

The Exemplary Program Award Application

Each response is limited to 200 words per prompt (including supplemental support or evidence)

Describe the indicators of overall program success (limit 200 words)

- **Persistence/Success Rates:** Athletes (including former COLTS) and COLTS athletes compared to the college overall (non-athlete)
- **Race Ethnicity:** Percentage of Hispanic/Latino, Black – Non-Hispanic, Pacific Islander and multiraces students compared to the college overall (non-athlete)
- **Gender:** Percentage of male students compared to the college overall (non-athlete)
- **Student Low Income & Received Financial Aid:** Percentage of students defined as low-income and who receive financial aid compared to the college overall (non-athlete)

Supplemental Support or Evidence (optional—included in the 200 word limit):

Persistence/Success Rates	Athlete	COLTS Athlete	Non-Athlete
Fall 2017-Spring 2018	85%/77%	94%/83%	58%/72%
Fall 2018-Spring 2019	92.2%/83.2%	100%/75.1%	57%/72.5%

Race Ethnicity	Athlete	COLTS Athlete	Non-Athlete
American Indian/Alaskan Native	0.0%	0.0%	0.1%
Asian	5.6%	0.0%	14.3%
Black - Non-Hispanic	6.3%	6.3%	2.9%
Filipino	3.2%	3.1%	5.2%
Hispanic/Latino	40.5%	53.1%	40.8%
Multiraces	5.6%	12.5%	4.8%
Pacific Islander	1.6%	3.1%	1.2%
Unreported	3.2%	0.0%	7.0%
White Non-Hispanic	34.1%	21.9%	23.6%

Gender	Athlete	COLTS Athlete	Non-Athlete
Female	39.7%	25.0%	60.6%
Male	58.7%	75.0%	37.0%
Unreported	1.6%	0.0%	2.4%

Student Low Income	Athlete	COLTS Athlete	Non-Athlete
Yes	40.5%	52.4%	48.6%

Received FA	Athlete	COLTS Athlete	Non-Athlete
Yes	45.2%	68.8%	53.6%
<p data-bbox="94 389 483 527">Describe the identified need for the program and the innovative solution that was implemented (limit 200 words)</p> <p data-bbox="535 203 2047 527">The Athletics Department only has one dedicated counselor (~5 hours/week), with no other support working with students. Coaches are often the ones who provide many of the support services for their student-athletes, but with 7 faculty and only 2 of them being full-time, our student-athletes often rely on adjunct faculty to provide this additional support, which is not realistic nor is it sustainable. Beyond demographics, student-athletes are held to a more stringent transfer and unit completion timeline. The average student at Cañada attends part-time and completes their transfer goal within 6 years. However, this timeline is not possible for student-athletes as their eligibility would have expired before they even transferred. Additionally, student-athletes must attend full-time to be eligible to compete. For many, this means, in addition to working at least part-time, student-athletes must also take a full load of classes, while also being mindful of their transfer curriculum so that they can transfer in as few as two years.</p> <p data-bbox="535 592 2047 690">Created the Community of Learning Through Sports (COLTS), a learning community for athletes. The main objective of COLTS is to improve the ability of instructional, counseling, and coaching faculty to collaborate in support of student-athletes' academic success.</p>			
<p data-bbox="94 730 882 755"><i>Supplemental Support or Evidence (optional—included in the 200 word limit):</i></p>			
<p data-bbox="94 1071 493 1209">Explain how the program collaborates with other programs on campus or within the community (limit 200 words)</p> <p data-bbox="535 1071 2047 1323">In order to address the unique challenges of Cañada's student-athletes, several faculty collaborated to create the Community of Learning Through Sports (COLTS), a learning community for athletes. To participate in COLTS the student must be a member of an intercollegiate sports team at Cañada College. The learning community is led by two faculty coordinators (one from athletics and one from instruction, whom teaches a COLTS class). The coordinators work closely with the faculty teaching in the learning community, along with the students and their coaches. For example, in addition to meeting within the semester, meetings occurred to discuss expectations, specialized curriculum, etc. Currently, faculty collaborations have resulted in courses being taught in the cohort by the following departments: Communication Studies, Math, Kinesiology, and Career/Counseling.</p>			

Supplemental Support or Evidence (optional—included in the 200 word limit):

COURSES:

- COMM 130: Interpersonal Communication
 - Transfer credit: CSU GE Area A1, IGETC Area 1C
- MATH 200: Elementary Probability & Statistics
 - Transfer credit: CSU GE Area B4, IGETC Area 2A
- CRER 137: Life & Career Planning
 - CSU GE Area E1, UC
- KINE 137: Athlete Skill Success 1st Year
 - Transfer credit: CSU
- KINE 138: Athlete Skill Success 2nd Year
 - Transfer credit: CSU

Describe how the program supports the principles of your college’s mission statement (limit 200 words)

Participation in COLTS is designed to help students, consisting mainly of men and women of color, take advantage of academic resources on campus, and to help them to build strong study skills, communication skills, quantitative and writing abilities with the goal of improving their overall educational performance. The main objective of COLTS is to improve the ability of instructional, counseling, and coaching faculty to collaborate in support of student-athletes. Cultivating an effective educational experience focused on success is a reflection of Cañada College’s mission.

Supplemental Support or Evidence (optional—included in the 200 word limit):

Explain how this program can be a model for other community colleges addressing such issues as costs and replication (limit 200 words)

- **Costs:** Faculty reassigned time: 2 faculty with .20 (3 units each). Currently one faculty is from athletics and the other from communication studies. Designated counselor (~5 hours/week).
- **Collaboration:** Collaborative instructional faculty willing to teach a specific cohort of student-athletes and to be open to modifying their curriculum to connect with the athletes.
- **Accountability:** Faculty teaching in COLTS, faculty coordinators and the coaches need to work closely together. For example, we created many resources for the student-athletes outlining expectations for the classroom as it compares to their sports (see example below). Additionally, the coaches created a resource for faculty teaching in COLTS to communicate their commitment to the academic success of their student-athletes and how willing they are to bridge any gaps.

Sport Expectations	Class expectations
Participation	
✓ Work hard, be focused, work together, work on areas of improvement, and take ownership of your actions.	✓ Work hard, be focused, work together, work on areas of improvement, and take ownership of your actions.
Communication	
✓ Take an active role in communicating with your coaches before and/or after practice and/or games.	✓ Take an active role in communicating with your professors before and/or after class. ✓ Attend office hours.