The front door to “the FIN,” Cabrillo’s Faculty Inquiry Network, has moved but is still wide open. Now to be found under the “Intranet” tab on the Staff/Faculty Area page of the main college website, it remains a valuable collaboration tool for departments looking to involve adjuncts in program planning discussions, committees that want to carry on discussions between meetings, or colleagues who want to post information for others to see.

What are the implications of the new Student Success legislation? Want to share info you get at conferences? It’s easy to start your own group - just click on “add a group” and invite those you want to participate! You can also start a discussion or respond to one with a click, post a blog or document, advertise an event or post a general announcement. You may find that the FIN is your best option for one particular function but don’t have the time to use all the others - use it according to your needs!

If you’re not a member yet, send an email to wirouse@cabrillo.edu with “FIN invite” in the heading and you’ll get login information. If you’re already a member, log in and visit again! It’s probably been awhile since you’ve visited…

Re-engage with the Faculty Inquiry Network!

Teaching in the First Year Experience Program

Summer and fall 2012 mark the beginning of the third cohort of the STARS First Year Experience (FYE) program. New instructors to STARS include Geneffa Jonker, Inga Gonzalez, Jennifer McGuire, Mark Desmet and Marcella Laddon. They are joining returning STARS FYE instructors Alfonso Lobato and Winnie Baer.

For spring, the same instructors will teach the next level of their course to measure how student success is impacted by having the same instructor follow students over two semesters.

We asked Winnie Baer what she has enjoyed most about teaching English to students in a learning community like STARS, and she felt that “the learning community has helped keep students focused and engaged so that class meetings are more enjoyable and productive for all of us.”

Winnie expressed the importance of setting expectations early on, and she has incorporated frequent quizzes into her English course to stress the importance of attendance and punctuality for success.

When asked how faculty could better help basic skills students successfully transition to college life and rigor, she responded that “faculty can help acculturate students by scaffolding appropriate social and study behaviors in the same way that they scaffold academic skills.”

The role instructors have during students’ first year is critical, especially for those less prepared for college.
Claudia Carreon became a STARS student this year because of her interest in science and marine biology. She shared some thoughts with us about the summer program.

**How did the STARS summer program prepare you as a STEM student for Cabrillo College?**

"By bringing in different teachers from different fields of study, I got a flavor of what their career was, which made me decide which field of work I wanted to go into. Also, the field trips helped tremendously with my career choice. I want to major in Marine Biology, and touring MBARI (Monterey Bay Aquarium Research Institute) was a dream come true! Knowing what marine biologists do every day only made me want to strive to do better in college. I was able to meet with a biologist from MBARI who told me about their Internship program. If it wasn't for STARS, I wouldn't be applying for an internship."

**How did the program help you prepare for your first semester at Cabrillo?**

"By introducing me to different college instructors, I learned that every instructor is different and what they demand from students is different. It's definitely not like high school! Although teachers at Cabrillo care for your success, they are not going to hunt you down for a homework assignment. I also learned about tutoring at the MLC and the writing center. Whenever I have trouble with math, I go to SI (Supplemental Instruction) sessions and have a tutor help me with my math homework.

**What advice would you give students who are considering entering in a STEM field or are interested in a STEM field?**

If you're interested in (a STEM field) and entering the STARS program, PLEASE do it. I stumbled upon this program by accident, but it ended up being the best thing I've ever done. It motivated me to do better in college because the field trips showed me that's where I wanted to be when I graduate college.

### STARS focus on STEM for 2012-13

New STARS cohorts will focus on careers in Science, Technology, Engineering, and Math (STEM), areas of study particularly challenging for new students below transfer level in math and English. A four-week summer program designed by Engineering Program Chair Jo-Ann Panzardi exposed students to various STEM careers through hands-on class projects and weekly field trips. "How Things Work" was coordinated by Melesio Muñoz with guest instructors from Biology, Chemistry, Physics, Math and Computer Science. Presenters from the fields of Bio, Chemical, Environmental, Mechanical, Civil, and Architectural Engineering were also part of the class.

Students learned science through fun projects and took field trips to see the concepts learned in class applied in the real world, visiting Plantronics, the Monterey Bay Area Research Institute (MBARI), and Parkhurst Terrace (a housing development project). Students also took an Introduction to College course with counselor Susanne Muszala to better navigate the transition from high school to college.

Students will continue through Fall and Spring with STARS for a successful First Year Experience.
Introducing the STARS Third Year Cohorts

Forty-one new students joined the summer bridge participants for the fall semester to create the 2012-13 STARS First Year Experience cohort.

Here’s a little bit about who they are:

- 54% female; 46% male
- Avg. age = 19.7 yrs. old
- 57% Latino; 24% white
- 52% Bilingual
- 83% first generation college students
- 41% employed
- 78% live with parents
- 10% are parents

Academic goals:
- 61% BA/BS degree
- 15% Graduate degree
- 19% Undecided

Majors of interest:
- 33% STEM-related
- 15% Health-related
- 11% Vocational/CTE
- 16% Undecided

In June 2012, 15 first-time college students, most from local high schools, completed the engineering course: *How Things Work* (see pg. 2). The following students were surveyed before and after the 4-week course:

- 6 females; 9 males
- Average age = 18.3 years old
- 71% Latino; 24% White
- 47% Bilingual
- Math placement levels:
  - 60% MATH-152; 40% MATH-154
- English placement levels:
  - 80% ENGL-100; 13% ENGL-25

Initial Findings Reveal STEM Summer Bridge Increased Number of Students Interested in STEM Majors

Initial data shows the STEM-themed summer bridge increased the number of students interested in pursuing a STEM major and increased students’ perceived ability to succeed in a STEM career.

<table>
<thead>
<tr>
<th>Survey Topic</th>
<th>Pre-Course</th>
<th>Post-Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interest in pursuing a STEM major</td>
<td>40%</td>
<td>73%</td>
</tr>
<tr>
<td>Perceived ability to succeed in a science career</td>
<td>69%</td>
<td>88%</td>
</tr>
<tr>
<td>Perceived ability to succeed in an engineering program</td>
<td>62%</td>
<td>75%</td>
</tr>
</tbody>
</table>

Stay tuned for more findings from our STEM cohort and last year’s cohorts in our Spring Newsletter!
Expansion and centralization of the STEM facilities is off to a “smashing” start with the demolition of the 800 building beginning this past September. As stated in the previous STARS issue, the remodeled 800 building will be the new home for the STEM Center and the Computer Science, Computer Information Systems, Engineering, Engineering Technologies and Physics departments - providing academic support, study space, hands-on labs and upgraded learning and teaching environments.

Even though the STEM Center is not yet complete, activities are abound-