

The Stanback-Stroud Diversity Award Application
Please limit responses to 200 words per question (including supplemental support or evidence).

<p>Describe your efforts to create an inclusive and supportive campus climate.</p>	<p>As a Counseling faculty member at underrepresented students. Some examples of the activities I initiated include: a) creating and implementing a high school matriculation program that enabled students at five local high schools to begin attending college; b) developing and coordinating the college's First Year Experience program with two feeder high schools located in a low socio-economic area which have a large number of African American and Hispanic American students; and c) mentoring and advising three student organizations. In addition, I have also worked with a wide variety of instructional and student services departments, such as Admissions and Records, English, math, English as a Second Language, Tutoring, and Counseling, to ensure the academic success of first generation college students. Because of the strong relationships that we've nurtured with our local high schools and the success of our First Year Experience program, the college has increased the number of underrepresented students on our campus.</p>
<p><i>Supplemental Support or Evidence (optional):</i></p>	
<p>FYE Student Demographics:</p>	
<p><u>Ethnicity</u></p>	
<p>68.8% Latino</p>	
<p>7.8% African American</p>	
<p>6.3% Asian</p>	
<p>9.4% White</p>	
<p>.8% Other</p>	
<p><u>Gender</u></p>	
<p>43% Male</p>	
<p>57% Female</p>	
<p><u>Age</u></p>	
<p>100% 19 and under</p>	
<p><u>Financial Aid</u></p>	
<p>80% were eligible for financial aid</p>	
<p><u>Basic Skills</u></p>	
<p>98% assessed into Basic Skills English/ESL</p>	
<p>50% assessed into Basic Skills math</p>	

What effective teaching and learning strategies have you implemented?

As the FVE Coordinator, I have worked closely with faculty in the math, English, and ESL departments to monitor the academic progress of First Year Experience students enrolled in these courses. Whenever possible, counseling and peer advisors implement early intervention strategies to help at-risk students navigate their way through the first semester. Because of the relationships that have been built, we've established a strong rapport between student services and instruction, and with the help of peer advisors and an early-alert system, we can identify students who are facing academic or personal struggles and intervene when appropriate. As a result, First Year Experience students are demonstrating high student success and completion rates.

Supplemental Support or Evidence (optional):

Fall 2011 Outcomes

- 72.3% overall course success
- 44.8% participants had 3.0 or above GPA
- 12.8% participants had 2.6 - 2.99 GPA
- 15.2% participants had 2.0 - 2.59 GPA
- Mean FVE semester GPA was 2.55

Spring 2012 Outcomes

- 69.5% overall course success
- 35.2% participants had 3.0 or above GPA
- 10.7% participants had 2.6 - 2.99 GPA
- 18% participants had 2.0 - 2.59 GPA
- Mean FVE semester GPA was 2.20

Describe activities that have facilitated student access, retention, and success.

The First Year Experience (FYE) program is specifically designed to promote access and increase retention, completion, and persistence rates of first generation and other underrepresented students. We accomplish our objectives by doing the following: Eliminating barriers during transition from high school to college

- Mandating enrollment in appropriate levels of math, English or ESL, and requiring tutoring during the first two semesters.
- One-year sequence of counseling courses with an FVE instructor who can identify academic or personal problems when they arise and intervene when appropriate
- Academic progress is monitored with feedback from English/ESL and math faculty
- Class cohort model allows students to feel supported and promotes a healthy competition with classmates
- Establishment of career goals and an educational plan during the first year of college streamlines completion of certificates, associate degrees, and transfer to a four-year institution.

(2011-12= 128 participants, 2012-13= 121 participants)

78% of the 2011-12 FVE Cohort persisted into courses for the following fall 2012 semester

73% of the 2011-12 FVE Cohort persisted into courses in the spring 2013 semester

Supplemental Support or Evidence (optional)

(2009-2010= 305 students participated, 2010-2011= 498 students participated, 2011-12= 260 students participated)

Matriculation Program Requirements:

Attend and complete all three links at their high school:

1. College and program orientation,
2. English or ESL and math assessment (for any DSP&S student the assessment is at CC)

3. Advisement/Registration

- Register for the appropriate courses in English/ESL and math during their first year at College based on assessment results
- Register for PDC 124 in the Fall semester
- English/ESL, math & Counseling 124
- Register for elective courses based on their academic goal and math, English/ESL placement level
- Do not exceed 15 semester units per semester during first year (no exceptions)
- Sign up and attend a Spring Registration Workshop
- Create long term educational plan with counselor for intended academic goal

Describe activities that have fostered student engagement in campus life.

To increase the engagement in campus life, I coordinate monthly FYE campus events each semester for our participants, such as talent show, a kickball tournament, jeopardy, pumpkin carving contest, and various other events. I am also the faculty advisor for MECHA, Soccer Club, and the FYE student organization S.O.S. (Students Obtaining Success). I help coordinate events hosted by student organizations, which include: a weekly soccer game for students, the Latino/Latina Heritage Day, multiple fundraising events for the FYE lending library, and some Community volunteer projects.

Supplemental Support or Evidence (optional):

Nomination documents

March 5, 2013

To: Academic Senate for California Community Colleges
The Stanback-Stroud Diversity Award Committee

Dear Stanback-Stroud Diversity Award Committee Members:

It is my great pleasure to nominate one of my colleagues for the Stanback-Stroud Diversity Award Committee. As an educator in the community college system, I know that faculty and staff who work alongside me share a deep sense of fairness and justice, and that those who enter the world of academia as a profession, are convinced that a society which embraces individuals from all walks of life is only nurturing progress and well-being for all.

However, while I know this to be true, I must qualify my statements to specify that while many people believe in the principles of diversity and equity, only a few make it their life's mission to walk the extra mile to ensure that an inclusive and supportive environment is a reality for all students who come to our doors.

This is the true for the colleague I am nominating. Since he was hired at our college, he began blazing a trail to recruit under-represented students to our college by establishing working relationships with counselors at local feeder high schools. He wanted to make the transition from high school to college an easier one for all students through an early matriculation program called Link, but he concentrated his efforts reaching out to at-risk students by convincing them that regardless of their backgrounds, they too could achieve academic success. As a Hispanic male, my colleague is a wonderful role model to other Latinos who may doubt whether a college education is a reality for them.

Eventually the Link program evolved into a First Year Experience program which included early assessment, orientation, counseling, and mandatory enrollment in basic skills courses if the initial assessment required it. Complementing the matriculation process, the First Year Experience features a cohort model in which groups of students are registered in math, English, or ESL courses in addition to a counseling course. Students are assigned a counselor who follows them throughout their first year of college and serves as a mentor and a guide. The program also features extracurricular activities such as sports competitions, talent shows, and pumpkin carving contests that serve as team-building exercises and create a sense of community.

The majority of the students who participate in the First Year Experience program are Hispanic and African American students who are the first in their family to attend college and have very limited financial resources. I have seen my colleague invest hundreds of dollars buying textbooks for FYE students who were unable to buy their books because their financial aid award had still not been processed. In addition, my colleague has developed excellent working relationships with English, math, and ESL faculty who have FYE students in their classrooms, as a way to keep abreast of his students' academic progress. Sometimes a telephone call from one of the faculty members to my colleague has been enough to stop a disruptive behavior and get the student back on track.

The net results of my colleague's efforts are that the number of under-represented first generation students attending our college has increased. More importantly, however, the success rates of these students are phenomenal. His program maintains a 70% successful completion and retention rate, and through his program, is able to get these students through significant momentum points, which research tells us are indicators of future academic success.

Indeed, my colleague epitomizes the qualities that the Regina Stanback-Stroud Diversity Award calls for: he has created an inclusive and supportive campus environment for many at risk students who would never have considered going to college; he has implemented effective best practices to make sure students remain in class and continue to the subsequent level; he facilitates student access, retention, and success by monitoring their progress and intervening when trouble arises; and he fosters student engagement in campus life by creating the opportunities for students to engage with their faculty and their peers.

March 5, 2013

Academic Senate for
California Community Colleges
555 Capitol Mall, Suite 525
Sacramento, CA 95814

Dear Academic Senate,

It is with great pleasure that I write this letter in support of our college's candidate for the Stanback-Stroud Diversity Award.

Our candidate embodies the spirit of equity, diversity, and inclusiveness. As a counselor, he has had ample experience helping students navigate the choppy waters of first year college life. Through his work with local high schools, our candidate launched the college's highly successful First Year Experience program, which was first named the Link Program to symbolize the bridge that was connecting high school with college life. The Link Program provided high school seniors the opportunity for an early matriculation process that would prepare them for enrollment in the fall semester.

Over time, Link evolved into a First Year Experience program which offers participating students with an integrated instructional and student services support model that facilitates and enhances their academic experiences. This model includes assessment, orientation, mandatory enrollment in basic skills courses if needed, priority registration, and counseling support. Throughout the first year in college, students work closely with a counselor, who acts as a mentor and liaison between counseling and instruction. Using a cohort model, our candidate helped build a strong community among the students which has gone beyond the classroom.

Working with counseling colleagues and with the support of the Vice President of Student Services, our candidate focused the bulk of his efforts on two local feeder high school schools which enrolled the highest percentage of underrepresented students. Because of his efforts, the number of African American, Hispanic American, and socio-economically disadvantaged students attending our college increased significantly. Most importantly, recent data indicate that First Year Experience students are demonstrating high success and completion rates.

Recently, our candidate has taken the First Year Experience model a step further. Working with faculty in the STEM center, he has helped launch a First Year Allied Health Program for students who demonstrate an interest in pursuing a STEM-related course of study.

Finally, because of his work with first generation college students, our candidate forms part of a task force that is working on seeking a federal grant for Hispanic Servicing Institutions to expand our services to a larger population of students.

Sincerely,

Academic Senate President

March 2, 2013

To Whom It May Concern:

My name is _____, a student at _____ and an alumna of the First Year Experience (FYE) program. I have been attending _____ for four semesters, and I have plans to transfer to a four year university and major in Business Economics.

During my first two semesters at the college, I was enrolled in the FYE program just as many other transferring freshmen from surrounding area high schools. FYE is designed to ease the transition from high school, aid students in every aspect of their first year of college, and guide them towards success. Each student in my cohort had his or her own unique situation, but many of them were the first members of their family attending college. The FYE program respects diversity, and all students felt safe knowing that their values, beliefs, and opinions were valued, and we all felt equal, included, and appreciated.

Without the FY&E program, I am certain that the first year of college would have been very traumatic for me and my peers. However, because of the program and our instructor's interest and determination in our success, we worked together to support each other in attaining our goals. Not many people put as much time and effort into the success of their students as did our FYE instructor.

Now that I am not a part of the FYE program, I still feel that I can go to my instructor for support if I need it. He constantly checks up on us to see how we are doing, and he is always there to answer any question or help us out if we need it. This instructor's dedication exceeded the expectations that all of the students had. He deserves of any recognition that he is given.

Sincerely,