CALIFORNIA COMMUNITY COLLEGES
AND
WEST VALLEY --- MISSION
COMMUNITY COLLEGE DISTRICT

#91-0031
This project resulted in the development of a cross-cultural mentoring program for African-American students. Interested faculty, staff and community members serve as mentors for currently enrolled or interested African-American students. Goals of increased recruitment, retention and transfer of the target population were identified. Also resulting from this project were six staff development workshops, a multicultural job fair and curriculum components for integration into college programs. Guidelines and a handbook were produced for those interested in implementing a similar mentoring program.
S.U.C.C.E.S.S. Project for African American Students

The central theme of S.U.C.C.E.S.S. (Students Utilizing Cross Cultural Educational Support & Services) is the development of a cross cultural mentoring program for African American students.

West Valley College is seeking $14,000 to fund the project which would include Project Assistants, Outreach Student Mentors, a Mentoring Facilitator, an Evaluation Consultant and other costs (supplies, training materials, conferences and a Job Fair.) The College is providing release time for a Project Director, counseling staff, faculty and staff time plus administrative support as needed.

At the present time, the West Valley-Mission Community College District has over 26,000 students enrolled on the two campuses, Mission College and West Valley College. This project will be directed by the counselors at West Valley College but will include Mission College students in mentoring programs as they are developed. There are 933 African American enrolled students and the initial project will reach out to over 300 during the first phase of the project.

West Valley College is committed to serving students all minority populations and presently has very active programs to serve Hispanic and Asian students. What is lacking are services for the African American student which this project will address with a new type of program for the college. Faculty and staff, along with community members are trained as mentors for the students of African American descent to provide support for the College's institutional commitment to the retention, recruitment, and transfer or placement of minority students.

The project director and other counselors working on this project have already started (on their own time) developing a mentoring program but need funding to bring in outside consultants with experience and knowledge to train the participants in the project. Canton and Associates has already done some training with a very limited amount of funding allocated from the College's own budget.

Target population will be African American students currently enrolled or expressing an interest in enrolling in West Valley College. Project mentors would come from faculty, staff and the local community who show an interest in being a part of the project and a willingness to give their time to these young people.
The objectives include increasing student retention rates by 80%, assisting 75% of those students planning to transfer to four-year colleges, recruiting 50 or more new students annually (in addition to those enrolled), instituting six staff development workshops and establishing an annual multi-cultural job fair, and developing curriculum for integration into the college programs.

Outcomes include developing handbooks and guidelines which can be used each year at both campuses and by other campuses who wish to start a similar program, increase communication with community and local school districts on the value of high education for the target population, and develop networks of support with other four-year institutions already implementing mentoring programs.

Evaluation will include assessment of participants, recording changes in attitudes and perception of participants, and tracking the success of the project.
S.U.C.C.E.S.S. Project for African American Students

1. Specific Educational Program Being Addressed

Program Description

The central theme of the S.U.C.C.E.S.S. (Students Utilizing Cross Cultural Educational Support & Services) project is the development of a cross cultural mentoring program for African American students which will facilitate opportunities for faculty and students to increase academic and personal interaction, enhance cultural sensitivity, and foster more positive attitudes and expectations.

Retention literature suggests a relationship between mentoring and academic success. Evidence suggest that minority students have difficulty establishing mentoring relationships in academic organizations. Mentoring of minorities enhances motivation, expectations and feeling regarding education and training. The more students feel connected with the institution, the more likely they will stay in college.

Recently, the District completed a report on minority recruitment, retention and transition rates. This report indicates there is a need for developing services to attract and retain minority students. There is also a need for staff development in cultural diversity and to move institutional and faculty commitment toward minority students from an "assumed" to an "expressed" level.

According to USA Today newspaper, "Both sides win with mentoring." In an nationwide survey of 400 students and their mentors, Harris Polling Firms shows that mentoring helps boost grades, improves attitudes toward school and homes and provides opportunities to increase respect for and be more comfortable with other races.
2. Specific Problems Being Addressed

Problem Description

The central goal of this project is to develop, implement and measure the progress of a S.U.C.C.E.S.S. mentoring program. The project focuses on the College's institutional commitment to the retention, recruitment, and transfer or placement of minority students. It will include training and development of staff, faculty and members of the community who are participating in the mentoring program for African American students enrolled at West Valley College.

One of the basic problems with targeting a program specifically for one part of the student population is to get the students to "buy into" the idea that this will improve their opportunities to become successful. The mentoring programs have proven most successful at San Jose State University and other colleges throughout the nation because those who have gone before can provide new paths for those who follow. Mentoring has been proven to be a most successful method for providing assistance to young people who have difficulty assimilating into the college setting and mentors are trained to offer support and guidance to young minority students in mentoring programs.

The two counselors approved to coordinate this project are both African Americans themselves and have worked closely with these students in the past. They have been extremely giving of themselves and their time to assist these students and have been able to obtain some funding from the College to start the first phase of the S.U.C.C.E.S.S. project.

Training of mentors and mentees is being facilitated by Canton and Associates and progress with the program has been small, but very successful during the last year. Without additional funding, however, the program will not be able to increase to include new mentors and mentees and provide program development time for the two counselors running the program. The District has been very supportive in releasing time for the counselors to work on the project but this has diverted them from their primary responsibility which is to provide counseling to all students seeking help from their Department.

The addition of this money will provide funding to reach out to those students presently not involved in the mentoring project and provide the much needed funding necessary to cover the costs of consultation from Canton and Associates. This way, the program will have the stability to continue in the future with well trained mentors who can then take over the responsibility for seeing that the project continues when funding runs out.
3. Population To Be Served

Population to be Served

The target population for the project's mentees would be African American students currently enrolled at West Valley College or those in local high schools or out of school, expressing an interest in attending West Valley College. The target population for project mentors would be College staff and faculty as well as community members who have expressed a willingness to participate and show an interest and concern these students.

There is already a very successful project on both campuses for the District for Hispanic students called Puente which provides opportunities for mentoring this special population. Faculty and staff participating in the S.U.C.C.E.S.S. project are hoping to offer a mentoring project students which will produce similar successes for the African American students on both campuses. There is also an interest in the latter part of project to include prospective students at the junior and senior high school level.
4. Objectives

Objectives of the Project

The central goal of this project is the development of a cross cultural mentoring program for African-American students which will facilitate opportunities for faculty and students to enhance academic and personal interaction, increase cultural sensitivity, and foster more positive attitudes and expectations. Objectives to meet that goal include the following:

Objective 1:
Increase student retention of S.U.C.C.E.S.S. program participants to a rate of at least 80% at West Valley College.

Increased retention will be facilitated through the provision of educational experiences that fulfill academic, personal and social needs. This will enhance the personalization of the academic environment and build a network of on-campus contacts and supportive relationships between college personnel, the community and minority students.

Objective 2:
Identify African American student planning to transfer to four-year colleges and assist 75% of those to achieve that goal and obtain a successful mentoring experience.

This will be accomplished through the development of a network of off-campus and supportive relationships between participating students and transfer institutions.

In addition, key personnel at major universities and employment organizations will be networked to promote successful transfer and placement opportunities. Canton and Associates will help us with this effort, due to the fact that they have already established similar mentoring programs at our local four-year universities, educational and employment institutions and businesses. This project will compliment the mentoring programs already in place.

Objective 3:
Recruit fifty or more new African-American students annually, in addition to those already enrolled.

The development of the outreach program and the expansions of multi-cultural activities will demonstrate the college’s commitment to minority students and improve the potential for recruiting minority students. Outreach to junior and senior high school and youth organizations which currently serve large numbers of minorities will also promote additional minority admissions.

Objective 4:
Institute a series of six staff development workshops a year related to mentoring and minority issues and concerns and establish an annual multi-cultural career and job fair with mentors and mentees participating.

This will enhance staff awareness and commitment to the needs and goals of minority students and provide an annual forum to promote the mentoring program and assist minority students in job opportunities.

Objective 5:
Develop curriculum for inclusion in college programs which will directly address the minority experience.

This will include materials related to courses which address the history, contributions, and current status of African-American and others of various ethnic origins, as well as supplementary materials for existing courses to supplement content which relates to these cultures. In addition, develop a resource file on current scholarships and grants available to African-American students.
5. Workplan Narrative

[NO "WORKPLAN" ACCOMPANIES THIS DOCUMENT.]
6. Expected Outcomes

Outcomes

a. Project Objectives:

This project will implement a series of workshops for participants, develop handbooks and guidelines, produce newsletters, and initiate the development of project curriculum materials for new courses in cultural diversity. In addition, during the first phase of the project, a multi-cultural job fair will be held and placement and transfer opportunities will be made available to participating students.

b. Impact of the Project:

The funding for Phase I will provide the ability and methods to move out into the community and work with entering African American College students. In Phase II the project will develop a network to facilitate the transition of high school students into the mentoring program and begin a series of workshops for faculty, students, student parents and community members not involved in Phase I of the project.

c. Continued support:

There is already college support for this project as reflected in the release time given to the counselors and administrative staff working on it. Community and Foundation support is being sought for this project for Phase II. Some income will be derived from West Valley Mission Community College District and the college has already budgeted and advertised for a new faculty position to teach specifically African American studies; who, as a part of their responsibilities, will assist with the development of the mentoring program.

d. Potential for adaptation for others:

There will be the development of on-going networks with four-year colleges and career resources in the community. A directory of resource materials and dissemination to those concerned with minority student retention will be accomplished.
Evaluation Plans - Evaluation plans for this project will include:

1. Development and administration of a pre and post assessment perception inventory of participants.
2. Track the retention rate of participating students to identify extent of change.
3. Record the degree of change in attitudes and perceptions of participants, as reflected in student surveys.
4. The number of mentor/student relationships formed and maintained during the course of the year.
5. The number of minority students recruited and admitted to the colleges and the rate of increase over the past years.
6. The number of staff development workshops held and the level of attendance.
7. The completion of curriculum and other resource materials for new and existing courses.
8. Minutes of steering committee meetings and other project progress reports.
8. Dissemination Plan

Project Dissemination Plan

The results of this project and information on how it was developed will be disseminated at the National Mentoring Conferences and local conferences and workshops which are held throughout the year and attended by either the Project Directors or their representatives.

There is already a network in place with local schools and universities through the campus counseling organizations and the information on this project will be shared on a regular basis with this support network.
9. Budget Narrative

Project Budget

This budget supports a Project Director and a Project Assistant responsible for the administration and supervision of the mentoring program. This staff will supervise the project and be responsible for new curriculum for the college related to African American studies.

In addition, student mentors are included in the budget to work as Project Assistants eight hours a week for six weeks of the school year. They will be responsible for assisting with counseling functions and developing special events related to the African American culture.

Budget also includes release time for two counselors from the college and one Administrative Dean to coordinate the program (this funding is from the college budget.) This is a high priority project which the counselors will be able to implement with grant monies.

Funding includes development of a resource manual, multi-cultural job fair materials, high school outreach promotional materials and newsletters as a part of a linkage between mentors, students, and the community involved in this project.