

# 37<sup>th</sup> ANNUAL CALIFORNIA COMMUNITY COLLEGE ATHLETIC DIRECTORS ASSOCIATION SPRING MEETING AGENDA

## Tuesday, June 5, 2012

- 11:00-12:00**    **Registration**  
All meetings to be held at Harrah's Convention Center Note: Not Harvey's
- 12:00-12:15**    **Welcome & Introductions**
- 12:15-1:30**    **Introduction of Keynote Speaker – Dan Smith, Dean, Cerritos College**
- Keynote Address - Jack Scott, Chancellor of the California Community Colleges – The Role of Athletics in California Community Colleges**
- 1:30-1:45**    **Break (15 minutes)**
- 1:45-3:30**    **CCCADA Business Meeting**
- 3:30-3:45**    **Break (15 minutes)**
- 3:45-4:30**    **Speaker - Carlyle Carter, Executive Director of the California Community College Athletic Association**
- 4:30-5:15**    **Sponsor Introductions**
- 6:00-8:00**    **CCCADA Social - Harrah's**

## Wednesday, June 6, 2012

- 9:30-10:15**    **Speaker – Zuk & Associates**  
State Teachers  
Retirement Issues and Pension Changes
- 10:30-12:00**    **Honoring Our Own Luncheon**
- 1:30-6:00**    **Recreational Activities**  
*Golf, Hiking, etc.*
- 6:00-8:00**    **CCCADA Social**  
Harrah's

## Thursday, JUNE 7, 2012

- 8:30-9:45**    **Panel Discussion – Andreas Wolf, Katherine "Teeka" James, Jon Kitamura, James Carranza, Bret Pollack (College of San Mateo) – Student Athlete Academic Success Strategies "Writing in the End Zone"**
- 9:45-10:00**    **Break (15 minutes)**
- 10:00-11:15**    **Panel Discussion and Brainstorming – Jim Forkum, Santa Rosa, Dan Smith, Cerritos, Andreas Wolf, San Mateo, Newton Chelette, Antelope Valley –**

Saving Programs in Lean Budget Times

**11:15-11:30**    **Questions and Wrap-Up**

### Conference Representatives

Bay Valley	Matt Markovich	Marin
Central Valley	Lamel Harris	Sequoias
Coast	Peg Grady	San Francisco
Foothill	Carl Beach	Chaffey
Golden Valley	Gary Houser	Shasta
Orange Empire	Albert Gasperian	Golden West
Pacific Coast	Jim Spillers	Grossmont
South Coast	Tony Barbore	El Camino
Western State	Will Cowen	Ventura
Big 8	Mitch Campbell	Sacramento
NorCal Football	Mark Gritton	West Hills
SoCal Football	Lefty Olquin	El Camino

College of San Mateo's

*Writing in the End Zone*

Creating a Reality of Success for our  
Student-Athletes

California Community Colleges Athletic Directors Association  
Thursday, June 7, 2012

James Carranza	Teeka James	Jon Kitamura
Bret Pollack	Anne Stafford	Tim Tulloch

# The Problem

- African American and Pacific Islander male students, under 21, were the lowest achieving students on campus.
- They arrived at CSM with poor reading, writing, and study skills and immediately faced English and transfer-level courses without support.

# The Concept

- Create a learning community to address the problem and ensure success
- Why football?
  - African American and Pacific Islander males make up just over 80% of CSM's football team.



# The Basics

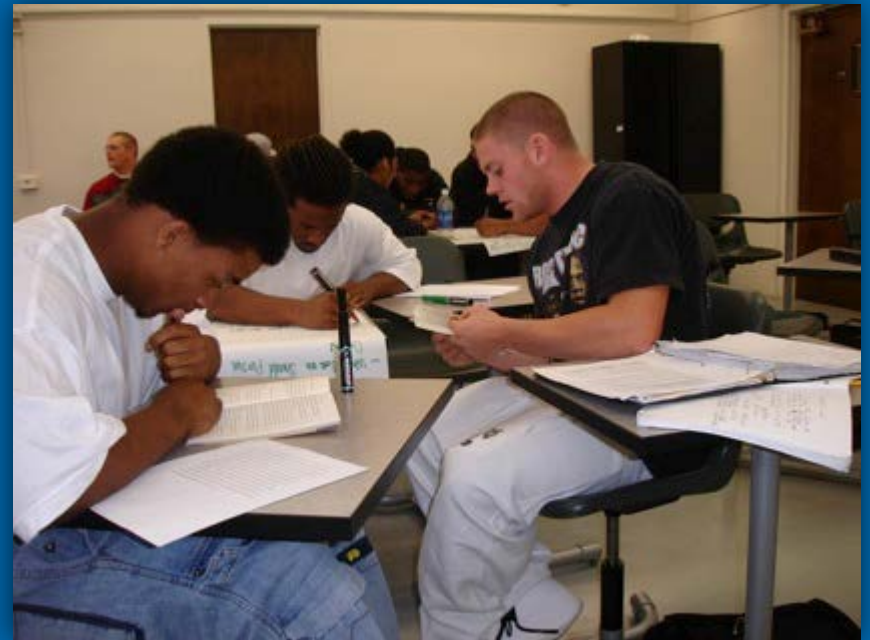
- Create the right environment
- Use sports related material, initially
- Focus on process and applied skills



# Teamwork and Collaboration



# Teamwork and Collaboration



# The Structure

English composition and athletic course  
sequence:

Transfer-level, 1A:

ENGL 100

VAR 130: Varsity Football

Developmental:

ENGL 838

VAR 220: Weight Conditioning

Basic Skills:

ENGL 828

PE 135: Intro to College and  
Intercollegiate Athletics



# Who are our Students?



Linebacker - Andre Portis

# The First Writing Assignment

NAME: **ANDRE PORTIS**

QUESTION: Write an essay in which you explain why you are going to college. Use specific examples and details to clearly explain your reasoning to your reader. This essay should be well-organized and reflect your best writing skills.



# The First Writing Assignment

“The reason I am in college is to play football that is my dream and also my life I love the game and if it was not for football I do not know what I would be doing right now football keeps my head on my shoulders and keep me out of trouble. I first started to play football in OHIO because of my cousins they got me in to it and I am happy they did since I started I have never looked back.

I think with me going to college and also playing football I will have a lot of choices in my life and I plan to make the best of them. My mom always told me to never say you can't do something and I plan to never say I can't do something if you put your mind to it you will make it.”

# Support System

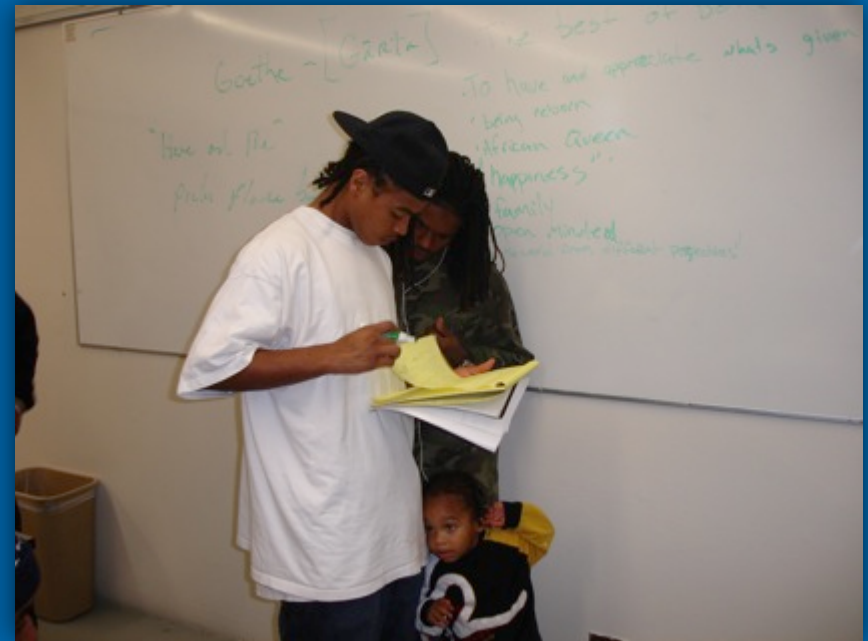
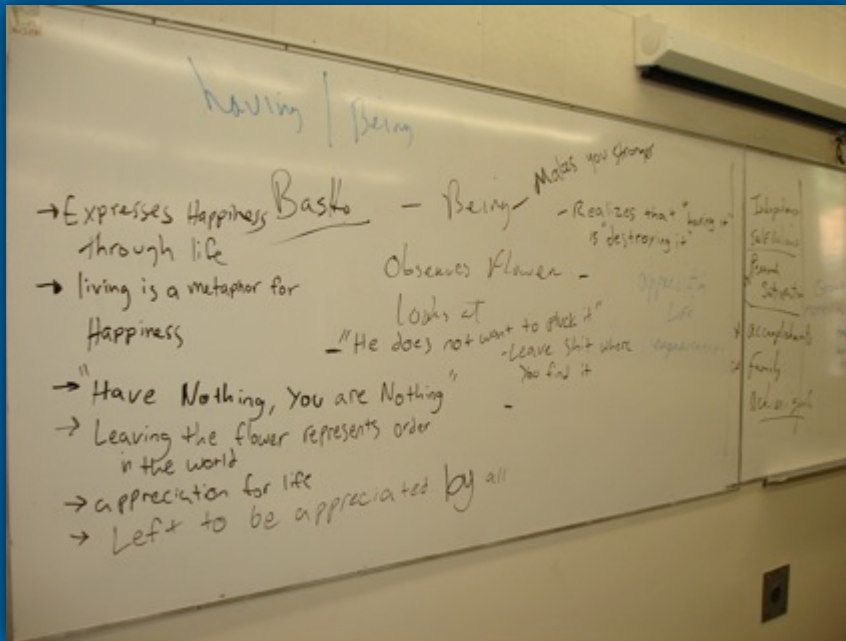
- Instructors and coaches/advisors share a unified vision of academic and athletic achievement.
- Instructors and coaches/advisors communicate regularly.
- Administrators acknowledge and support WEZ.



# The Objective: Academic Acculturation

- Facilitate the transformation from athlete-student to student-athlete
- Acknowledge challenges that student-athletes face
- Encourage student-athletes to recognize that they belong in the academy

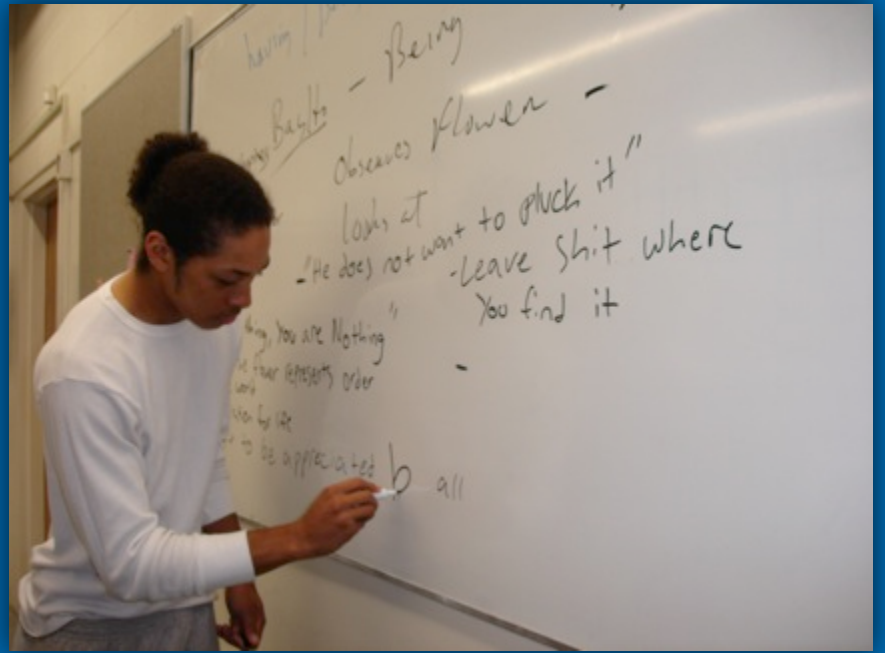
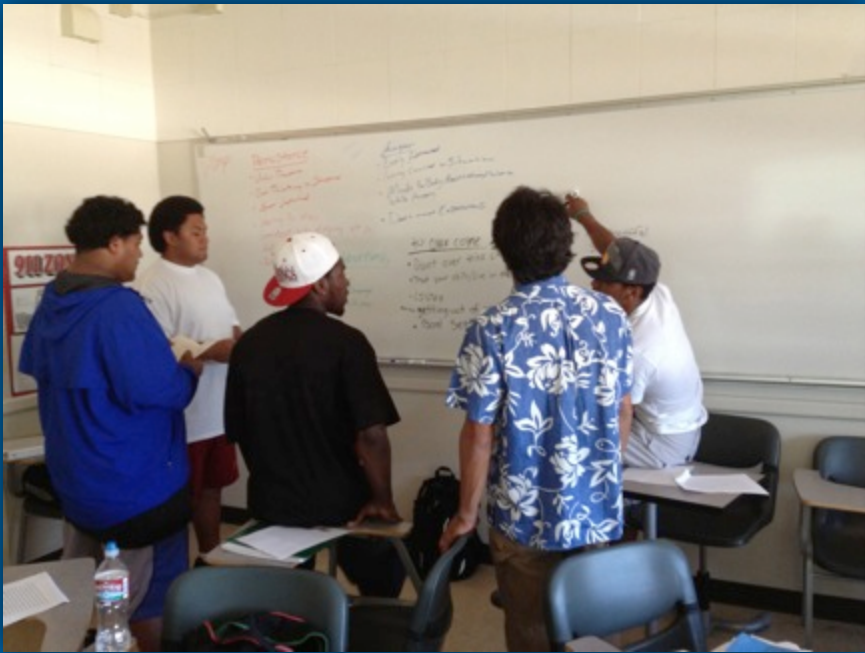
# Where it Begins...



# The Objective, cont.

- Provide opportunities for these students to have a “voice” in the academy
- Create assignments that enable student-athletes to draw upon personal experience and expertise
- Develop study skills in concert with reading and writing skills





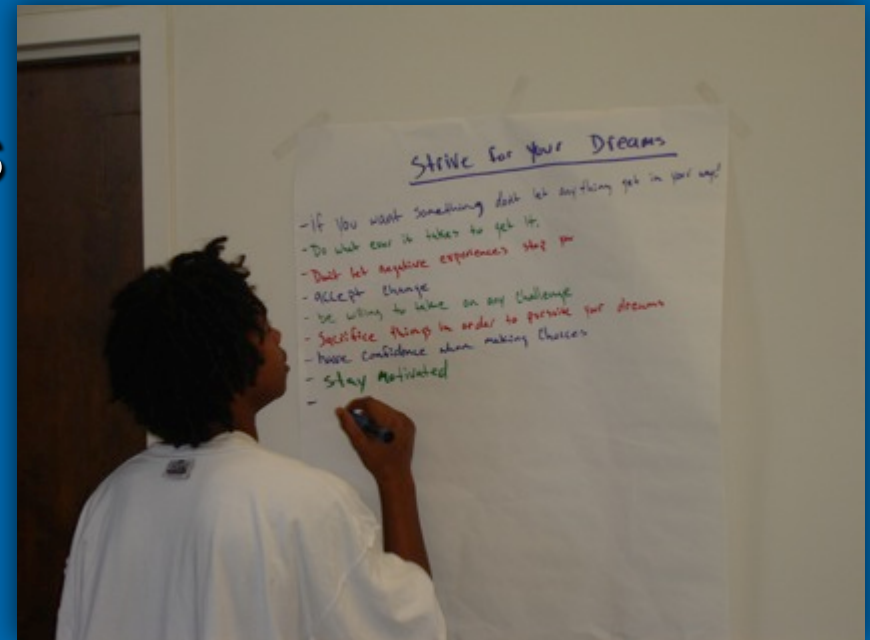
# Ownership of Achievement

- Use a community approach via “The Bulldog Family”: student-athletes, coaches, and faculty join in a common purpose.
- Connect students’ performance on the field and in the classroom
- Develop students’ pride in their academic work



# Transformation from Athlete...to Student-Athlete

- Academic and athletic achievement
- Successful transfers to four-year institutions
- Athletic scholarships



# WEZ I Success and Withdrawals

## English 828

### Basic Composition and Reading

	<b>WEZ</b> Fall 04 – Spring 11 (n=109)	<b>Pre-WEZ</b> Fall 1996 – Spring 04 (n=78)	<b>Non-WEZ</b> Fall 04 – Spring 11 (n=1,228)
<b>FIRST ATTEMPT SUCCESS</b>	58.9%	51.9%	55.7%
<b>TOTAL SUCCESS</b>	60.5%	50.9%	54.2%
<b>&lt; 21 YEARS OLD SUCCESS</b>	59.5%	52.4%	53.9%

# WEZ I Success and Withdrawals

## English 828

### Basic Composition and Reading

	<b>WEZ</b> Fall 04 – Spring 11 (n=109)	<b>Pre-WEZ</b> Fall 1996 – Spring 04 (n=78)	<b>Non-WEZ</b> Fall 04 – Spring 11 (n=1,228)
<b>AFRICAN AMERICAN SUCCESS</b>	52.7% (29)	54% (27)	45.9% (39)
<b>PACIFIC ISLANDER SUCCESS</b>	80% (20)	45.5% (10)	56.8% (42)

# WEZ I Success and Withdrawals

## English 828

### Basic Composition and Reading

	<b>WEZ</b> Fall 04 – Spring 11 (n=109)	<b>Pre-WEZ</b> Fall 1996 – Spring 04 (n=78)	<b>Non-WEZ</b> Fall 04 – Spring 11 (n=1,228)
<b>TOTAL WITHDRAWALS</b>	16%	16.1%	19%
<b>AFRICAN AMERICAN WITHDRAWALS</b>	16.4%	16%	29.4%
<b>PACIFIC ISLANDER WITHDRAWALS</b>	14.8%	31.8%	16.2%

# WEZ II Success and Withdrawals

## English 838

### Developmental Composition and Reading

Af Am African American Pac Isl Pacific Islander	<b>WEZ</b> Fall 04 – Spring 11 (n=126)	<b>Pre-WEZ</b> Fall 1996 – Spring 04 (n=205)	<b>Non-WEZ</b> Fall 04 – Spring 11 (n=2,454)
<b>FIRST ATTEMPT</b>	69.5%	49.2%	60.4%
<b>TOTAL SUCCESS</b>	70.6%	47.8%	58.5%
<b>&lt; 21 SUCCESS</b>	69.9%	49.2%	58.8%
<b>AF AM SUCCESS</b>	73.2% (41)	44.4% (40)	47.3% (80)
<b>PAC ISL SUCCESS</b>	64.3% (27)	42.6% (26)	56.2% (77)
<b>TOTAL W'S</b>	8.4%	23.3%	19%
<b>AF AM W'S</b>	8.9%	27.8%	20.1%
<b>PAC ISL W'S</b>	9.5%	27.9%	19.7%



# WEZ III Success and Withdrawals

## English 100

### College Composition and Reading

Af Am African American Pac Isl Pacific Islander	<b>WEZ</b> Fall 04 – Spring 11 (n=110)	<b>Pre-WEZ</b> Fall 1996 – Spring 04 (n=218)	<b>Non-WEZ</b> Fall 04 – Spring 11 (n=9,868)
<b>FIRST ATTEMPT</b>	66.7%	54.4%	66.6%
<b>TOTAL SUCCESS</b>	71.4%	52.4%	63.3%
<b>&lt; 21 SUCCESS</b>	72.6%	55.4%	62.8%
<b>AF AM SUCCESS</b>	70% (35)	48.8% (41)	52.7% (192)
<b>PAC ISL SUCCESS</b>	73.9% (17)	46.8% (22)	52.5% (177)
<b>TOTAL W'S</b>	4.2%	24.7%	21.7%
<b>AF AM W'S</b>	4%	26.2%	26.1%
<b>PAC ISL W'S</b>	4.3%	27.7%	24%

# Athletic Snapshot

	1999	2012
<b>WIN/LOSS RECORD</b>	7 year losing streak	11 year winning streak
<b>STATE/NATIONAL RANKINGS</b>	C program; no ranking	Top 15 annually 2009 State title game loss
<b>SCHOLARSHIPS</b>	2	21 (\$1.5 million)
<b># OF STUDENT-ATHLETES</b>	50	110

# Academic Snapshot

	1999	2012
<b>TEAM GPA (CORE COURSES)</b>	1.58	2.56
<b>TOTAL COURSE COMPLETION (EXCLUDING W'S and F'S)</b>	81%	98%
<b>A.A. DEGRESS</b>	2	24
<b>MID-YEAR TRANSFERS</b>	0	11

# Implementation

- Daily attendance checks
- Football coaches as academic advisors
- Highly structured and coordinated grayshirt program
- Regimented study skills program
- Collaboration with faculty — WEZ

# Recent Transfers

Arizona State

Cal Poly

Colorado State

Kansas State

Louisiana State University

Menlo College

Marshall University

Northern Arizona

Oregon State

Portland State

San Jose State

Southeastern Louisiana

Texas College

UC Berkeley

University of Hawaii

University of Oregon

University of Massachusetts

University of Southern California

Washington State



# Remember Andre?

*Writing in the End Zone III, English 1A*

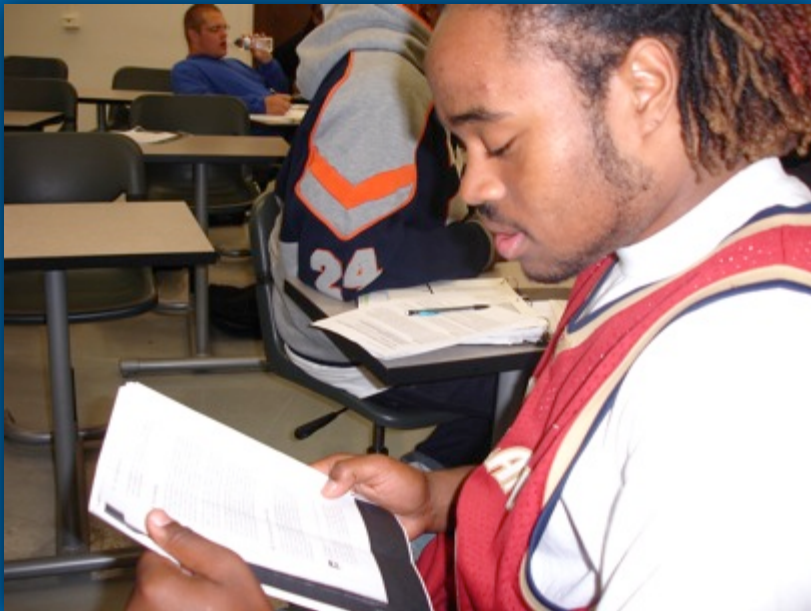
*Essay 3 of 5: Lessons for Living: Paulo Coelho's The Alchemist*

[Coelho writes,] “We are afraid of losing what we have, whether it’s our life possessions or property. But the fear evaporates when we understand that our life stories and the history of the world are written by the same hand” (76). As we live life we gain valuable memories and relationships, but when bad things happen, we try to protect what we cherish the most. Santiago experiences this with Fatima, the desert girl, the girl who convinced him to leave and return after finding his treasure. To Santiago, Fatima is his treasure because she has taught him what it means to be in love. Going through life we experience tragic times and events that change our outlook and perspective, but it is also these events that teach us how to become stronger mentally and physically.

# Remember Andre

and *our* students like him

- Mid-year transfer to Marshall University
- Full-ride scholarship



# Any Questions?



For further information or if you would like a copy of this presentation, please contact us: Bret Pollack, [pollack@smccd.edu](mailto:pollack@smccd.edu)  
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