

International Student Task Force

College of San Mateo

April 2018



Co-Chairs: **Danni Redding Lapuz**
International Education Program Manager

Kristi Ridgway
Language Arts, Interim Dean

The International Task Force was created in 2017 in response to the rapidly increasing international student populations at CSM and the need to assess the impacts of this growth across the campus. This report is the culmination of one year of meetings and data collection, which serves to inform the college community about the impacts and changes to our campus student populations, as well as identify current campus needs and areas for further inquiry.

Vision

We envision a campus that ensures the necessary resources, staffing, space, and leadership to provide successful student support and enrollment management of our international education program within the campus community. We value international student experience as a vital part of campus engagement and classroom dialogue, utilizing our multi-cultural educational environment to benefit all students, as well as faculty, and staff at CSM.

Goals

1. Proactive vs. reactive approach to international student growth
2. Better integration of international students and program into CSM campus initiatives
3. Clear alignment, communication, and vision between district and campus
4. Process for evaluating the impacts of international enrollments on CSM including unintended consequences on classroom teaching/learning.

International Task Force Members:

Yvette Butterworth, Laura Demsetz, Alicia Frangos, Cheryl Gregory, Bob Hasson, Jennifer Hughes, Sue Hwang An, David Laderman, Steven Lehigh, Kim Lopez, Monique Nakagawa, Danni Redding Lapuz (Co-Chair), Kristi Ridgway (Co-Chair), Jan Roecks, Amy Sobel, John Sewart, Ellen Young



History of International Students at CSM

College of San Mateo has been serving international students since 1955 and has a rich tradition of providing individualized attention and educational excellence to students from around the world for over 60 years.

1950s CSM partnered with government orgs and foundations to provide sponsored education to international students through the Department of State, Department of Justice, American Friends of the Middle East, IIE-Institute of International Education, and Asia Foundation.

1955 CSM was officially certified to admit F-1 students and to issue I-20 immigration documents.

1960s CSM developed admissions procedures including minimum academic preparation standards and English proficiency levels.

CSM and other Bay Area community colleges formed a consortium to aid students from developing countries with a specific focus on South America and Africa. The program helped secure student loans to cover living costs and waived tuition fees. (CALJUNLAP, ICETEX, SASP).

1971 Bay Area community college consortium could no longer waive tuition for foreign students.

1970s CSM maintained relationships with government-sponsored programs represented by IIE with governments of Venezuela, Nigeria, Saudi Arabia, Kuwait, and United Arab Emirates.

CSM had an agreement with Congress-Bundestag Youth Exchange Program for Young Professionals, which brought German professionals to CSM for one year work/study programs in their fields.

1983 CSM and all academic institutions were required to go through a re-certification process to admit foreign students. This increased the responsibility of the schools to the US government.

1996 Illegal Immigration Reform Act and Immigration Responsibility Act (IIRA/IRA) significantly increased the program's role in monitoring international students' status, collecting government fees, and gathering/reporting information electronically to the Immigration and Naturalization Service.

2003 Patriot Act mandates the full implementation of SEVIS under the US Department of Homeland Security and creates online database to track and monitor international students. ICE assumed responsibility for SEVIS. This significantly increased the burden of reporting on the schools and students are tracked through enrollment, registration, work-authorization, housing, etc.

2005 CSM celebrates 50 year anniversary of hosting international students.

2012 SMCCD leadership dedicate funds and hiring toward recruitment efforts for international students at all three colleges.

2016 District office creates homestay program for 3 colleges specifically to address international student challenges with housing.

2017 International Education Program moves from 10-310 to southern wing of 10-3rd floor.

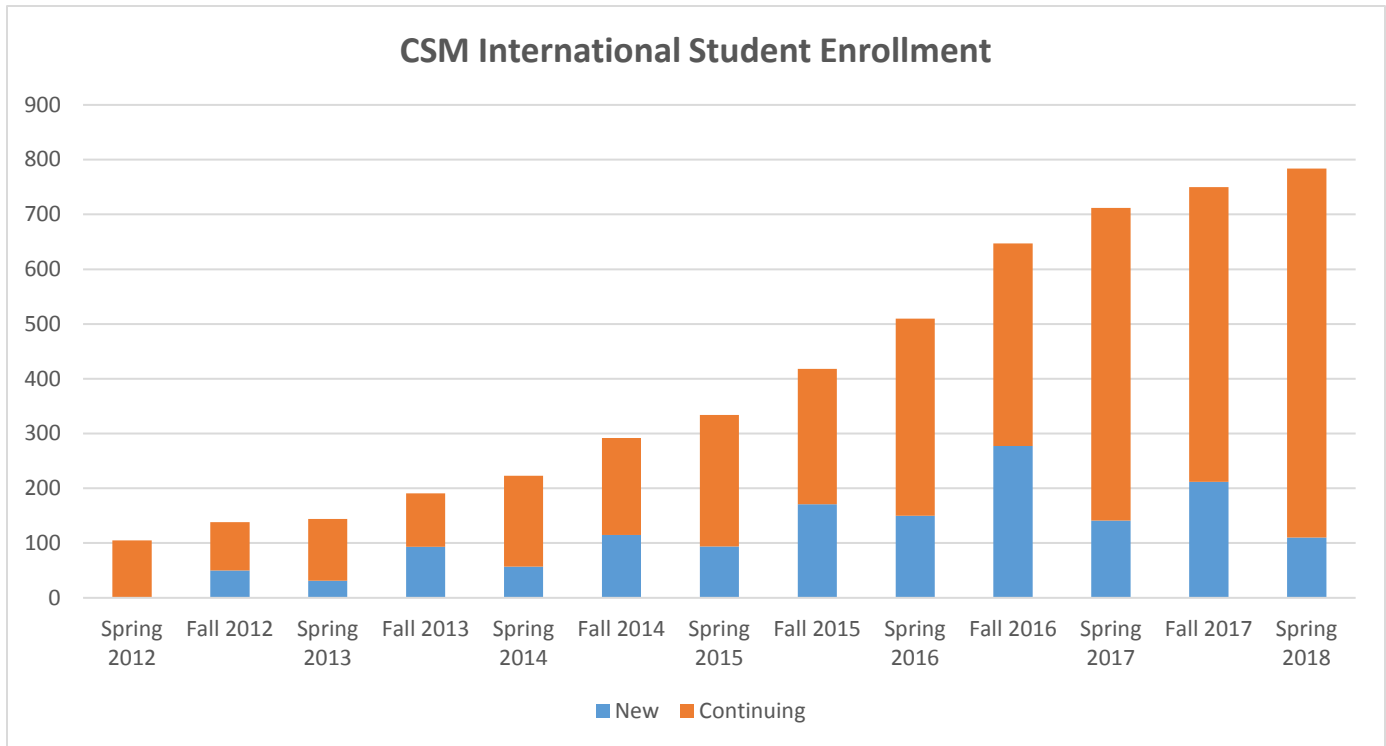
2018 Center for Global Engagement opens its doors with International Education, Study Abroad and Global Internships Liaison and dedicated space.

International Counselor and two ESL faculty hired in response to needs assessment.

District Recruitment Efforts

While CSM had been serving between 100-250 international students per year for decades, in 2012 the SMCCD district leadership convened a team to begin recruitment efforts with the goal to increase the international student enrollment at all three colleges in the district.

CSM has experienced 644% increase in International Student Enrollment from 2012-2018.



CSM has felt the impact of international student growth more than our sister colleges because the growth has been very fast and the number of international students now represents a significant percentage of our student body.

SPRING 2018	CSM Total	International	
CSM Headcount	9366	782	= 8%
Enrollments	22366	3140	= 14%
FTES	2881	410	= 14%



International students and staff at the 2nd Annual World Village 2017

Enrollment By Region

Spring 2018

East Asia	522	70%
Southeast/South Asia/Pacific Islands	191	25%
Middle East/N. Africa	13	2%
South America/North America	23	3%
Europe/Eastern Europe	16	2%
Sub-Saharan Africa	8	1%
Northeast/Central Asia	9	1%



World Village 2016

Campus-wide celebration of cultures through presentations, food tastings, performances, and hands-on activities such as script writing, games, and crafts.

Top Enrollment Countries

China	456	61%
Nepal	94	13%
Myanmar	46	6%
Taiwan	23	3%
South Korea	14	2%
Hong Kong	14	2%
Indonesia	13	2%
All Others	122	16%

	Fall 2014	Spr 2015	Fall 2015	Spr 2016	Fall 2016	Spr 2017	Fall 2017	Spr 2018
International Students	292	334	418	510	647	712	750	782
Countries	44	54	50	52	59	54	57	55

International Student Majors

Discipline Areas	Fall 2016	Spring 2017	Fall 2017	Spring 2018
Business & Related Fields	251	273	248	275
STEM	249	275	318	275
Arts & Humanities	59	71	56	75
Social Sciences	46	46	61	56
Other (Architecture/Undecided)	23	31	56	75
Workforce Development	19	16	11	28

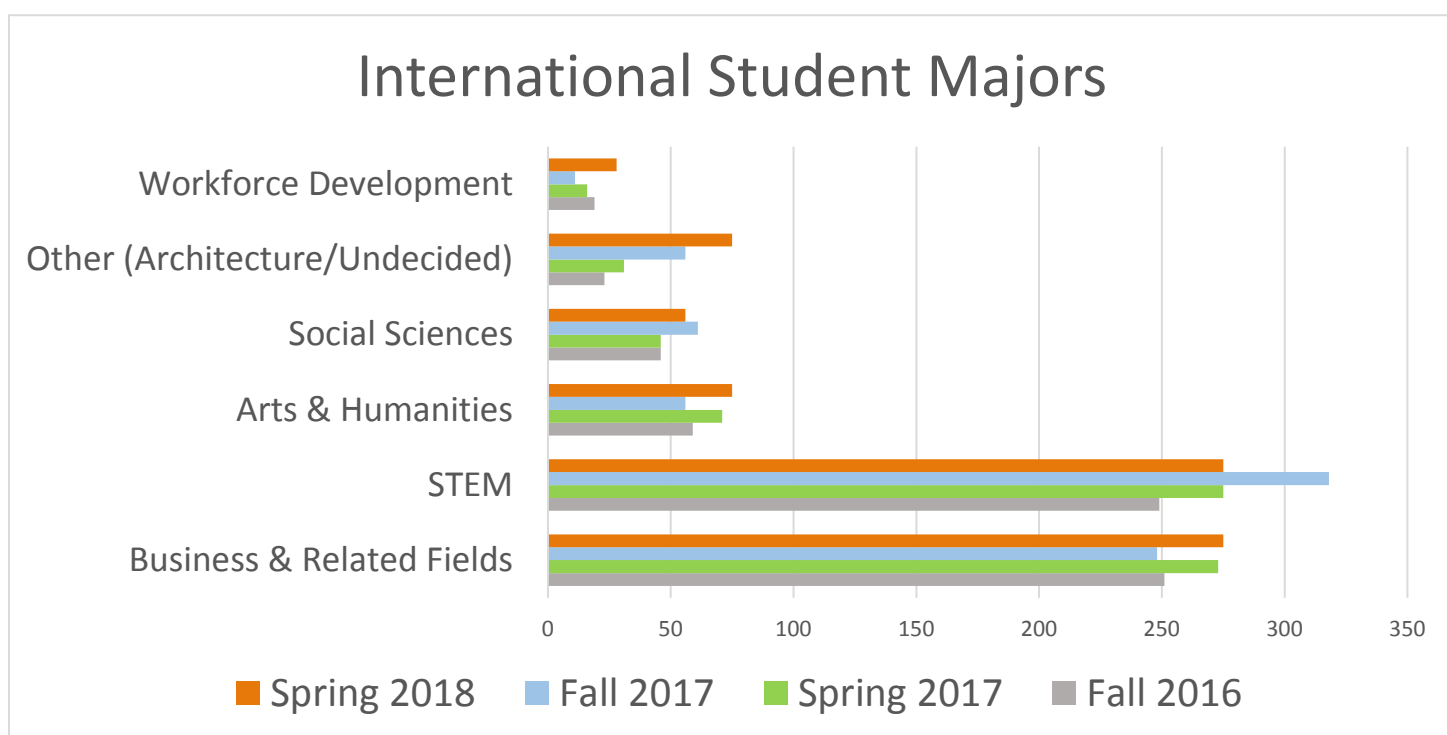
Departments in ESL, Math, and required courses for high enrolled majors have felt an impact and often an increase in the number of sections offered as a direct result in international student enrollments. Two examples are ESL 828/400 and Math 251 (many more sections offered as direct result of incoming international students placement results).

For instance, from Fall 2014-2017, the ESL Department saw a spike in the number of essay sections offered, in particular:

3 → 8 for ESL 400 (+5)

4 → 8 for ESL 828 (+4)

To keep up with this demand, staffing classes in ESL has been a challenge. During this time, one full-time faculty member retired and another was hired, for a net 0. ESL adjunct faculty hiring has been continuous. Since Fall 2014, three ESL tenured-faculty screened over a hundred adjunct applications and hired an unprecedented 14 new adjuncts, 7 of them in 2017-18. The college hired two additional FT ESL faculty in Spring 2018 to address this need.



Faculty Survey

We chose faculty who had a significant percentage of international students in their courses focusing less on co-horted courses and more on faculty who were not actively teaching as part of the program. We surveyed the selected group of faculty to determine what is going well and what needs can be addressed. Committee members did not take the survey.

These were the questions created by the Ad Hoc Committee to survey faculty:

- Do you know the number of international students in your course(s)? Do you think that the number of international students in one or more of your courses has grown? If so, why do you think it has grown?
- In what ways have international students contributed to or enriched your class(es)?
- What concerns do you have with regard to international students at CSM?
- What changes, if any, have you made?
- What support and resources would you need in the classroom to continue to provide quality education to all of your students?
- What support and resources would your students require outside of the classroom to help them succeed?
- Do you have any other comments for the task force as it begins its work?

There were 13 responses from the following departments:

English (2)	Math	Counseling	ESL
Geography	Music	Art	Communications
Film	Math/Physics/Astronomy		

"I always enjoyed the diversity in class, with international students bringing their unique perspectives and experiences. It is wonderful to see international students have a productive learning experiences at CSM."

"They are insightful. They bring a perspective that broadens and enriches noninternational students' perspectives; likewise, noninternational students broaden international students' perspectives, as well. They generally have a strong commitment to school, take it seriously, and provide a strong academic model for their peers."

"International students bring a reality check to native U.S. students. Typically international students are responsible, focused on their goals, study hard and aim high. 100% enrichment for all of us."

"They introduce techniques and problem solving strategies that students educated in the US are unfamiliar with."

"Most of them are under enormous pressure to get good grades. Dropping is not an option for them since that will jepordize their visas. Sometimes I have been asked to give them an F, if they are not getting an A, so they might retake the class. Several times I have caught international students cheating."

"Not enough support to faculty. International students may feel negatively viewed by their instructors."

"I think we offer admission of international students who are very young (16, for example)who may not find the emotional and developmental support they need. I think CSM needs to address ESL for students with very low skills for recent immigrants (not just international students)."

"My biggest concern for the international students would be that some students may lack the language skills necessary for reading and writing in a college level course."

CourseTitle	Total Enrolled	F-1 Enrolled	F-1 Percent
College Planning	37	37	100.0
College Planning	35	35	100.0
College Planning	34	34	100.0
College Planning	32	32	100.0
College Planning	29	29	100.0
Writing Non-Native SpeakersIII	27	27	100.0
College Planning	22	22	100.0
Writing Non-Native Spkrs IV	22	22	100.0
College Planning	20	20	100.0
College Planning	19	19	100.0
College Planning	45	44	97.8
College Planning	39	38	97.4
College Planning	37	36	97.3
Comp For Non-Native Speakers	31	29	93.5
Writing Non-Native Speakers IV	28	26	92.9
Writing Non-Native Speakers IV	27	25	92.6
College Planning	20	18	90.0
Writing Non-Native SpeakersIII	27	24	88.9
Calculus/Analytic Geometry I	35	31	88.6
Writing Non-Native Spkrs IV	32	28	87.5
Writing Non-Native Spkrs IV	21	18	85.7
Comp for Non-Native Speakers	27	23	85.2
Calculus/Analytic Geometry I	39	33	84.6
Writing Non-Native SpeakersIII	26	22	84.6
Fundamentals Of Music	39	32	82.1
Comp For Non-Native Speakers	27	22	81.5
Film History: Asian Topics	54	43	79.6
Composition and Reading	27	21	77.8
Writing Non-Native Speakers IV	30	23	76.7
Writing Non-Native Speakers IV	28	21	75.0
Calcu/Analytic Geometry I	31	23	74.2
Comp for Non-Native Speakers	27	20	74.1
Music Listening and Enjoyment	28	20	71.4
Comp For Non-Native Speakers	27	19	70.4
Comp for Non-Native Speakers	26	18	69.2
Writing Non-Native Speakers IV	28	19	67.9
Ordinary Differential Equation	29	19	65.5
Fundamentals of Music	29	19	65.5
Physics with Calculus I	23	15	65.2
Calcu/Analytic Geometry II	37	24	64.9
Fundamentals of Music	37	24	64.9
Writing Non-Native Speakers IV	31	20	64.5
Astronomy Laboratory	38	24	63.2
Writing Non-Native SpeakersIII	27	17	63.0

CourseTitle	Total Enrolled	F-1 Enrolled	F-1 Percent
Calculus/Analytic Geometry I	32	20	62.5
Physics with Calculus I	24	15	62.5
Calculus/Analytic Geom III	42	25	59.5
Writing Non-Native Spkrs IV	26	15	57.7
Introduction to Engineering	21	12	57.1
Spreadsheet I	25	14	56.0
Writing Non-Native Spkrs IV	25	14	56.0
Princ. Of Micro Economics	52	29	55.8
Writing Non-Native SpeakersIII	26	14	53.8
Princ. Of Macro Economics	51	27	52.9
Calcu/Analytic Geometry III	42	22	52.4
Writing Non-Native Speakers II	21	11	52.4
Comp for Non-Native Speakers	27	14	51.9
Elem. Probability & Statistics	27	14	51.9
Comp for Non-Native Speakers	29	15	51.7
Principles of Macro Economics	47	24	51.1
Calculus/Analytic Geom II	40	20	50.0
Comp For Non-Native Speakers	26	13	50.0
Writing Non-Native Speakers II	24	12	50.0
Precalculus	14	7	50.0
Calculus/Analytic Geom II	41	20	48.8
Linear Algebra	39	19	48.7
Writing Non-Native Speakers IV	27	13	48.1
Linear Algebra	44	21	47.7
Effective Tutoring & Practicum	21	10	47.6
Calcu/Analytic Geometry I	21	10	47.6
Media in Society	40	19	47.5
Calcu/Analytic Geometry I	40	19	47.5
Calcu/Analytic Geometry II	36	17	47.2
Intro Object-Oriented Pgm Dsgn	46	21	45.7
(CS2) Data Structures: Java	33	15	45.5
Discrete Mathematics	22	10	45.5
Compos., Lit. & Crit. Thinking	27	12	44.4
Precalculus	25	11	44.0
Fundamentals of Music	41	18	43.9
Astronomy Laboratory	39	17	43.6
Compos., Lit. & Crit. Thinking	30	13	43.3
Physics with Calculus II	30	13	43.3
Intro to the Life Sciences	42	18	42.9
(CS1) Programming Methods:Java	42	18	42.9
Indoor Soccer I-IV	35	15	42.9
Writing Non-Native Speakers IV	28	12	42.9
World Regional Geography	21	9	42.9
Fundamentals of Music	26	11	42.3

Challenges and Needs

The International Student Task Force used PRIE data and the information collected during the surveys to identify challenges faced by our campus due to the growth of our international student enrollment. The chart below highlights these challenges, as well as our needs and action strategies where appropriate. Challenges and needs have been organized into five key areas and although there is considerable overlap, these represent the main areas of struggle and need within our campus.

1. Student Support Services and Wellness

Challenges	Needs	Actions
Mental health concerns of international students	Opportunities to provide better support and outreach to international students in mental health crisis or depression	Build strong connection with Wellness Services Collaborate with Makiko and Alexandra to offer Circle of Strengths Program (Fridays 11-12 in Meditation Room) Wellness Program hired several international students as Peer Educators to serve as bridge to services
Geopolitical changes and US government changes	Students need professional guidance on a variety of legal issues	NEED: Legal support available to students for immigration and civil/criminal issues
International students are alone in the US and lacking their support system. College needs to provide social/emotional support as students adapt and rebuild support structure at CSM	Robust campus engagement opportunities to create community and integrate international students into CSM campus community	2015 – Created World Chat 2015 – Created World Village 2016 – Created World Gala 2017 – Created Global Speaker Series 2017 – Active Model UN 2018 – Circle of Strengths 2018 – Film 122 MANA/Intl collaboration Clubs (staff serve as advisors): Global Explorers, Lion Dance Team, Cycling Club, Southeast Asian Club, Nepali Student Association, Chinese Student Association, Martial Arts Club, Model United Nations, Permias (Indonesian Club)
Student Preparedness: new culture, new academic environment, lack of understanding of American Classroom, success strategies	More services are needed to help incoming international students learn the American education system and learn to create academic success quickly.	2015 – International Program Workshops Series (Health Insurance, F-1 Regs, CPT/OPT) 2016 – COUN 111 Required for all new international students (American

		<p>education system, transfer, student success)</p> <p>2016 – Created Pre-Departure Orientation Trainings and held session in Asia</p> <p>2018 – ESL Faculty Workshop Series (Expectations in College Classroom, Group Work and Participation, Communication and Email with Professor)</p> <p>2018 – Word Jam Pilot (summer 2018) to prepare language skills and classroom competency and readiness</p> <p>NEED – Revamp COUN 111 for new 1-unit version (meeting set with faculty and Danni)</p>
Campus-wide concerns about international student support outside of academic support	Additional staffing to assist students with immigration, emotional struggles, academics, personal challenges, housing, logistics, taxes, work authorization, health insurance, driver’s license, social security, enrollment verification, family travel, and transfer.	NEED – Additional staffing in International Education Program
Lack of resources for students in crisis	Need emergency fund for international students and emergency housing options	NEED – Secure resources for emergency support for students

2. Staffing: Faculty and Classified

Challenges	Needs	Actions
Lack of appropriate staffing in International Education Program	<p>International Education Program has been requesting additional staff for two years and our staffing has not kept pace with our growth.</p> <p>District demands on time have increased substantially and current team is providing data for numerous data request, recruitment (domestic, international, and online), marketing material (photos, videos, student testimonials), logistical support for district events, tours and presentations, workshops for foreign visitors, etc.</p>	<p>NEED: We are experiencing extreme need for additional staffing International Education Program.</p> <p><i>Services will soon be cut if additional support is not provided.</i></p>
Counseling Department experiences high demand due to growth of international student population	Dedicated International Student Counselor	New International Counselor Hiring underway in Spring 2018
<p>ESL Department experiences shift in number of ESL 400 courses offered and a shift in demographics of student population served by program (now over 50% of ESL students are international)</p> <p>Math Department increases sections and high level math sections offered – strain on FT and adjunct pool</p>	<p>Additional FT faculty to distribute ESL 400 sections (intense essay grading) and to reduce faculty workload associated with expanding adjunct faculty</p> <p>Additional FT faculty to support additional sections and shift in levels offered</p>	<p>New FT ESL Faculty hired: 2016 – 1 FT faculty 2018 – 2 FT faculty</p> <p>NEED: Math Department is still struggling to meet the expanded course needs – recommend additional faculty position</p>

3. Enrollment Management

Challenges	Needs	Actions
Insufficient in-person courses in Computer Science	International students have limitations on the number of online courses that they can enroll in	NEED – More in-person CIS major courses as we have 124 full-time international students pursuing CIS as their transfer major in Spring 2018
Concerns over space: Classroom space difficult to find during regular course blocks International Student Center lacked appropriate office space and student space	Need to accommodate additional sections of courses for international students Additional office and student space to accommodate current program	International Ed worked with ESL, Math, and Counseling to offer high need courses during afternoon block, as this works for the international students and there is space on campus Center moved to Bldg 10, 3 rd floor in summer 2017
Adequate funding for programming and staff	Budget needs to be adjusted to accommodate growth in program (# of students served)	NEED – Increase in operating budget with model for growth in allocations based on student growth and program needs
Priority Registration and concerns about the impact international student priority enrollment is having on domestic students	We need data and an assessment of the impact of international student priority registration to determine if the faculty/student feelings of ‘domestic student displacement’ are true, and if so, steps to make equitable access for all students	NEED – Data assessment of priority enrollment impacts NOTE: it is important that international students have access to the courses they need because they have 5 semesters of study on their immigration documents

4. Instructional Support and Professional Development

Challenges	Needs	Actions
Faculty concerns regarding plagiarism within the international student population	Resources for faculty and students regarding citing of sources in work	ESL faculty developed plagiarism module as a first-step intervention for unintentional plagiarism
Faculty concerns regarding classroom participation and change in classroom culture: Roughly 5% of the sections offered in Fa16-Sp17 had 50% or more international students. (72/1,602). Nearly 10% have a third or more of their students on an F1 visa (153/1,602).	Professional Development for faculty interested in supporting and engaging international students	Numerous Flex Day presentations on a variety of topics to support faculty by International Education Program (Danni Redding Lapuz) and ESL faculty NEED: Additional training opportunities for faculty and staff to build cultural competency

5. Institutional Inclusion and Equity

Challenges	Needs	Actions
International Education Program is not included in campus-wide initiatives and students are not considered in planning of initiatives	Process for ensuring that this large program is included in the development and implementation of campus-wide initiatives	NEED: Greater voice and representation on campus decision-making bodies
Mission Statement excludes international students	Consideration and language that includes all students in mission statement	International Education Committee drafted recommendations on proposed new CSM Mission Statement and provided to committee

Next Steps

The International Student Task Force has identified many challenges faced by the College of San Mateo due to the growth of the international student population. While many efforts are being undertaken in support of improving conditions for students, staff, and faculty, there are several areas that will need additional support and focused attention to improve conditions. The Task Force is requesting IPC support and direction in the following areas:

Actions	Who	Timeline
<p>Resource Allocation Model Create a resource allocation model that would trigger the hiring of new staff and allocation of resources when specified levels of enrollment and service needs are reached</p>	Jan Roecks & Ludmila Prisecar	
<p>Professional Development Plan Work with the CAE and Equity Committee to create a PD plan that provides a range of ongoing opportunities that apply a global lens to teaching/learning and build cultural competency for faculty, staff, and administrators across campus</p>	Ellen Young & Anniqua Rana	
<p>Transparency and Communication Create a means for greater transparency and communication for entire campus community with regard to district international initiatives and recruitment efforts, allocation of international tuition within CSM budget, and overall vision for internationalization of campus</p>	EMP – Hilary Goodkind	
<p>Priority Registration Ask the Equity Committee and Academic Senate to initiate and review practices with regard to priority registration to ensure equitable practices for all students</p>	Kim Lopez – New Assessment of Impacts	
<p>Inclusion and Equity Academic Senate and IPC charge themselves with ensuring that representatives from the International Education Program are appropriately represented across campus as a part of the shared governance process (EMP and Mission Statement Revisions, etc)</p>	Academic Senate & Various Committee Involvement	
<p>Data and Student Success Create a mechanism for the integration of international student data and metrics into the college-wide planning processes</p>	Hilary Goodkind	

Institutional Planning Committee (IPC) Meeting

Friday, October 20, 2017

1:00 – 3:00 p.m.

College Heights Conference Room, B10-468

In Attendance:

Members: Juanita Celaya, David Laderman, Fauzi Hamadeh, Laura Demsetz, Anniqua Rana, Jeramy Wallace, John Sewart, Michael Vargas, Sarah Mangin, Katie Bliss, Katrina Relos, Mark Helsel, Colby Riley, Kim Lopez, Rich Rojo, Lizette Bricker, Elnora Kelly Tayag, Ron Andrade, Ellen Young, Allie Fasth, Kristi Ridgway, Mary Vogt, Madeleine Murphy, Annie Theodos, Mike Claire, Allie Fasth

MEETING SUMMARY

Next Meeting: November 3, 2017

Welcome and Introductions

Kim opened the meeting and explained we had a lot of presentations today to fit into 2 hours.

Review of the Agenda

All approved.

Review Summary Notes from the October 6, 2017 meeting

Presentations from Honors, Project Change, Supplemental Instruction, Year One and Promise Program

Honors Project:

David Laderman introduced the Honors project update. He mentioned that John Sewart had some data that he has yet to go through which is not included. David read the mission statement from the website (See Honors project [Mission Statement online](#)). He wanted to emphasize that it was measured more holistically rather than quantitatively. David switched to the awards and presentations page to demonstrate the things that students have done within the program and to give a good concrete sense of what the honors program has accomplished over the years. He also addressed the alumni page which shows where students have gone

after completing the program; some don't complete the program because they move on, but he sees it as a sign of success for those who have moved onto universities. He says 14 students in total have completed the program.

He also addressed the [participating foundation course faculty](#). These are the people who work with students within the program. He emphasized how much buy-in there is on the campus for the program. Every spring they bring students to a consortium; this past spring a student who transferred to Stanford was a keynote speaker, and the 3 top student presentations were given to students at CSM. All three college honors programs have a great synergy together. There is a showcase in December for students to show the projects they've completed. David went onto talk about the Labyrinth, which just won another national top prize. CSM was one of 2 colleges who won in a competition which included both two- and four-year colleges. In conclusion, David said he plans to scale up the program because of its success.

David introduced some students to say things about the program to IPC.

Rob Komas said that we need to change the culture, and thinks there are some bad things that still go on at CSM, but that the Honors Program is one of the good things that go on at the college. Rob teaches the program's science seminar.

Kim Lopez asked John Sewart how much data he had to share. He said he had the basic metrics, and distributed it. John explained the data on the handout (see Honors Student Data handout).

David concluded that most students come to the program as high caliber, but we'd like to give more students a chance to get there, especially by partnering with the other programs, such as Umoja, etc. and then they can come to the Honors Program in their second or third year.

Project Change:

Katie Bliss presented Project Change program. She said she is always impressed by the students as leaders. She [played a 6-minute video](#) for IPC. She said the video spoke to the dedication that the college has and that it's one of the only programs of its kind in the state. Katie explained how the classes are being presented at juvenile hall and preparing students to get ready to take classes on campus. She highlighted Nick Jasso, second year Project Change Student and Student Ambassador. He was part of the first cohort and was mentored by David Laderman. Nick has studied abroad and completed his EMT certificate and served in Americorps (see PowerPoint). The students really want to give back; they want to talk to other youth and have become a service-oriented community. Most students who have been incarcerated have a disjointed experience. When incarcerated the quality of education received is not great, so students fall behind, and the graduation rates are horrendous. So for the students to get to the point where they are now is amazing (See Breaking through the bars slide). Most are doing well and the peer

mentoring takes care of the students who are struggling. She talked about the donors from within the community and how they have the students gradually build up to 12 units since many work full time and either support families or contribute to them. Some students from the program last year earned certificates.

Supplemental Instruction:

Ron Andrade presented for Supplemental Instruction (SI). He distributed a data sheet (Annual Review of Current College Initiatives handout) and broke down the data. Last year there were 26 SI leaders and this year there are 42. The goal is to expand SI into other divisions as it works better with some classes than others. He explained how review sessions worked and the challenges of getting some students engaged on that level. Ron offered to answer questions.

Mike said he was floored by the success rates, especially in math and science, and inquired whether the data was being shared with faculty.

Ron said they do share with faculty at the end of the semester. Mike thought it would be compelling information for students too.

Kim asked why the numbers had nearly doubled since last year and Ron said that some of that was part of the roll-out plan. The plan for the next 3 years is to hold steady at about this level (42).

Year One:

Allie Fath presented Year One's initial data (see handout – Annual Review of Current College Initiatives). The first cohort started last fall so there is limited data. But there are some good anecdotal things. The program consists of academic and social aspects (see handout). Trying to offer students the opportunity to get entrenched in the community one way or another. Some are ambassadors, some get engaged in clubs.

The first cohort was initially 48, now this year it's doubled at 94. The majority of the students could not take 12+ units in their first semester, but most increased in their second semester. They all take a first year seminar course which supports them across the disciplines they are taking by teaching them strategy. Across all four sections, all students are reading the same book, e.g.

The other ways they've tried to support (see page 3) is they have 4 faculty teaching it and strong library sponsorship. Allie stressed collaboration with the library. She believes there is so much opportunity to grow the program, for students to start clubs, etc. and is excited about how creative the program can be.

Jeremy feels Year One is the Guided Pathways' foundation and said he was exploring with Allie how to make some connections.

Laura asked about how the different disciplines work.

Allie explained that right now, students aren't selecting their area of study and that eventually that could change.

Laura asked what do we do with the students who are struggling and dropping class?

David suggested accelerated courses for someone to get to the second half of a semester.

Allie said that counseling is helping in this regard, and working with students, as she is doing presently.

Mike commented credited David with the name "Year One" and commended Allie and her colleagues on doing such a great job. He feels the next step is to expand the 'year zero' aspect and start the momentum even sooner. Another next step is to continue to build it; he mentioned retention specialists because of the workload for the learning community leaders.

The Promise Program:

Lizette Bricker distributed four handouts (brochure, SMCCD Promise Scholarship Program, stats, Annual Review of Current College Initiatives) and went over the handout.

Laura pointed out Skyline doesn't have the county requirement.

There is no success data because this was the program's first semester. Lizette was very pleased with the high rate of enrollment for first generation students.

AB 19 means they will need more outreach to get FAFSAs earlier and connect earlier on in general (reach out to high school students). She would like to expand to the other learning communities and collaborate with other groups to help for an easier transition.

As a response to a question by one of the students, Lizette explained she wants to see the cost to the district in order incorporate it into financial aid.

Fauzi asked if in the e textbooks issue was addressed here and Lizette said it was. She added that so was food and transportation, etc. are other issues being addressed.

Another member asked if there was flexibility about attending other colleges in the district and Lizette said yes, that is the goal.

Mike added that all 3 colleges are probably adopting many of the same 'best practices' policies in this regard.

Approve Revised Mission Statement

Fauzi presented the new CSM Mission statement (Version 1). It's what the task force developed initially. IPC said make it shorter, punchier & aspirational, instead of driven by accreditation. (see handout). It wasn't distributed, but David read it aloud. He asked Colby what they had discussed. Colby said that no one really knew the definition of equity in the context of the statement. David said after he got feedback and he thinks it's a bit wordy and jargon-y and thinks it should be simplified and streamlined and accessible while still retaining the meaning.

Fauzi read the new one to IPC to see what they think. Colby said by shortening it, it might dull it down too much. He felt the need for inclusion of the word "equity". Jeremy offered that during the editing process, focusing on equity, perhaps people don't know what equity is. That was his only concern with the new version.

Mike said he's fine with either statement, but that we have an opportunity to fold in other things within the statement; just something to keep in mind. Collectively somewhere we have to meet the accreditation requirements as well, and he thinks we can do that with related statements.

Fauzi mentioned that our diversity statement could also use updating as well.

Kim asked what the task force's plan was at this point. Fauzi thought it would be good to hand it out to the constituency and bring the feedback back to the task force.

Laura suggested sending the whole thing out to constituency (the mission statement and subs underneath it).

Colby liked the emailed version (v2), and disagreed that we need the entire thing (the subs) in order to work on the main statement.

Kim said she thinks there is a lot more to flesh out, so requested the task force to bring us another draft at the next meeting, starting with the V2 (email) version to see if we can come to a consensus.

Discussion on Textbook Reduction

Mike discussed the text book initiative. He spoke about how AB19 passed and helped, but there are a whole other range of costs to students, and a key one is text books. So the board is

looking at costs of food/transportation/housing and books. The one they have most direct control is textbooks, so he asked the group to create a task force to reach out to the constituency (headed by Laura Demsetz) to form a coalition to work on solutions. He asked for some realistic strategies that CSM can implement to reduce in a significant way the cost of textbooks. He also requested that students be on the task force. He stressed he'd like to get moving on it right away. Elnora had some suggestions and Laura also said there are good ideas everywhere and that it's been known for a long time, and faculty is already doing a lot with textbook cost reduction, and knows of a lot of classes that have already reduced. So there is already awareness, but also need to look for what more needs to be done. Laura added it's a bigger situation than just the textbooks.

Mike added that the Board of Trustees is right on top of this and very supportive of the drive to get the costs down and be as strategic as possible and that it should be a specific goal of this college.

Laura requested a co-chair and also that it be faculty and library. She requested that James and Jeremy be on the committee. She also requested that she have student representation on the task force as well.

Kim suggested giving Laura time to get the task force together. Mike suggested classified staff should be on it, and Kim said it would be a discussion item on the agenda.

Meeting Adjourned at 3:10 p.m.

CSM Mana Program



Section 1: Quantitative Data

Number of New Students: 31
 Number of Continuing Students: 42
 Total Number of Students: 73

Section 2: Personnel:

Number of Faculty and Amount of Reassigned Time Devoted to Initiative: 2 Adjuncts, 1 full time, no reassigned time
 Number of Staff and Percentage of Time Devoted to Initiative: 1 PSC 100%

Section 3: Student Success

Quantitative Data:

MANA Student Data College of San Mateo

Year*	Fall	Fall To Spring Persistence	Deg	Cert	Total	Retention %	W %	Success %
2014-15	42	90.5%	13	5	18	86.0%	14.0%	66.4%
2015-16	90	93.3%	14	5	19	86.1%	13.9%	67.8%
2016-17	111	74.8%	*	*	*	87.2%	12.8%	65.4%
Fall 2017	108	*	*	*	*	*	*	*

*Data is based on Fall Cohorts as identified in the data warehouse with cohort code = 'MANA-4' Cohorts outcomes are then tracked from that point forward. Some students may have earlier enrollments not reflected in this data. Later cohorts require more time for comparative Degree/Certificate completions, as well as 'average number of courses' per student. (Thank you Eugene and John Sewart from PRIE for providing data)

As a point of reference, when the Mana program was proposed the data showed Pacific Islander students at CSM in 2013-14 had course completion rates and withdrawal rates of 60.6% and 17.3%, respectively.

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.

This 17-18 academic year, Mana will continue to connect students to the campus and community. Because of the success of Mana Graduation 2017, we have created more events to contribute to the learning of Mana students both inside and outside the classroom. The following is a list of activities that Mana has plan to implement:

- Mana Specialized Workshops: Financial Aid, Scholarships, Personal Statement
- The implementation of Vakatasi Student Club under the Mana Learning Community
- The integration of Supplemental Instruction into the Mana cohort course, Comm 110.
- Mana will continue collaborating with Learning Center to provide SI into spring courses (FILM 122, ETHN 104, and HIST 201)
- CSM Mana Leaders outreaching to feeder school's Poly Clubs (Hillsdale, Aragon, and San Mateo High)
- Critical Pacific Islands & Oceania Studies Certification of Specialization, Fall 2017
- Mana Winter Musical Showcase, Dec. 2017
- Mana Collaboration with Miracosta CC (San Diego), April 2018
- Mana Preview Day, March 2018 (high school outreach)
- Mana Program at CSM Earth Day with Math/Science, April 2018
- Mana Graduation, May 2018

Section 5: Accomplishments and Challenges:

Accomplishments

- A Certificate of Specialization in Pacific Island and Oceania Studies has been recognized by California State and now, Mana is working with UH Manoa and BYU Hawaii to use the certificate to fulfill lower division requirements as a transfer pathway.
- Mana Program has graduated the first cohort in spring 2017, (30 students), and looking ahead for spring 2018, Mana has already begun to identify 40+ degree graduate/transfer candidates for Spring 2018.
- Looking at the process of critical reflection, we have made curricular shifts in the classroom. For example, in LCTR 240, we moved beyond course outline to incorporating material that reflects the students and validates them as competent members of the college community. Using these materials, LCTR 240 is a safe space to provoke critical thinking both inside the classroom, and in society.

Challenges

- With a student population of about 200, Mana serves 50 of them. The challenges that learning communities face, although effective, without additional support, it cannot scale up to serve more.
- With a certificate in Pacific Island and Oceania studies, there is a need for reference materials for students to do research and study within this area. There is a need for a dedicated space, for example in the library, to have access to books, access to journals, and films to support both Mana and the P.I certificate program. Since the library is public to the community, this will become a hub to San Mateo County community where individuals interested in Pacific Studies can utilize this dedicated space as a resource as well.

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

- When it comes supplies, Mana's budget adequately provides enough. When it comes to equipment, the Mana program seeks to access textbooks, especially online resources. In order to do more culturally sustaining programming, the Mana program would benefit from increased funding to address this.

Mana Program reflection:

The Mana program has become the canoe to navigate all students through the ocean of education while passing reefs of system barriers and landing on the shores of educational equity. Derived out of an identified need, the MANA Program served as a learning community grounded upon the rhetoric of indigenous Pacific Islander epistemology. The low rate of student success amongst all ethnic groups, in particular Pacific Islanders, validated the need for the MANA Program. Since its implementation, Mana has not only helped to integrate Pacific Islander culture into the larger College of San Mateo educational community, it has become an invaluable pipeline for Pacific Islanders to view themselves as successful contributors to curriculum in higher education. The program's collaboration across CSM campus with Puente and Umoja, has allowed the mana

students to build relationships and connections with other historically marginalized groups and find strength and unity in their shared interests. Mana is the example of how it “takes a village to raise a kid” with many validating campus actors, and cross-cultural programming. Although we are under ASLT division, Mana’s oceanic approaches connects across organizational borders to truly institutionalize the program and collaborate with other divisions like Math and Science for National Earth Day at CSM. It is imperative that we evaluate the Oceanic perspective of bridging relationships across divisions to create a village to help serve all our students.

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:

- ❖ 34 juvenile justice impacted youth are enrolled for the new fall cohort of 2017.

Number of Continuing Students:

- ❖ 122 (Students involved both on campus and inside the San Mateo County juvenile detention facilities, which include: Camp Kemp, Camp Glennwood, Youth Services Center, and Gateway Community School).

Total Number of Students:

- ❖ 148

Section 2: Personnel:

Number of Faculty and Amount of Reassigned Time Devoted to Initiative: Two faculty. Funds from outside sources (San Mateo County Office of Education and California Wellness Foundation).

Number of Staff and Percentage of Time Devoted to Program: One full-time coordinator and one part-time retention specialist.

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:

Persistence Rate of New and Continuing Students: 76%

Completion Rate of New and Continuing Students: 75%

Note: The completion and retention rate of Project Change students is above the rate of average College of San Mateo students.

Number of Degrees Awarded: One Associates Degree (this is a first-year college program. Students enter as first-year or concurrently enrolled students. We are now entering the year where students are getting ready to graduate (year three).

Number of Certificates Awarded: One certificate.

Number of Students Transferred: N/A

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

Project Change provides student's surveys at the start and finish of their classes offered inside of the juvenile hall. Additionally, students provide feedback through surveys after participating in workshops offered off-site at the detention facilities.

Program Accomplishments

- ❖ This year students have really taken the lead: they are presenting at national, statewide, and local conferences; they have formed their own club on campus; they are speaking at the juvenile hall and doing outreach in the community; they are studying abroad; joining AmeriCorps; they are social justice leaders and active community members.
- ❖ Youth Law Center named Project Change, Chancellor Galatolo, and Board President Tom Mohr, as honorees for their “Unsung Hero” annual award, January, 2017.
- ❖ San Mateo County School Board Association honored Project Change and the San Mateo County Office of Education with the “Kent Award” designed to spotlight outstanding programs in San Mateo County, March, 2018.
- ❖ An article in the San Mateo Daily Journal was published in November, [“Project Aims to Change Minds and Change Lives.”](#)
- ❖ An article about Project Change was published by San Mateo County, [“Probation Department, Community Partners Help Incarcerated Youth Pursue a College Degree.”](#)
- ❖ Stanford University listed Project Change as a model program on their *Corrections to College* website.
- ❖ The Youth Law Center has identified College of San Mateo Project Change as the preeminent organization leading the charge for higher education in the juvenile justice system in CA in their annual report.

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.

Presentations (Local, regional, statewide):

Statewide Conferences

- ❖ Project Change will present at the The California Community College Chancellor's Office Statewide Summit: Leading the Nation: Building Excellence for California’s Incarcerated and Formerly Incarcerated Students, on April 19 and 20, 2018 in Irvine, California.
- ❖ Project Change, the San Mateo County Community College District and Youth Law Center co-hosted a statewide conference in Sacramento, Pathways from Incarceration to Higher Education, January 26th, 2018. Attendees included key policy makers and legislators, as well as community colleges, probation departments, and county offices of education from across CA.
- ❖ The Project Change conference submission for the National Conference on Correctional Education Association was accepted for October 18th in Sacramento. Project Change faculty, staff, and students presented. Students met and addressed Jerry Brown, Governor of CA.
- ❖ The U.S. Department of Justice's Juvenile Justice Delinquency and Prevention Commission chapter in San Mateo County invited Project Change to present to their statewide chapter in November, 2017.
- ❖ Project Change presented to the CA Office of Education statewide meeting in November.

Regional Summit

- ❖ In April, 2017, Project Change hosted its first Regional Summit at the College of San Mateo. 50 Representatives from Sacramento, San Francisco, Alameda, Solano, Lois Rios, Yolo, Contra Costa, and Santa Clara County were in attendance.

County Presentations

- ❖ The U.S. Department of Justice's Juvenile Justice Delinquency and Prevention Commission chapter in San Mateo County invited Project Change to present about the program August 29th and September 26th.

Professional Development

- ❖ Project Change hosted a Professional Development workshop October 11th at College of San Mateo on Juvenile Justice Impacted Youth and Higher Education. This presentation was led by students to deconstruct perceptions about who youth in the justice system are and how faculty and colleges can best support them.

Mentorship Program

In Collaboration with the Court Appointed Special Advocates (CASA), Notre Dame de Namur University, and volunteers from Stanford, a peer mentorship program pilot has been launched for Fall 2018.

Corporate Partnership

Soul Cycle, an empowering cycling franchise, has partnered with Project Change to host monthly rides for team building, and has provided jobs to three students so far. One job turned into a full-time position with benefits and management responsibilities for our most recent college graduate of Project Change!

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

Course Offerings

- ❖ For the first time, Project Change offered a full day of college courses from 9am-3pm at the juvenile hall. Courses include "Keys to Success," English (in partnership with NDNU and Stanford University), and Psychology.

Fundraising

- ❖ Cal Wellness has contributed \$25,000 for our statewide conference in Sacramento.
- ❖ A donation was made to Project Change from an anonymous donor for \$2,400. This will be matched by their company.

Challenges/suggestions for the future:

The College of San Mateo and the District have provided innovative support to serve a population of students who are traditionally marginalized, ignored, and abandoned. It is a great testament to the values at the San Mateo County Community College District that Project Change has been encouraged to flourish.

The need to serve these students is great, and the social and academic support needed grows each year as we have an opportunity to serve more young people impacted by the juvenile justice system. We have a great opportunity this year to share our model across California with the statewide conferences in Sacramento in October and January; the support of the Opportunity Institute and Stanford University Criminal Justice Center to partner and publish.

Recommended next steps:

1. Continue to engage in statewide discussions, presentations, and publishing opportunities in order to share about our model and advocate to serve formerly incarcerated youth.
2. Hire a full-time Retention Specialist for Project Change, Umoja, and Mana to assist with student success, tracking, data, and student outreach/intake.

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

1. Hire a full-time Retention Specialist for Project Change, Umoja, and Mana to assist with student success, tracking, data, and student outreach/intake.

PUENTE student data College of San Mateo

Year	Fall	Fall To Spring				Total	Retention %	W %	Success %	avg number of courses
		Persistence	Deg	Cert						
2012-13	27	74.1%	5	4	9	81.6%	18.4%	66.7%	17	
2013-14	30	86.7%	10	12	22	80.8%	19.2%	64.9%	17	
2014-15	29	75.9%	9	9	18	78.6%	21.4%	58.9%	19	
2015-16	28	92.9%	*	*	*	85.1%	14.9%	64.1%	16	
2016-17	30	93.3%	*	*	*	86.8%	13.2%	67.4%	8	

*Data is based on Fall Cohorts as identified in the data warehouse with cohort code = 'PUENTE'. Cohorts outcomes are then tracked from that point forward. Some students may have earlier enrollments not reflected in this data. Later cohorts require more time for comparative Degree/Certificate completions, as well as 'average number of courses' per student.



A National Model For
Student Success

College of San Mateo Puente Team

Jon Kitamura
English Instructor

Co-Coordinator

Lorena González
Counselor





Puente Project Mission

To increase the number of educationally underrepresented students who



- *Enroll in four-year colleges & universities*



- *Earn college degrees*



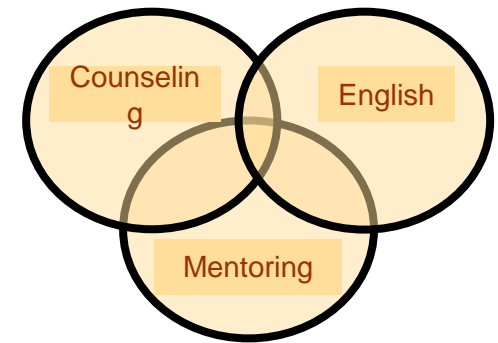
- *Return to the community as leaders and mentors*





What is Puente?

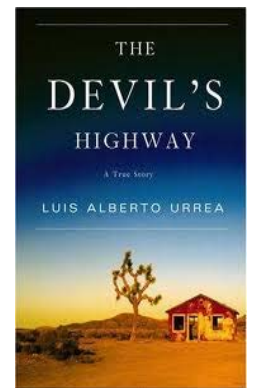
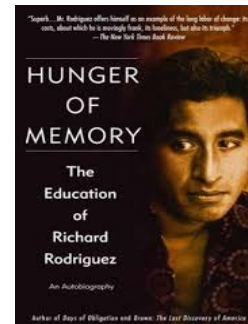
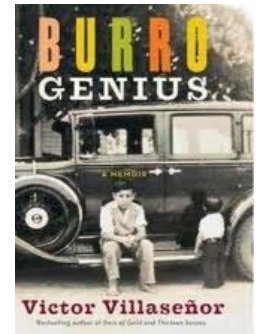
- A UC Sponsored Transfer Program
- 1 year commitment of a linked English and Counseling Class
 - Fall Semester: ENGL 838 and CRER 128
 - Spring Semester: ENGL 105 and CRER 129
- Incorporates English, Counseling, Mentoring Components
- Embedded with Culturally Relevant Curriculum and Activities emphasizing the Latino Experience in the United States
- Genuine integration of Instruction and Student Services with overlapping themes, discussions, and assignments
- Student leadership and community involvement
- Out of class field trips, events, and activities
- Sustained academic guidance and counseling until transfer





Puente Project Classes

- Curriculum Integration between ENGL/CRER
- Units covered throughout the year
 - Family/Autobiography
 - Dia de los Muertos
 - Immigration
 - Academic Identity
 - Education/Transfer
 - Latino Social Justice Research Project
 - Critical thinking/reflective analysis through film





Spring 2017 Latino Social Justice Research Topics

- 1 Do Latino college students experience Micro-agressions?**
- 2 What factors impact Latino students staying in college?**
- 3 What effects has Facebook had on the Latino community in Menlo Park/East Palo Alto?**
- 4 What factors impact the Latino community's response to Latino lives lost by police brutality?**
- 5 How does the media represent Latino immigrants in the U.S.?**
- 6 What resources do undocumented students need in CSM's Dream Center to successfully reach their academic goals?**





Annual Field Trips/Activities

Fall

September: Ropes Course
CSM Transfer Day

October: Transfer Motivational Conference
CSM Health Fair
CSM Major Day
Dia de los Muertos Festival
Fruitvale District Oakland & CSM

November: SoCal University Tour
CSM Scholarship Workshop
Counseling Success Workshops

Spring

February: Mentor Mixer
CSM Career/Internship Fair

March: UC Berkeley Campus Tour
Cesar Chavez Week of Service
CSM Puente Community Garden
Puente Raza Day

May: End of the Year Celebration
Latino Social Justice Research
Presentations





Honoring Cesar Chavez Week of Service

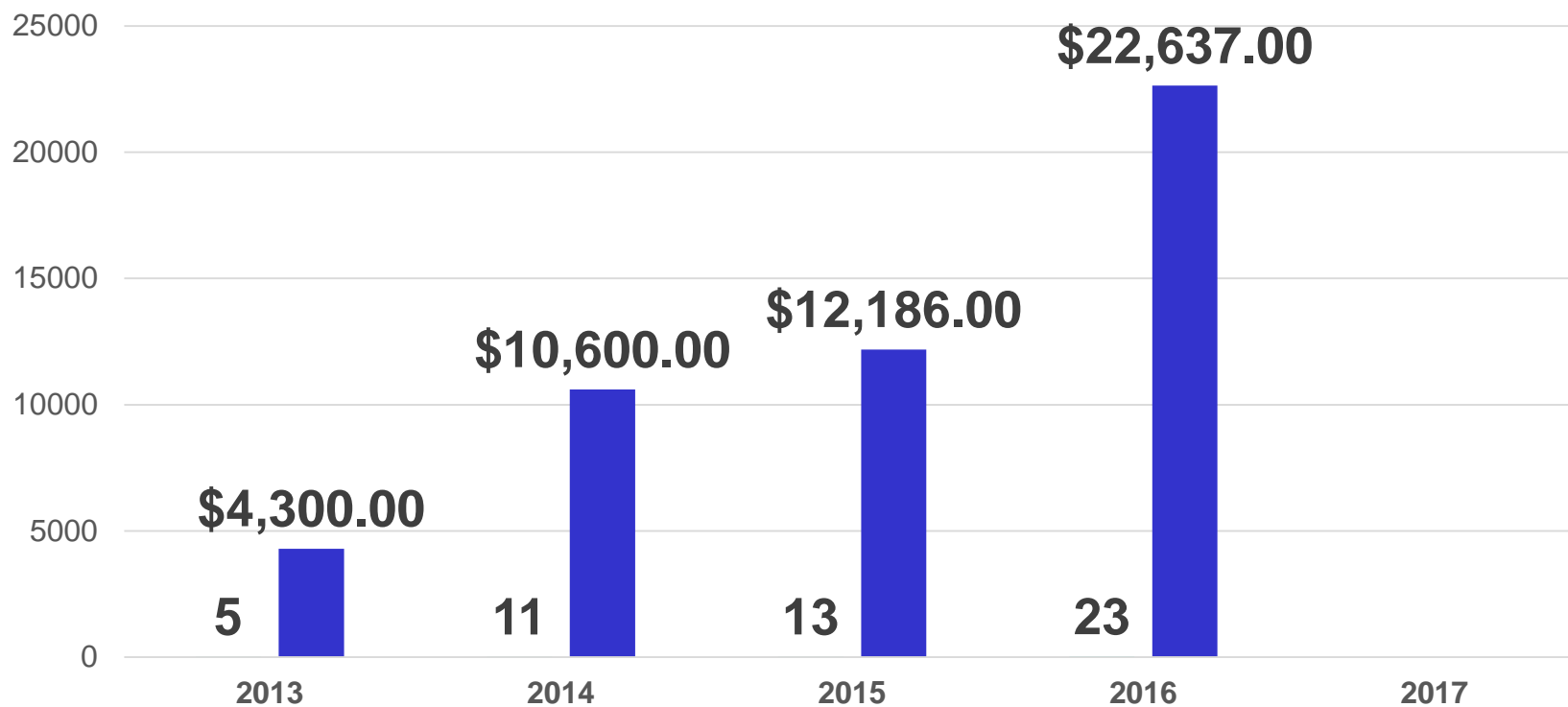
Day	Activity
Monday	Cesar Chavez: Honoring the Legacy Kickoff
Wednesday	Puente Raza Day with SMUHSD 130 high school students from 4 high schools
Thursday	Community Garden





Spring 2017 CSM Scholarship Recipients

CSM Puentista Scholarship Recipients



■ Recipients ■ \$ Awarded





Fulfilling the Puente Mission Transfer: Si Se Pudo!

CSM Puente Degree/Transfer Alumni

Ryan Lopez
Dulce Martinez
Alberto Palma
Jazmin Barriga
Natala Barraza
Julio Flores
Cristina Medina
Jabra Muhawieh
Jerreli Navarro
Andrea Perez
Kris Unga

Fall 2017 Transfers

Gerardo Ruiz.....CSU East Bay
Yareli Torres.....CSU East Bay
Oscar Herrera-Hernandez
Elizabeth Ramirez....CSU Long Beach
Luis Hernandez..... UC Davis
Karen Valenzuela.....San Francisco State
Celeni Cano.....UCLA
Silvio Yoc.....San Jose State
Jose Chavarrin.....UC Santa Cruz





¡Si Se Puede!



Annual Review of Current College Initiatives

CSM Umoja Program

(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:	32
Number of Continuing Students:	34
Total Number of Students:	66
Total Graduated/Transferred:	24
Total who have moved CCC:	13
Total Dismissals:	6
Unknown Status:	25

Section 2: Personnel:

Number of Faculty and Amount of Reassigned Time Devoted to Initiative: 4 faculty (18 units/year)

Number of Staff and Percentage of Time Devoted to Initiative (e.g. Project Coord., Instructional Aid): n/a

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: 89% (2014-15); 89.5% (2015-16)

Persistence Rate of New and Continuing Students: 78.8%

Completion Rate of New and Continuing Students: Cohort: 74%; After cohort: 70% (2014-15); 79.5% (2015-16)

Number of Degrees Awarded: 54

Number of Certificates Awarded: 51

Number of Students Transferred: 21

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

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

1. De Young Museum Visit: Cultural field trip that emphasizes ontological and epistemological origins of African and African American culture. Students participate in group live learning experiences in the "African Art," "American Paintings," and "Revelations: Art from the African American South" exhibits.
2. Umoja Mentor Roundtable: This is an event where we have potential mentors meet and chat with Umoja students interested in a mentor. Mentors are assigned based on the students' majors and career goals, where applicable.
3. Escalation Workshop: This is part of a partnership with the non-profit, OneLove, and is a workshop on preventing relationship abuse, which has been an obstacle for several of our female students, in particular.
4. Strengthening Student Success Conference: CSM Umoja students are partnering with Chabot College's Daraja faculty and students to facilitate a dialogue around the Umoja practices "Live Learning" and "Porch Talk."
5. Parent Umoja Information Night: Students' families and guardians are invited to attend this event in Village where we will discuss the Umoja Program's support structures and how the parents and guardians can best support their students in their college journeys.
6. HBCU College Fair at CSM: 26 HBCU representatives will visit CSM on Oct. 31. The event will be held in the Bayview Dining Room and is open to the college community. Representatives will be accepting applications for admission and scholarships. On another note, the HBCUs are targeting California Community College students because of their proven success at universities. As a result, California students are often given in-state tuition and priority for housing and scholarships.
7. Umoja Statewide Conference: We are taking 16 Umoja students from the 4th cohort to the statewide conference in Sacramento. The conference will include networking, workshops on leadership and scholarship, and prominent speakers, including Cornel West and Tim Wise.
8. Day of the Dead presentation (with Puente): The Umoja Club/BSU will be partnering with Puente on the CSM Day of the Dead for the third year, and they will build an altar dedicated to deceased African American leaders and activists.
9. Umoja Northern California Symposium: We will take the 4th cohort to the Northern California Umoja Symposium at UC Davis.
10. 2018 End of the Year Celebration
11. Umoja Club/Black Student Union

Goals

- According to the *Educational Master Plan*, as of 2011, CSM had 373 African American students enrolled. If we assume the same number, the Umoja Program is serving 18% of the African American community. We'd like to find ways to scale the program up to touch all African American students.
- Increase persistence rate after students complete first year cohort
- Create second year Umoja coursework (proposed COMM, HIST, ETHN, and LIT) and Black Leadership course.
- Expand mentor program to community: we already have potential mentors at Genentech and local broadcasting stations.
- Partner with Skyline's ASTEP to plan joint activities and courses
- Partner with local and on-campus social services to help students overcome obstacles related to housing, employment, food security, healthcare, and psychological health/crisis management

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

- Graduation rates – According to the 2012 EMP, only 3 African American students from CSM transferred to a CSU during the 2001-02 school year, only 4 in the 2004-05 school year, and only 2 in the 2009-10 school year. In other words, CSM, on average, only has 3 African American students transfer to a CSU per year. Since the Umoja Program has started at CSM, 3 African American students have transferred to a CSU from the program alone (12 African American student CSU transfers out of 15 total Umoja CSU transfers). Umoja students have also transferred to universities such as Columbia, Palo Alto University, the University of Oregon, and several UCs.
- Our presence on campus is increasing, and we are attracting non-cohort African American students to future cohorts and to the club/Village.
- The program has nurtured several Black student leaders who are becoming more prominent in the Umoja club and on campus as a whole.

Challenges

- Retention of students from early cohorts. The data from our first cohort, unfortunately, is frustrating. The 2014-15 cohort had success rates ranging between 50.8% and 69.7% in the years following their participation in the program whereas the 2015-16 cohort had a post-Umoja success rate of 78%.
- Persistence has also been a challenge for the 2014-15 cohort at 65.6%. By contrast, the persistence rates of the 2015-16 and 2016-17 cohorts were 92.3% and 81.5%, respectively. We want to maintain the high persistence rate from the previous two years.
- The above data really illustrates the challenges we had with the first cohort, but is demonstrative of the fact that we have improved the program for students in the subsequent cohorts.

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

- The three units for retention has allowed time for the Umoja instructors to consistently meet and check in with students; however, we would like a full-time learning retention specialist who can take on student tracking and who can help students identify resources.
- The six units of reassigned time for program coordination has allowed us to expand our student activities, has streamlined administrative processes, and will allow the coordinator to make more connections with the community and high schools.

Success and Withdraw Rates in Umoja ENGL courses

TermCode		Success		Non-success		Total		Withdraw		Non-withdraw		Total	
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
		201408	13	41.9%	18	58.1%	31	100.0%	10	32.3%	21	67.7%	31
201503	8	66.7%	4	33.3%	12	100.0%	1	8.3%	11	91.7%	12	100.0%	
201508	1	33.3%	2	66.7%	3	100.0%	1	33.3%	2	66.7%	3	100.0%	
201603	1	100.0%	0	0.0%	1	100.0%	0	0.0%	1	100.0%	1	100.0%	
201608	7	58.3%	5	41.7%	12	100.0%	3	25.0%	9	75.0%	12	100.0%	
201703	8	66.7%	4	33.3%	12	100.0%	1	8.3%	11	91.7%	12	100.0%	
Total	38	53.5%	33	46.5%	71	100.0%	16	22.5%	55	77.5%	71	100.0%	

Success and Withdraw Rates in Umoja ETHN courses

TermCode		Success		Non-success		Total		Withdraw		Non-withdraw		Total	
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
		201408	15	46.9%	17	53.1%	32	100.0%	11	34.4%	21	65.6%	32
201503	10	83.3%	2	16.7%	12	100.0%	0	0.0%	12	100.0%	12	100.0%	
201508	23	92.0%	2	8.0%	25	100.0%	1	4.0%	24	96.0%	25	100.0%	
201603	33	89.2%	4	10.8%	37	100.0%	3	8.1%	34	91.9%	37	100.0%	
201608	23	85.2%	4	14.8%	27	100.0%	2	7.4%	25	92.6%	27	100.0%	
201703	37	64.9%	20	35.1%	57	100.0%	7	12.3%	50	87.7%	57	100.0%	
Total	141	74.2%	49	25.8%	190	100.0%	24	12.6%	166	87.4%	190	100.0%	

What are the Success and Withdraw Rates of Umoja Participants During and Subsequent to Their Umoja Year?

1415 Umoja Participants

Academic year		Success		Non-success		Total		Withdraw		Non-withdraw		Total	
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
		1415	91	50.8%	88	49.2%	179	100.0%	44	24.6%	135	75.4%	179
1516	79	60.3%	52	39.7%	131	100.0%	26	19.8%	105	80.2%	131	100.0%	
1617	76	69.7%	33	30.3%	109	100.0%	12	11.0%	97	89.0%	109	100.0%	

1516 Umoja Participants

Academic year		Success		Non-success		Total		Withdraw		Non-withdraw		Total	
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
		1516	267	76.5%	82	23.5%	349	100.0%	46	13.2%	303	86.8%	349
1617	287	79.5%	74	20.5%	361	100.0%	38	10.5%	323	89.5%	361	100.0%	

Fall-to-spring Persistence by Umoja Participation Year

		Persisted		Did not persist		Total	
		Count	Row N %	Count	Row N %	Count	Row N %
Umoja year	1415	21	65.6%	11	34.4%	32	100.0%
	1516	24	92.3%	2	7.7%	26	100.0%
	1617	22	81.5%	5	18.5%	27	100.0%
	Total	67	78.8%	18	21.2%	85	100.0%

*Fall 16 students tracked to spring 17 only.

Degrees and Certificates by Umoja Participation Year

		Degrees	Certificates	Total
Umoja year	1415	2	9	11
	1516	34	25	59
	1617	18	17	35
	Total	54	51	105

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			Non-withdraw			Total		
	Count	Row N %	Row N %	Count	Row N %	Row N %	Count	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%	73	100.0%	
201314	52	80.0%	20.0%	13	20.0%	100.0%	0	0.0%	65	100.0%	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%	45	100.0%	
201516	44	72.1%	27.9%	17	27.9%	100.0%	2	3.3%	59	96.7%	61	100.0%	61	100.0%	
201617	69	75.8%	24.2%	22	24.2%	100.0%	3	3.3%	88	96.7%	91	100.0%	91	100.0%	
Total	258	77.0%	23.0%	77	23.0%	100.0%	10	3.0%	325	97.0%	335	100.0%	335	100.0%	

Overall Success and Withdraw Rates by Academic Year of WEZ Participation

Academic Year	Success			Non-success			Withdraw			Non-withdraw			Total		
	Count	Row N %	Row N %	Count	Row N %	Row N %	Count	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%	323	100.0%	
201314	188	75.5%	24.5%	61	24.5%	100.0%	17	6.8%	232	93.2%	249	100.0%	249	100.0%	
201415	196	79.0%	21.0%	52	21.0%	100.0%	15	6.0%	233	94.0%	248	100.0%	248	100.0%	
201516	364	78.3%	21.7%	101	21.7%	100.0%	26	5.6%	439	94.4%	465	100.0%	465	100.0%	
201617	515	81.0%	19.0%	121	19.0%	100.0%	30	4.7%	606	95.3%	636	100.0%	636	100.0%	
Total	1531	79.7%	20.3%	390	20.3%	100.0%	108	5.6%	1813	94.4%	1921	100.0%	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	100.0%
201415	28	90.3%	3	9.7%	31	100.0%
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	100.0%	2	10.0%	22	100.0%
1112	13	100.0%	0	0.0%	13	100.0%
1213	20	100.0%	0	0.0%	20	100.0%
1314	9	100.0%	0	0.0%	9	100.0%
1415	7	100.0%	5	71.4%	12	100.0%
Total	69	100.0%	7	10.0%	76	100.0%

Annual Review of Current College Initiatives

Year One

Overview & Program Rationale:

College of San Mateo’s first-year experience program, Year One, is a comprehensive program that seeks to redesign the first-year student experience by providing students access to staff, faculty, resources and coursework tailored to fit their first-year student needs. Looking to high impact practices and first-year student research, Year One was designed to engage students with College of San Mateo’s rich campus community through academic and social experiences.

The Year One program starts with providing transitional support through a 1-unit summer course, Pathway to College (LCTR 105). In the Fall, Year One students enroll in a 3-unit course, College One (IDST 110). Additional support across the school year includes welcome events, targeted Year One Counseling, student success workshops, speaker series, university trips and connection with leadership and student engagement activities.

Section 1: Quantitative Data

Number of New Students: 94
 Number of Continuing Students: 38
 Total Number of Students: 132

Section 2: Personnel

Number of Faculty and Amount of Reassigned Time Devoted to Initiative:

- **2 full-time faculty (overload), 2 adjuncts, no reassigned time**
- **Additionally, Library Faculty collaborative support includes:**
 - One-to-one embedded library support per IDST 110 section (approx. 18 hours)
 - Bi-weekly IDST 110 Faculty Group Planning Meetings
 - College 1 Institute: Design team meetings, 1.5 days preparation work, 3 days Institute attendance

Number of Staff and Percentage of Time Devoted to Initiative (e.g. Project Coord., Instructional Aid) **1 PSC 100%**

Section 3: Student Success

Quantitative Data:

**Year One Student Data
College of San Mateo**

Year*	Cohort Total (Fall)	Current Cohort Total (10/2017)	Fall Term Units Enrolled (Average)	Spring Term Units Enrolled (Average)	Fall to Spring Persistence	Fall to Fall Persistence	Withdraw %
2016 - 17	45	38	11.9	12.68	95.6%	70.7%	13.7%
2017 - 18	94	94	11.0	n/a	n/a	n/a	n/a

* Year One launched in Summer 2016. The first cohort of students are in their second year at College of San Mateo and therefore we have limited data on completion and transfer rates at this time.

Section 3: Student Success (cont.)

Qualitative Data:

Anecdotal Feedback on Year One includes:

- Being connected to other services across campus is very helpful.
- Students want to increase the sense of community among other Year One students by having more events.
- Appreciate having a place to go with questions on any topic.
- LCTR 105 is critical to a smooth transition.
- There is an overwhelming amount of information given in senior year.
- Students have been able to make connections with activities, clubs, leadership opportunities etc. that contribute to retention and persistence. (For example: transfer club, Cultural Advisory Board, CSM Ambassadors, on-campus jobs, EOPS etc.)

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.

Below includes a chart of activities and goals related to three main groups: (1) recruitment of potential Year One students (2) Year One students and (3) Faculty & Staff.

Group	Summer 2017	Fall Semester - 2017	Spring Semester -2018
Potential Year One Students – high school seniors	n/a	<ul style="list-style-type: none"> • Goal: Preparation for Spring 2018 events 	<ul style="list-style-type: none"> • Bulldog Bash (1/31/18) • Course Registration Workshops • Goal: Preparation for LCTR 105
Year One Students Cohort #2	<ul style="list-style-type: none"> • LCTR 105: Pathway to College. 1-week, 1 unit course. • Year One Counseling 	<ul style="list-style-type: none"> • IDST 110: College 1 • Year One Poster Project (Dec, 2017) • Year One Counseling • Year One Social • Student Success Workshops • Speaker Series 	<ul style="list-style-type: none"> • Year One Counseling • Year One Social • Student Success Workshops • University Trips • Speaker Series • End of Year Celebration
Faculty & Staff	<ul style="list-style-type: none"> • College 1 Institute (3-day Professional Development focused on first-year pedagogy and IDST 110) 	<ul style="list-style-type: none"> • IDST 110 Faculty Group Planning Meetings • Year One Poster Project 	<ul style="list-style-type: none"> • Flex Day Workshops: Year One Specific

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:

- Year One student cohort has grown by over 100%
- *Collaboration Across Campus:* Year One has initiated or participated in major cross-campus collaboration efforts –Professional Development, Equity, Library, Learning Communities, Promise Scholarship, Student Life, Career Services, Transfer Services, Matriculation Services, Sustainability Committee, and more.
- *Strengthened Recruitment Pipeline:* In collaboration with Counseling & Outreach, Year One hosted 8 San Mateo Unified High Schools on campus during March 2017. Over 250 high school seniors attended these events across March. This event was designed to support high school seniors’ transition to CSM by providing students access to resources, matriculation services, learning communities and Year One. This event, Bulldog Bash, will occur again on January 31st, 2018.
- *College 1 Institute:* Year One hosted the first annual College 1 Institute for faculty and staff who are interested in teaching College 1 (IDST 110), a new course specifically designed for Year One students. During the 3-day workshop, 17 faculty and staff focused on pedagogical practices focused on ensuring first-year student success.

Evaluation Data*:

Questions	Very Valuable	Valuable	Somewhat Valuable	Not Valuable
Fostering an equity-centered environment for students	55.3%	33.3%	13.3%	0%
Exploring pedagogical approaches for first-year students	73.3%	13.3%	13.3%	0%
Identifying and incorporating metacognitive conversations across curricula	80%	13.3%	6.7%	0%
Identifying and incorporating reading strategies	73.3%	20%	6.7%	0%
Identifying and incorporating information competency	53.8%	30.8%	15.4%	0%
I feel prepared to teach College 1	40%	53.3%	6.7%	0%

*Data set total is n=15 out of 17 participants

- *College 1 (IDST 110):* Launching 4 sections of College 1 in Fall 2017. This course assists new, first-time college students in making a successful transition to college life. Students will examine, develop and utilize student success principles and self-management tools, such as MINDSET 4.0. This course encourages community amongst students, staff and faculty with the shared reading experience, a common reading assignment that seeks to develop critical reading and thinking strategies and information competency skills.

Section 5: Accomplishments and Challenges (cont.)

Challenges:

- Current challenges are related to staffing constraints as they relate to (1) direct student support and retention and (2) expansion of the program. As the program continues to develop, the follow major questions have surfaced:
 - How can Year One enhance retention with a growing cohort?
 - How do we serve first-year students who realize they need program support mid-semester and want to participate in a first-year experience?
 - How can Year One sustain expanded outreach with high school seniors, support of current Year One cohort, and connection to Year One “alumni” with staffing constraints?
 - How can Year One integrate professional development across the school year for IDST 110 faculty, in addition to the College 1 Institute?
 - How can we establish a streamlined data collection system and evaluation of the program?

Section 6: Resources

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

With the expansion of the student cohort and faculty dedicated to College 1 (IDST 110), the following resources are needed:

- Personnel: Retention Specialist
Due to the rapid growth of the program, there is a need for a Retention Specialist to support in the daily & weekly case management of first-year students.
- Personnel: Year One Librarian
Additionally, IDST 110 has a strong partnership with the library. In order to support the curricular needs, students would benefit from having a designated first-year library faculty.