

Annual Review of Current College Initiatives

(To Be Completed by appropriate dean and faculty/staff coordinators)

Annual reviews for approved projects are due to IPC annually. Brief presentations, along with the information reported below, will be provided to IPC in the fall or spring semester each year. Projects are funded annually, per evaluation reports, IPC evaluation and final Cabinet approval. The report must include quantitative data such as the numbers of students and/or faculty and staff served and any measurable impact on student success (retention, persistence, completion, transfer, and certificate/degree rates).

Section 1: Quantitative Data

| | |
|----------------------------------|--|
| Number of New Students: | 27—new to WEZ (currently enrolled in ENGL 105 & 110) |
| Number of Continuing Students: | 17—currently enrolled in ENGL 105 & 110 23—WEZ alum still on campus and receiving WEZ support |
| Total Number of Students: | 67 |

Section 2: Personnel:

- Number of Faculty and Amount of Reassigned Time Devoted to Initiative: 4 faculty; 24 units reassigned annually
- Number of Staff and Percentage of Time Devoted to Initiative (e.g. Project Coord., Instructional Aide): 0

Section 3: Student Success (In order to ensure consistency in data reporting, work with PRIE staff to provide the following information for each of the last three years, if available. Information should be provided for new students and continuing students in the program/project. Attach report from PRIE.)

Quantitative Data:

| | |
|---|---|
| Retention Rate of New and Continuing Students: [*] | 97% (WEZ courses) 94.4% (all courses) |
| Persistence Rate of New and Continuing Students: [*] | 91.7% |
| Completion Rate of New and Continuing Students: [*] | 77% (WEZ courses)(PRIE data “success”) 80% (all courses) (PRIE data “success”) |
| Number of Degrees Awarded: [*] | 69 |
| Number of Certificates Awarded: [*] | 7 |
| Number of Students Transferred: [†] | 65 |

Although we could not get disaggregated data from PRIE for this report, our most recent disaggregated data indicate that over an eleven-year span (2004 through 2015), WEZ students in ENGL 100 have

^{*} according to PRIE data, AY 2012-2013 through 2016-2017

[†] according to WEZ data, 2012-2017

outperformed non-WEZ students in every comparable demographic group. For example, looking at African American male students in ENGL 100, 74% of WEZ students succeeded as opposed to 52% of non-WEZ students. (See Attachment B)

Qualitative Data: (Please report on any additional data (e.g. surveys, focus groups, etc.)

WEZ alumni report that their experience in WEZ has helped them feel more confident in their academic abilities, transfer to and graduate from four-year colleges and universities, and take advantage of career and athletic opportunities.

Section 4: Description of Goals and Activities: Provide a brief description of your activities for the current year. Please describe any goals that you identified.

ACTIVITIES (2017-2018 AY)

Overview

This year, WEZ will continue with its cohort-looping model, in which the students and faculty move together from ENGL 105 to ENGL 110. Teeka James and Tim Tulloch are teaching the Fall – Spring cohort; Anne Stafford and Bret Pollack are teaching the Spring – Fall cohort. That said, as always, all four WEZ coordinators put significant effort into building relationships with all students from both cohorts.

Fall Activities

Fall is all about supporting WEZ students through their football season. Our students and coordinators are focused on academics and athletic competition, so our single fall 2017 semester activity will be to take the two active cohorts to a celebratory lunch during finals week.



Award text: (L) Dennis Green: The Poet Award, Speaks his mind, moves our hearts. (M) Mangi Polataivao: The Courageous Growth Award, For beginning to understand who he wants to be; for trusting me enough to write from his heart; for reaching out for help when he needed it. (R) John Keller: The Stunt Double Award, Ready to help, just because he can

This is a time to relax with the WEZ Bulldog family and to reflect on the semester's work. The WEZ coordinators recognize each student with a homemade "award" (see examples from the 2016-17 cohorts, below).

WEZ will also participate in the football program's Bulldog Awards Banquet as well as activities honoring Coach Larry Owens' last (for now?) year of coaching.

Spring Activities

In the spring, we take the WEZ cohorts to some sort of cultural event. In 2015, we went to see *X's and O's, a Football Love Story* at the Berkeley Repertory Theater; in 2016, we went to hear Dr. Bennet Omalu talk about football and chronic traumatic encephalopathy (CTE) at City Arts and Lectures in San Francisco; and in 2017, we saw August Wilson's play *Jitney* performed by the African American Shakespeare Company. We are currently scouring the Bay Area arts calendars to decide where spring 2018 will take us.

We also hold our WEZ Student Celebration Banquet in the spring. This is when we "sash" our WEZ students who are graduating and honor the cohorts who have completed the WEZ program. We have dinner with our students' families, and the students share their reflections on what WEZ has meant to them.

GOALS (2017-2018 AY)

- Maintain our high retention and success rates.
- Continue to develop strong connections between the ENGL 105 and ENGL 110 curricula.
- Find a replacement text for *Souled Out? How Blacks are Winning and Losing in Sports* in case we can no longer use it.
- Offer workshops to encourage and support our WEZ sophomores in applying to CSUs so that they have a back-up transfer option if football scholarships don't materialize. (We did this on November 7 with the help of Arielle Smith.)
- Continue to raise students' awareness of scholarship availability; encourage more students to apply for scholarships; offer scholarship workshops for students.
- Advocate for getting a shuttle to campus, to and from BART. Transportation (along with housing) is one of our students' biggest challenges. Our dream is to get a free shuttle with a 7:00 a.m. pick up at Millbrae BART to CSM campus and a 7:00 p.m. departure from CSM campus to Millbrae BART.

Section 5: Accomplishments and Challenges: Please describe any accomplished achieved and challenges you experienced. What changes, if any, do you expect for next year?

ACCOMPLISHMENTS

- We now have two WEZ alumni with master's degrees (Sekona and Freeman), one currently

enrolled in a master's program (Fogal), and two applying to master's programs this fall (Sina and Tau'fo'ou).

- WEZ won the San Mateo County School Boards Association Kent Award (May 2017), which recognizes "outstanding and innovative programs" in San Mateo County schools. Carrie Du Bois, the president of the Sequoia Union High School District governing board and the one who made the site visit to WEZ, had this to say about our program: "I've been describing [Writing in the End Zone] as the 'best educational program' I've ever seen in my life. I was so impressed and inspired after seeing it and talking to the coach and students. Your commitment and passion came through that day. I made copies of your Kent Award application and handed it out to all my board colleagues as an example of how to close the opportunity gap. I will always remember all of the photos of your students in your office. . . . Thank you for being a great role model for education."
- We have maintained our high retention and success rates.
- A core text for WEZ, *Souled Out? How Blacks are Winning and Losing in Sports*, is going out of print. We wrote to the book's author, Shaun Powell, and asked for his help. He and his publisher donated 38 copies of the text to us for the cost of shipping.
- Since fall 2015, four former WEZ students and one non-WEZ member of the football program have worked in our classes (for both WEZ and non-WEZ courses) as Supplemental Instruction (SI) leaders. These positions provide leadership development opportunities for the SI leaders and additional support in the classroom for current WEZ students. (Our first two SI leaders have decided to major in English at their transfer institutions; one of the two plans to become a Community College English instructor.)
- Our WEZ alumni network is growing. Currently, WEZ alumni are enrolled at the following colleges and universities.:
 - Arkansas State University
 - Augustana University
 - Colorado State University
 - CSU-Fresno
 - CSU-Humbolt
 - Eastern Michigan University
 - Kentucky Christian University
 - Oklahoma State
 - SFSU and SJSU[‡]
 - UC Berkeley[§]
 - UC Santa Barbara
 - University of Hawaii
 - University of Missouri
 - University of Nevada-Las Vegas
 - University of Nevada-Reno
 - University of Oregon
 - University of Rhode Island
 - Utah Valley University
 - Wayne State University

CHALLENGES

- Changes to English course placement measures have necessitated near constant adjustments to our scheduled course offerings in the past two years.
- Transportation: More and more of our students live outside of the county, a growing number coming from as far away as Gilroy and Morgan Hill to the south and Antioch to the east. The

[‡] WEZ alum who has received acceptance letters and is deciding between these two campuses for the January 2018 semester.

[§] Current WEZ alum who has committed to Cal as a 2017, mid-year transfer

commuting costs for our students—in both dollars and time—warrant analysis and intervention.

- Housing: Many of our students who come from outside the Bay Area (primarily from Sacramento, but a few from out of state—most recently from Georgia, Florida, Missouri, Illinois, and Oregon) struggle to find “affordable” housing in San Mateo County.

Section 6: Resources: Evaluate the adequacy or appropriateness of the resources dedicated to this project. (Resources may include personnel, facilities, equipment and supplies.)

The WEZ coordinators are grateful for the College’s support. For the most part, the resources provided have been adequate and appropriate.

REASSIGNED TIME

- Because WEZ is a relationship-based program that uses a caseload model, the reassigned time has been our most valuable resource, affording the WEZ coordinators the time needed to build and maintain the relationships that help our students succeed at CSM, at their transfer institutions, and in their lives beyond school. Using the caseload model, all WEZ coordinators spend extensive one-on-one time (and small group time) with our WEZ students.

OTHER

- The funding to buy WEZ shirts has strengthened the sense of community amongst WEZ students and increased our visibility on campus. Students are proud of their school, their team, and their WEZ learning community. WEZ shirts are coveted.
- The funding for our annual field trips and family celebratory banquets has helped us bring students’ families and the rest of our college community into WEZ and enabled us to introduce students to cultural events which, for many, have been new experiences (e.g. theater productions and lectures).
- We’ve also used our funding to institute the WEZ Student of the Week and WEZ Student of the Semester. Mirroring the football program’s system of identifying a player of the game (offensive, defensive, and special teams), the coordinators select a student from each WEZ cohort to recognize for his (or, in one case, her) academic achievements. The criteria for recognition change (see Attachment A), but in all cases, the student is recognized in front of the class. He receives a notecard stating why he has been selected and a \$10 Subway food voucher, and his photo goes up on the CSM Football Instagram/Facebook feed. Students are recognized on “WEZ Wednesdays,” but not necessarily every week (some weeks no one really stands out for recognition). We include the Subway vouchers because too many of our WEZ students are food insecure, and Subway provides economical meals that are reasonably healthy. We select four Students of the Year—two from each cohort: one chosen by the coordinators and one elected by the class. These students have received practical items that we select specifically for them—for example, a book selected by the coordinators, \$25 gift cards to Safeway (for a student who has chronic food insecurity), and school supplies (pens and highlighters). The coordinators have purchased these items out of their own pockets.
- Finally, Vice Chancellor Tom Bauer has provided funding to purchase the textbooks for WEZ students since the spring 2015 semester. His generosity has been world-changing for our

students as their inability to purchase books has been a significant barrier to their success in their classes. Vice Chancellor Bauer's contribution, which we estimate comes to about \$3,500 per academic year, has meant that we can use 100% of our allocated budget for the other components of our learning community described above.

Attachments:

- A. Student of the Week Criteria*
- B. PRIE Data for ENGL 100, WEZ Fall 2004 – Spring 2015*
- C. PRIE Data, WEZ 2012-2017*

ATTACHMENT A: STUDENT OF THE WEEK CRITERIA

| | |
|---|---|
| <p>WRITING IN THE END ZONE STUDENT OF THE WEEK</p> <p>DENNIS GREEN</p> <p>Dennis is recognized this week for his consistent contributions to our discussions and his thoughtful responses to homework assignments, and also for carrying a quiet but fiery commitment to learning with him everywhere he goes.</p> <p>September 23, 2016</p> | <p>WRITING IN THE END ZONE STUDENT OF THE WEEK</p> <p>JOHN KELLER</p> <p>John is recognized this week for stepping up, repeatedly, to support his Bulldog brothers, not for extra credit but because he could. And so he did.</p> <p>November 18, 2016</p> |
| <p>WRITING IN THE END ZONE STUDENT OF THE WEEK</p> <p>COLT DOUGHTY</p> <p>Colt is recognized this week for his playmaker attitude, for his absolute commitment to the writing process, and for asking for what he needs (and being okay when the answer is no).</p> <p>March 10, 2017</p> | <p>WRITING IN THE END ZONE STUDENT OF THE WEEK</p> <p>JEROME HOLLOWAY</p> <p>Jerome is recognized this week for trusting the process and seeing me to revise and to plan, all of which, of course, resulted in a meteoric boost in his grade. Team Isaiah, you owe Jerome. Seriously.</p> <p>May 3, 2017</p> |
| <p>WRITING IN THE END ZONE STUDENT OF THE WEEK</p> <p>BUBBA TONGAMOA</p> <p>Bubba is recognized this week for his leadership, his heart, his generosity. He's demonstrated, definitively, how one person can make all the difference.</p> <p>March 31, 2017</p> | <p>WRITING IN THE END ZONE STUDENT OF THE WEEK</p> <p>TASI TEU</p> <p>Tasi is recognized this week for his huge improvement in homework completion from unit 1 to unit 2, for his thoughtful approach to the text, and for being a man built for others.</p> <p>March 10, 2017</p> |

ATTACHMENT B: PRIE DATA FOR ENGL 100, WEZ FALL 2004 – SPRING 2015

**ENGL 100
Successful Course Completions and Withdrawals
Fall 2004 – Spring 2015**

| Total Course Enrollments by Selected Demographics | WEZ Courses | | Non-WEZ Courses | | Percentage Point Difference |
|--|--------------------|----------------|------------------------|----------------|------------------------------------|
| | Count | Percent | Count | Percent | |
| African American | 73 | 39.2 | 554 | 3.2 | 36.0 |
| Asian | - | -. | 3,044 | 17.6 | --- |
| Hispanic | 11 | 5.9 | 3,461 | 20.0 | (14.1) |
| Pacific Islander | 41 | 22.0 | 469 | 2.7 | 19.3 |
| White, Non-Hispanic | 24 | 12.9 | 5,406 | 31.2 | (18.3) |
| Male | 182 | 97.8 | 8,858 | 51.1 | 46.7 |
| African American Male | 72 | 38.7 | 315 | 1.8 | 36.9 |
| Age 21 and younger (all students) | 175 | 94.1 | 12,652 | 73.0 | 21.1 |

| Total Successful Course Completions by Selected Demographics | WEZ Courses | | Non-WEZ Courses | | Percentage Point Difference |
|---|--------------------|----------------|------------------------|----------------|------------------------------------|
| | Count | Percent | Count | Percent | |
| African American | 54 | 74.0 | 300 | 54.2 | 19.8 |
| Asian | - | -. | 2,190 | 71.9 | --- |
| Hispanic | 8 | 72.7 | 1,974 | 57.0 | 15.7 |
| Pacific Islander | 32 | 78.0 | 238 | 50.7 | 27.3 |
| White Non-Hispanic | 21 | 87.5 | 3,570 | 66.0 | 21.5 |
| Male | 139 | 76.4 | 5,454 | 61.6 | 14.8 |
| African American Male | 53 | 73.6 | 165 | 52.4 | 21.2 |
| Age 21 and younger (all students) | 136 | 77.7 | 8,102 | 64.0 | 13.7 |

| Total Course Withdrawals by Selected Demographics | WEZ Courses | | Non-WEZ Courses | | Percentage Point Difference |
|--|--------------------|----------------|------------------------|----------------|------------------------------------|
| | Count | Percent | Count | Percent | |
| African American | 2 | 2.7 | 137 | 24.7 | (22.0) |
| Asian | - | -. | 485 | 15.9 | --- |
| Hispanic | 0 | - | 884 | 25.5 | (25.5) |
| Pacific Islander | 2 | 4.9 | 116 | 24.7 | (19.8) |
| White Non-Hispanic | 1 | 4.2 | 1,113 | 20.6 | (16.4) |
| Male | 6 | 3.3 | 1,930 | 21.8 | (18.5) |
| African American Male | 2 | 2.8 | 76 | 24.1 | (21.3) |
| Age 21 and younger (all students) | 6 | 3.4 | 2,549 | 20.1 | (16.7) |

ATTACHMENT C: PRIE DATA RECEIVED FALL 2017, WEZ FALL 2012 – SPRING 2017

Success and Withdraw Rates in WEZ ENGL courses

| Academic Year | Success | | | Non-success | | | Withdraw | | | Total | | |
|---------------|---------|---------|---------|-------------|---------|---------|----------|---------|-------|---------|-------|---------|
| | Count | Row N % | Row N % | Count | Row N % | Row N % | Count | Row N % | Count | Row N % | Count | Row N % |
| 201213 | 57 | 78.1% | 21.9% | 16 | 21.9% | 100.0% | 4 | 5.5% | 69 | 94.5% | 73 | 100.0% |
| 201314 | 52 | 80.0% | 20.0% | 13 | 20.0% | 100.0% | 0 | 0.0% | 65 | 100.0% | 65 | 100.0% |
| 201415 | 36 | 80.0% | 20.0% | 9 | 20.0% | 100.0% | 1 | 2.2% | 44 | 97.8% | 45 | 100.0% |
| 201516 | 44 | 72.1% | 27.9% | 17 | 27.9% | 100.0% | 2 | 3.3% | 59 | 96.7% | 61 | 100.0% |
| 201617 | 69 | 75.8% | 24.2% | 22 | 24.2% | 100.0% | 3 | 3.3% | 88 | 96.7% | 91 | 100.0% |
| Total | 258 | 77.0% | 23.0% | 77 | 23.0% | 100.0% | 10 | 3.0% | 325 | 97.0% | 335 | 100.0% |

Overall Success and Withdraw Rates by Academic Year of WEZ Participation

| Academic Year | Success | | | Non-success | | | Withdraw | | | Total | | |
|---------------|---------|---------|---------|-------------|---------|---------|----------|---------|-------|---------|-------|---------|
| | Count | Row N % | Row N % | Count | Row N % | Row N % | Count | Row N % | Count | Row N % | Count | Row N % |
| 201213 | 268 | 83.0% | 17.0% | 55 | 17.0% | 100.0% | 20 | 6.2% | 303 | 93.8% | 323 | 100.0% |
| 201314 | 188 | 75.5% | 24.5% | 61 | 24.5% | 100.0% | 17 | 6.8% | 232 | 93.2% | 249 | 100.0% |
| 201415 | 196 | 79.0% | 21.0% | 52 | 21.0% | 100.0% | 15 | 6.0% | 233 | 94.0% | 248 | 100.0% |
| 201516 | 364 | 78.3% | 21.7% | 101 | 21.7% | 100.0% | 26 | 5.6% | 439 | 94.4% | 465 | 100.0% |
| 201617 | 515 | 81.0% | 19.0% | 121 | 19.0% | 100.0% | 30 | 4.7% | 606 | 95.3% | 636 | 100.0% |
| Total | 1531 | 79.7% | 20.3% | 390 | 20.3% | 100.0% | 108 | 5.6% | 1813 | 94.4% | 1921 | 100.0% |

Next-term Persistence by WEZ Academic Year Cohort

| Academic Year | Persisted | | Did not persist | | Total | |
|---------------|-----------|---------|-----------------|---------|-------|---------|
| | Count | Row N % | Count | Row N % | Count | Row N % |
| 201213 | 31 | 93.9% | 2 | 6.1% | 33 | 100.0% |
| 201314 | 28 | 96.6% | 1 | 3.4% | 29 | |
| 201415 | 28 | 90.3% | 3 | 9.7% | 31 | |
| 201516 | 21 | 77.8% | 6 | 22.2% | 27 | 100.0% |
| 201617* | 24 | 100.0% | 0 | 0.0% | 24 | 100.0% |
| Total | 132 | 91.7% | 12 | 8.3% | 144 | 100.0% |

*Fall 16 students tracked to spring 17 only.

Degrees and Certificates by WEZ Academic Year Cohort

| Academic Year | Degrees | | Certificates | | Total | |
|---------------|---------|---------|--------------|---------|-------|---------|
| | Count | Row N % | Count | Row N % | Count | Row N % |
| 1011 | 20 | | 2 | | 22 | |
| 1112 | 13 | | 0 | | 13 | |
| 1213 | 20 | | 0 | | 20 | |
| 1314 | 9 | | 0 | | 9 | |
| 1415 | 7 | | 5 | | 12 | |
| Total | 69 | | 7 | | 76 | |