These sections were chosen in collaboration with the English Language Learning Department, then referred to as the English as a Second Language Department, and their curriculum reform also aligned with the AANAPISI grant outcomes. Each section implemented the new ELL curriculum as well as classroom integration of the AAPI success coach visits and additional student support services.

On average, each coach devoted a maximum of around 30 hours per semester per course that they were coaching (see Table B), inclusive of one-on-one advising sessions held outside the class. As the course

numbers grew in accordance with the ELL curriculum reform, coaches were naturally assigned to more sections. Success coach to student ratio was an important aspect when it came to sustainable growth, given that research confirms that strong relationships are the key to student success (Allen and Lister, 2012). Thus, in alignment with the grant directive and rapid expansion of the ELL success coach model, two more AAPI success coach were hired, one in fall 2018 and the other in spring 2019.

Table B: *Success Coach Work Breakdown per Course Section*

Coach prep time, including faculty and department meetings	5 hrs
In-class advising	3.5 hrs
Out-of-class advising: Average of 20 student meetings (30-60 mins per meeting)	10-20 hrs
Total hours	18.5-28.5 hrs per section (per semester)

After the initial culturally responsive success coaching was piloted and as the number of ELL courses under the program were scaled up, the AAPI success coaches now had to address another important issue: *How do we grow this new model in a sustainable way?*

Table C below shows that sustainably growing the coaching model along with the scaling of ELL courses under the ELL Reform relied on two key components:

(1) hiring more success coaches and (2) continued collaboration with the ACE Mentor program (see the following section on Introduction of the ACE Mentor+ Model for further information on this collaboration). Incorporating these two components in scaling the model allowed coaches to maintain an average caseload of 7-10 sections each term.

Table C: *Success Coach Structure per Grant Years One through Three*

GRANT YEAR	# OF COACHES	# OF ELL COURSE SECTIONS	# OF CLASS VISITS	ADDITIONAL SUPPORT STAFF
Year 2 (2017-2018)	1 (7 sections per coach)	7	5	Language Lab
Year 3 (2018-2019)	2 (7 sections per coach)	14	5	Language Lab, with satellite location at Pao Arts Center
Year 4 (2019-2020)	3 (7 sections per coach)	21	5	Language Lab, Pao Arts Center satellite, ACE Mentor+
Year 5 (2021-2022)	3 (6 sections per coach)	18	5	Language Lab, Pao Arts Center satellite, ACE Mentor+

Note. Year 1 (2016-2017) was used to engage in research and design of the culturally responsive embedded success coaching model in collaboration with faculty of the ELL Department.

Additional adaptations were made each subsequent year to the initial coaching model in response to student inquiries and experiences. For example, the AAPI success coaches noticed the need to tailor their advising content to the different levels of ELL. Whereas Level 1 students require entry level support (e.g., navigating MyBHCC, learning how to register for classes, understanding one's program of study, etc.), Level 2 and Level 3 students need support with complex academic and career planning. In Level 3, the last level before College Writing I, students typically want more information about the transfer process as well as job opportunities. Thus, in spring 2019, we built one classroom visit into the coaching model for Level 3 courses that specifically introduced resources to address these common questions. These details are outlined in Appendix A.

Another example of adapting the coaching model emerged as a response to the ELL Reform after it was

successfully approved in spring 2020. In fall 2020 when the new ELL Program was fully implemented, the success coaches specifically created a coaching visit to explain to the students how this would affect their programs of study for all three levels of ELL.

We believe that part of the success of the model we developed is due to our efforts to continuously adapt to current student inquiries and institutional changes, especially at a community college where policy changes occur frequently. At the end of each semester, the AAPI Academic Coordinator and success coaches always met to determine if there should be any changes implemented in the next term. This iterative process continues and remains key to sustaining our culturally responsive coaching model.

In addition to coaching, other integrated support services were built out, including continued faculty collaboration with the college's Language Lab. The Language Lab specifically supports language learners of English as well as Spanish and French who are enrolled in Global Language courses. To build out



these student support services, the success coaching staff started by learning more about the local AAPI population, their skills, cultural backgrounds, and strengths. The staff also met with community leaders, organizations, and collaborated frequently with the Asian American Student Success Program and Asian American Studies Department at UMass Boston.

Another support service that was built out was the ACE Mentor program, a peer mentor program run by the Office of Learning Communities that was part of the original success coaching model in the Title III

INTRODUCTION OF THE ACE MENTOR+ MODEL (PRONOUNCED ACE MENTOR PLUS)

After a significant growth in ELL course offerings in spring 2019 and to support the sustainability of the integrated support services, creating a more sustainable mentoring and coaching model became necessary. As seen in Appendices A and B, the senior special programs coordinator - who oversees the ACE Mentors program - and the AANAPISI success coaches collaboratively designed a mentoring and coaching model for ELL courses that maximized delivery of coaching support services. This collaboration further strengthened the partnership between the AAPI success coaches and the ACE Mentor Program and laid the groundwork for creating the ACE mentor+

Grant. Students are hired to serve as ACE mentors to various learning community courses throughout departments to help students adjust to the academic, social, and personal environment at BHCC. The ACE Mentor program was introduced as part of the integrated support services of the AANAPISI grant and offered academic, personal, and social support to students enrolled in ELL level 1, 2, and 3 courses. Under the grant, the program hired eight to ten ACE mentors to deliver services in ELL courses every semester.

model. From this convening, we also learned that all ELL levels have unique needs and require different levels of support as outlined in the previous section. This information helped us create a model where ACE mentors+ performed selected success coaches' duties and visits in ELL level 1 courses. This structural adaptation relieved success coaches from attending all success coaching visits in Level 1 and enabled them to focus on supporting students in Levels 2 and 3, where their expertise is a better match. The ACE mentor+ model was created, revised, and approved by the Learning Communities director, grant coordinators, and LifeMap director.

ACE MENTOR+ MODEL DEFINED

With the introduction of the ACE mentor+ model, ACE mentors assumed selected AAPI success coach duties, including in-class visits, and elements of peer advising in all ELL level 1 courses with the support of the AAPI academic coordinator. These duties were in addition to the regular ACE mentor responsibilities of building community and supporting students' academic endeavors.

The ACE mentor+ model mirrored the success coach model of 5 visits and reflected the adaptations required for a student mentoring and peer advising model:

- During the first visit, ACE mentors+ introduced their role, began building relationships, and established their leadership role by facilitating an icebreaker with the students.
- During the second visit, ACE mentors+ provided first semester peer advising where they discussed how to stay on track and gave students a comprehensive guide

to resources on campus. They capitalized on this time and began scheduling one-on-one meetings with students outside of class time to provide further personalized support.

- During the third visit, the AAPI success coach assigned to the class supported the ACE mentors+ in presenting an introduction to educational planning and understanding a student's program of study. This visit provided an opportunity to dive more into specific steps that students should pursue after taking ELL courses. The AAPI success coach attended this session to answer more complex questions that ELL students had.
- During the fourth visit, the ACE mentor+ and AAPI success coach co-presented on educational planning and class registration for the upcoming semester.
- The final visit focused on answering any lingering questions from students and provided final reminders for the next semester.

Table D: *ACE Mentor+ Model*

ACE MENTOR+ SESSIONS	ADDITIONAL SUPPORT STAFF
Visit #1 (10-15 minutes)	<ul style="list-style-type: none"> • Introduction and overview of ACE mentor role • Icebreaker
Visit #2 (15-20 minutes)	<ul style="list-style-type: none"> • First semester advising - How to stay “on track” during your semester • Support services to be aware of on campus. A digital guide is provided to students • Scheduling one-on-one meetings
Visit #3 (20-30 minutes)	<ul style="list-style-type: none"> • Preparation for Educational Planning (supported by success coaches who sit in) • Understanding programs of study • What are your next steps after your ESL courses? After BHCC?
Visit #4 (1 hour and 15 minutes)	<ul style="list-style-type: none"> • Educational Planning (co-presented with success coach) • Educational Planning and registration for upcoming semester
Visit #5 (10-15 minutes)	<ul style="list-style-type: none"> • Final reminders • Check in on students regarding classes/financial aid/etc.

ACE MENTOR+ TRAINING

Students interested in becoming an ACE mentor+ were recruited from ELL classes and invited to apply initially to the general ACE Mentor program. During interviews, applicants were encouraged to express what class(es) they prefer to mentor. Naturally, students recruited from ELL classes often preferred to serve in ELL courses, as they relate directly to the students and offer their own experiences as an example for others. All hired ACE mentors were then required to attend a pre-semester training as well as bi-weekly training during the semester. This element of the program formed the core of the ACE mentor+ model.

However, in adapting our success coaching model to address the issue of sustainable scaling, we recognized that ACE mentors+ required additional training specific to perform the selected ELL success coach duties.

We believe that a vital element in the successful execution of the ACE mentor+ model was the comprehensive training provided by the senior special programs coordinator and AAPI success coaches. The senior special programs coordinator focused on providing the general, personal, and professional development training, while the AAPI success coach focused on delivering the ACE mentor+ specific training. Merging both training models engaged ACE mentors+ in weekly trainings (See Table E).

As of fall 2020, the ACE mentor+ model was designed to train students one week before they were scheduled to visit the classes they were assigned to. This allowed ACE mentors+ enough time to practice and check in with the AAPI success coach regarding any concerns or clarifications about their upcoming class visits.



Table E: *Sample ACE Mentor+ Training Outline*

ACE MENTOR+ SPECIFIC TRAINING	TOPIC
Training #1 (1 hr.)	Introduction and overview of ACE mentor+ role
Training #2 (1 hr.)	First semester advising - How to stay on track during your semester
Training #3 (1 hr.)	Educational Planning
Training #4 (1 hr.)	Educational Planning (continued)
Training #5 (1 hr.)	Feedback and closing

ADAPTATIONS DUE TO COVID-19 PANDEMIC

Prior to COVID-19, ELL courses had been offered in-person with only one section involving independent online coursework. Remote coursework for faculty, staff, and students started off as a novel concept at the outbreak of the pandemic, and there was an assumption at BHCC that English language learning was most effective in person. The technology most students used was limited to Microsoft Word and email.

Then, when all ELL courses moved online due to the pandemic, all stakeholders worked collaboratively to adapt mostly in-person models to remote ones. This transition turned out to be effective due to the adaptability of the ELL success coach model. The success coach worked with each professor and their students and considered the dynamics of every class to maintain, and in many cases improve, effective delivery of the ELL course curriculum.

The first, perhaps most important change was the modality in which the course was offered. ELL courses were offered in three modalities, and these were explained to students as follows:

1. Remote synchronous: You will learn online with your instructor and classmates on a specific date and time each week at the same virtual location such as on WebEx, Zoom or other video platforms. You can ask questions in real time and meet virtually face-to-face. This class will not meet face-to-face on campus. It will meet remotely during the scheduled times listed. Course materials will be online.

2. Hybrid & Remote: This class will not meet face-to-face on campus. It will meet remotely online during the scheduled times listed. This course modality will meet for a shorter period than traditional course times. In addition to remote class meetings, students will participate in coursework online independently.
3. Remote asynchronous: This class will not meet face-to-face on campus or remotely at a scheduled time. Students will complete coursework according to the syllabus provided by the instructor. Course materials will be online. The instructor may host optional meetings during the times listed.

All the above formats now involve either a video platform and/or learning management systems. In the transition to online teaching, success coaches and professors did individual outreach to each student to ensure that students not only had access to the internet and a computer, but also understood how to use these new tools imperative to their success.

With the changes in course format during the pandemic, success coaching was also adapted to fit these three modalities. Videos that mirrored our traditional visits were created, so that students could review the concepts asynchronously (Appendix C). Success coaches were also still committed to completing as many class visits, time permitting, as previously scheduled. For those classes we were unable to visit, we were able to communicate via email, text messaging, and phone calls to each student. Handouts that we had traditionally given to students were now archived online through their online

courses and accessed at any time (Appendix D). Presentations were closed captioned to increase accessibility online and the AAPI success coaches began to integrate more interactive elements in response to the online format. As we approach another semester of remote learning, the success coaches are continuing to integrate innovative online engagement strategies that go beyond our curriculum.

E-MENTORING FRAMEWORK

The E-Mentoring model at BHCC was developed with the following objectives:

1. Support faculty's choice of teaching online platform by learning how to navigate it and support students in the classroom of its usability.
2. Support and connect with students virtually and remotely via WebEx, Zoom, Skype, email, group chat, text, phone, etc.
3. Connect students to resources by providing direct referrals, links, articles, videos, etc.
4. Send weekly emails to students to continue to build relationships, keep students informed, and provide continuity to the work started prior to e-mentoring.
5. Provide ACE mentors training via online.
6. Provide ACE mentors opportunities to collaborate with each other and other BHCC departments using online platforms.

Additionally, the ACE mentors+ participate in online and asynchronous video trainings with the senior special programs coordinator and AAPI success coach.

Much like the coursework itself, the ELL success coaching and the ACE mentors+ model became a

In addition to modifications made by the AAPI success coaches, the ACE Mentor program also adapted to the new remote format. Based on research from Shrestha et al. (2009), Single and Single (2005), and Single and Muller (2001), the senior special programs coordinator developed the e-mentoring framework which helped guide the adaptation of the ACE mentor+ model to remote work/learning conditions.

hybrid of synchronous and asynchronous content. The pandemic enabled us to change the way we coach students in our ELL courses. As a result, we are now better equipped with resources to meet students where they are at, regardless of whether the class meets in-person or online.

Most notably during the pandemic, ELL success coaching was adopted across all sections with the full-scale implementation of the new program in fall 2020. Students who were enrolled in evening and weekend ELL course sections began to receive the same integrated support services as other sections. With the assistance of three full time AAPI success coaches and the ACE Mentor+ Program, the AANAPISI grant in its fourth year reached its goal of providing integrated student support services, including delivery of the culturally responsive ELL success coaching model, to 100% of ELL students. It is important to note that when the new ELL Program was fully implemented starting fall 2020, there was a significant decrease in enrollment across BHCC, resulting in fewer sections compared to the initial projections at the beginning of the grant. This allowed the AAPI success coaches to maintain equal amounts of work per section as compared to the initial launch of the model.

IMPACT OF SUCCESS COACHING AND THE ELL REFORM

With the implementation of the AANAPISI Grant, students who are enrolled in our ELL classes have shown tremendous success in the classroom and high engagement outside of the classroom. As shown in Figures 1 and 2, the progress and completion rates for College Writing I (ENG-111) of every target population have more than doubled from fall 2014 baseline

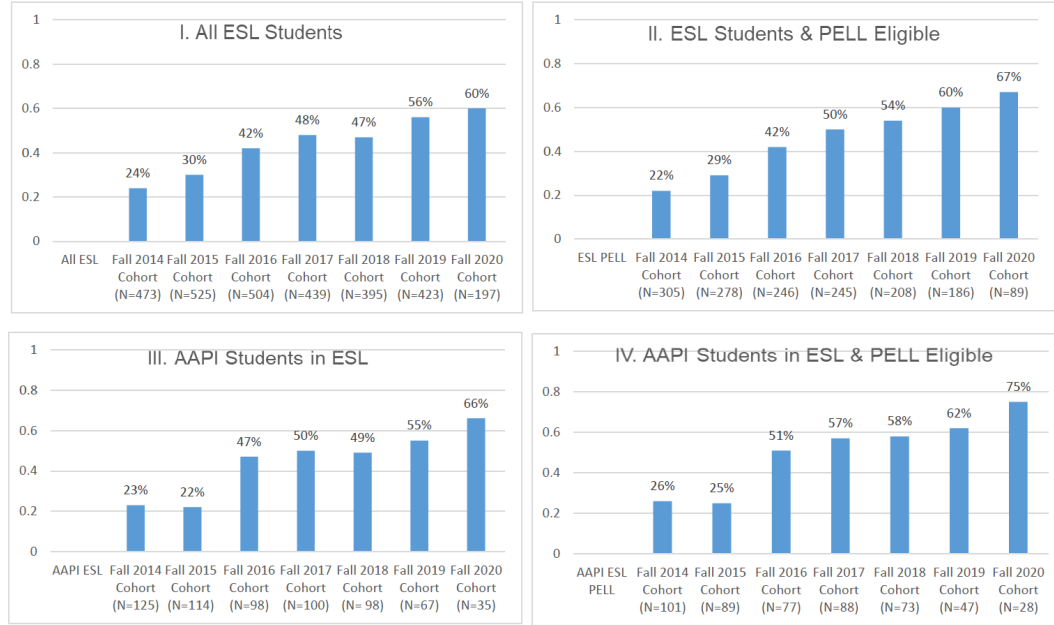
levels since the implementation of the grant in fall 2016. While we cannot take full credit for the successful implementation of the ELL curriculum reform, we believe that the culturally responsive and adaptive success coaching model and integrative student support services have contributed to the overall success of the reform.



Figure 1: *English Language Learner Progression to College-Level English*

Source: BHCC Office of Institutional Assessment and Research

Progression to College-Level English (Attempted ENG-111 within 2 Semesters)



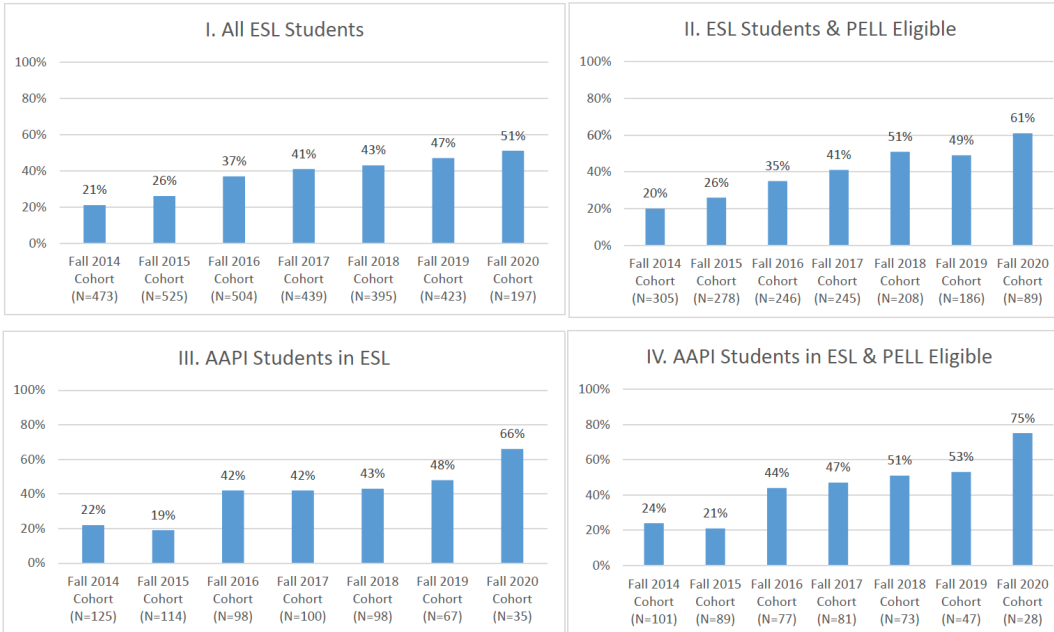
N= The total unduplicated headcount of students by category (I. All ESL, II. ESL & PELL, III. AAPI & ESL, IV. AAPI & ESL & PELL) who enrolled in ESL for the first time in the corresponding cohort year.

Note: These charts represent the percentage of students who completed ESL courses and their persistence to ENG-111 (College Writing I) within two semesters. It is disaggregated into groups that the AANAPISI grant was focused on.

Figure 2: *English Language Learners Successful Completion of College Level English*

Source: BHCC Office of Institutional Assessment and Research

Successfully Completed College-Level English (ENG-111 within 3 Semesters)



N= The total unduplicated headcount of students by category (I. All ESL, II. ESL & PELL, III. AAPI & ESL, IV. AAPI & ESL & PELL) who enrolled in ESL for the first time in the corresponding cohort year.

Note: These charts show the successful completion rates of ESL students in college level English within three semesters. It is disaggregated into groups that the AANAPISI grant was focused on.

The general upward trends in Figures 1 and 2 capture in part the impact of the culturally responsive success coaching model that was integrated into the ELL program reform. By the grant's fourth year in 2019, it was clear that the reform had made significant progress. Of the 423 students who took an ESL course for the first time in fall 2019, 235 or 56% progressed to College Writing I (ENG-111) within two semesters, and 199 or 47% successfully completed the course with a final grade of C or higher within three semesters. Both these rates exceeded the annual benchmarks as well as the overall grant goals -- 39% and 44%, respectively, for progression rates, and 34% and 40%, respectively, for successful course completion rates. The AAPI and Pell-eligible sub-group demonstrated the highest progression rate (62%) and the highest ENG-111 course completion rate (53%). One-year retention rates for the fall 2019 cohort were 54% for all ELL students, with the AAPI and Pell-eligible sub-group demonstrating a much higher retention rate of 68%.

In fall 2020, pandemic-related disruptions significantly reduced the number of students who enrolled in an ESL course for the first time. All course instruction also went fully remote. Despite these daunting challenges, ESL students' progression and completion rates continued to increase. Out of 197 students who were first-time ESL course takers in fall 2020, 119 or 60% progressed to College Writing I (ENG-111) within two semesters, and 101 or 51% successfully completed the course within three semesters, again exceeding grant goals. As in the previous cohort, the AAPI and Pell-eligible sub-group continued to demonstrate the highest progression and course completion rates (both at 75%). One year retention rates for the fall 2020 cohort also increased, to 66% for all ESL students, and to 93% for the AAPI and Pell-eligible sub-group. While these increases in the last cohort need to be interpreted with caution owing to a much smaller number of enrolled students, the tremendous progress that our ELL students have made under the comprehensive ELL reform – and the critical role that our culturally responsive success coaching model has had on student success -- simply cannot be ignored.

A CLOSER LOOK AT THE IMPACT OF THE ELL SUCCESS COACHING MODEL

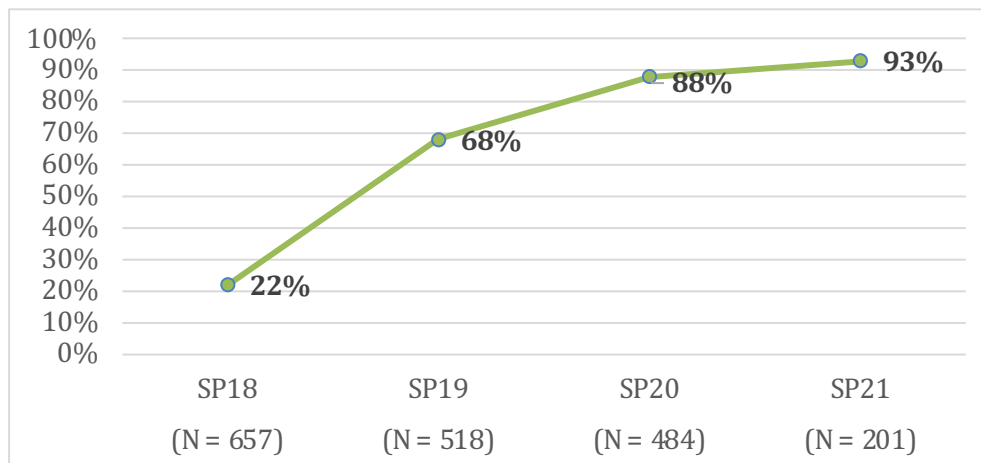
Data more specific to the impact of the ELL success coaching model on ELL student engagement with success coaches and ACE Mentors+ beyond the classroom also deserve to be highlighted. Using the notes function of Zogotech, the college's data warehouse system, we tracked the number of ELL students who made one-on-one appointments with AAPI Success Coaches outside of classroom-based success coaching to seek support on a wide range of concerns, such as academic planning, career exploration, assistance with college and other resources, suggestions on how to balance life challenges and academics, and more.

We also looked at survey data that collated student feedback on the in-class delivery of integrated student support services in ELL courses (Fall 2020 ELL Student Survey, ELL Department, Bunker Hill Community College).

When the embedded success coaching model was first piloted in Spring 2018 on seven ESL course sections, 142 or 22% of the total students enrolled in ESL sought individual advising from AAPI success coaches outside of the classroom (see Figure 3).

Figure 3: Percentage Rates of ELL Students Who Sought Individual Advising from AAPI Success Coaches Outside of Classroom-Based Success Coaching Over Four Spring-to-Spring Semesters

Source: BHCC Office of Institutional Research and Assessment



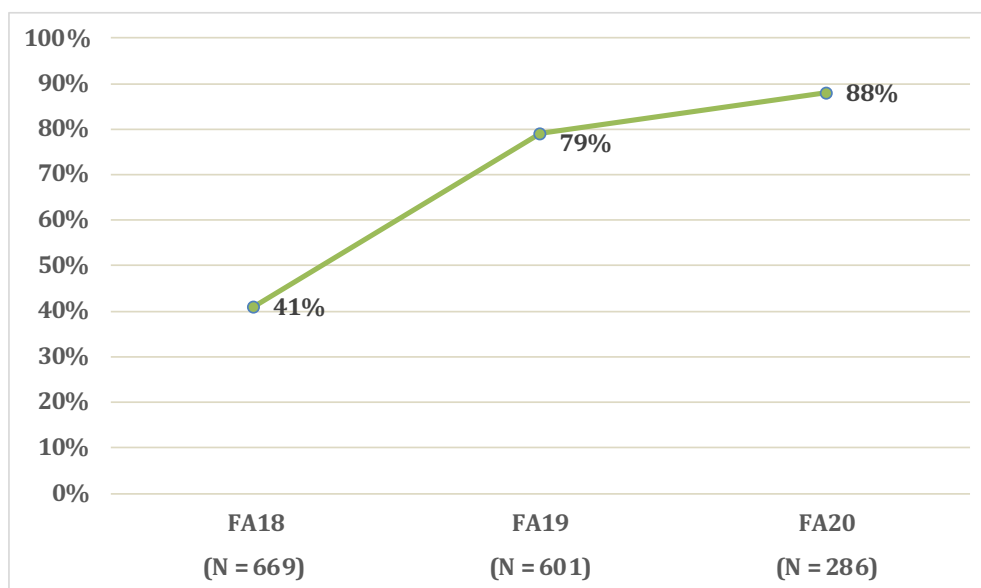
Note: Pre-AANAPISI grant baseline data was not available. It is probable that there were students in ESL who met individually with success coaches in Advising and LifeMap prior to the start of the grant in fall 2016. To date, however, there is no known data on these that have been systematically collected or presented at the college.

By Spring 2019, when classroom-based success coaching was expanded to 14 ESL sections, the percentage rate of ESL students who had met one-on-one with AAPI success coaches outside class more than tripled to 68% (or 354 out of 518 total enrolled students in ESL). Even at the height of the COVID-19 pandemic when classroom-based success coaching and advising became virtual, these percentage rates continued to

rise to 88% in Spring 2020 (or 424 out of a total 484 enrolled students in ESL) and 93% in Spring 2021 (or 187 out of a total of 201 enrolled students in ESL). It should also be noted that Spring 2021 was the second semester of full-scale implementation of the newly approved ELL Program and along with it, full-scale implementation of the classroom-based ELL success coaching model.

Figure 4: Percentage Rates of ELL Students Who Sought Individual Advising from AAPI Success Coaches Outside of Classroom-Based Success Coaching Over Three Fall-to-Fall Semesters

Source: BHCC Office of Institutional Research and Assessment



Note: Pre-AANAPISI grant baseline data was not available. It is probable that there were students in ESL who met individually with success coaches in Advising and LifeMap prior to the start of the grant in fall 2016. To date, however, there is no known data on these that have been systematically collected or presented at the college.

In fall 2018 when classroom-based success coaching model was offered to students in 14 ESL course sections, 41% (or 276 out of 669 total students enrolled in ESL) sought individual advising with AAPI success coaches outside the classroom. This increased to 79% in fall 2019 (or 473 out of 601 total students enrolled in ESL). With the full-scale implementation of the new ELL Program in fall 2020, 88% or 251 out of 286 total students enrolled in ESL) met individually with AAPI success coaches. This last fall semester of the grant was undoubtedly a challenging period. COVID-19 had upended the lives of all students and dealt a blow to ESL enrollment; it required that we offer virtual classroom-based success coaching and advising for everyone's safety. But even under these conditions, the percentage rate of ESL students engaging individually with AAPI success coaches outside their virtual classes continued to increase.

Clearly, data from Figures 3 & 4 suggest that ELL classroom-based success coaching may have motivated more students to contact AAPI Success Coaches outside of class to seek further support. Still, numbers don't always capture the totality of the student experience. Ultimately, we must listen to how ELL students experienced the way we delivered the success coaching model intended to support them.

Results from the Fall 2020 ELL Student Survey (ELL Department, Bunker Hill Community College) that relate to the culturally relevant success coaching model reveal that out of the four support services that students received during class time (success coach visits, language lab support, ePortfolio assistance, ACE student mentoring), students outside of class time chose to interact the most with their success coach (44% of total responses) and ACE student mentor (27% of responses). Furthermore, when asked how these four types of student support services helped them to succeed in their ELL course, 30 of the open responses identified the support they received from success coaches and ACE Mentors as instrumental to their success in and outside of the class. ELL students did mention that success coaches helped them understand the right course/s to take and that their ACE Mentor helped them learn how to succeed in the coursework and at the college, but the students' articulated experiences of the success coaching model were more nuanced and went beyond these functional benefits. Indeed, our ELL students' experiences closely mirrored the research findings that grounded the culturally responsive coaching model we developed under the grant – one that gave primacy to the role of relationship-building, understanding students' cultural backgrounds and experiences, engaging students in

meaningful educational activities, and helping to promote a greater sense of connectedness and integration (Allen and Lester, 2012; Gose, 2014; Kodamba and Maramba, 2017).

For brevity, we include just a few student voices here, to provide a deeper understanding of what culturally responsive success coaching feels like from the lens of our ELL students:

"I can understand clearly about the lessons. And they help me connect to people, help (with) what I want such as the MBTA card or plan for next semester and lots (of) things..."

"I have more friends."

"They were amazing and helped me so much with many different doubts that I had."

"...Success coach advising session helped me a lot, kept me on track with all my classes. Also, I met with my coach and I was able to figure out earlier on what I wanted, and de-cided on what major that I have to take because I really don't know what major I want. Be-sides, that success coach advising helped me with several situations like keeping me en-gaged with the course, and making sure successful completion of my program. Also helped me connect with campus resources and departments, such as financial aid. So the success coach helped me a lot for what I needed this semester, and how to register. I really appreciate you and thank you."

*"These services help students to know how to do some things that you will need in the col-lege as in life."
"I would say I like this college a lot. Everyone that I met so far is nice and responsible. And I am looking forward to diving into the ocean of knowledge in BHCC."*

For our ELL students, success coaching means so much more than just being advised on the next course/s to take or getting help with coursework. It also means finding the support they need to expand their circle of friends and feel a greater sense of belonging, giving gratitude to a guide who helps them decide on a program of study, having a cheerleader who roots for them, meeting mentors who help them cultivate a deep love for learning, and finding ways to learn how to navigate, not just life as a college student, but life itself.



ADAPTABILITY TO OTHER COLLEGES AND UNIVERSITIES

The scaled implementation of ELL success coaching in alignment with the ELL curriculum reform contributed to its wide adoption across the ELL department, and scaling up the entire ACE Mentor Program to the ACE Mentors+ model is an idea that is now being considered at our college. In this light, we believe that other institutions can benefit from the culturally responsive model that we have developed, including the iterative process that we continue to engage in, to constantly adapt success coaching to changing academic and institutional contexts.

Much like each ELL course section, each college has a unique cultural and academic landscape to navigate. However, given the adaptability of the success coaching curriculum that we developed, we believe that this model can be successfully implemented in other contexts. If higher ed professionals continually engage in understanding their institutional context, working with faculty and staff, and learning more about the distinct characteristics of the students they serve, we believe that our success coach model can serve as an engagement tool for students and the support services offered at other institutions.

LIMITATIONS AND FUTURE CONSIDERATIONS

One limitation of the ELL success coaching model despite its success is the continuing lack of research and focus on AAPI student populations, not just AAPI students who are in ELL programs. As mentioned previously, all three success coaches identified as Asian American and were able to connect and reflect their Asian American experiences in their in-class visits and individual coaching appointments. We believe that the marked increase of Asian American ELL students' persistence and retention rates in our grant data reflect this. However, this is not a substitute for a success coaching model that focuses on the diversity of all AAPI student experiences. We are hopeful that others will be able to build upon our experience to further develop an Asian American success coaching model.

Additionally, in any given semester, the percentage of Asian American identified students in ELL courses ranged from 19% to 26%. BHCC is very racially diverse, especially in the ELL program where there are Black, Latinx, and white refugees and immigrants learning English. The persistence and retention rates suggest that our focus on AAPI students did not detract from the success rates of other non-AAPI students. We believe there is an opportunity to explore a success coaching model focused on all racially marginalized populations.

The Title III grant ended at BHCC in 2018 as the AANAPISI success coaching model was being launched. While we were able to model the ELL success coaching on the initial Title III model, we were not able to compare the data between the two models in the same period. Although success coaching continued after the Title III grant ended, the Life-Map & Advising office could not maintain the same level of documentation of post-Title III grant success coaching that could have allowed us to compare its efficacy to the ELL success coaching model. Additionally, like many community colleges across the country (Lanahan, 2021), BHCC has faced decreasing enrollments over the course of the AANAPISI grant. This may have changed how students were engaging in our support services, in addition to challenges brought on because of the COVID-19 pandemic.

Finally in future studies, we think it would be informative to do a direct comparison between the effects of success coaching built for racially marginalized populations and the ones designed for traditional, more generalized success coaching.

CONCLUSION

Although there is a lack of research about culturally responsive success coaching models, the AANAPISI grant allowed the success coaching team at BHCC to explore and adapt the success coaching model to ELL students, with a special focus on supporting AAPI students enrolled in ELL courses. We discovered that the culturally competent approaches we established were key to the successful implementation of our model. Without the assistance of the ACE Mentor program and faculty, we would have not

been able to sustainably scale ELL success coaching despite hiring more AAPI success coaches. While the COVID-19 pandemic could have negatively affected ELL success coaching, the integrated support services benefited from our cross departmental partnerships, allowing us to adapt the model to remote learning modalities and successfully scale culturally responsive, classroom-based success coaching to serve 100% of students across all ELL courses.

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APPENDIX A

ELL Success Coach Model and Outcomes by Level - Fall 2019

TOPIC			
Outcomes	<ol style="list-style-type: none"> 1. Use BHCC Technology (Self-Service, Email, Moodle, etc.) 2. Register for next semester 3. Understand the Financial Aid Process, if applicable 4. Understand degree types and programs of study at BHCC 5. Access the support provided by their success coach and other student support services outside of the classroom 	<ol style="list-style-type: none"> 1. Identify a major or program of study that aligns with their career goals 2. Create one semester academic plan 3. Understand where to find and utilize the academic and events calendar 4. Understand the Financial Aid Process, if applicable 5. Access the support provided by their success coach and other student support services outside of the classroom 	<ol style="list-style-type: none"> 1. Create two semester academic plan 2. Understand the college class schedule and how their personal life fits into this 3. Be able to list next career/academic options after BHCC 4. Understand the Financial Aid Process, if applicable 5. Access the support provided by their success coach and other student support services outside of the classroom
General Focus	Introduction to the college environment	Program Choice	Career/Transfer Goals
Meeting Method	ACE mentor + in the classroom	STS workshops 4 visit plan	STS workshops 5 visit plan



APPENDIX B

Alignment of ELL Success Coaching and ACE Mentor Presentations & Outcomes

ELL LEVEL	VISIT TOPICS	DETAILS	OUTCOMES ALIGNMENT
One	1. Introduction	Overview of ACE Mentor Role, Ice-breaker	Access the support provided by their success coach and other student support services outside of the classroom
	2. Tools & Resources	Demonstration of Moodle, Email, Microsoft Office, Glossary of Academic Terms, Emergency Text Alerts	Use BHCC Technology (Self-Service, Email, Moodle, etc.)
	3. Program of Study/Assessment Center	Overview of programs offered at BHCC, Assessment Center Information, General Education Requirements	Understand degree types and programs of study at BHCC
	4. Educational Planning	Self Service Demonstration, Registration for Next Semester	Understand the Financial Aid Process, if applicable; register for next semester
	5. Next Semester	Answering Questions about Registration, Payment, Plans after BHCC, Next Semester	Access the support provided by their success coach and other student support services outside of the classroom
Two	1. Introduction & Resources	Role of Success Coach/Advising, Student Support Services Overview, Steps to Success Workshops	Understand where to find and utilize the academic and events calendar; Access the support provided by their success coach and other student support services outside of the classroom
	2. Curriculum Maps	Individual curriculum maps, one semester plan	Identify a major or program of study that aligns with their career goals; Create one semester academic plan
	3. Educational Planning	Self Service Demonstration, Registration for Next Semester	Create one semester academic plan
	4. Next Semester	Next Steps Advising Checklist	Access the support provided by their success coach and other student support services outside of the classroom
Three	1. Introduction	Role of Success Coach/Academic Advising; Glossary of Academic Terms	Access the support provided by their success coach and other student support services outside of the classroom
	2. Resources & Curriculum Maps	Student Support Services Overview; Individual Curriculum Maps	Create two semester academic plan; Access the support provided by their success coach and other student support services outside of the classroom
	3. Mass Transfer & Grad Leaders	Demonstration of Mass Transfer and Grad Leaders; Steps to Success Workshops	Be able to list next career/academic options after BHCC; Understand the college class schedule and how their personal life fits into this
	4. Educational Planning	Self Service Demonstration, Registration for Next Semester	Create two semester academic plan
	5. Next Semester	Next Steps Advising Checklist	Access the support provided by their success coach and other student support services outside of the classroom