

Education Diversity Scholars Program
School of Education
9/27/05

Director: Anissa Butler

Description of the Education Diversity Scholars Program (EDS)

The Education Diversity Scholars Program was designed to increase the numbers students from underrepresented groups in the School of Education. In addition, program membership is open to any student in the School of Education who is committed to issues of diversity and social justice in education.

The EDS program is in its 3rd year. Students in the EDS program usually are members for two years only, because they are not able to apply for entrance to the school of education until their sophomore year at CU. The goal of the EDS program is to target those students and support them in pursuing either a teaching license or graduate studies in Education. The Education Diversity Program is also dedicated to creating a supportive environment that will encourage students to graduate from the University of Colorado at Boulder.

Program Membership Expectations

Students in the program are required to attend at least four EDS sponsored events yearly. These events address issues of equity and diversity in education. Students are also expected to meet twice with the director and twice with their faculty mentor yearly. EDS students are also expected to spend time in the EDS study center to connect with peers and create a presence in the school of education, which ultimately leads to the recruitment of a more diverse student body. In addition, students who receive CU-Lead scholarships are expected to participate in a leadership activity. Leadership opportunities include being a representative on the CU-Lead student accountability group (SAG), being a student recruiter in the MACA program through the CU Office of Admissions, and volunteering to work in various public schools in the community.

Staffing

Prior to fall 2005, the director of the program was responsible for all aspects of the program. However, this is a half-time position. This year, the program has acquired a doctoral student (EDS program assistant) who is already being funded in the doctoral program at the school of education. The role of the EDS program assistant is to support the work of the director and act a direct connection for students.

Number of students served (2003—2005)

Since the first full year of the program we have accepted 25 applicants for membership.

Numbers by ethnicity

Latino—10 European Amer.—2

Bi/Multiracial—6 Pacific Islander—1
Asian Amer.—5 American Indian—1

Number of Scholarships Awarded

We are given 10 CU Lead scholarships yearly. We have awarded a total of 15 of those scholarships in the past two years.

Graduation and Retention Rate

Of the 25 student members of the EDS program we have retained 22. Three students have either decided to change their major after being admitted to the school of education, or have left the university completely. ***Graduates:*** We had our first graduating class of members in 2005. Two students graduated from the program.

Evaluating Effectiveness of Program

We evaluate the effectiveness of the program every two years. We distributed surveys after our first year, 2003. Our next evaluative survey will be the end of the school year 2005.

The results of the 2003 survey indicated the following:

Students indicated an interest in the following services: resources for financial support, peer support, academic direction and support, diversity and multicultural connections with students and programs, school of education faculty support, and social interaction.

The students also had some suggestions for areas of improvement for the program

- Offer more leadership opportunities
- I would like to have more direction in know what kind of environment I would like to teach (ie. rural, urban, private, public, charter, etc) if it's possible
- More community building games that we can do with each other and in our classrooms
- It would be nice to have another computer attached to the printer
- The lounge should be open later if possible
- There should be more events to attend, especially chat sessions
- More when I join the school of Ed. although none right now
- Computer/printer updates
- Once a month chat sessions
- Maybe even an outing on the weekend once a year to Denver multi-cultural events etc.
- More personal advisor
- Opening it (EDS study center)up after 5 pm. And before 7am
- More computers

What aspects of the EDS program are the most beneficial?

In general, students most appreciated the opportunity to gather with peers, get academic support from the director of the program, and use the EDS study center.

Broader Effectiveness of the EDS program

In the two years since its creation, the EDS program has been an effective system for increasing the diversity represented in the School of Education. There is a visible presence of a diverse student body as evidence in the hallways at the school of education, and in the classroom. In addition, with the support of other CU-Lead program referrals, students interested in education have indicated that it is easier to understand how to apply for the School of Education using the EDS program as a direct connection. There has also been an increase of 17% of students of color at the school of education, which the dean, Lorrie Sheppard, attributes to the efforts of the CU-Lead Education Diversity Scholars program.



Education Diversity Scholars Year End Program Survey--2004

Date _____

1. How many years have you attended C.U.?

2. Circle your current year: freshman sophomore junior senior senior-plus graduate

3. Have you been admitted to the School of Education? Yes No

4. How long have you been a member and/or affiliate of the EDS program?

5. Are you in any other CU-Lead programs? Yes No

If yes, which? (McNair, McNeill, MEP, MASP, Ethnic Living and Learning, Sassy,

Journalism Diverse Scholars, Leeds Business Scholars, Honor Scholars Program, White

Antelope, First Generation Scholars, other: _____)

6. What are your central reasons for being an EDS member? What do you want from the program? (check the two that are most important to you).

___ Financial support

___ Attending groups activities and events

___ Peer support

___ Academic direction and support

___ Career preparation

___ Diversity/Multicultural student connections

___ Leadership and/or programmatic affiliation

___ Social interaction

___ EDS Director support

___ School of Education faculty support

___ Other: _____

7. In terms of program requirements (attending events, coming to the study center, meeting with EDS director and faculty mentor) the program expectations are: (check one)

___ Too demanding

___ Demanding

___ Fair

___ Too little

Explain your answer:

8. Rate the following program components in terms of their usefulness to you: (circle your response)

a. Meeting with director of program

Very helpful pretty helpful somewhat helpful not helpful N/A

b. Meeting with faculty mentors

Very helpful pretty helpful somewhat helpful not helpful N/A

- c. Attending events
 Very helpful pretty helpful somewhat helpful not helpful N/A
- d. EDS Study center
 Very helpful pretty helpful somewhat helpful not helpful N/A
- e. Meeting with Dana Runge—SOC student advisor
 Very helpful pretty helpful somewhat helpful not helpful N/A
- f. Receiving scholarships and awards
 Very helpful pretty helpful somewhat helpful not helpful N/A

9. Rate the effectiveness/usefulness of the following EDS events for the year (mark all that you attended):

- a. Teacher’s Panel (in October)
 Very helpful pretty helpful somewhat helpful not helpful N/A
- b. EDS orientation (program info, library orientation)
 Very helpful pretty helpful somewhat helpful not helpful N/A
- c. Skin Deep Chat Session (race and campus life)
 Very helpful pretty helpful somewhat helpful not helpful N/A
- d. Flash Judgments Activity
 Very helpful pretty helpful somewhat helpful not helpful N/A

10. How active have you been in the EDS program this year?

(attended study center, come to events, met with director/Anissa and/or faculty mentor).

- _____ very active (I’m always there)
- _____ pretty active (I *almost* always there)
- _____ somewhat active (I’m there when I can be)
- _____ not active (I haven’t been very involved this year)

11. Would You Recommend the EDS program to others? (circle) Yes No Not Sure

12. What suggestions do you have for improving or adding to any aspect of the program?

- 1.
- 2.
- 3.