

Championing Academic Success at a Community College for STEM Minoritized Students, Research and Practice

Marina L. Ramon, PhD STEM Project Director
Christina Ortega, MS STEM Academic Counselor



Presentation Outline

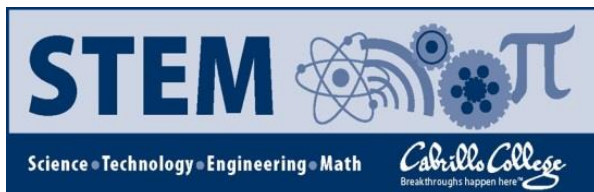
- Overview Of Cabrillo College & STEM Initiatives
- USDE Title III HSI STEM Grants
- STEM Success Coaching Service
- Math Plus & SI
- NSF S-STEM
- Engineering Abroad Program
- Q&A



Cabrillo College

Mission Statement: Empower students, to be effective communicators, critical thinkers, and responsible world citizens. With a commitment to quality and equity, we connect all learners to pathways that propel them from where they are to where they aspire to be...

- Aptos & Watsonville Campus
- HSI since 2009: ~ 45% of students are Latinx
- Head Count: ~ 11,000/semester
- 35% full-time
- FTES: ~ 4,000/semester



USDE HSI Grants Awarded

Title V:

- 2009 – 2014: [Student Transitioning in Academic: Reaching Success \(STARS\)](#)
- 2015 – 2020: [Closing the Completion Gap](#)

Title III:

- 2011-2016: Scaling Up What Works to Promote STEM education access, success, and progress
- 2016 – 2021: Sustainability in STEM



Scaling Up What Works to Promote STEM education access, success, and progress – Title III 2011-2016

Student Services:

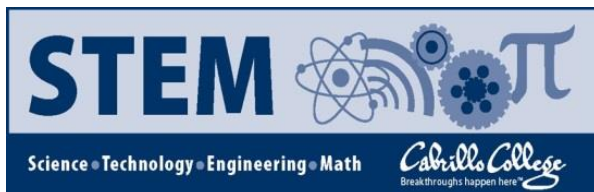
- Centralized location for STEM tutoring, advising, workshops, faculty office hours
- Other STEM academic resources – books, computers & laptop check-out, noise canceling headphones
- STEM Peer leaders embedded in CS, CIS, Engr & ETech courses
- STEM Summer Bridge

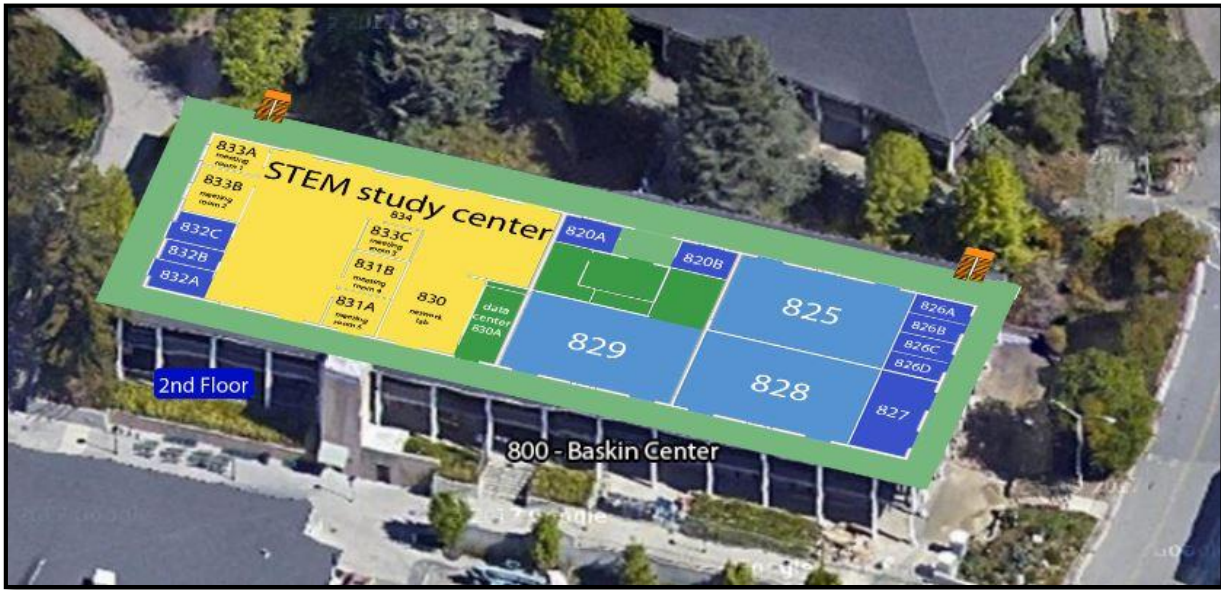
Endowment:

- Establish with Cabrillo College's Foundation - \$160K STEM endowed scholarships

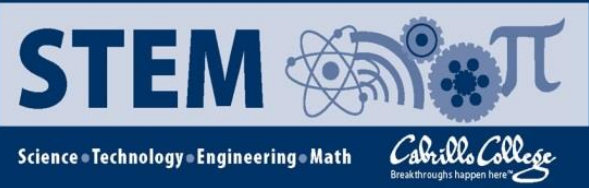
Articulation:

- Engineering and Computer Science transfer pathways with regional universities





“I’m convinced that I hang out with a bunch of dreamers. Some are here with their own dream, some have the dream impressed upon them by their parents, to achieve a better life, and some are looking for a dream to follow, but most importantly, they are in a place where their dream will be nurtured and encourage by the staff of the STEM center.” - Hank Lopez EE major



Institutionalized

- Full-time STEM Center Director
- Tutors in STEM Center
- Counseling & Guidance STEM courses (CG-51 STEM)
- Engineering as Profession course taught each semester (Engr. 3)



Sustainability in STEM – Title III 2016-2021

Academic Programs:

- AgTech: certificates/degrees/transfer
- Environmental Sustainability: certificates/degrees/transfer

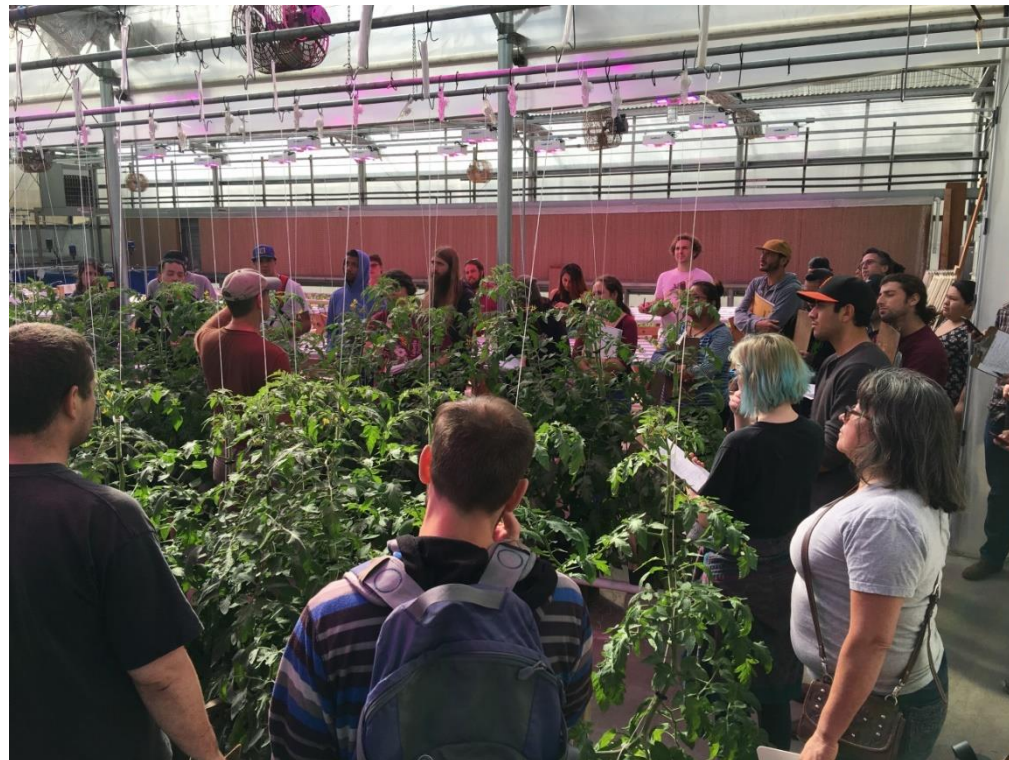
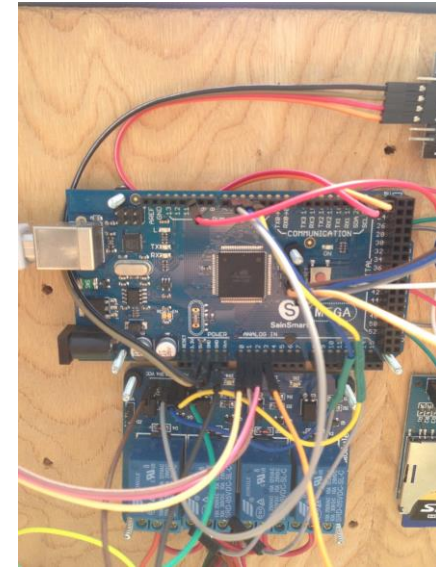
Curriculum:

- New & revised curricula across STEM disciplines that infuse sustainability, service learning and research projects, and technology

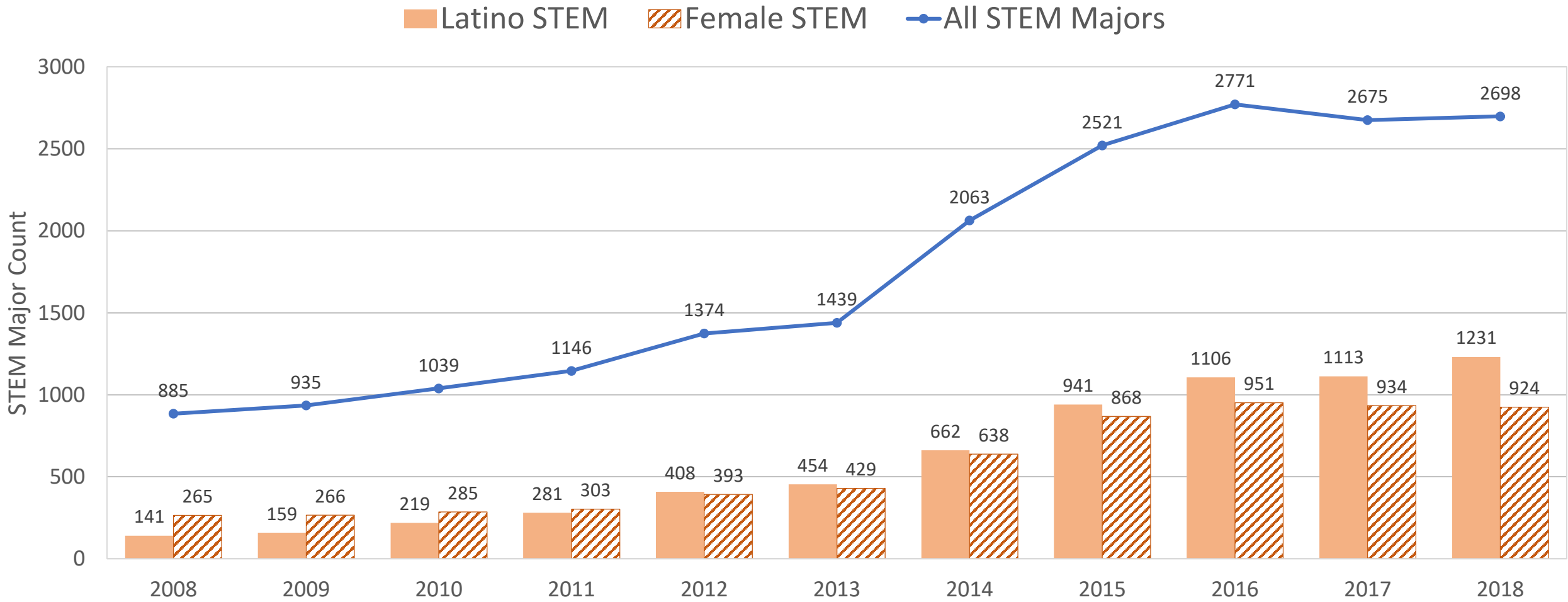
Student Services:

- STEM tutoring & peer leaders for new/revised STEM curricula
- STEM academic and transfer advising (Institutionalized)
- Individualized STEM peer-peer coaching





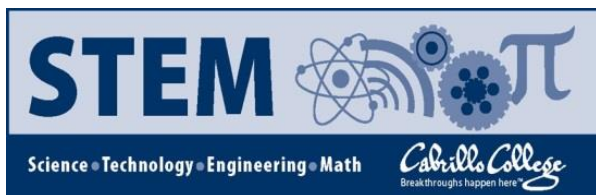
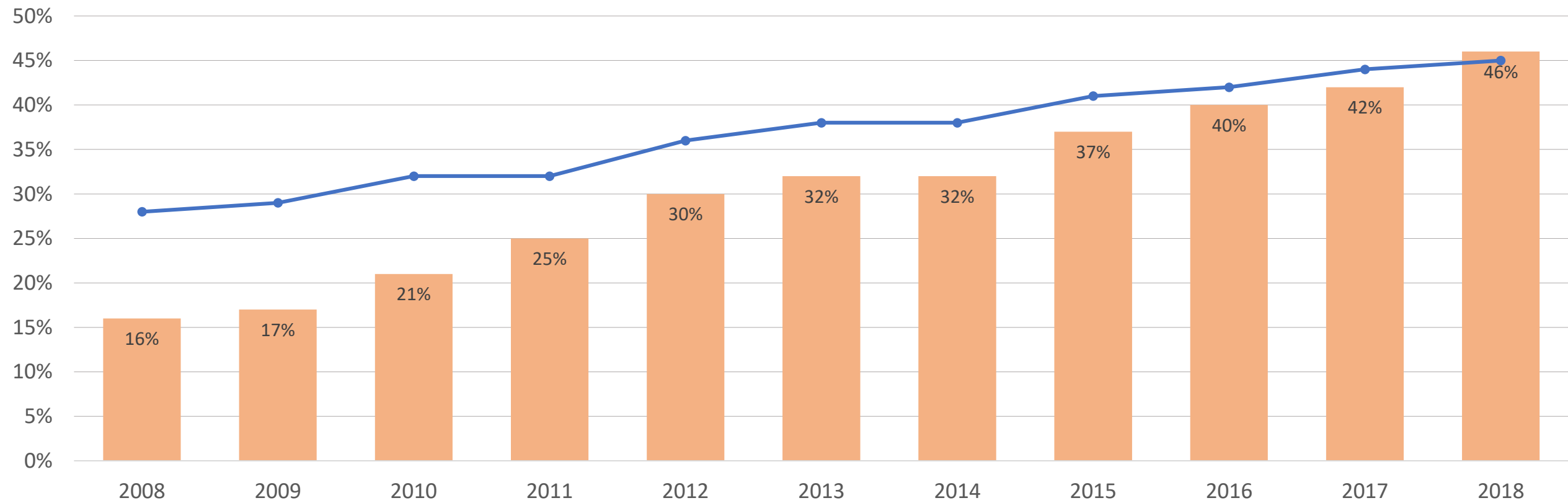
Increasing STEM Majors and Diversity



Approaching Representation

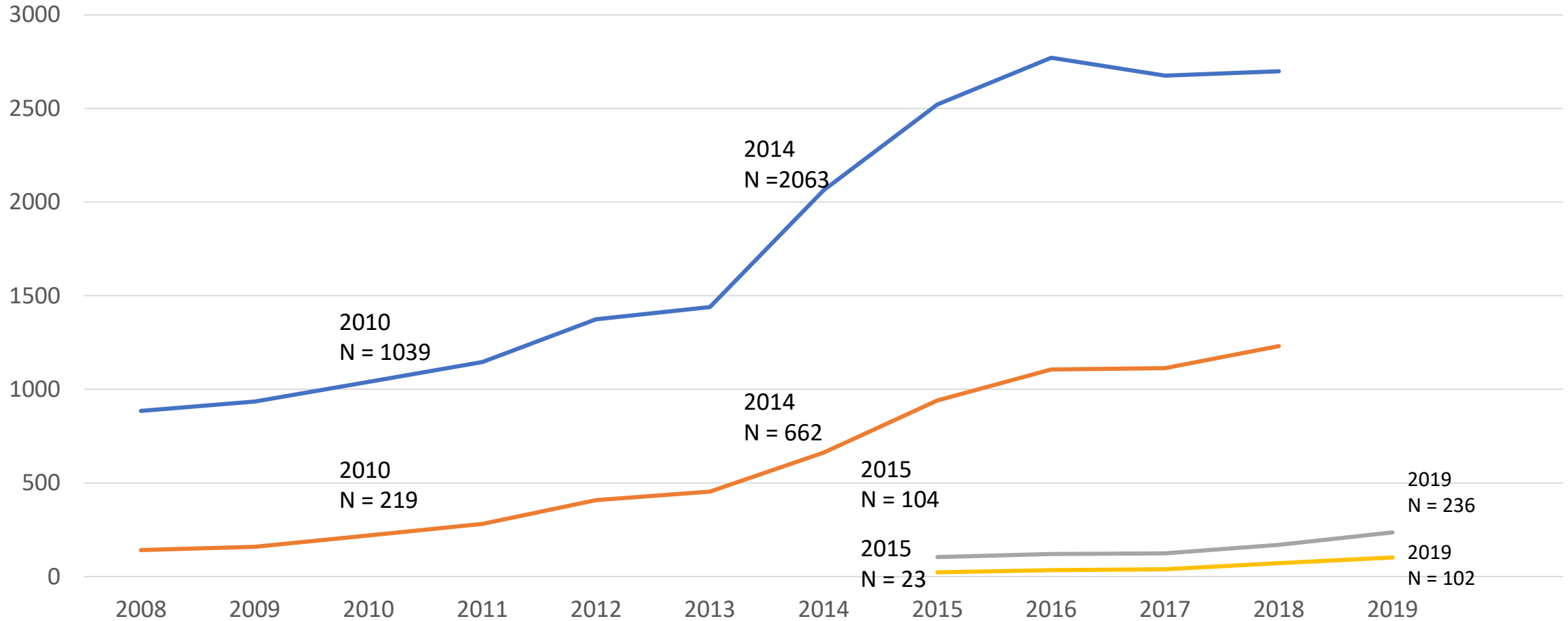
Percentage of STEM majors who are Latino

Percentage of Latino students at Cabrillo



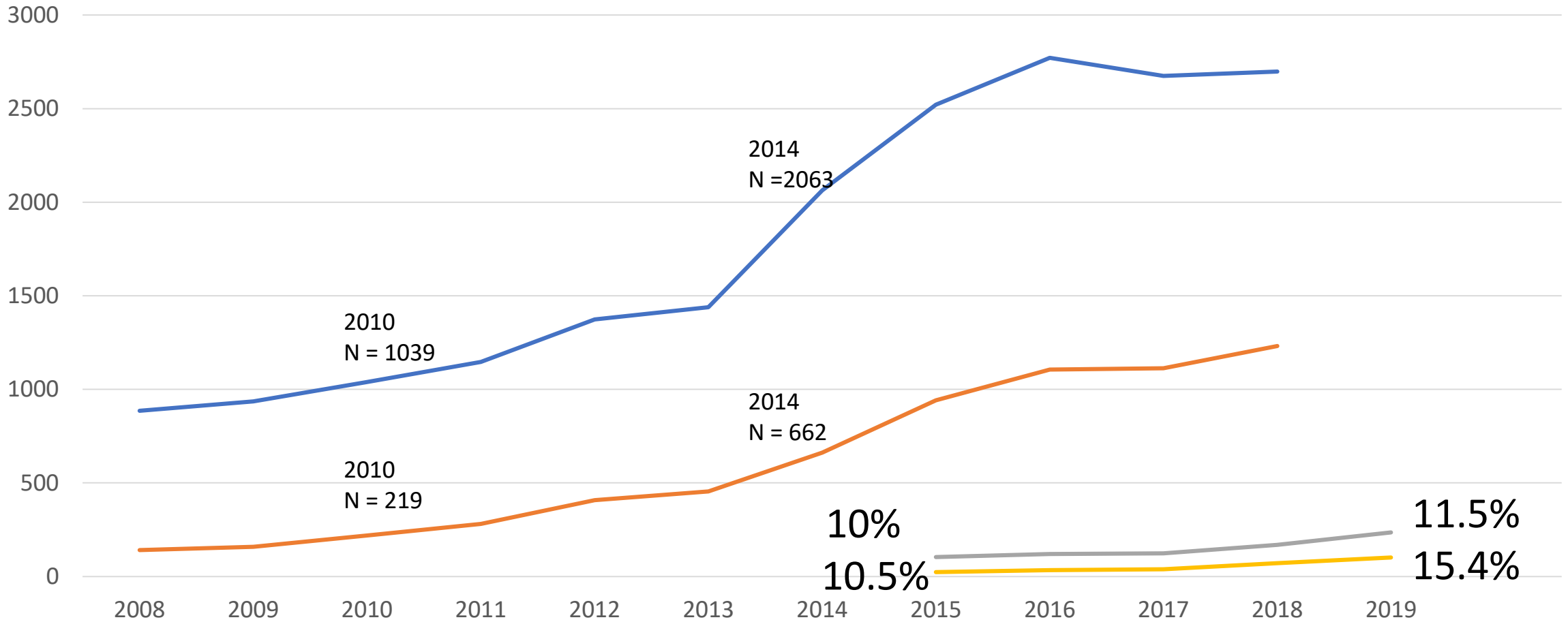
STEM Declared Majors vs. Degrees Granted

- Number of STEM Declared Majors
- Number of Latino STEM Declared Majors
- Number of STEM Degrees Granted
- Number of STEM Degrees Granted: Latino



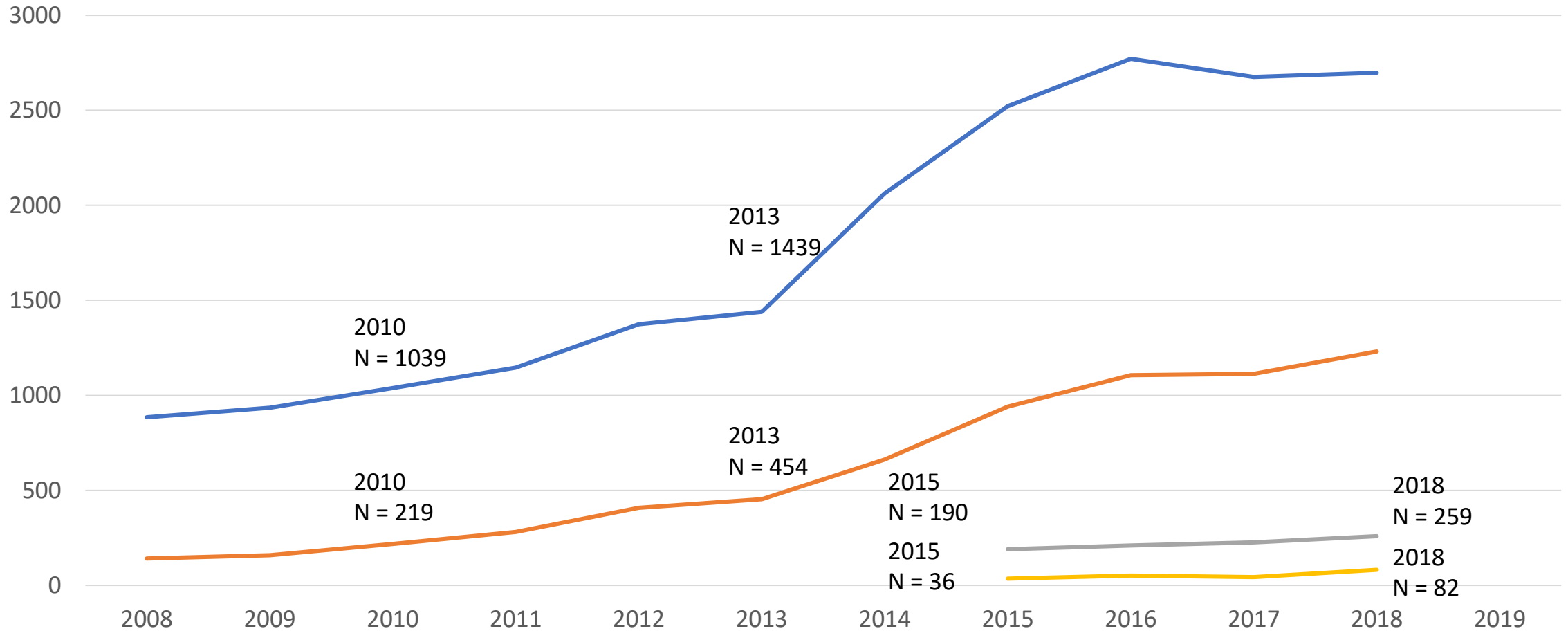
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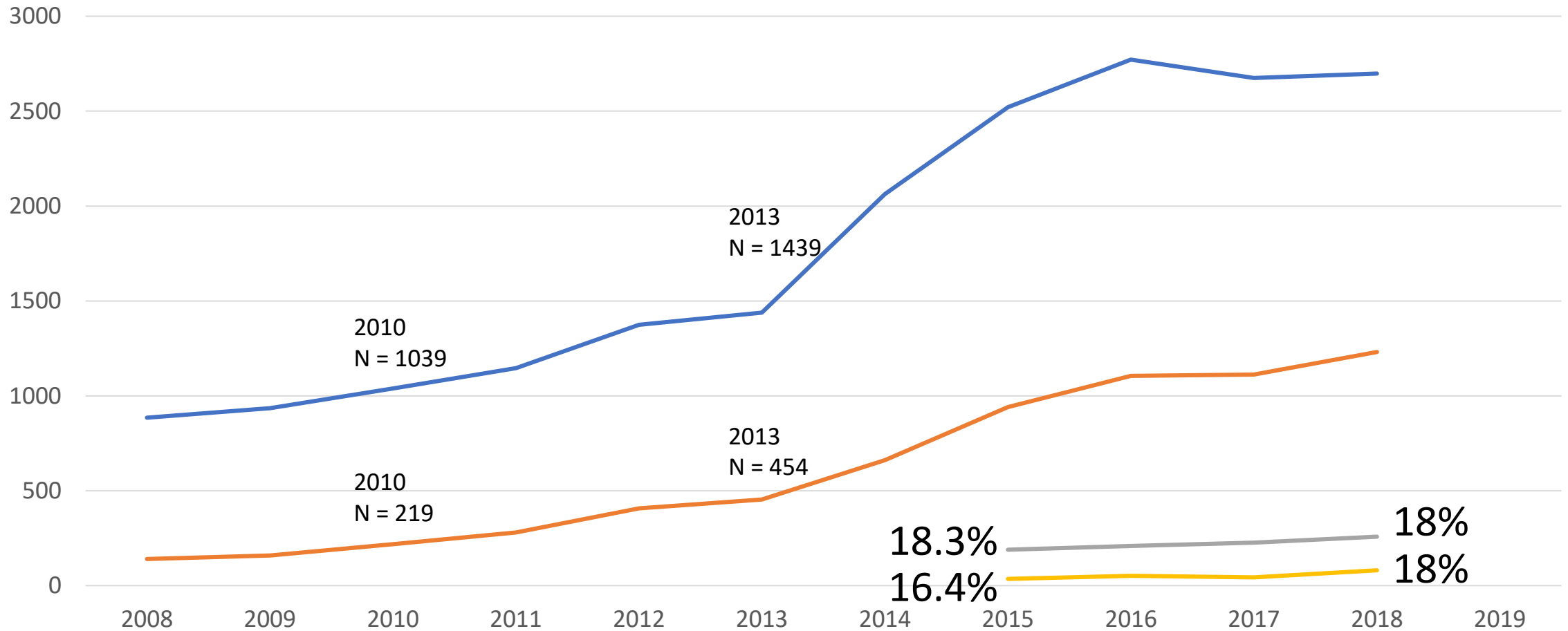
STEM Declared Majors vs. STEM Transfers

- Number of STEM Declared Majors
- Number of Latino STEM Declared Majors
- Number of STEM transfers
- Number of STEM transfers: Latino



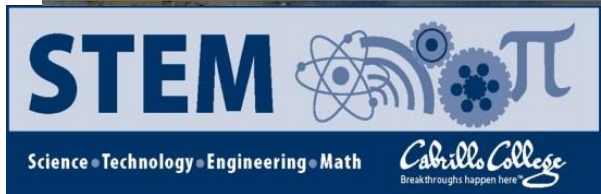
STEM Declared Majors vs. STEM Transfers

- Number of STEM Declared Majors
- Number of Latino STEM Declared Majors
- Number of STEM transfers
- Number of STEM transfers: Latino



Headcount					
Term	Total Headcount	Latino Headcount	Latino Percent	Female Headcount	Female Percent
2008F	15902	4488	28 %	9008	57 %
2009F	15198	4480	29 %	8504	56 %
2010F	14343	4592	32 %	7902	55 %
2011F	13719	4728	34 %	7587	55 %
2012F	13363	4950	37 %	7322	55 %
2013F	13244	5087	38 %	7180	54 %
2014F	13089	5156	39 %	7177	55 %
2015F	12788	5265	41 %	7083	55 %
2016F	12398	5219	42 %	6751	54 %
2017F	11987	5260	44 %	6558	55 %
2018F	11648	5248	45 %	6397	55 %
< >	11418	5374	47 %	6322	55 %

Declared Majors						
Term	Declared Majors Headcount	% Declared Majors	Declared Majors Latino H...	% Latino with Declared...	Declared Majors Female...	% Female with Declared Major
2008FA	4445	28 %	823	18 %	2455	27 %
2009FA	4440	29 %	882	20 %	2405	28 %
2010FA	4957	35 %	1312	29 %	2601	33 %
2011FA	5226	38 %	1524	32 %	2742	36 %
2012FA	5757	43 %	1921	39 %	3008	41 %
2013FA	5562	42 %	1920	38 %	2838	40 %
2014FA	7872	60 %	3000	58 %	4184	58 %
2015FA	8448	66 %	3450	66 %	4588	65 %
2016FA	8813	71 %	3714	71 %	4745	70 %
2017FA	9229	77 %	4079	78 %	4961	76 %
2018FA	10042	86 %	4633	88 %	5488	86 %
2019FA	9864	86 %	4771	89 %	5479	87 %



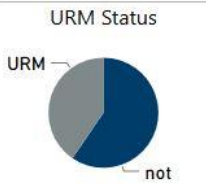
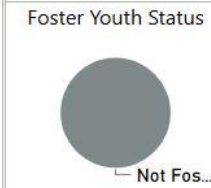
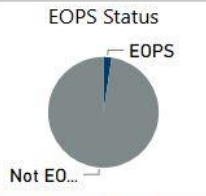
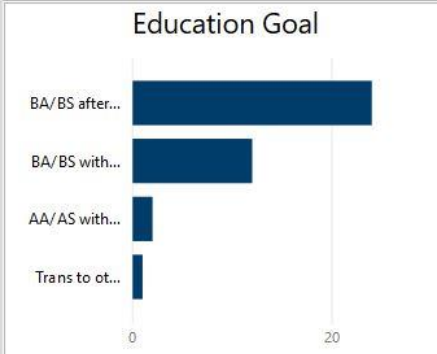
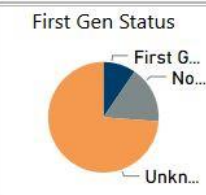
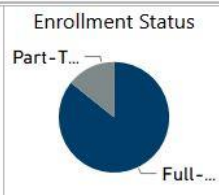
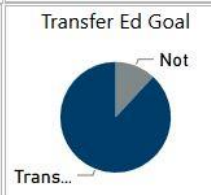
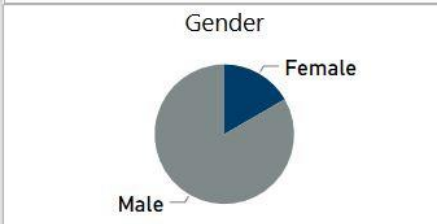
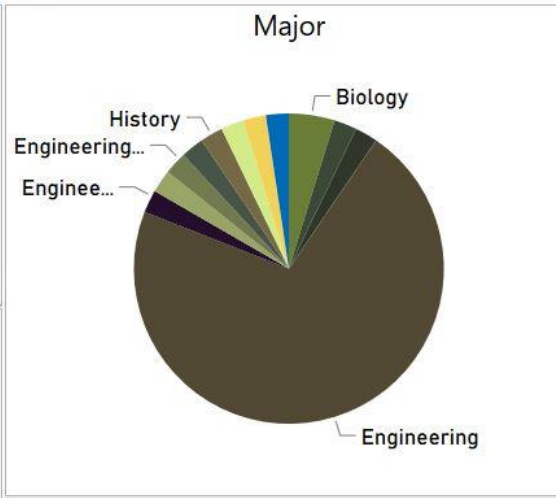
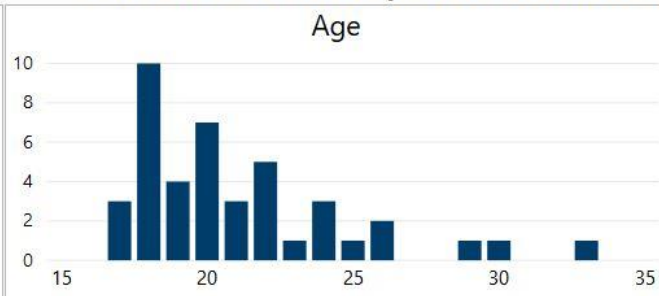
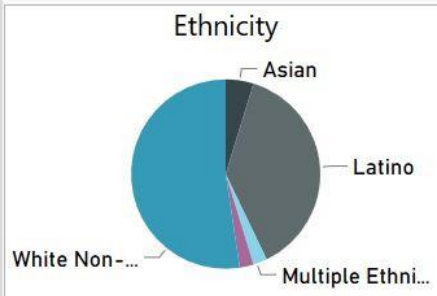
STEM Enrollments

Term	STEM Enro...	Latino STE...	Latino Low-I...	Latino Non-Low...	Non-Latin...	Non-Latino Lo...	Non-Latino Non-...	Low Income ...	Latino % STE...	Non-Latino Lo...
2008FA	10541	3152	456	2696	7389	597	6792	10 %	30 %	6 %
2009FA	10843	3287	566	2721	7556	759	6797	12 %	30 %	7 %
2010FA	9930	3257	665	2592	6673	750	5923	14 %	33 %	8 %
2011FA	9791	3362	797	2565	6429	852	5577	17 %	34 %	9 %
2012FA	9626	3633	1034	2599	5993	968	5025	21 %	38 %	10 %
2013FA	9758	3949	1476	2473	5809	1240	4569	28 %	40 %	13 %
2014FA	10019	4177	1925	2252	5842	1759	4083	37 %	42 %	18 %
2015FA	9864	4367	2650	1717	5497	2270	3227	50 %	44 %	23 %
2016FA	9548	4413	3351	1062	5135	2706	2429	63 %	46 %	28 %
2017FA	9454	4620	3594	1026	4834	2574	2260	65 %	49 %	27 %
2018FA	10358	5164	4106	1058	5194	2794	2400	67 %	50 %	27 %
2019FA	7550	3756	2910	846	3794	1945	1849	64 %	50 %	26 %

FILTERS

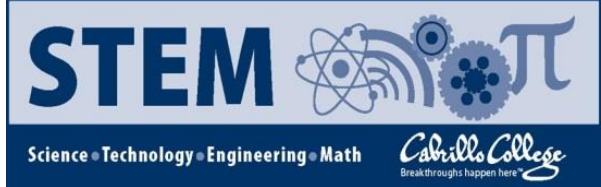


Fall 2019 Faculty Data Dashboard



Slicers

Department	Course	Location
<input type="checkbox"/> Select All	<input type="checkbox"/> Select All	<input type="checkbox"/> Select All
<input checked="" type="checkbox"/> ENGR	<input type="checkbox"/> ENGR-10-1	<input type="checkbox"/> MC
	<input type="checkbox"/> ENGR-12-1	
	<input type="checkbox"/> ENGR-1A-1	
	<input checked="" type="checkbox"/> ENGR-25-1	
	<input type="checkbox"/> ENGR-3-1	
	<input type="checkbox"/> ENGR-35-1	
	<input type="checkbox"/> ENGR-45-1	
	<input type="checkbox"/> ENGR-5-1	



FILTERS

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STEM @ CABRILLO

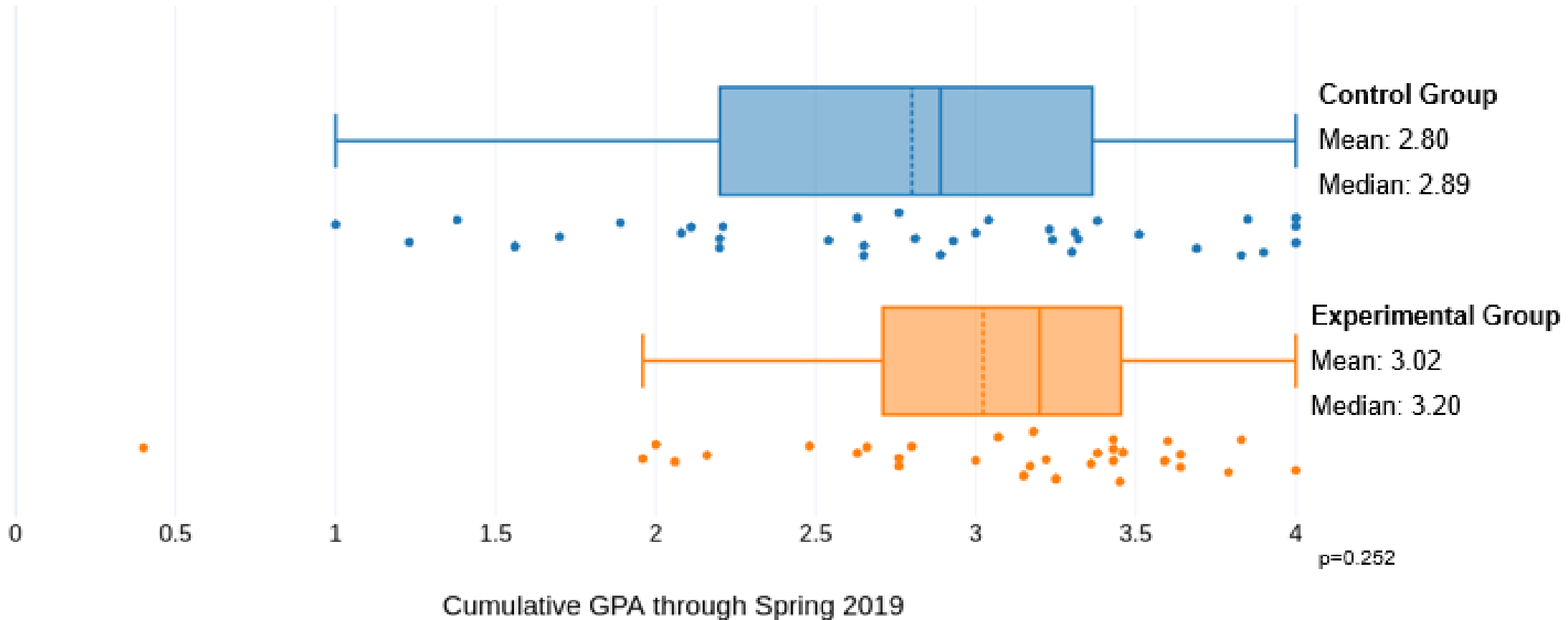
[STEM Programs](#)[STEM Center](#)[Faculty & Tutor Schedules](#)[Transfer Planning](#)[Explore STEM](#)[Education Planning for STEM](#)[Transfer Students](#)[See a Counselor](#)[Help with Math](#)[Student To-Do Lists](#)[Events](#)[Internships](#)[Student Clubs](#)[STEM Summer Program](#)[STEM Success Coaching Service](#)[What is Coaching?](#)[Meet the Coaches](#)[Request a Coach](#)[STEM Grants](#)[Dashboard \(login reqd\)](#)

STEM Success Coaching

Cabrillo colleges new STEM Success Coaching service is designed to support STEM students as they navigate their new environment and learn how to succeed both academically and personally. You will receive one-on-one attention from a peer Coach who is committed to your personal development and success. Your STEM Success Coach will work with you to achieve the fullest college experience possible: improving effectiveness in and out of the classroom, building leadership skills, creating balance and managing stress, boosting self-confidence, and developing goals for the future.

[What is Coaching?](#)[Meet the Coaches](#)[Request a Coach](#)

STEM Success Coaching – Student GPA



Note: mean is represented by dashed line, median is represented by the solid line.

Control Group N = 35

Experimental Group N = 31



STEM Success Coaching Service

- “I loved the way it worked out, very open ended and friendly. Major props to my STEM coach for being rad!”
- “I think many kids who are really struggling to keep themselves on track could really benefit from this program...”
- “STEM coaching was a good way to make sure you really got your personal assignments, time management, and future goals in order.”



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Math Plus Program

- One-week Intensive Review of Math prior to each semester at our Watsonville & Aptos Campus

2016 Cohort (N=408)

Retesters (N=68, 17%)

- 75% (51/68) Placed in higher level of math class after Math Plus
- 77% (52/68) Enrolled in math course for Fall semester after Math Plus
- 64% (33/52) Passed Math course with a “C” grade or better

Reviewers (N=340, 83%)

- 74% (251/340) Enrolled in Math course in Fall16/Sp17 after Math Plus
- 69% (172/251) Passed Math with a “C” grad or better



Supplemental Instruction

SI Success for Spring 2019: 3 year Avg., URM, and SI vs. Non-SI comparison												
	Course	# students	Overall Course Success	Under Represented Minorities Success	A	B	C	D	F	NP	P	W
3 yr. avg. 2016-2018	BIO-4		66.5%	55.0%	34.6%	20.9%	11.0%	4.1%	4.5%	5.6%	0.1%	19.2%
Spring 2019	SI only: SP 19	241	66.8%	58.3%	34.9%	21.6%	10.0%	3.7%	7.1%	0.0%	0.4%	22.4%
3 yr. avg. 2016-2018	CHEM-30A		70.1%	n/a	19.0%	30.4%	20.4%	6.4%	6.3%	0.4%	0.4%	16.8%
Spring 2019	Non-SI sect.	57	75.4%	70%	26.3%	29.8%	19.3%	7.0%	1.8%	0.0%	0.0%	15.8%
	SI sect.	70	81.4%	80%	28.6%	35.7%	17.1%	4.3%	0.0%	0.0%	0.0%	14.3%
3 yr. avg. 2016-2018	CHEM-3		62.5%	n/a	15.8%	24.4%	22.0%	8.8%	12.8%	0.6%	0.3%	15.2%
Spring 2019	Non-SI sect.	56	46.4%	47%	5.36%	12.50%	28.57%	5.36%	3.57%	1.79%	0.0%	42.9%
	SI sect.	105	61.0%	58%	14.29%	22.86%	22.86%	5.71%	15.24%	0.00%	1.0%	18.1%
3 yr. avg. 2016-2018	CS-11		69.5%	n/a	33.3%	14.3%	6.7%	3.5%	5.4%	5.7%	2.3%	11.6%
Spring 2019	Non-SI sect.	43	72.1%	65%	34.9%	27.9%	7.0%	0.0%	16.3%	0.0%	2.3%	11.6%
	SI sect.	37	64.5%	58%	27.0%	18.9%	16.2%	5.4%	8.1%	0.0%	0.0%	24.3%
3 yr. avg. 2016-2018	MATH-12		58.8%	n/a	18.9%	21.6%	18.0%	5.2%	11.2%	2.4%	0.4%	22.4%
Spring 2019	Non-SI sect.	545	47.9%	44%	13.2%	18.0%	16.5%	5.7%	17.6%	0.0%	0.2%	28.8%
	SI sect.	367	63.2%	61%	16.1%	23.7%	23.4%	5.7%	13.1%	0.0%	0.0%	18.0%
3 yr. avg. 2016-2018	MATH-152		43.6%	n/a	9.8%	14.9%	18.9%	8.5%	20.8%	0.0%	0.0%	27.0%
Spring 2019	Non-SI sect.	343	34.4%	28%	7.3%	10.5%	16.6%	4.4%	22.7%	0.0%	0.0%	38.5%
	SI sect.	223	46.2%	46%	10.8%	16.1%	19.3%	8.1%	12.1%	0.0%	0.0%	33.6%



Supplemental Instruction



Supplemental Instruction Program

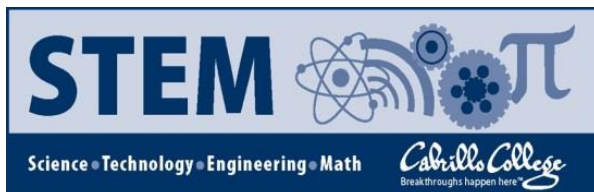
Dear,

It was a pleasure meeting you today at... As I mentioned to you earlier, the Supplemental Instruction (SI) program is currently recruiting SI Leaders for Fall 2018 and needs your help identifying students who are outgoing, have strong biology skills, and earned an "A" or "B" in the following classes: Bio4, 5 and 6, and Bio 11A and B. Your involvement and support of the SI Program is vital and the biology faculty are our best source for finding qualified SI Leaders and referrals.

In particular, we are looking for SI Leaders who share similar background and experiences with our growing Latino/a student population. Cabrillo was designated a Hispanic Serving Institution (HSI) in 2006, reflecting the great responsibility that the College has to the educational attainment and economic well-being of the surrounding community. For example, in Fall 2016, 54% of incoming students were from under-represented minority groups, with 42% of Latino/a descent. We are seeking any SI Leader who is outgoing and confident working with diverse populations with a specific emphasis on Latino/a students, our largest minority population.

Please email me with any student you would like to recommend or have the student email me at my contact information below. This position pays \$13.75 an hour and students work 10-12 hrs. per week on average. Students get paid to attend class and prepare SI sessions. Thank You for your support!

Ricardo Espinoza
Program Coordinator



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Grant funded by the National Science Foundation

(NSF Award #:1456035)

- March 2015-February 2020
- Awards 15-20 students per year
- \$6,700/yr scholarship
- Students can receive scholarship for up to 3 years
- Application requirements:
 - Engineering major and transfer bound
 - Must be enrolled in at least 12 units
 - Must have a cumulative GPA of 3.0 or better
 - Must have an unmet need from FAFSA
 - Must be eligible for Federal PELL Grant



Goals & Objectives

1. Increase the number of full time engineering majored students transferring to a 4-year university.
2. Shorten the time to degree for students financially challenged in a clear Engineering pathway.
3. Augment the financial support and professional outlook of students committed to achieve clear academic pathway.
4. Strengthen and enhance the current services as well as expand and add new support activities to ensure strong academic and professional atmosphere for scholars.
5. Promote to higher success, retention, enrollment and persistence among academic talented yet financially challenged students.



Staying on the Path

Required Activities:

- Two appointments with assigned S-STEM counselor (who is also the STEM counselor)
- Mid semester progress reports
- Five enrichment activities
 - Academic Excellence Workshops, Supplemental Instruction, campus events, financial aid, application workshops
- Pairing and meetings with mentors: upper division student or alumni and engineering faculty
- Connection with academic support & student services early on and throughout their academic career



Results so far.....

- 39 students have been granted the scholarship
- 89.7% of scholars are either on track or have transferred in 3 years after receiving the scholarship
 - 2 transferred in 4 years
 - 2 had to go to part time status for family obligations but plans are still to transfer
- 88% of students felt that they would have had to work more if they had not received the scholarship
- 76% of students responded positively when asked if the enrichment activities were interesting and helpful
- 82% of students felt they were more productive and effective as a result of the scholarship

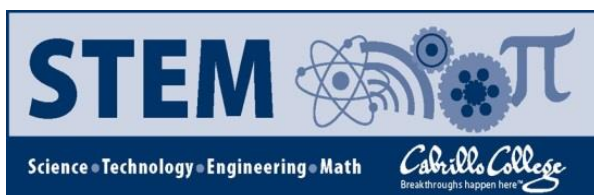


Where are our students now?

- UC Berkeley
- UC Davis
- UC Irvine
- UC Santa Barbara
- Cal Poly San Luis Obispo
- Sacramento State University
- San Jose State University



SACRAMENTO
STATE

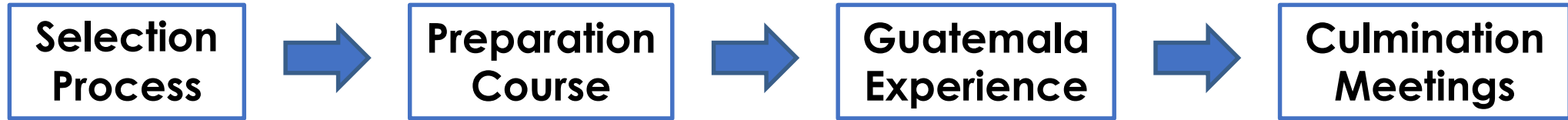


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Engineering Abroad Program



Vuelta Grande, Guatemala



Engineering Abroad Program

Structure

Description

<p>Selection Process</p>	<p>Based on</p> <ul style="list-style-type: none"> · Engineering Major · Full Time Student · Completion of Some Engineering Coursework · Diversity in Gender and Ethnicity · Service/Leadership at Cabrillo · Skills: Language, Communication, Building
<p>Preparation Course Fall Semester Prior to Experience (2 hrs/wk)</p>	<ul style="list-style-type: none"> · Team Building · Cultural Awareness · Health and Safety · Preliminary Project Design
<p>Guatemala Experience (January Winter Session)</p>	<p>2 weeks</p> <ul style="list-style-type: none"> · Engineering Project : 9 days · Cultural Exploration : 5 days
<p>Culmination Meetings Spring Semester After Experience (2 hrs/wk)</p>	<ul style="list-style-type: none"> · Student Reflection and Photo Journal · Presentations to Local Professional Engineering Organizations · Presentations and Posters at National Engineering Organization Conferences



Engineering Abroad Projects



Building computer lab



Building retaining wall above school



Restoring soccer field



Installing water pump



Installing water tanks



Leveling for tanks



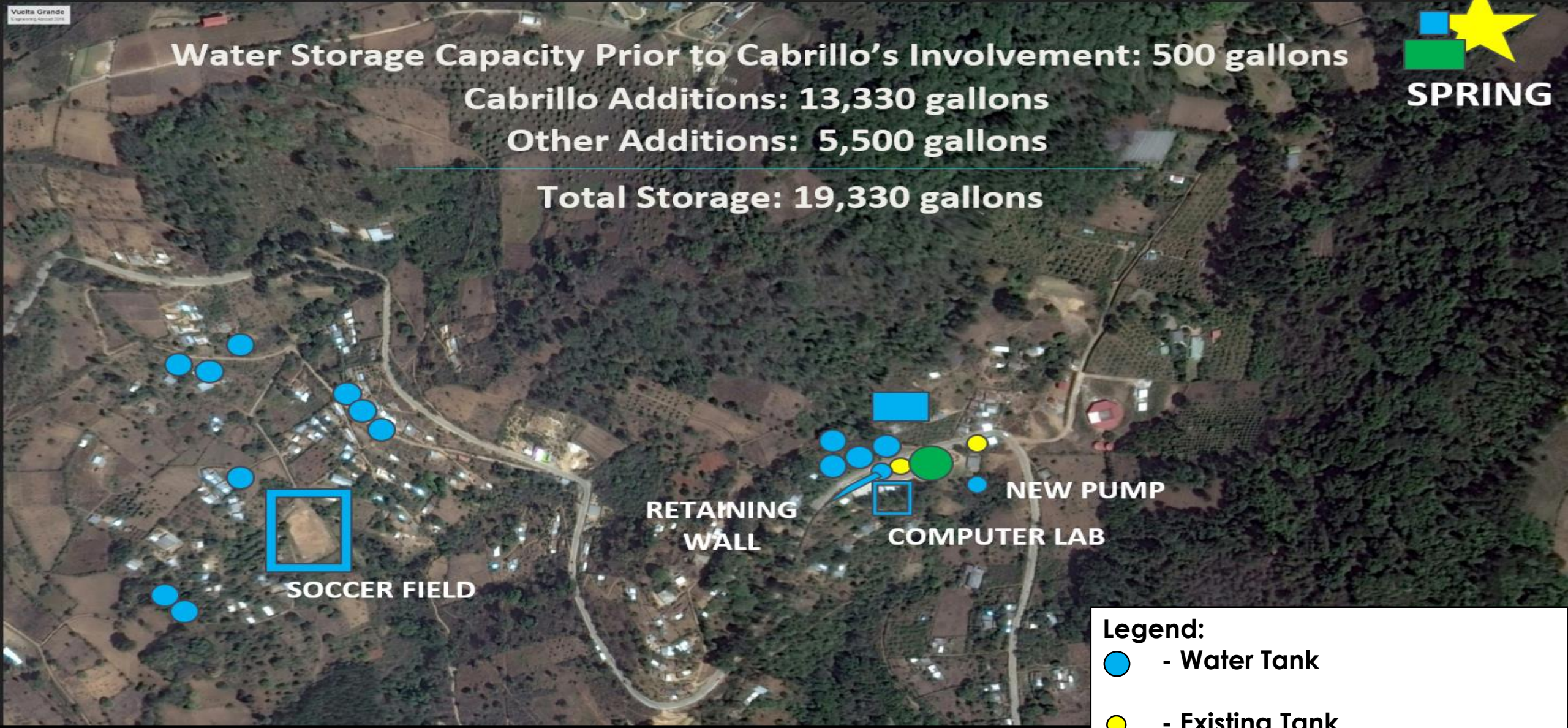
Constructing sediment basin

Water Storage Capacity Prior to Cabrillo's Involvement: 500 gallons





Cabrillo Additions: 13,330 gallons

Other Additions: 5,500 gallons

Total Storage: 19,330 gallons



Legend:

-  - Water Tank
-  - Existing Tank
-  - Tank Placed by other group
-  - Concrete Tank

Water Storage in Vuelta Grande

Installing water storage tanks with piping to faucets within the community:

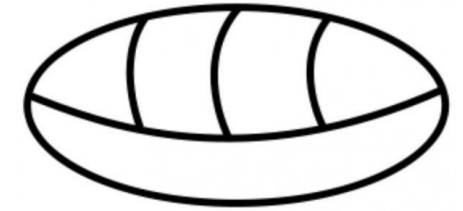
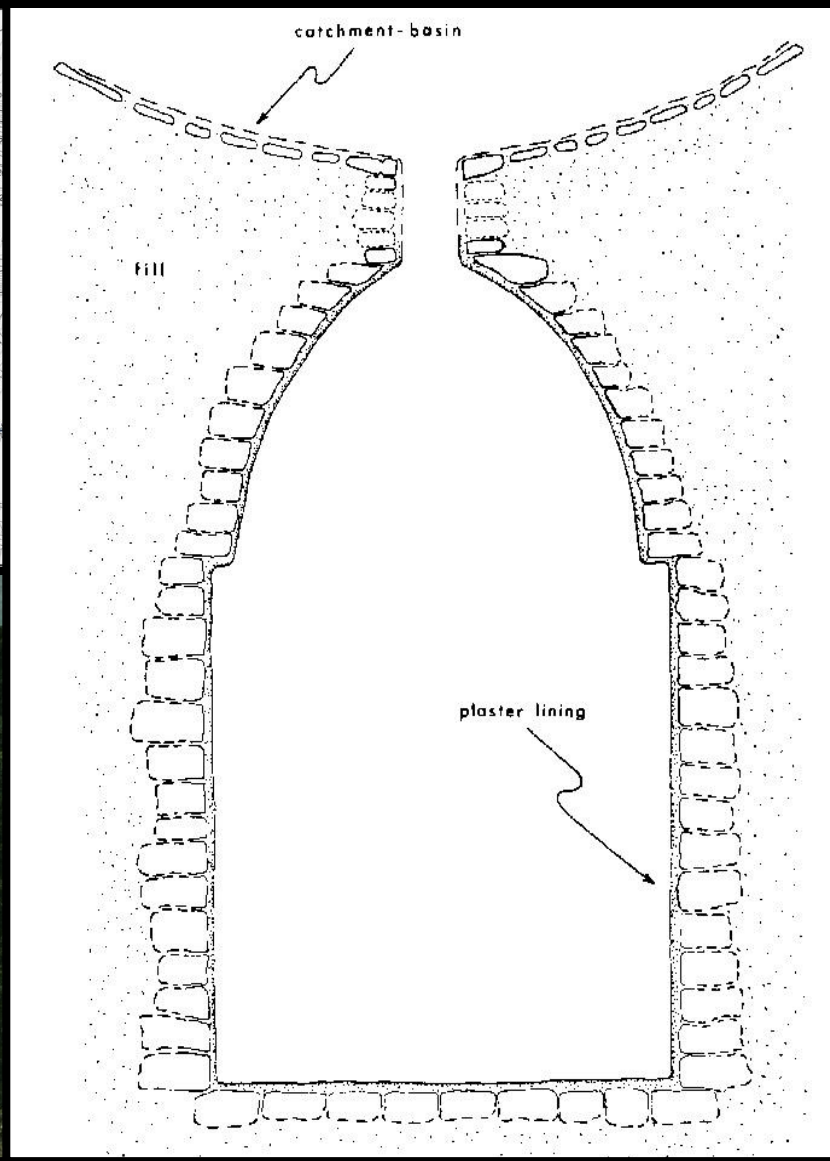
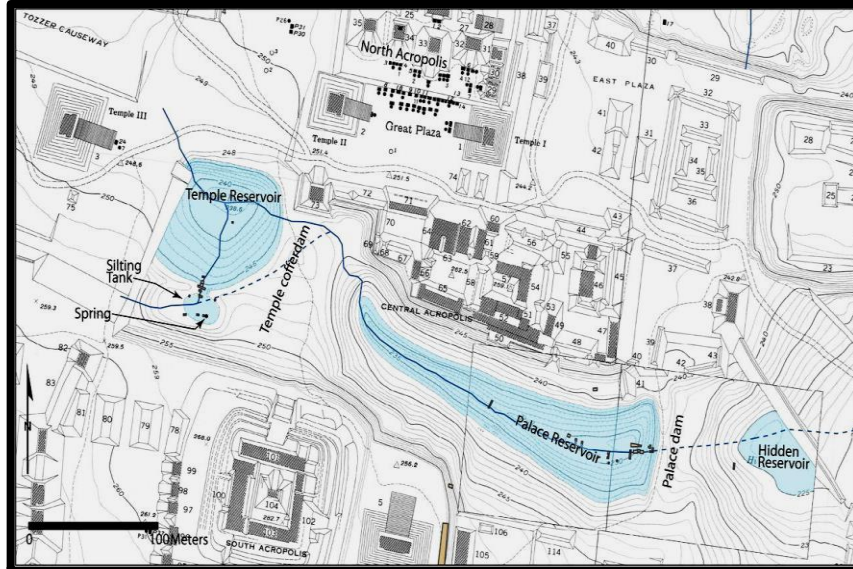
- ❖ Provides the community with water during the dry season

&

- ❖ Reduces the time for the young women to gather water for their families



Cultural Guatemala Experiences: Tikal



- ❖ A portal to an ancient Indigenous World
- ❖ Indigenous Innovations
 - Mathematics system
 - Water cisterns
 - Intentional structures

Assessment and Evaluation

Quantitative Evaluation

- ❖ Pre/Post Self-Assessment Surveys
- ❖ Institutional Retention Data
- ❖ Institutional Transfer Data

Qualitative Evaluation

- ❖ Focus Groups
- ❖ Interviews
- ❖ Surveys



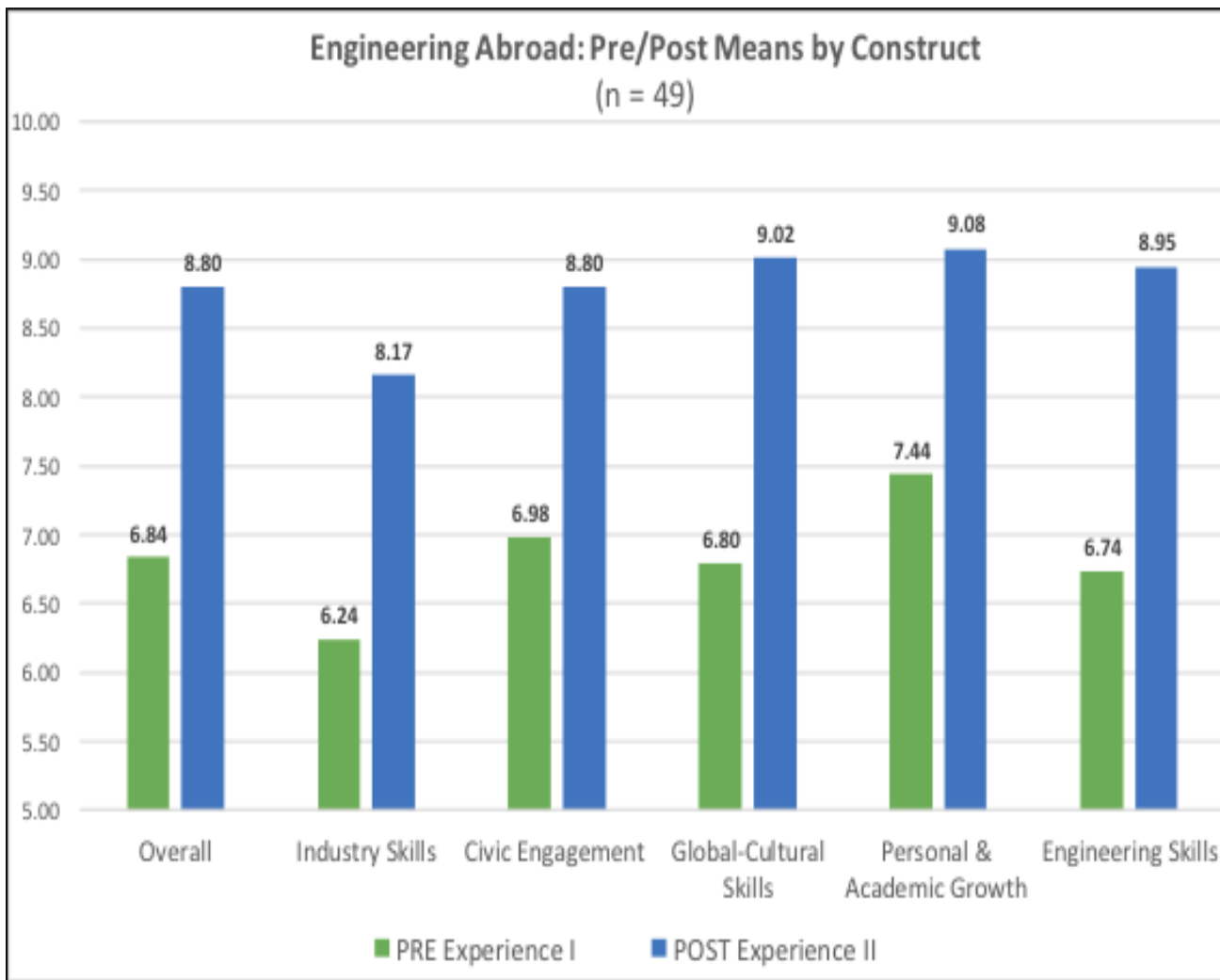
Engineering Abroad Participant Demographics

EAP Cohort	Total Students	Average Age (years)	% Female	% URM*	% Latinx	% Low Income
2013-14	11	28	36%	36%	27%	91%
2014-15	14	22	29%	50%	43%	64%
2015-16	14	22	29%	57%	50%	93%
2016-17	10	23	60%	60%	40%	100%
Overall	49	24	37%	51%	41%	86%

* URM includes African Americans, Native Americans, Latinx, and Pacific Islanders



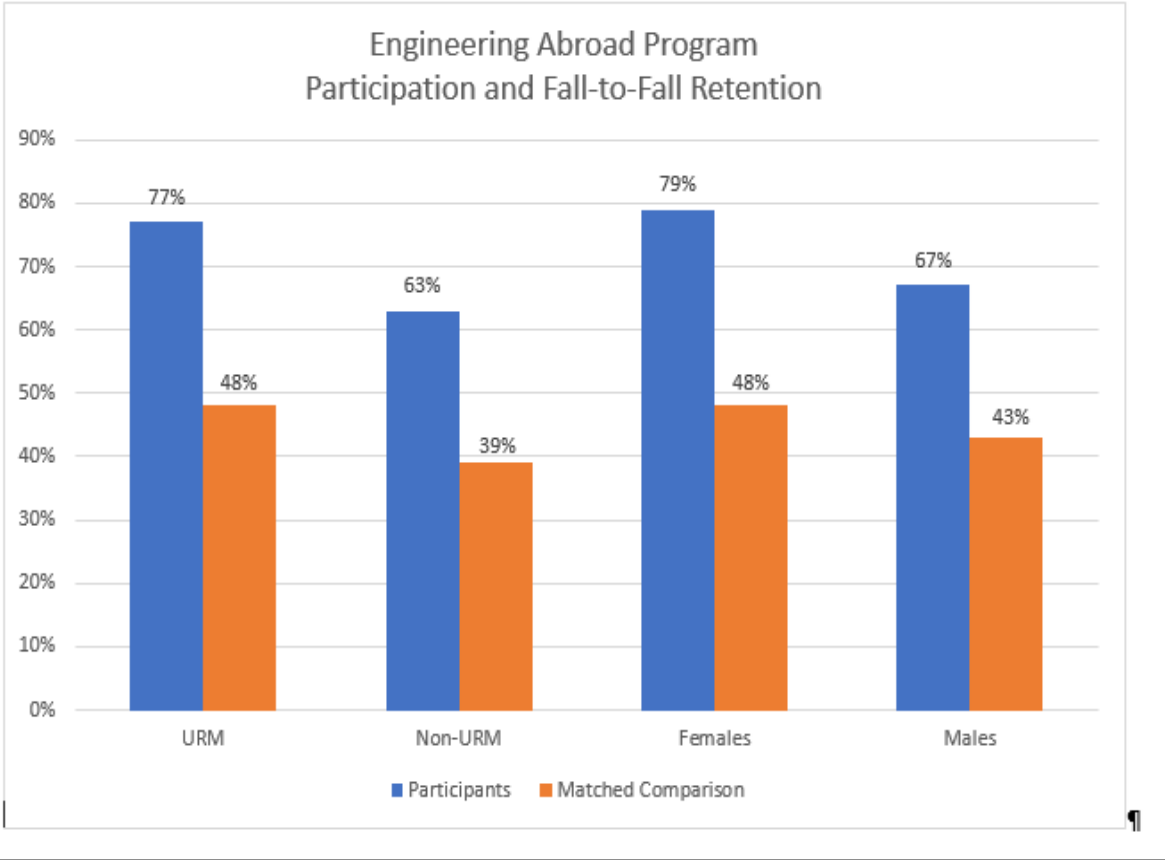
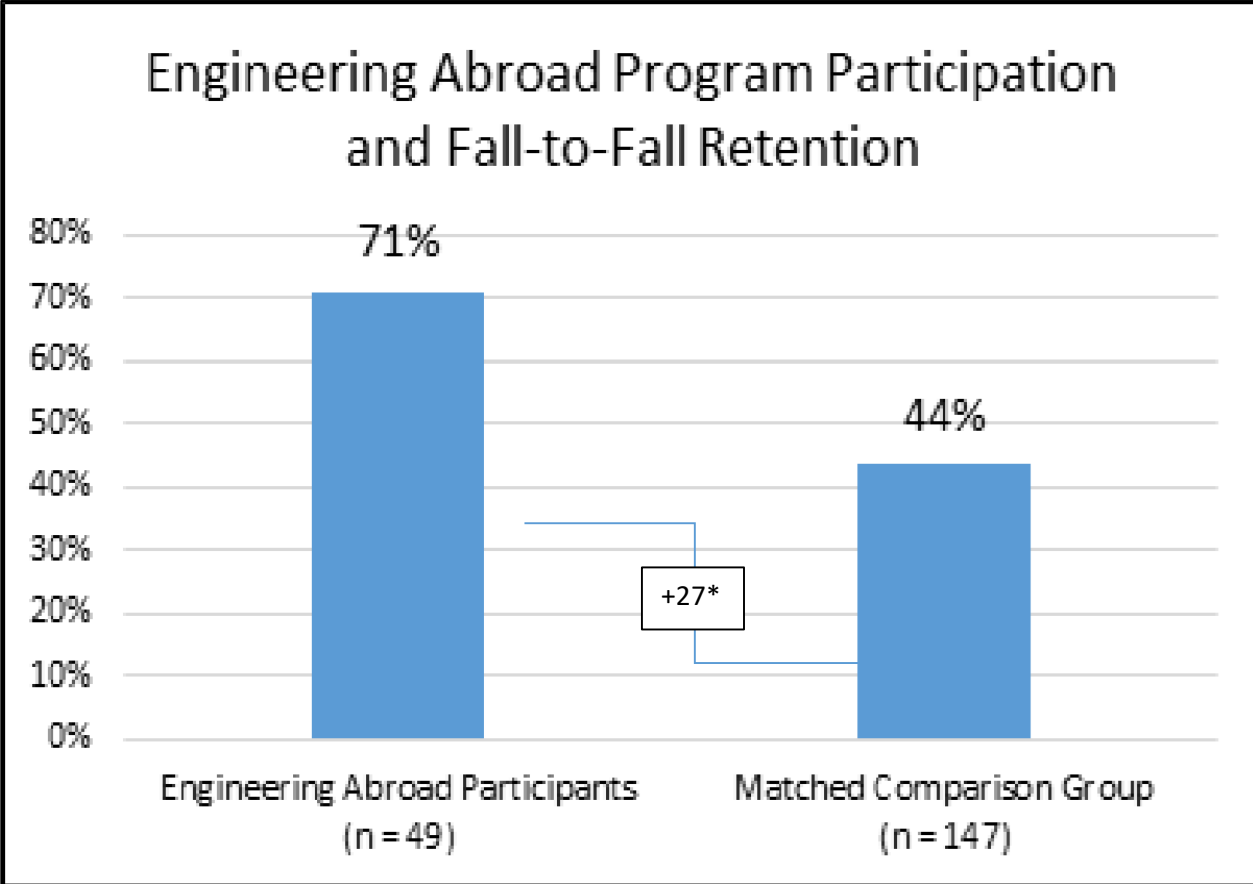
Self Assessments



Industry Skills	<ol style="list-style-type: none"> 1. Team Work 2. Project Management 3. Presentation Skills 4. Comfortable Interacting with Engineers 5. How Businesses are Run
Civic Engagement	<ol style="list-style-type: none"> 1. Engineering is a helping Profession 2. Knowledge of Social Issues 3. Desire to be involved in Community 4. The Importance of Community Service 5. Awareness of Community Needs
Global/Cultural Skills	<ol style="list-style-type: none"> 1. Comfortable interacting with people from different cultural backgrounds. 2. Connection to a "World Community" 3. Knowledge that Engineering is global 4. Work Effectively in a diverse environment
Personal Growth	<ol style="list-style-type: none"> 1. Personal Satisfaction and Growth 2. Connection with other students 3. Confidence in facing challenges 4. Development of empathy 5. Build confidence in ability to make a difference 6. Motivation to complete your engineering education 7. Enthusiasm for the Engineering Profession 8. Solidify classroom concepts
Engineering Skills	<ol style="list-style-type: none"> 1. Knowledge of Sustainable Design 2. Real-life applications of Engineering Principles



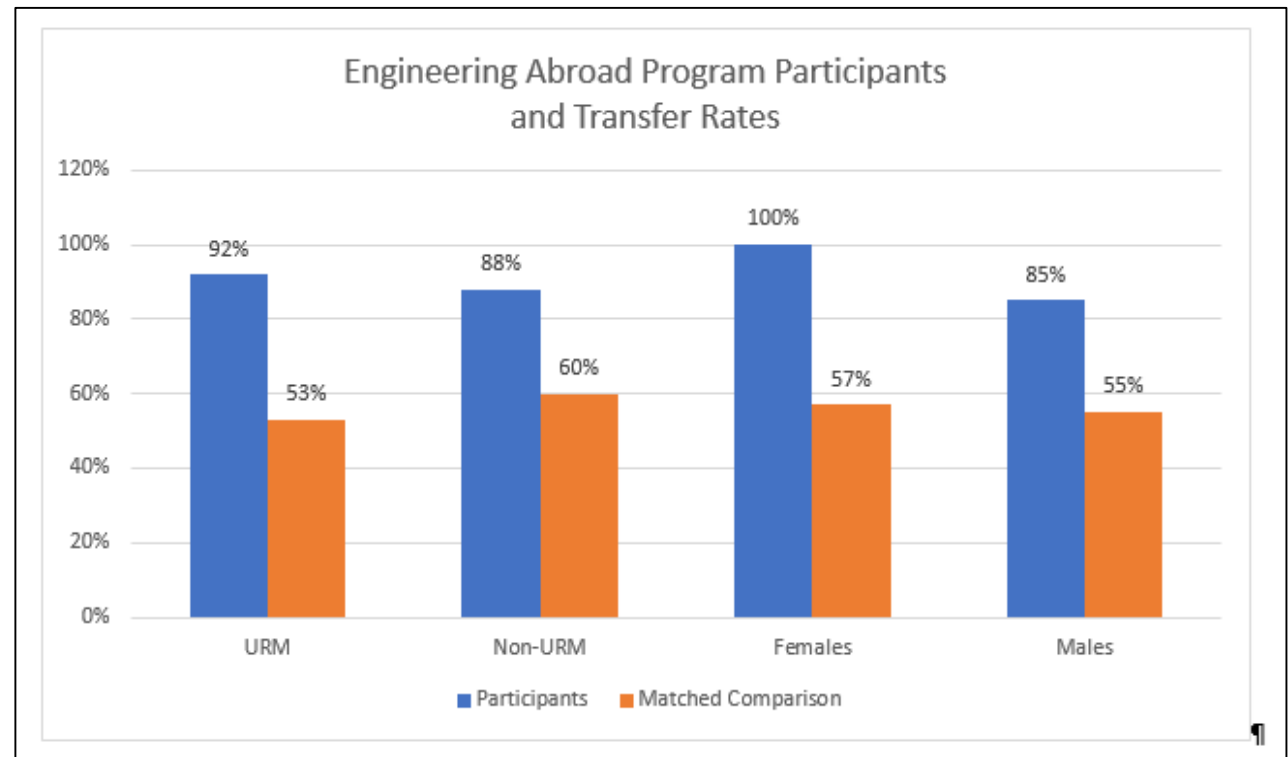
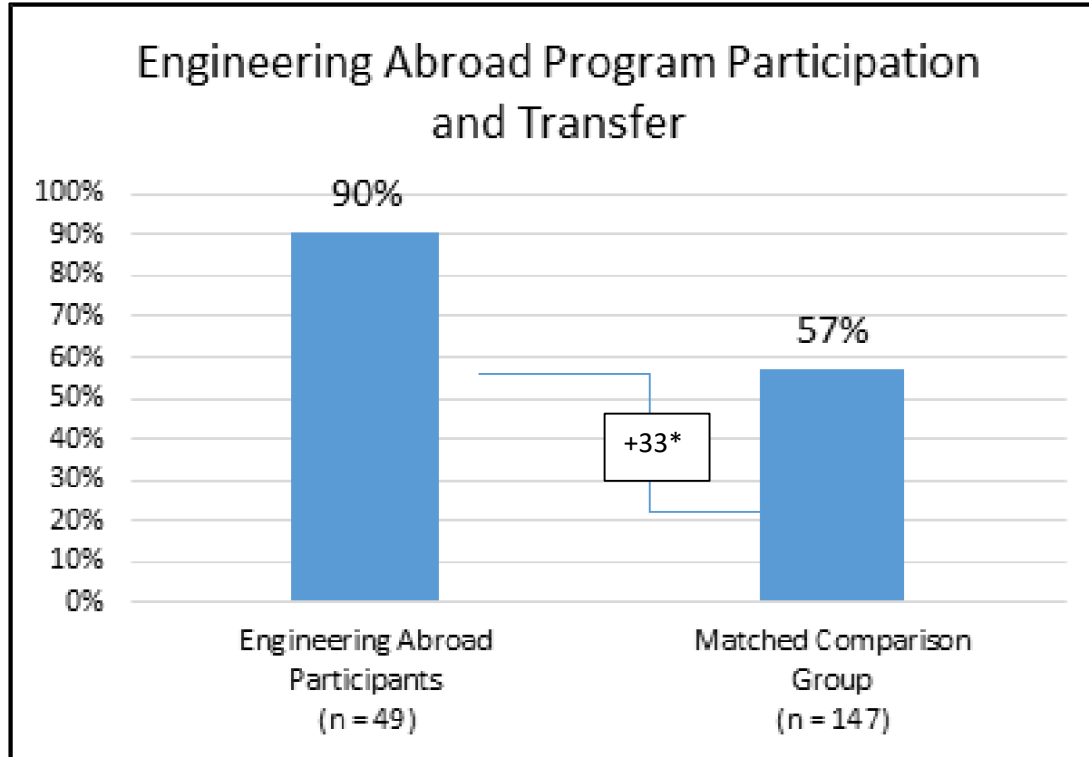
Retention



*Differences are statistically significant at the $p < 0.01$ level



Transfer



*Differences are statistically significant at the $p < 0.01$ level



ENGINEERING ABROAD PROGRAM OUTCOMES



ENGINEERING ABROAD PROGRAM OUTCOMES

“I know that something like fixing pipes may not seem like a big deal or a complicated job, but this was the first time in my entire life that felt like an engineer.”

“In Guatemala, I was able to experience Engineering in the field first-hand, and I believe the knowledge obtained from first-hand experience has extreme value.”

“This eagerness has been with me for a long time but I finally got the opportunity to act on it and make a difference by going to Guatemala on the Engineering Abroad experience.”

“To participate in a program that combined my twin passions of engineering sustainable technologies and serving communities, pushed me to strive for a new level of professionalism in my classes and in my social life.”

“Observing the Guatemalan culture encouraged me, as a person, to look beyond my circumstances and to take joy in all things.”

“I definitely feel ever more committed to my career as an engineer to help solve different problems faced by different communities all over the world.”

“Abroad and the engineering courses I’ve taken at Cabrillo, have helped me gain the experience and skills I need to successfully transfer and do meaningful work.”

“Helping people in such a tangible way is fulfilling, it makes me want to do more to improve health, access to clean water and joy.”



Cabrillo Engineering Abroad



Thank you to our Sponsors

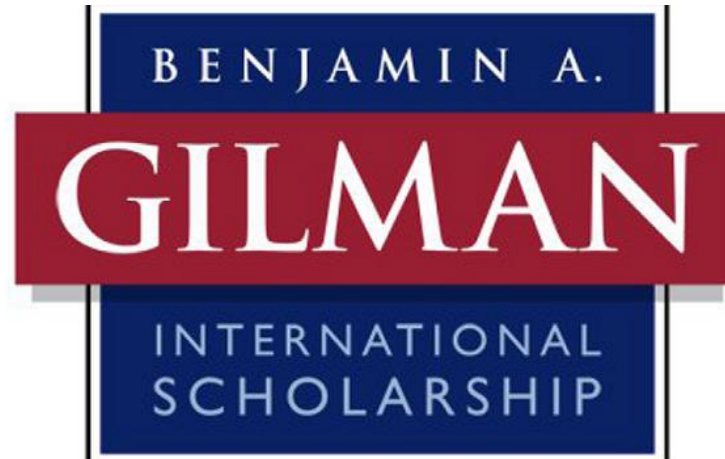


NSF Award #: 1446430

Engineering Faculty
Engagement in Learning
through Service (EFELTS)



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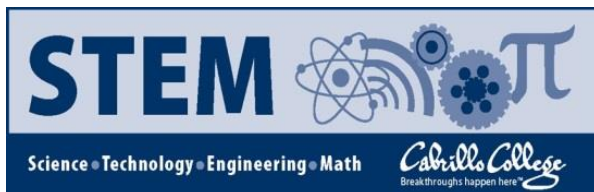


Global Technology Institute
San José State University, College of Engineering



AMERICAN COUNCIL OF ENGINEERING COMPANIES

California

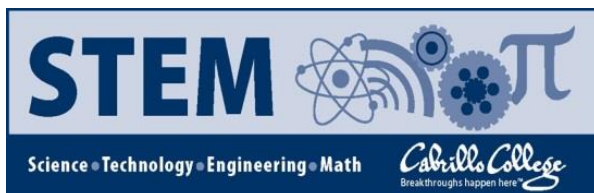


For more information...

The screenshot shows the Cabrillo College website. At the top, the college logo and tagline "Breakthroughs happen here.™" are on the left, and navigation links for "Campus Life", "Learning Resources", "Student Services", and "Directories A-Z" are on the right. Below this is a dark blue navigation bar with links for "ABOUT", "ACADEMICS/CAREERS", "ADMISSIONS", "CLASS SCHEDULES", "REGISTRATION", and "WEBADVISOR". A search box is on the far right of this bar.

The main content area features a sidebar on the left titled "ENGINEERING ABROAD PROGRAM" with a list of links: "Description", "Donors", "Application Process", "On-Line Application", "January 2015 Guatemala Experience:", "Delegates' Photos & Bios", "ENGR 198 Syllabus", "Fall 2014 Preparatory Meetings Schedule", "January 2015 Guatemala Experience Schedule", "Blog", "Spring 2015 Culmination Meetings Schedule", "Student Reflections", "Presentations (Individual)", and "Presentation (Group)".

The main content area has a large banner for the "Cabrillo College Engineering Abroad Program". The banner includes the text "Working Together For A Better World" and "Trabajando Juntos Para Un Mundo Mejor 2014" with an icon of two hands shaking. Below the banner, it states "Funding provided (in part) by the NSF EAGER Grant" and features the "National Science Foundation WHERE DISCOVERIES BEGIN" logo. At the bottom of the banner area, it says "Cabrillo's Engineering Abroad Programs".



Website: <http://http://www.cabrillo.edu/academics/engineering/engrabroad/>



Presentation Outline

- Overview Of Cabrillo College & STEM Initiatives
- USDE Title III HSI STEM Grants
- STEM Success Coaching Service
- Math Plus & SI
- NSF S-STEM
- Engineering Abroad Program
- Q&A

