

Sabbatical Report

**Journeys to Success:
Stories of Extraordinary Students
of Mt. San Antonio College**

Fall 2015 – Spring 2016*

**Linda Rillorta, Ph.D.
Department of Sociology and Philosophy
Mt. San Antonio College**

***Extended**

Table of Contents

Copy of Sabbatical Proposal	pp. 3-21
Statement of Purpose	pp. 22-23
Logistics and Methods of Investigation	pp. 24-28
Journal of Sabbatical Activities	pp. 29-36
Value to Mt. San Antonio College	pp. 37-30
Personal Note and Thank You to Sabbatical Committee	p. 40
Future Plans	p. 41
Abstract of Sabbatical Leave to be submitted to the Board of Trustees	p. 42
Appendix: Release Form	pp. 43-44

Sabbatical Project

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Linda Rillorta, Ph.D.

Professor of Sociology

Journeys to Success: Stories of Extraordinary Students of Mt. San Antonio College

Project to be completed in the 2015-2016 school year

Abstract:

I will put together a set of readings of eleven non-fiction stories of former Mt. San Antonio College students who have undergone adverse circumstances and have overcome obstacles to succeed at Mt. SAC and at the colleges that they have transferred to. Each story will focus on one former student and will explore a life circumstance or issue that is typically discussed in classes such as Child Development, Marriage & Family, Social Problems, Criminology, Critical Thinking, and Introduction to Sociology. The stories will focus on the effects of these issues on limiting life chances and how the students rose above these circumstances. The particular skills and resources that were utilized will be a main consideration in these readings. Each story will include a Study Guide which will include study questions and assignments, relevant sociological terms, concepts, and theories, as well as, a Resource Guide to help students who are in similar situations.

Objective:

Many years ago due to the recommendation of my daughter, I read the book Breaking Through by Francisco Jimenez. It was assigned to all freshmen entering Santa Clara University. This book was written by one of the professors and was an account of his childhood and growing up as an undocumented immigrant. The book chronicled his struggles with racism and poverty but also showed how and why he eventually succeeded in his quest for an education. I was so impressed by this book that I started to assign it to my classes. When students would write papers on this book they would talk about how inspirational the book was and would comment, "If he could make, then I can too" and "I thought my life was bad, but he had it much worse and he made it." This gave me the idea to put together a collection of readings for the students.

Having been to almost all of the Student of Distinction Ceremonies and written numerous recommendations for students in all the categories, including the Personal Achievement category, I was aware of the incredible students who have attended and graduated from Mt. SAC. I thought that current students would benefit and be inspired by knowing about these students and what they did to succeed. In addition, highlighting these extraordinary students who have attended Mt. SAC will serve to empower them by giving them a voice. It will acknowledge the incredible experiences that they have had to overcome, their hard work, and their accomplishments.

My goal is to have each story represent a situation that students can relate to or that they have studied in their classes or textbooks. Students who relate to these circumstances will find inspiration in the stories. The students in these stories can provide needed role models and resources for personal and social changes. These stories will help students and professors gain a

greater understanding of the circumstances and issues that many community college students face. The stories can be used in classes to provide real life examples of sociological issues and theories. Each story will include a Study Guide with relevant study questions, assignments, and relevant sociological terms, concepts, and theories that professors and students can use for increased understanding of the materials. A Resource Guide will also be included for each story to help students who are in similar circumstances.

The categories that will be considered for possible inclusion in the collection of stories represent important sociological issues that are discussed in the Contemporary Social Problems class. These categories are also relevant to the materials presented in several other Sociology classes including; Introduction to Sociology, Child Development, Marriage & Family, Race & Ethnic Relations, Criminology, and Gerontology. I know students who fit into each of these circumstances and have achieved success at Mt. SAC and in their lives. After interviewing the students, I will narrow the field to include 11 stories. When considering which stories to include, I will assess the possible impact that the stories will have in terms of inspiring others, their relevance to sociological issues, and their application of sociological terms and theories. I will also consider the willingness and availability of these former students to serve as role models and mentors. I will assess their willingness to serve on panels at Mt. SAC and/or give classroom presentations.

The circumstances to be considered include:

- Alcoholism: Students who battled alcohol problems
- Drug Abuse: Students who struggled with drug addiction
- Undocumented immigrants: Students who grew up in the U.S. but were not citizens
- Language Barriers: Students who struggled in school because English was not their first language

- Single Parents: Students who are single Fathers and single Mothers
- Abused spouses: Students who were abused physically by their spouses
- Poverty / Homeless: Students who were homeless or raised in extreme poverty
- Physical Disabilities: Students in wheel chairs and students who suffer from chronic pain
- Chronic Illness: Students suffering from long term illnesses such as diabetes, congenital heart problems
- Mental Health Issues: Students suffering from depression or Bi Polar disorder
- Gays/Lesbians/Transgender: Students who have been discriminated against due to their sexual or gender orientation
- Gang members / criminal lifestyle: Former gang members or criminals
- Disabled Children: Parents dealing with children who have disabilities
- Racial minorities: Students who have had to deal with prejudice and discrimination
- Mixed race students: Students dealing with prejudice and discrimination
- Weight issues: Students who were extremely overweight or anorexic or bulimic
- Bullying: Students who were bullied in school
- Parachute children: Students living in the U.S. without their parents
- Teenage parents: Students who had babies as teenagers and have raised them
- Veterans: Students who have had to deal with Post Traumatic Stress Syndrome
- Students as Parents: Students who had to take care of siblings and assume the parental roles while their parents worked
- Students as Caregivers: Students who had to care for their parents or grandparents
- Older students: Students returning to college or starting college for the first time at older than average college student ages
- Absentee Parents: Students who had to be on their own because their parents abandoned them due to being in prison, moving to another state, or addiction
- Poor grades in High School: Students who did poorly in high school and came to Mt. SAC and later excelled
- Low Self Esteem: Students who were put down or did not believe that they could succeed.

- Bad Home Environment: Students who had parents who were drug addicts, alcoholics, physical or sexual abusers

When meeting with the students I will ask them to discuss the following areas that I want to include in each story:

- Adverse Circumstances: What were the circumstances or situations that made it difficult for you to succeed in college or in life? What challenges did you face?
- What effects did these circumstances have on you?
- When did your life change and why? What were the circumstances or reasons that these changes came about? What happened to make you motivated to change your life?
- How did you overcome these circumstances? What steps did you take to change your life?
- What resources did you utilize?
- What people helped you? What encouragement did you receive?
- What discouragement did you get?
- How did Mt. SAC help you succeed in your goals? What resources did Mt. SAC have to offer?
- What have you accomplished so far?
- What would you consider to be your greatest achievement?
- What are your future goals? What are you doing to achieve them?
- What advice would you give Mt. SAC students who may be in situations that you were in?
- Would you be willing to talk to students about your experiences by appearing on a panel or giving a guest lecture to a class?

Rationale:

Literature Review

The field of Sociology encompasses many theories regarding socialization and the learning of culture, norms, and social roles. Social learning theory advocates that learning focuses on the ways in which people model the behaviors they view in others. Behavior is shaped by early childhood experiences, however, the theory acknowledges that behaviors may be modified by role models outside of the family (Lindsey & Beach 2004). As children grow older, the role of peers become an influential source in their lives (Stevenson 2002). Peer groups refer to people who are approximately the same age range and share similar interests and social circumstances. Peers have the most influence until about the mid-twenties (Benokraitis 2015). This is the age range of the majority of the students who attend Mt. SAC. Peer groups can be essential in supporting one another in times of crisis. Peers may become role models for students to aspire to or learn from. According to Newton and Ender (2010), "Decades of good research has determined that the single greatest influence on college student decision making during the college years is the influence of other students." Peer influence has been demonstrated to be more salient than that of teachers, parents, and other experts largely because students are able to identify with peers (Mellanby, Rees, & Tripp 2000). Peers who have been in their social positions previously are seen as being able to identify and understand situations that students are going through (Lockspeire, et. al., 2008.)

Role models and reference groups provide guidance concerning behavior patterns and help people to gauge their behavior in comparison to others that they look up to (Hyman 1942, Merton & Kitt 1950.) Many students are suffering from the lack of positive role models and

reference groups. They have been subjected to dysfunctional families, poor living conditions, crime ridden neighborhoods, parents who were abusive, alcoholics, or drug addicts, and various other unfortunate circumstances. This collection of readings about students who come from these types of backgrounds will provide role models for students who have experienced the same types of situations. In addition, these role models will serve to show students how they transcended their situations and the keys to their success.

Different social classes and social circumstances provide distinct advantages and disadvantages to their children. The theory of differential association postulates that children grow up in these circumstances believing that what they experience and see through the people they associate with is the only way of behaving. They do not realize that there are other ways of behaving that may make their life easier and more successful (Henslin (2011). The role models from these readings will provide information on achieving social competence, cultural capital, and social capital that many students have not experienced or even realized existed. Cultural capital refers to aspects of lifestyles that enhance learning and advancement in society (Kahn 2011). Social capital refers to social networking, community involvement and other activities that unify and builds bonds among individuals and groups (Berns 2013, Putman 1995). Peers become socialization agents that provide individuals information about society and oneself apart from the influences of the family (Hartup 1996, Rubin & Parker 2006). Sometimes this is what is needed most by students who are struggling. They need a new perspective, new behavior guidelines, and new ways to approach problems. One of my goals is to provide students with role models, reference groups and what Malcolm Gladwell (2000) calls “tippers.” Tippers are people who “could have significant influence on peers by their ability to network a large number

of contacts, be 'tuned-in' as sensitive detectors of the interests and whims of others, and communicate in a manner that others will remember."

Anticipated value and benefit to the applicant:

I want to produce a set of readings for my classes that can be used to supplement the textbooks that I am using for my Sociology, Race & Ethnic Relations, Contemporary Social Problems, and Marriage & Family classes. I feel that these readings will help to make the terms and theories that the students are studying to "come alive" due to the examples and the real life situations that are portrayed. When real life examples of terms and theories are given, the students tend to remember them better because they are more meaningful. I want to help students learn and relate to the sociological concepts and theories and see the real life applications of them. All of the possible subjects that will be considered for inclusion in the collection of readings are subjects that are dealt with in my classes and in the textbooks that I am using. The Study Guide at the end of each story will help the students hone in on the terms, concepts, and theories that can be applied in each story. The assignments in the Study Guide will be designed to help them critically think about the application of sociological terms and theories. I can use the assignments as a basis for essay topics and to help the students study for exams. In addition, I know that many students are struggling due to less than optimal home and personal circumstances. There is a high dropout rate from classes. If students can be inspired and shown that there are ways to succeed, maybe more students will be motivated to stay in school. Each story will have a Resource Guide that the students can utilize to help them to succeed if they are in similar circumstances. I want to make more of a difference in the lives of

the students in terms of their knowledge of sociological issues, terms, and theories and in terms of their success in college.

Anticipated value and benefit to the Sociology and Philosophy Department:

These reading can be used in a variety of Sociology classes to demonstrate sociological issues, terms, and theories. These classes include; Introduction to Sociology, Contemporary Social Problems, Gerontology, Criminology, Marriage & Family, and Child Development. Philosophy classes that could utilize these reading include; Introduction to Philosophy and Critical Thinking. Philosophical issues could be demonstrated by having students study these readings. Students in the Critical Thinking class could benefit by reading these stories and analyzing the different ways in which the featured students utilized their critical thinking skills and formulated their decisions. Alternatives to the actions that each student took and other options could also be discussed in the Philosophy classes to evaluate the philosophical reasoning behind such choices. For each story I will include a Study Guide with questions and assignments regarding relevant terms, concepts, and/or theories that the students can apply to the readings. This will help the professors discuss the stories and will help the students focus on applying the terms and theories. The professors could assign essays or homework assignments based on the Study Guides. I will also include a Resource Guide that will help students in similar situations know where they can turn to for help. Even if Professors do not assign the readings, they could use the Resource Guides to help direct students who are in similar situations to needed resources. I would make these readings available for free to my colleagues to use in their classes. Students

enrolled in the classes would be charged a minimum fee to cover the costs of printing the materials.

Anticipated value and benefit to the College:

These readings can be used in other subject areas such as English and Psychology. This collection of readings could be given to students for use in English 67 or English 68 as reading assignments that they could relate to and use for the basis of writing compositions. These readings could be used in a variety of Psychology classes including; Child Development, Introduction to Psychology, and Developmental Psychology to demonstrate real life examples of the effects of extraneous circumstances on the development of personality and behavior patterns. These readings might also be beneficial in the Psychology of Effective Living class because they will demonstrate how students were able to transcend difficult circumstances. The stories will indicate the steps and resources that they used in the process and each story will include a Resource Guide to help students in similar situations. In addition, these readings could be given during the orientation of new professors and adjunct professors to give them an idea of the diverse population of students at Mt. SAC and some of the unique circumstances that community college students face. These readings could give professors a greater understanding of their students and also give them ideas about how they can assist them. The ARISE, BRIDGE, and ASPIRE Programs could also use these readings to inspire their students and to help them. The Transfer Center and Counseling Center could also distribute these reading to serve as guides and inspirations to students who are seeking help. During my sabbatical I will also write a proposal and outline to be submitted for a possible presentation for Flex Day.

The college may also benefit by distributing these readings to new students to help orient them to some of the resources that are available at Mt. SAC. These readings will provide needed role models for students who have experienced similar circumstances. The readings will provide inspiration, hope, and advice to students on how to transcend various situations and improve their success.

In addition, these readings will highlight the incredible students who have attended Mt. SAC and showcase the ways in which Mt. SAC has been instrumental in their success. Basically, the readings will bring some positive publicity to Mt. SAC. It is my hope that these students will be willing to come to Mt. SAC as speakers for classes or for school events. I plan on selecting students who want to “give back” and are willing to spend time on panels and become mentors for students. Besides having these students serve on panels for students to see, another possible use of these student panels could be as a flex day activity for faculty. In the event that any profits are made from the publication of this collection of readings, these profits will be donated to the Mt. SAC Foundation for student scholarships.

Timeline: Week by Week Schedule

FALL 2015

- Week 1: 8/24-30: Contact students, explain project, and set up meetings.
Meet with 2-3 students and gather information.
Review and analyze notes from the meetings.
Evaluate the effectiveness of the stories for impact and inspiration.
Evaluate the effectiveness of the stories for use of terms and theories.
Assess the potential and willingness for future participation of students in panels or classroom appearances.
Assess, sort, and analyze information to build an outline for each story.
- Week 2: 8/31-9/6: Meet with 3-5 students and gather information.
Review and analyze notes from the meetings.
Evaluate the effectiveness of the stories for impact and inspiration.
Evaluate the effectiveness of the stories for use of terms and theories.
Assess the potential and willingness for future participation of students in panels or classroom appearances.
Assess, sort, and analyze information to build an outline for each story.
- Week 3: 9/7-13: Meet with 3-5 students and gather information.
Review and analyze notes from the meetings.
Evaluate the effectiveness of the stories for impact and inspiration.
Evaluate the effectiveness of the stories for use of terms and theories.
Assess the potential and willingness for future participation of students in panels or classroom appearances.
Assess, sort, and analyze information to build an outline for each story.
- Meet with Sociologists Gracelyn Bateman (M.A. Columbia University) and Melody Lomboy, (B.A. UCI) to seek feedback on which stories to include.
- Week 4: 9/14-20: Meet with 3-5 students and gather information.
Review and analyze notes from the meetings.
Evaluate the effectiveness of the stories for impact and inspiration.
Evaluate the effectiveness of the stories for use of terms and theories.
Assess the potential and willingness for future participation of students in panels or classroom appearances.
Assess, sort, and analyze information to build an outline for each story.

Meet with Sociologists Gracelyn Bateman (M.A. Columbia University) and Melody Lomboy, (B.A. UCI) to seek feedback on which stories to include.

Week 5: 9/21-27: Make the final decision on which stories to include.
Compose acceptance letters.
Contact students by email and send out letters to students.

Meet with 5-6 students to discuss the proposed stories.
Share the outline of the story with them and ask for any suggestions or further details to include.
Obtain releases for use of their stories.
Obtain releases for use of their stories without monetary compensation.
Take pictures or collect pictures from students.
Obtain releases for use of their pictures.

Revise or add new information to each outline as per student request.

Week 6: 9/28-10/4: Meet with 5-6 students to discuss the proposed story.
Share the outline of the story with them and ask for any suggestions or further details to include.
Obtain releases for use of their stories.
Obtain releases for use of their stories without monetary compensation.
Take pictures or collect pictures from students.
Obtain releases for use of their pictures.

Revise or add new information to each outline as per student request.

Week 7: 10/5-11: Write Story #1.

Week 8: 10/12-18: Get feedback on Story #1 from Sociologists.
Revise Story #1.
Send Story #1 to featured student for edits and approval.
Revise Story #1 as per requests of featured student.
Obtain statement from featured student that the story is true.
Write Study Guide and Resource Guide for Story #1.

Week 9: 10/19-25: Write Story #2.

Week 10: 10/26-11/1: Get feedback on Story #2 from Sociologists.
Revise Story #2.
Send Story #2 to featured student for edits and approval.
Revise Story #2 as per requests of featured student.

Obtain statement from featured student that the story is true.
Write Study Guide and Resource Guide for Story #2.

Week 11: 11/2-8: Write Story #3.

Week 12: 11/9-15: Get feedback on Story #3 from Sociologists.
Revise Story #3.
Send Story #3 to featured student for edits and approval.
Revise Story #3 as per requests of featured student.
Obtain statement from featured student that the story is true.
Write Study Guide and Resource Guide for Story #3.

Week 13: 11/16-22: Write Story #4.

Week 14: 11/23-29: Get feedback on Story #4 from Sociologists.
Revise Story #4.
Send Story #4 to featured student for edits and approval.
Revise Story #4 as per requests of featured student.
Obtain statement from featured student that the story is true.
Write Study Guide and Resource Guide for Story #4.

Week 15: 11/30-12/6: Write Story #5.

Week 16: 12/7-13: Get feedback on Story #5 from Sociologists.
Revise Story #5.
Send Story #5 to featured student for edits and approval.
Revise Story #5 as per requests of featured student.
Obtain statement from featured student that the story is true.
Write Study Guide and Resource Guide for Story #5.

Winter Break

SPRING 2016

Week 1: 2/22-28: Write Story #6.

Week 2: 3/7-13: Get feedback on Story #6 from Sociologists.
Revise Story #6.
Send Story #6 to featured student for edits and approval.
Revise Story #6 as per requests of featured student.
Obtain statement from featured student that the story is true.
Write Study Guide and Resource Guide for Story #6.

- Week 3: 3/14-20: Write Story #7.
- Week 4: 3/21-27: Get feedback on Story #7 from Sociologists.
Revise Story #7.
Send Story #7 to featured student for edits and approval.
Revise Story #7 as per requests of featured student.
Obtain statement from featured student that the story is true.
Write Study Guide and Resource Guide for Story #7.
- Week 5: 3/28-4/3: Write Story #8.
- Week 6: 4/4-10: Get feedback on Story #8 from Sociologists.
Revise Story #8.
Send Story #8 to featured student for edits and approval.
Revise Story #8 as per requests of featured student.
Obtain statement from featured student that the story is true.
Write Study Guide and Resource Guide for Story #8.
- Week 7: 4/11-17: Write Story #9.
- Week 8: 4/18-24: Get feedback on Story #9 from Sociologists.
Revise Story #9.
Send Story #9 to featured student for edits and approval.
Revise Story #9 as per requests of featured student.
Obtain statement from featured student that the story is true.
Write Study Guide and Resource Guide for Story #9.
- Week 9: 4/25-5/1: Write Story #10.
- Week 10: 5/2-8: Get feedback on Story #10 from Sociologists.
Revise Story #10.
Send Story #10 to featured student for edits and approval.
Revise Story #10 as per requests of featured student.
Obtain statement from featured student that the story is true.
Write Study Guide and Resource Guide for Story #10.
- Week 11: 5/9-15: Write Story #11.
- Week 12: 5/16-22: Get feedback on Story #11 from Sociologists.
Revise Story #11.
Send Story #11 to featured student for edits and approval.
Revise Story #11 as per requests of featured student.
Obtain statement from featured student that the story is true.
Write Study Guide and Resource Guide for Story #11.

- Week 13: 5/23-29: Write Introduction.
Write Acknowledgements.
- Week 14: 5/30-6/5: Get feedback on Introduction and Acknowledgements from Sociologists.
Revise Introduction and Acknowledgements.
- Week 15: 6/6-6/12: Proofread and revise final version of the stories. Format Introduction, Acknowledgements, and Stories and pictures for printing. Make copies of the final project.
- Make an outline of a proposal for a Flex Day presentation.
- Week 16: 6/13-17: Write the required Sabbatical report to be submitted to Mt. SAC which includes a detailed account of the sabbatical activities and required statements that justify the sabbatical activity. Proofread and revise sabbatical report.

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Support from Colleagues

James Jenkins, Dean, Humanities & Social Sciences Division

Marlene Gallarde, Department Chair, Sociology & Philosophy Department, Sociology Professor

Rebecca Hatch, Ph.D., Sociology Professor

Michelle Stewart-Thomas, Ph.D., Sociology Professor

Andrea Diem, Ph.D., Professor of Philosophy

Charles McGruder, Ph.D., Professor of Philosophy

Misty Kolchakian, Ph.D., Professor of Philosophy

Maryann Toledo-Leveque, Ph.D., Director, Honors Program

Gary Enke, Professor of English

Jessica Coronel, M.A., Adjunct Sociology Professor

Aida Cuenza-Uvas, Director, ARISE Program

Statement of Purpose

Having been to almost all of the Student of Distinction Ceremonies and written numerous recommendations for students in all the categories, including the Personal Achievement category, I was aware of the incredible students who have attended and graduated from Mt. SAC. Although a glimpse of their life was related at those ceremonies, there was more to be told and celebrated. I thought that current students would benefit and be inspired by knowing about these students and what they did to succeed. In addition, I felt that highlighting these extraordinary students who have attended Mt. SAC would serve to empower them by giving them a voice. It would acknowledge the incredible experiences that they have had to overcome, their hard work, and their accomplishments.

My goal was to have each story represent a situation that students can relate to or that they have studied in their classes or textbooks. I wanted the students to find hope and inspiration in the stories. I wanted the students in these stories to provide needed role models and resources for personal and social changes. These stories would help students and professors gain a greater understanding of the circumstances and issues that many community college students face. The stories could be used in classes to provide real life examples of sociological issues and theories. Each story includes a Study Guide with relevant study questions, assignments, and relevant sociological terms, concepts, and theories that professors and students can use for increased understanding of the materials. The Resource Guide included for each story could help students who are in similar circumstances.

The categories that were considered for inclusion in the collection of stories represent important sociological issues that are discussed in the Contemporary Social Problems class. These categories are also relevant to the materials presented in several other Sociology classes including; Introduction to Sociology, Child Development, Marriage & Family, Race & Ethnic Relations, Criminology, and Gender Studies. The sociological issues become more meaningful when they are presented with the real life stories of actual people.

I wanted to showcase the former students who have undergone hardships and have gone on to succeed in a large part due to their experiences and education at Mt. San Antonio College. Other students who may be going through the same hardships may feel that they are alone in their struggles. Knowing that there are others who have experienced the same adversities and have overcome them to be successful, would serve to give them hope that their situations can change. The stories that I have written are meant to also give current students advice on exactly how to overcome their circumstances by the people who have been there.

Logistics and Methods of Investigation

I first began the process by trying to assemble a potential group of former students that would fit the categories that I wanted to portray. I asked many former students to send me their resumes, personal statements, and any other essays that they have written about themselves. I also asked them about their current situations and future plans. I then reviewed these materials, and from there consulted with other sociologists to ascertain the best possible people to interview for this work. After assembling a possible pool, I proceeded with sending the students my sabbatical proposal or meeting with them and giving them the proposal directly. I followed up with the students to see if they were willing to be interviewed. I then set up an interview schedule. Most of the interviews took place after we met for lunch or dinner. The students had the list of questions ahead of time in order to think about their possible responses. I recorded the students in a number of ways including; cell phone videos, cell phone voice memos, iPad videos, and Zoom via my computer. The cell phone and iPad videos were problematic due to the limited space and the difficulty in propping them up to record the person talking. The voice memos provided much more room for storing the recordings. It was actually one of my interviewees that showed me this feature on my phone. I also took notes during the interviews.

After interviewing the students, I narrowed the field to include eleven stories. When considering which stories to include, I assessed the possible impact that the stories will have in terms of inspiring others, their relevance to sociological issues, and their application of sociological terms and theories. I also considered the willingness and availability of these former students to serve as role models and mentors.

The life circumstances that were considered included:

- Alcoholism: Students who battled alcohol problems
- Drug Abuse: Students who struggled with drug addiction
- Undocumented immigrants: Students who grew up in the U.S. but were not citizens
- Language Barriers: Students who struggled in school because English was not their first language
- Single Parents: Students who are single Fathers and single Mothers
- Abused spouses: Students who were abused physically by their spouses
- Poverty / Homeless: Students who were homeless or raised in extreme poverty
- Physical Disabilities: Students in wheel chairs and students who suffer from chronic pain
- Chronic Illness: Students suffering from long term illnesses such as diabetes, congenital heart problems
- Mental Health Issues: Students suffering from depression or Bi Polar disorder
- Gays/Lesbians/Transgender: Students who have been discriminated against due to their sexual or gender orientation
- Gang members / criminal lifestyle: Former gang members or criminals
- Disabled Children: Parents dealing with children who have disabilities
- Racial minorities: Students who have had to deal with prejudice and discrimination
- Mixed race students: Students dealing with prejudice and discrimination
- Weight issues: Students who were extremely overweight or anorexic or bulimic
- Bullying: Students who were bullied in school
- Parachute children: Students living in the U.S. without their parents
- Teenage parents: Students who had babies as teenagers and have raised them
- Veterans: Students who have had to deal with Post Traumatic Stress Syndrome
- Students as Parents: Students who had to take care of siblings and assume the parental roles while their parents worked
- Students as Caregivers: Students who had to care for their parents or grandparents
- Older students: Students returning to college or starting college for the first time at older than average college student ages

- Absentee Parents: Students who had to be on their own because their parents abandoned them due to being in prison, moving to another state, or addiction
- Poor grades in High School: Students who did poorly in high school and came to Mt. SAC and later excelled
- Low Self Esteem: Students who were put down or did not believe that they could succeed.
- Bad Home Environment: Students who had parents who were drug addicts, alcoholics, physical or sexual abusers

Each person was given my sabbatical proposal to read in order to decide if they wanted to participate in the project. The proposal included the questions that I was going to ask them to elaborate on. Not all of the answers to these questions, however, are included in each story.

When meeting with the students I asked them to discuss the following areas:

- Adverse Circumstances: What were the circumstances or situations that made it difficult for you to succeed in college or in life? What challenges did you face?
- What effects did these circumstances have on you?
- When did your life change and why? What were the circumstances or reasons that these changes came about? What happened to make you motivated to change your life?
- How did you overcome these circumstances? What steps did you take to change your life?
- What resources did you utilize?
- What people helped you? What encouragement did you receive?
- What discouragement did you get?

- How did Mt. SAC help you succeed in your goals? What resources did Mt. SAC have to offer?
- What have you accomplished so far?
- What would you consider to be your greatest achievement?
- What are your future goals? What are you doing to achieve them?
- What advice would you give Mt. SAC students who may be in situations that you were in?
- Would you be willing to talk to students about your experiences by appearing on a panel or giving a guest lecture to a class?

After transcribing the notes from the interviews, I wrote their stories. I emailed the stories to each participant after I had finished and asked for any edits or changes that they wanted to make. I also had two Sociologists help me edit the stories. I spent a lot of time gathering any updates to their circumstances and lives that had occurred since their interviews. After the people would send me back their changes, I would make the edits and resend them their story. Some people were happy with their story exactly the way that it was and others provided me with edits, changes, and additions. With some of the people, we went through three versions due to changes that they wanted me to include that they thought of later. I promised the people in the stories that I wanted them to be happy with their stories and that I would send them the final versions and get their permission before publishing their stories.

I only included a first name for each person. Before writing each story, I asked each person what name that they would like to be referred by in the story. I did this through text messages and emails in order to have a written confirmation. Most of them wanted me to use their real first name. Two of the people wanted me to use a pseudonym for their first name out

of concern for their parents. I have a release form that I had the people sign after their stories were finalized in the event that I publish their stories. It also stipulates the name that they want to use in their story.

After each story was finished, I spent time determining which sociological concepts, terms, and theories could best be applied to the circumstances in each story. I went through my lectures for each of my classes to determine which subjects could be enhanced by utilizing the material in the stories. I also had to formulate study and discussion questions that could be applied to the stories. In addition, I researched the resources that the people mentioned and found most of them on the Mt. SAC website. Some of the resources I had to actually go on campus to get pamphlets or brochures. In some incidences I emailed or called the programs to get further information. With this information, I amassed a Resource Guide for resources available on the Mt. SAC campus. I did not include resources outside of Mt. SAC.

Journal of Sabbatical Activities

Important Note Concerning the Interview Process

The interview process went slower than expected. I made a point to go to where it was convenient for the former students to meet. This meant that I had to drive an hour each way sometimes to meet them. I would typically buy them lunch or dinner and then we would start the interview after that. Although several appointments were made, some were cancelled by the students and had to be rescheduled. Sometimes the interview did not take place at all even though we did meet and we had to reschedule for another time. I met with one person and did not get the interview done on that day because the time ran out and he had to go back to work. I met with another person on the day she broke up with her boyfriend so we spent the entire evening talking about that. I had to interview her on another day. I met with another student but we spent the entire time talking about her plans and applications for graduate school. We also spent the time looking over her application and going over her personal statement. For the most part, there were several meetings with the students before an interview took place.

Important Note concerning what I did after interviewing the students

When I state that "I interviewed Student # __," it also includes the rest of the things that I did afterwards. Besides recording the interviews, I would take notes on the interview and jot down things that I wanted to focus on in the stories. After each interview, I typed up the notes that I had taken and the comments that I had made. I reviewed the information in the student file and incorporated it into the notes. I replayed the interview several times and transcribed the interview. I assessed and analyzed the information to build an outline for each story.

FALL 2015

Week 1: 8/24-30: I went through class rolls, Student of Distinction ceremony handouts, letters that students had written to me, and read through my recommendation files to find exceptional students who fit the categories that I wanted to showcase. I made files for all the students which included recommendations that I had written and an explanation of their circumstances. I made a list of the candidates along with the problems they have encountered. I evaluated the effectiveness of the stories for impact and inspiration. I evaluated the effectiveness of the stories for application of terms and theories. I assessed the potential and willingness for future participation of students in panels or classroom appearances. I discussed the possible candidates with Sociologists Gracelyn Bateman (M.A. Columbia University) and Melody Lomboy, (B.A. UCI) to seek feedback on which stories to include.

We narrowed down the list of possible candidates to twenty former students.

Week 2: 8/31-9/6: I contacted the twenty former students to explain the project through text messages, phone calls, emails, and social media. I set up times to meet with the students in person or talk on the phone to talk about the project and to answer questions or concerns. I met with two students. This process took much longer than I imagined because more time was taken than I anticipated to catch up with what they were doing and to just socialize.

Week 3: 9/7-13: I researched the Institutional Review Board requirements and talked to the people at IRB. I did not think that this project would need IRB approval. I researched Consent Forms that IRB required and formulated a consent form to fit my project. I worked on IRB requirements, essays, and application. I submitted the IRB application and consent form.

Week 4: 9/14-20: I met/talked with five students. I had to wait for IRB approval so I researched inspirational books that told stories of adversity and personal achievement including The Circuit, Reaching Out, and Breaking Through by Francisco Jimenez. I volunteered at Cristo Rey High School in New York on numerous panels during a full day to talk about college, my educational journey and my career.

Week 5: 9/21-27: I met/talked with six students. I still had to wait for IRB approval so I researched inspirational books that told stories of adversity and personal achievement including The Glass Castle by Jeannette Wall and Unbroken by Laura Hillenbrand.

Week 6: 9/28-10/4: I met/talked with seven students. I still had to wait for IRB approval so I researched inspirational books that told stories of adversity and personal achievement including The Soloist by Mark Salzman and Tuesdays with Morrie by Mitch Albom.

Week 7: 10/5-11: I attended the Power of Pink Women's Conference. I found out from IRB that their approval was not needed. I met with the two sociologists to discuss the candidates. We made the final decision on the top twelve. I

wanted to have an extra interview on the chance that a student might change his/her mind later on. I sent the students copies of my sabbatical proposal. I contacted the people to ask them to send me any personal statements, letters of recommendations, resumes, and other essays that they have written about themselves.

Week 8: 10/12-18: I collected the information that they sent, printed it, and made files for all the participants. I again contacted those who had not responded with their information. I contacted the students to try to set up appointments for interviews.

Week 9: 10/19-25: At this time there were some participants who decided to not participate. One had a newborn baby and another one had to take care of her grandchild. One other person did not send me any information after I sent the proposal to her but she kept assuring me that she wanted to participate. I wanted to replace them with others who had similar backgrounds so I went back to all the files, reviewed them, and tried to find people who would fit that bill. I consulted with the two sociologists. I had to then start the process over with three new people.

Week 10: 10/26-11/1: I contacted the three new people to talk to them about participating. I sent them the sabbatical proposal and asked for them to send me information. I collected the information, printed it, and set up additional files.

Week 11: 11/2-8: I met with two students and I interviewed Student #1.

Week 12: 11/9-15: I met with two students and I interviewed Student #2.

Week 13: 11/16-22: I met with two students and interviewed Student #3.

Week 14: 11/23-29: I contacted students and asked for updates. I set up additional interviews.
I revised my timeline and list of things to do. (Thanksgiving Holidays)

Week 15: 11/30-12/6: I interviewed Student #4.

Week 16: 12/7-13: I interviewed Student #5.

Winter Break

SPRING 2016

Week 1: 2/29-3/6: I interviewed Student #6.

Week 2: 3/7-13: I interviewed Student #7.

Week 3: 3/14-20: I wrote fourteen letters of recommendation for students who I had nominated for Student of Distinction. I had nominated twenty-eight students but only fourteen qualified. I made files on these students for possible inclusion in the continuation of this project in the future. I reviewed the outlines of the seven students with the two sociologists.

Week 4: 3/21-27: I researched the resources and programs available at Mt. SAC. I started to compile a list of resources.

Week 5: 3/28 - 4/3: I attended the Pacific Sociological Association Conference in Oakland for five days. I interviewed Student #8 at the conference but did not have time to do the usual follow up activities.

- Week 6: 4/4-10: I worked on the interview follow up activities for Student #8.
- Week 7: 4/11-17: I interviewed Student #9.
- Week 8: 4/18-24: I interviewed Student #10. I attended the Research Showcase at Mt. SAC.
- Week 9: 4/25-5/1: I interviewed Student #11.
- Week 10: 5/2-8: I worked on the Resource List. I reviewed the outlines for Students #9, #10, #11.
- Week 11: 5/9-15: I went to New York and interviewed Student #12. I conferred with sociologists on the outlines and decided on the final eleven students. I attended the Student of Distinction ceremony.
- Week 12: 5/16-22: I researched Release Forms and tried to construct a form that suited my project. I worked on the Resource Section. I was the liaison for the Sociology Transfer Scholarship.
- Week 13: 5/23-29:
- Week 14: 5/30-6/5:
- Week 15: 6/6-6/12:
- Week 16: 6/13-17:

During the extension that was granted I accomplished the following:

- I wrote the Dedication and Acknowledgements
- I finished the main Resource List
- I finalized the Release Form
- I got name usage verifications from the students.
- I sent out Release Forms
- I wrote the Sabbatical Report
- I wrote eleven chapters

For each of the eleven chapters that I wrote:

- I sought feedback and edits from the two Sociologists
- I obtained feedback and edits from the students
- I incorporated all edits and feedback into the stories
- I asked for updates from the students and incorporated them in the stories
- I devised a Study Guide that included key Sociological terms and theories.
- I formulated discussion questions for each chapter
- I provided a list of resources that were available at Mt. SAC for each chapter

I used the following steps for completing each chapter:

- Listen to interview
- Transcribe notes from interview
- Type up personal notes from interview
- Review essays, personal statements, recommendations
- Contact students for updates, changes in circumstances
- Text or email students for name use verification
- Outline Chapter
- Obtain feedback from Sociologists
- Review and revise outline
- Write Chapter
- Determine terms and theories that relate to the chapter
- Formulate study and discussion questions
- Provide a list of Resources at the end of each chapter
- Add the resources to the main List of Mt. SAC Resources
- Email Chapter Draft to Sociologists
- Email Chapter Draft to Student
- Seek edits and changes from Sociologists
- Seek edits and changes from Student
- Incorporate changes and edits
- Email revised draft to: Student and Sociologists
- Obtain additional feedback, changes, edits from student
- Send out reminders the students to edit and approve the drafts.
- Send final chapter version to student
- Send Release forms to student

Value to Mt. San Antonio College

I feel that these readings will help the students relate to the terms and theories due to the examples and the real life situations that are portrayed. When real life examples of terms and theories are given, the students tend to remember them better because they are more meaningful. These reading can be used in a variety of Sociology classes to demonstrate sociological issues, terms, and theories. These classes include; Introduction to Sociology, Contemporary Social Problems, Gerontology, Criminology, Marriage & Family, Child Development, and Gender Roles. Philosophy classes that could utilize these reading include; Introduction to Philosophy and Critical Thinking. Philosophical issues and critical thinking skills could be explored by reading these stories and analyzing the different ways in which the featured students utilized their critical thinking skills and formulated their decisions. For each story I include a Study Guide with questions and assignments regarding relevant terms, concepts, and/or theories that the students can apply to the readings. This will help the professors discuss the stories and will help the students focus on applying the terms and theories. The professors could assign essays or homework assignments based on the Study Guides.

These readings could be used in a variety of Psychology classes including; Child Development, Introduction to Psychology, and Developmental Psychology to demonstrate real life examples of the effects of extraneous circumstances on the development of personality and behavior patterns. These readings might also be beneficial in the Psychology of Effective Living class because they will demonstrate how students were able to transcend difficult circumstances. The stories will indicate the steps and resources that they used in the process and each story will include a Resource Guide to help students in similar situations.

These readings could be given during the orientation of new professors and adjunct professors to give them an idea of the diverse population of students at Mt. SAC and some of the unique circumstances that community college students face. These readings could give professors a greater understanding of their students and also give them ideas about how they can assist them. The ARISE, BRIDGE, and ASPIRE Programs could also use these readings to inspire their students and to help them. The Transfer Center and Counseling Center could also distribute these reading to serve as guides and inspirations to students who are seeking help.

The college may also benefit by distributing these readings to new students to help orient them to some of the resources that are available at Mt. SAC. These readings will provide needed role models for students who have experienced similar circumstances. The readings will provide inspiration, hope, and advice to students on how to transcend various situations and improve their success. Many students are struggling due to less than optimal home and personal circumstances which sometimes results in them dropping out of classes or college completely. If students can be inspired and shown that there are ways to succeed, maybe more students will be motivated to stay in school. Since this book has a Resources section, it could serve as a guide to show students the resources, programs, and activities that other students have used to be successful and that are available for them to use as well. Professors could also use the Resource Guide to help direct students to needed resources.

In addition, these readings highlight the incredible students who have attended Mt. SAC and showcase the ways in which Mt. SAC has been instrumental in their success. These former students acknowledge how Mt. SAC has changed their lives and given them opportunities that they did not think were possible. Basically, the readings can be used to bring positive publicity to Mt. SAC. Most of the former students that I have been interviewed reside locally and want to

“give back” to Mt. SAC because Mt. SAC has given them so much. They are willing to spend time on panels and become mentors for students.

In the event that any profits are made from the publication of this collection of readings, these profits will be donated to the Mt. SAC Foundation to be used for student scholarships.

These readings could be used as a fundraising tool. It is my hope that these stories could potentially be used to inspire new donors or current donors to generously support the incredible students that we have here at Mt. San Antonio College.

Personal Note & Thank you to the Sabbatical Committee

I would like to thank the Sabbatical Committee and Mt. San Antonio College for granting me this sabbatical and for the guidance that was provided throughout this process. Thank you also for being so understanding and patient with me during this difficult time in my life. I greatly appreciate the extension that was granted to enable me to complete my sabbatical project.

This has been a wonderful experience working with my former students and recording their stories. The students are an inspiration to me and I am positive that they will be an inspiration to countless others. I enjoyed connecting with these students and writing their stories. Their enthusiasm and willing to help others through telling their stories was commendable. Also, through the process I felt a sense of empowerment. Writing these stories has inspired me and helped me get back to "me" again. I am excited to incorporate these stories into my classes.

Future Plans

My goal is to have this work published. I plan to continue to edit and update the information as these former students continue to provide me with information on their lives and accomplishments. I also may edit the stories to shorten them. I intend to continue to interview students and write more stories and include them in this work or a sequel to this work. I already have another interview completed that I did not write about and have eight more students that I will be interviewing in the near future. There are so many more outstanding Mt. SAC students with stories to tell. Even though my sabbatical project has ended, I will continue to share the amazing stories and journeys of the incredible students of Mt. San Antonio College.

Abstract of Sabbatical Leave to be Submitted to the Board of Trustees

For my sabbatical project, I have assembled a set of readings of eleven non-fiction stories of former Mt. San Antonio College students who have undergone adverse circumstances and have overcome these obstacles to succeed in their academic endeavors and in their personal lives. Each story focuses on one former student and explores life circumstances or issues that are typically discussed in classes such as Social Problems, Child Development, Marriage & Family, Gender Studies, Criminology, Critical Thinking, and Introduction to Sociology. The stories focus on the effects of these issues on limiting life chances, as well as, the resources and skills that the students utilized to rise above these circumstances. Issues that are addressed in the chapters include; alcoholism, drug abuse, undocumented and documented immigrants, racial prejudice, single parents, spousal abuse, sexual abuse, poverty, homelessness, mental health issues (ie., depression, PTSD), gangs, and bullying. The stories include advice that these former students want to pass on to current students. Each story includes a Study Guide which includes discussion questions and assignments and relevant sociological terms and theories. A Resource Guide to assist students who are in similar situations is also included. The hope is that current students will be able to relate to these circumstances and find inspiration in the stories. The students in these stories can provide needed role models and resources for personal and social changes. These stories can help students and professors gain a greater understanding of the circumstances and issues that many students face. In addition, these stories showcase some of the incredible students that have attended Mt. San Antonio College.

Appendix

Release & Consent Form

Journeys to Success: Stories of Extraordinary Students of Mt. San Antonio College

I give permission for Dr. Linda Rillorta to use the story that she wrote about me (my story) in her book Journeys to Success: Stories of Extraordinary Students of Mt. San Antonio College. Initials: _____

I acknowledge that the book will be published, used in college classes, and will be available for purchase by the public. Initials: _____

I acknowledge that my identity could possibly be ascertained by someone reading my story or by making public appearances associated with the book. Initials: _____

I acknowledge that I will not be paid for my story. Any profits made from the book will be donated by Dr. Rillorta to the Mt. SAC Foundation to be used for student scholarships. Initials: _____

I certify that I have received a copy of my story, I have read it, and have approved it for publishing. Initials: _____

I certify that the story that I have told and that is written about me is true to the best of my recollection. Initials: _____

By using my first name in the chapter about me, my identity may possibly be ascertained. I give permission to use my first name in the chapter about me. YES NO Initials: _____

I want to use a pseudonym instead of my first name for my chapter. The name I would like to use for my chapter is: _____ Initials: _____

I have consented to the recording of my statements and grant to Dr. Linda Rillorta the right to copy, reproduce, and use all or a portion of the statements and other information that I have provided for incorporation in the following work Journeys to Success: Stories of Extraordinary Students of Mt. San Antonio College (the "Work"). Initials: _____

I grant permission to use all or a portion of the Interview and my story that was written about me in the Work in all forms and media including but not limited to advertising, newspapers, magazines, radio, and related promotion throughout the world and in perpetuity. Initials: _____

I grant permission to use all or a portion of the Interview and my story in the Work to be used to promote the Work online and in social media, including but not limited to the Mt. SAC website, Facebook, Instagram pages, etc., throughout the world and in perpetuity. Initials: _____

Release: I release Dr. Rillorta from any claims that may arise regarding the use of the Interview including any claims of defamation, invasion of privacy, or infringement of moral rights, rights of publicity, or copyright. I acknowledge that I have no ownership rights in the Work. Initials: _____

I have read and understood this agreement. This Agreement expresses the complete understanding of the parties.

Signature: _____ Printed Name: _____

Date: _____ Address: _____

Email Address: _____

Journeys to Success:
Stories of Extraordinary Students
of
Mt. San Antonio College

Linda Rillorta, Ph.D.

Department of Sociology and Philosophy

Mt. San Antonio College

Contents

Acknowledgements, 3

Introduction. 4

Dedication: Chris, 5

Betty Rose, 12

Jennifer, 23

Taren, 34

Rebecca, 44

Andrew, 55

Tianna, 66

Jamil, 78

Robert, 89

Mina, 102

Rydda, 112

Melissa, 125

Mt. San Antonio College Resources, 134

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My daughter, Gracelyn Bateman and my sister, Melody Lomboy have been instrumental in helping me with this book as my two Sociologists who have given me guidance and advice. I also greatly appreciate the time that they took to help me edit the chapters. They along with my son, Christopher Bateman have been my cheer leaders, encouraging me and celebrating each chapter as I finished it. Their emotional support has kept me going and motivated me to complete this book. Thank you for always being there for me and for making me smile. I love you all.

I also want to thank my mom, Carmella Lomboy for her support in all my endeavors. My mom is a community college success story. Due to getting married and giving birth to me when she was eighteen years old, she was not able to pursue her education. When I enrolled at Pasadena Community College the summer after I graduated from high school, she decided that she wanted to go to college also. The first college class for each of us, we took together. At that time, she had three children. During her first year at PCC, she gave birth to her fourth child but continued to take classes. She was pregnant with her fifth child in her last year at PCC. It took her five years to earn her diploma at PCC and she was forty-one years old at that time. The whole crowd at the graduation cheered as she walked across the stage in her cap and gown, carrying her two month old daughter, Melody in her arms. I love you.

Introduction

Many years ago due to the recommendation of my daughter, I read the book Breaking Through by Francisco Jimenez. It was assigned to all freshmen entering Santa Clara University. This book was written by one of the professors and was an account of his childhood and growing up as an undocumented immigrant. The book chronicled his struggles with racism and poverty but also showed how and why he eventually succeeded in his quest for an education. I was so impressed by this book that I started to assign it to my classes. When students would write papers on this book they would talk about how inspirational the book was and would comment, "If he could make, then I can too" and "I thought my life was bad, but he had it much worse and he made it." This gave me the idea to put together a collection of readings for the students.

Having been to almost all of the Student of Distinction Ceremonies and written numerous recommendations for students in all the categories, including the Personal Achievement category, I was aware of the incredible students who have attended Mt. San Antonio College. I thought that current students would benefit and be inspired by knowing about these students and what they did to succeed. In addition, I thought that by highlighting these extraordinary students who have attended Mt. SAC that it would serve to empower them by giving them an opportunity for their stories to be heard. I want these stories to acknowledge the incredible experiences that they have had to overcome, their hard work, and their accomplishments. My hope is that people will find inspiration in the stories because these former students and their stories have inspired me.

This book is dedicated to my late husband,

Christopher H. Bateman

(1952-2016)

CHRIS

I have always admired my husband. Chris was the embodiment of the American Dream. Starting from very humble beginnings, he worked hard, took advantage of opportunities, and was a financial success, supporting his family in a lifestyle that neither he nor I had ever dreamed of or imagined possible. Besides being a financial success, he was a success by any way you measure life. When our daughter once asked if we were rich, he replied that we were “rich in family.” This was what he was most proud of. We married for love and we had a wonderful family and life together. Our tight knit family enjoyed spending time together, had fun adventures, laughed a lot, and continually told each other how much we loved each other. He was so proud of our children not just because they were successful and accomplished but because they are “good people.” Chris was also rich in extended family and good friends. Except on major holidays, I had never seen the church so packed as the day of his funeral. He was truly loved by many. He had a welcoming personality and a great sense of humor which made him fun to be around.

We would sometimes joke with him and tell him that he was a workaholic because he worked so hard. The truth is that he worked hard and he played hard. He always embraced life and put the maximum effort into everything that he did. This led him to have had a rich and full life. We always had fun family adventures and vacations. He took us on numerous vacations to various countries and exotic places. He especially liked to play "tour guide" and would plan out where to go to maximize exposing his family to new places, sights, and of course, foods. He loved the outdoors and he took us skiing, camping, and hiking. Chris was proud that even in his 60's that he had climbed Mt. Whitney, Half Dome in Yosemite, and participated in the Camp Pendleton Mud Run several times. He was also excited that on many of these occasions, his children had accompanied him on these strenuous endeavors. Chris loved to be with his family. He always supported his children in any activity that they participated in. When they were young, Chris attended their t-ball games, Little League games, swim meets, and soccer games. As they grew, he continued to be supportive by always attending their football games, baseball games, soccer games, basketball games, track meets, dance performances, drill team performances, plays, musicals, and orchestra concerts. I may have forgotten something because their activities were numerous over the years, but he made it a point to always be there even if it meant that he had to leave work to do it. He was so proud of everything his children did and made sure that he was there for them.

I always was so proud of all that my husband had achieved in life. He was raised by a single mother with four children. His mother and father divorced before I met him but they still had a good relationship and everyone spent the holidays together. Due to his father's disability from having a stroke, he was not able to provide his family with much child support. Chris knew that if he wanted any money that he would have to earn it so he started delivering newspapers as

a young boy. At age sixteen, he was working part-time in a car wash and then at a gas station. At age seventeen while still in high school, Chris got a full-time job in a plastics factory. Chris said that he learned an important life lesson from working at a gas station, a car wash, and a factory which was that he never wanted to spend his life working at a gas station, a car wash, or a factory.

Chris would work the “swing shift” at the plastics factory after his school day ended. He would work for eight hours, come home, and get very little sleep. His mom used to tell me that during those times it was difficult to wake him up to go to school. Between the school hours and the work hours, he had little time to study. He was able to get decent grades in high school but they were not good enough for admission to California State College, Los Angeles (now California State University, Los Angeles). I used to think that I was smarter than him because of his mediocre grades in high school. I realized later that he was actually “always the smartest guy in the room” according to his good friend and former co-worker. His high school grades were not a reflection of his intelligence or his abilities, but merely reflected the time he lacked to prepare for his classes. He was able to pass his classes without much time to study and with little sleep.

Chris moved out of his mother’s house, got an apartment, and did try to go to Pasadena City College for a while but ended up having to drop out due to his work schedule. He was working full time at Fedco in Pasadena and had been promoted from a warehouse worker to Assistant Manager Trainee. I remember finding out that he had taken a class from one of my favorite professors at PCC and dropped out. I was surprised that someone would drop out of a class that was taught by such a great professor. When I asked him why he dropped, he simply replied with, “I had to work.” I guess his having to work turned out for the best because we met

at Fedco. I was a couple of years younger than Chris and was going to college at PCC when we met. We started dating in my second year of college at a time when I began to get college acceptances and lots of scholarships which I would be excited to tell him about, both because of my own excitement and also to get him interested in going back to school. He said that he always intended to go back to school anyway, but I like to take credit for putting that idea back into his head.

Chris eventually moved back home to try to save money while he was still working at Fedco. Even though he was highly thought of and up for promotion, he quit his job to go back to college. This time he enrolled at Rio Hondo Community College which was closer to where his mother lived in Pico Rivera. There he had a second chance to improve his grade point average. I was surprised that this formerly C average student in high school was getting A's and an occasional B in his college classes. He continued to work, but this time it was part-time. He worked as a cashier at a grocery store, and then as a bartender and waiter at a steak house. Although he had little time to spare with his studies, work, and a demanding girlfriend, Chris got involved in student government at Rio Hondo.

Due to his much better grades, Chris was accepted to Claremont Men's College which changed its name to Claremont McKenna College after he graduated. He was offered scholarships and financial aid to help pay for his college education. He was now older than the typical college student but he stayed in the dorms to avoid the long drive from his house in his beat up Volkswagen Bug. Every fender of that car was a different color and he had to chain down the hood so it would not flop up in the air as he drove. The headliner which was made out of material was so old and frayed that when you shut the car doors, tiny pieces of the liner would fall on your head. The car was in such bad shape that when he parked it in front of a fraternity

house at USC to pick me up one day, some of the fraternity members were outside laughing at it. Although he drove that beat up Volkswagen, he did not let that car reflect who he was. Even though he was working and had scholarships and financial aid, expenses at a private college were still quite high and he was strapped for money.

Chris was a first generation college student and genuinely valued education. He always stressed the importance of attending graduations. He liked to tell the story of how his father had the biggest smile on his face at his graduation. Chris lived to see his children attend prestigious colleges and go on to graduate school to earn Master's degrees. At every graduation, Chris would have the biggest smile on his face as he watched his children graduate. He was always so very proud of his children's achievements that he did not even care when we used to tease him that he had the least education in the family with a Bachelor's degree. Chris was also happy that he was able to provide his children with a college education. Both Chris and I had gone to college on scholarships and financial aid and had to work, so it was a big achievement for us to be able to pay for our children's college expenses. Although we paid for their tuition, both of our children worked part-time throughout their college educations.

Chris was adamant about education and generous with his money when it came to education. He helped to fund numerous scholarships through the years. Some scholarships were personal as he paid for many extended family members' college tuitions and expenses. Some were personal donations to his workers or their children. He consistently donated money to Claremont McKenna College, Massachusetts Institute of Technology (MIT), Santa Clara University, Mt. San Antonio College, and local high schools. Chris also constantly mentored and encouraged others. At his funeral, a young man came up to me to tell me that Chris was the reason why he went to college and became an engineer. Chris had seen potential in this young

man who formerly worked in the machine shop and encouraged him to go to school. He even got the company to help sponsor his education.

Chris was dedicated to the community and not only donated money to several causes and charities, but he volunteered his time as well. He was a member of the Pasadena Tournament of Roses for over thirty years. He even was the "Parade Manager" one year and was very proud that his parade was on time and that every float, band, and equestrian unit was able to be seen on television which in previous years often did not happen. The years that I served on the Queen & Court Committee and the Executive Committee of the Tournament of Roses, Chris was the first "male spouse" to help on those committees. Chris did a great job as my "Corporate Husband." He also served on committees at CMC. He dedicated a decade serving on the Foundation Board of Directors for Methodist Hospital and was President of the Foundation at one point. He was a Cub Scout leader for many years and spent lots of time at meetings, hikes, and camping trips. Chris also volunteered at numerous school activities and sports events. Together we always served as the main "Team Parents" for the many sports that our children played in high school.

Although Chris was a big financial success and enjoyed considerable prestige in his occupation, when people would ask what he did for a living, he would reply, "I work in a machine shop." He was very humble. Even though it was not a lie that he worked in a machine shop, he was truly running the machine shop that produced glass to metal seals for connectors that the company engineered. Chris was actually the Chief Financial Officer for this corporation that owned several "machine shops" in four different states. He would not be happy about my telling of his financial success because he was never one to brag.

Chris earned a Bachelor of Arts degree in Economics with an emphasis in Accounting from CMC. He was hired by a prestigious "Big 8" accounting firm. He became a Certified Public Accountant. His outstanding work, intelligence, and dedication gave him an excellent reputation and he was given substantial raises and promotions. Although on the fast track to becoming a partner at the firm, Chris was offered a job as the Chief Financial Officer at one of the companies that he had been auditing. It was a difficult decision, but he took the position. Chris helped to grow the company and ran various parts of the operations during his years there. He became a partner in the company. He helped the company recapitalize and later helped with the marketing and sale of the company. Although he could have retired then with the money he made, he worked there for another couple of years. He later bought some businesses with one of his former partners and spent his time in those endeavors. He was not one to retire or sit idly. He later went to work for another company as the CFO and also managed the operations.

Chris used to always say that he was my best student because over the decades that we were together he had to hear so much sociology from me that he learned many terms and theories. Chris was an inspiration to me and always encouraged my educational pursuits although sometimes he would call me a "professional student." When I was doing the research for my dissertation, he made it much easier for me by getting access to the Lexus/Nexus system at his office and paying for the use of the system. At the time, it was not available in the libraries and was not free. He bought me my first computer so that I could write my dissertation. He was very excited about me writing this book that we hoped would be beneficial to students. He had met many of the people who are in these chapters. He had heard me speak about their hardships and what they accomplished. He was proud of these people and was proud of me for writing this book. Chris was the love of my life and I miss him every day.

BETTY-ROSE

Betty-Rose had a terrible and disturbing secret that she kept for fifteen years. When Betty-Rose was about five years old she was raped by an older cousin who was in high school. He warned her not to tell anyone and she did not know what to do except to comply with his order. It was not until Betty-Rose was twenty years old that she finally did tell someone about what happened to her. She remembers the first time she heard the word "rape." While watching a soap opera in first grade she heard one of the women actors ask another, "Were you raped?" Betty said that at that time, something clicked and she wondered if that word described what had happened to her. As a child, Betty-Rose grew up "very sad." Coping with the sadness was a constant battle. Anger was another problem. She recalls that while growing up she was angry, sad, and lonely. She says that she was not diagnosed as depressed during her childhood because she never told anybody what had happened. She grew up with her parents and her brother in a very loving home. She also had an aunt and uncle whom she was very attached to and refers to them as "second parents." Even with a loving and supportive family environment, Betty-Rose felt very lonely. She wanted to get away from home and her family because they did not know and did not understand what she was going through. Betty-Rose admits that she also daydreamed a lot. She would daydream about leaving the country altogether and becoming a citizen elsewhere. She loved the French language and imagined moving to France and starting a life there to be far away from everybody. She just wanted to start over and leave her past behind. She felt that if she were to go away that she could start out fresh and nobody would know that she was "that quiet, lonely girl" and she could just have a clean slate. She thought that it would

be easier to leave rather than trying to rebuild from where she was. Betty-Rose thought that escaping was easier to do than dealing with her situation and that leaving would allow her more room to finally breathe.

Because it happened at such a young age, Betty-Rose did not have the time to build the self-esteem that she needed. Betty-Rose realizes now that she “victim blamed” herself for what happened. When people would say that she was pretty she was scared that they were going to do something to her. It got to a point that she told everyone to not give her compliments on her physical appearance. This situation served to contribute to her lower self-esteem because then she started to believe that she was “so ugly.” There were years when Betty-Rose did not like to look in the mirror. Her victim blaming continued and Betty-Rose prayed to God to not give her friends because she felt that she did not deserve any. Undoubtedly, feeling that she was not worthy of having friends contributed to her loneliness.

Singing was something that Betty-Rose liked to do but she would not sing solo in front of people when she was young. She grew up singing in the church choir but never wanted a solo. She remembers thinking about Greek mythology and that when the sirens sang, it would attract men; she did not want to attract men so she never sang by herself. Betty-Rose grew up fearing men and being angry at men. It took her a long time to be comfortable around male relatives.

Betty-Rose felt the burden of carrying this secret herself, but was unable to disclose it to anyone. When she was a kid she used to imagine different scenarios of when and how she would tell her parents. In elementary school, her earliest scenario was telling them on their death-beds. Another scenario involved the changing to the new millennium. When she was twelve, she

fantasized that she would start the new millennium fresh by telling her parents but she chickened out. She was not ready.

When I met Betty-Rose she was an Honors Student in my class at Mt. San Antonio College. I was so impressed not only at her scholarship but the numerous community service ventures in which she participated. I nominated Betty-Rose for Student of Distinction in the Service category and she won the award that year. I was fascinated that Betty-Rose had time for all the volunteer work that she did because she was in a challenging Honors Program, was a full-time student with an excellent grade point average, worked part-time, and was also involved in so many activities at Mt. SAC. Betty-Rose had been volunteering in a variety of settings. She volunteered at her church doing office work, helping with the Youth Program, setting up for events, and cleaning up after events. This commitment to her church started years before and she had been volunteering at her church in various capacities since she was very young. Since high school she had been volunteering at Mary's Table (a soup kitchen) where she helped prepare and serve food. Betty-Rose also participated in the AIDS Walk L.A. and the St. Paul the Apostle Harvest Run/Walk to help raise funds for charity. In addition, she volunteered at the Lanterman Development Center where she escorted patients to and from church and assisted them while they were there.

Besides all of her volunteer work, Betty-Rose was very active in college. She was a member of the Mt. SAC Women's Ensemble, the Mt. SAC Concert Choir, and the French Club. Betty-Rose also joined the Mt. SAC Forensics Team and represented the school in tournaments. She even placed 2nd in the Novice Poetry Division at the Spring Championships. All of her extracurricular activities were demanding and time consuming activities and she still did volunteer work and maintained a high grade point average. She managed her time extremely

well and had been in challenging Honors classes since high school while also working part-time. I found Betty-Rose to be a delight to have in class. She always earned excellent grades, was conscientious, an active participant in class and was well-liked by her peers.

Betty-Rose recalls always being a good student. By focusing on her grades and homework, she felt that this somehow allowed her to hide behind these achievements. She tried to keep busy with her church and felt that doing a lot of activities and volunteer work helped her to cope. She looked at education, work, and volunteer work as a ticket out. By doing these activities and getting good grades, she would be accepted to a four year university. She envisioned this not only as her way out, but also as a distraction for her trauma. Studying and keeping busy kept her mind from “thinking about other things” and helped her to cope. Betty-Rose feels that working a lot helped her to survive, although, she also does think that she was using the activities to run away from her problems. Now when she finds herself working too much she questions, “Where is that coming from? Is it because my workload is really heavy or is it because I don’t want to deal with things?” Betty-Rose feels that now she has gained a lot of self-awareness tools and practices. When Betty-Rose was at Mt. SAC she did not seek out any help or counseling because she did not believe in counseling or therapy. It was not until she had a public breakdown that she realized that she needed to seek help. At a friend’s birthday party, Betty had that first breakdown and became afraid that she would then lose all her friends. She decided that she had to try something new.

When and how to tell her parents became a constant source of anxiety for Betty-Rose. One of the main reasons that she decided to go to community college was to give herself two extra years to deal with it. She rationalized in high school that if she went to Mt. SAC that would give her two extra years to figure out how to tell them and to gather up the courage. She

felt that after telling them then she could finally live the life that she wanted to. Betty-Rose was accepted to the University of California, Berkeley. She should have been excited and happy but was struggling with her horrible secret and a self-imposed deadline to expose that secret before she left. During her last semester at Mt. SAC, Betty-Rose was having a lot of nightmares because she knew her time was running out. She had attended Mt. SAC for two years and had not managed to have the courage to tell her parents. This is when she had her breakdown. During a friend's birthday party, she drank too much and passed out in the middle of the street. When she woke up she just started crying and the whole party was shut down because of her. She thought she lost all her friends that night but she is still friends with everybody from that party. She knew that how she had been handling things was not working and that it was time to try something new. Counseling, even though she did not think it would work, became her last hope.

The first counselor that Betty-Rose went to was very helpful. The counselor recommended that Betty-Rose's mother accompany her to one of the sessions. It was during a counseling session in the summer before she was to transfer to UCB that Betty-Rose told her mom what had happened to her. After telling her mother, Betty-Rose invited her dad to another counseling session where she told him.

It was a very traumatic summer for Betty-Rose because after she told her parents, she told her aunt, and then her uncle. She then went through the process of telling her cousins. It was very exhausting for her to keep telling the story over and over. It got to a point where her mom was doing most of the talking because Betty-Rose was having a hard time saying anything. Betty-Rose also confronted her attacker that summer. She credits her counselor for helping her gain the courage to confront him. Her counselor encouraged her and strongly suggested that she

confront him. Betty-Rose developed a connection with her counselor and trusted her judgement. Betty-Rose decided that it was the right time for the confrontation to take place. Most of her cousins who she grew up with were there. Only two cousins were absent. At first she could not even talk but then her aunt who helped to raise her spoke up. So, when the confrontation in front of the family began, her aunt started the conversation. Her assailant flat out denied it which caught Betty-Rose by surprise. She had not anticipated that response and had thought that he would either admit to it or be silent. When he straight up denied it that is when rage emerged from Betty-Rose. She started yelling and one of her cousins had to hold her back because Betty-Rose tried to beat him up. Betty-Rose screamed at him and told him how he made her feel and the effects his actions had on how she grew up. She even told him that she wished that his mom would have aborted him because of all the pain he caused her. This caused one of her aunts to reprimand her for saying that. Betty-Rose remembers responding to the aunt's comment and does not remember anyone else making any other comments while she was speaking. The aunt's comment came from a "very Catholic" background. Her attacker eventually left and Betty was comforted by family members.

She thought that now everything would be okay and that she and her family would be healing together. She thought she could finally start her new life at Berkeley. But then Betty-Rose found out what it was like to be re-traumatized and not even at the hands of the person who had caused the original trauma. Years later on a visit to the Philippines, Betty-Rose discovered some disturbing revelations about some of her family members. Even though she thought that everyone was on her side, she later found out that some family members had sided with her attacker and called her a liar. They were saying that she just wanted attention. She felt that nobody stood up for her to counter these accusations and that they were very cruel. It reminded

her how lonely the healing process was. She had this hope that she was not alone but this really confirmed for her that she was. Betty-Rose relates, “Your healing journey is yours and yours alone.”

During this visit to the Philippines with her family, Betty-Rose was surprised to find out that her attacker was also visiting the relatives. When her Filipino-American relatives were going to leave, she would stay with her Filipino relatives. To her surprise, her attacker did not leave and was going to be there during the rest of her stay. She had a break-down. She was shocked that nobody told her that he was going to be there and that he would be attending all of the family events. She was also shocked that nobody asked him to leave and that he had the nerve to not leave on his own. The thought of him being at the frequent family events and eating meals with her was devastating. No one seemed to care why this situation upset her. They said that she should have known that he was going to be there and were not protecting her at all. They acted as if nothing had happened to her. Betty-Rose assumed that they would ostracize him and that it would be emotionally safe to be there but that was not the case. After crying for twenty-four hours straight in her room, she finally emerged to find a “heaviness in the air.” No one would talk to her. Luckily Betty was connected to a Filipino Feminist organization that helped her find a place to stay in a dormitory. She stayed there until her mother was able to find other family members for her to stay with which took about a week. This was her first and last trip to the Philippines and Betty-Rose does not anticipate going back anytime soon. The man who sexually abused Betty-Rose used to live in the United States. After the confrontation, he went back to live in the Philippines. Betty-Rose thinks that now he may have moved back to the United States. Unfortunately, Betty-Rose unexpectedly was forced to see him at a recent family Christmas celebration.

Deep down Betty-Rose admits that she still has this anger and disappointment inside. Her extended family members continue to disappoint her. She is currently living in New York City. Sometimes on the subway she prepares herself for certain situations because she hears about different types of harassment on the subways. She tries to imagine situations and how she would react. Her initial anticipated reactions to someone possibly touching or hitting her are violent, often with her hitting them or verbally responding aggressively. In part she believes that this is because she does not trust that the police would intervene enough or do anything useful to stop situations of assault and harassment. She processes her responses by thinking that this would be her form of justice because in the long run she cannot do anything to stop them but at least in that moment she can challenge them to feel something and possibly rethink their actions. She is trying to practice other ways of reacting for fear that these responses could escalate a situation or jeopardize her safety. She does these mental exercises to connect with herself by practicing mindfulness. She wants to understand where her reactions and feelings are coming from, reflect on what alternatives would work for her, and gauge where she is at on her healing journey.

Although Betty-Rose is still angry because to this day, her extended family members still bring him around and act as if nothing is wrong. She is not as sad anymore unless she thinks of home. To this day she is not sure how to move away from the lingering sadness. She does, however, feel that she is progressing because now she can say that she is happy. Betty-Rose graduated from UCB with a Bachelor's degree in Peace & Conflict Studies with a focus on Gender, Culture, and Identity. She wanted to be a social worker so after she graduated she worked at different domestic violence agencies and had a caseload of clients. But after doing that work for two years and working at shelters, she decided that it was not for her. Betty-Rose is committed to doing work related to sexual violence, domestic violence, and human trafficking.

She is currently managing a Sexual Violence Services Program. Betty-Rose is staying in this line of work because she wants to be “that resource, that conversation starter, that person who understands, and can listen.” She wants to be that person that she wishes she had in her life when she was growing up. Bringing about change related to these issues is very important to her. Betty-Rose admits, “To this day I still see myself with every action I do into this work as my way of getting justice for myself.” Every time she expresses her voice now that she found it, she feels that she is helping her “younger self.” Betty-Rose also feels that she is doing this work for all survivors in order to help bring about healthier, safer, and happier communities.

Betty-Rose broke down several times when she told me her story but she did not want to stop the interview. She now feels that it is important to tell her story and not keep it hidden as she did for years. Although she never expects to cry, she does not mind crying in public. It always amazes her at how sometimes she will not cry at all but there are other times when it just pours out. She has done many presentations and recalls one time talking to 150 college students about what had happened to her and did not cry. Then, sometimes there are certain triggers which bring on the tears when they are least expected.

Betty-Rose suggests that other survivors of sexual violence should definitely talk about it. This process has helped her tremendously. She remembers that while growing up that she thought Oprah would want to hear her story because nobody else has experienced this. It was not until living in Berkeley that she started talking openly about it and started meeting other survivors. She then saw just how much of an epidemic that this problem is. She feels that if her family even just talked about sex and about the sexual violence that happens, that this journey of hers would not have had to be so difficult or as lonely as it was. Because of her young age, she did not know what to do or what resources were out there. She was embarrassed, ashamed, and

felt it was somehow her fault. After being in counseling for some time now, Betty-Rose suggests that sexual abuse survivors go to seek help or support. She acknowledges that "help or support looks different to each person and that there is no one-size-fits all type of solution." She found counselors who worked for reduced rates and got help through various organizations. Betty-Rose says that it is difficult, but you need to be gentle and patient with yourself. She cautions that the survivor is that last person who needs to be blamed, especially from oneself. She also suggests finding that support because it is undoubtedly out there.

BETTY-ROSE

Sociology Key Terms that can be applied to the Chapter

Sexual abuse

Status offenses

Statutory laws

Blaming the victim

Self esteem

Looking glass self

Impression management

Anticipatory socialization

Roots of depression

Post-Traumatic Stress Disorder

Study Guide / Discussion Questions

Discuss the reasons why victims of sexual abuse usually do not report the crime.

What are the typical responses of family members when a person tells them about an incident of sexual abuse? How is this different when the abuser is a family member?

Why do you think that Betty's family members acted the way that they did?

Why do family members want to believe that the victim is lying?

Mt. SAC Resources (Detailed information can be found in the Resources Section)

Health Center / Counseling Center

Honors Program

JENNIFER

Jennifer and her boyfriend were living together and planned to get married someday, but when she got pregnant, they rushed their plans to marry before the baby was born. A few months before the wedding during Christmas, Jennifer's parents witnessed very aggressive behavior that her boyfriend was displaying. They were so distressed and concerned for Jennifer that they actually forbade Jennifer to marry him and refused to pay for the wedding. Jennifer's father was so concerned about her safety that he took her boyfriend aside and warned him that he was to never hit his daughter. Her husband's mother paid for the wedding instead and Jennifer married him despite her parents' disapproval. Jennifer's parents did not attend the wedding.

When Jennifer got married she thought she was in love, but when she looks back now, she thinks that she was more in love with the idea of being married and having a family than with the man she married. Jennifer had a daughter from a previous relationship and now she was going to have another baby. She longed to have what she referred to as a "normal family."

Before they got married, Jennifer knew about his aggressive tendencies and behaviors. He would verbally abuse her, throw things around, and punch walls, but he had never actually hit her. Five months after they were married, their daughter was born and the physical abuse began shortly afterward. They were at her friend's wedding and her husband got drunk. He became upset when she refused to have sex with him in the parking lot outside of the wedding reception. They argued in the car and then he grabbed her hand and started hitting it hard against his head. Jennifer recalls him pounding her hand on his head somewhere between twenty to thirty times making her hand bruised and swollen. Crying and in pain, Jennifer threatened to call the police.

He told her to go ahead and call the police because she was the one with the bruises on her hand and the police would believe that she had hit him. He would do similar things that made her feel that it was impossible to go to the police or to tell anyone. She was afraid and felt that she could not get help.

After that incident, he became bolder and the abuse and violence got worse. He was no longer afraid of hitting her and felt that he had control over her. He also began to rape her. Jennifer's feeling or well-being did not matter to him. He would go to bars until they closed, and then call her to pick him up at 2:00 in the morning. Jennifer would have to wake up her two young daughters and drive to the bars to pick him up. With no concern for her, he would hang out with other women in front of her. She recalls one incident where he and his best friend were in an upstairs apartment with some single women to all hours of the night. She was furious and when she said that she would leave him, he threw her against the wall so hard that she fell and hit the table.

There was a lot of emotional and physical abuse during her marriage, but Jennifer tried to convince herself that she was a strong woman who could handle it. She realizes now that was not the right mentality. Because of the psychological and emotional abuse, her ex-husband made Jennifer feel as if she deserved it which resulted in Jennifer suffering from very low self-esteem. Jennifer was married to a man who mentally and physically abused her to the point that she felt worthless. She would come home from the grocery store and he would berate her from putting everything in the wrong places. He would take everything out of the cupboards, throw the things on the floor, and tell her to pick everything up and put things in the cupboards the right way. He told her that she could never do anything right when it came to cooking or taking care of the household chores. He also told her that no man would ever want her besides him. Since she had

a daughter from a previous relationship and a daughter with him, it made her undesirable to other men. Since he knew that her parents disapproved of him, he also insisted that she distance herself from her family and also her friends. He did not want her to have any relationships other than with him.

Jennifer was convinced that most of the abuse that was happening to her was “private” and that her older daughter did not hear it, see it, or know what was happening. Most of the physical abuse occurred behind closed doors in their bedroom. One day when her daughter was four years old, she asked Jennifer, “Why does daddy hit you?” Hearing these words come out of her daughter’s mouth gave Jennifer the strength to leave. Jennifer thought that she was strong enough to endure the abuse but she did not want her daughters to ever have to endure what she was going through. Jennifer relates that she “did not want her daughters to grow up thinking that this is how men should treat their women.” She did not want her daughters to grow up and someday allow this type of relationship because they would think that it was normal. The very next day, Jennifer took her four year old daughter and her five and a half month old daughter and left their home which she says is the best thing that she ever did. All she took that day were the clothes that she and her children were wearing, her purse, and a diaper bag. She left behind her clothes, pictures, furniture, and other material goods.

Jennifer’s parents bought her and her daughters tickets on the next flight to Massachusetts where they could stay with a relative until she could find a place of her own. She had to buy new clothes for herself and the children and all the other possessions that they needed to set up their new household. She had to endure many court hearings while out of state. When she came back to California a year later, the court hearing continued concerning custody matters. Jennifer and her daughters took up residence with her mom and dad. Two weeks after she

moved her things into her parents' house, the house was burglarized and burned down. All her things vanished in the flames. Jennifer was once again left with no possessions and was tasked with having to start buying all of her material necessities. This made Jennifer come to the realization that material objects are not important. According to Jennifer her family is the most important thing in her life. What mattered was that all her family members were safe and had not gotten hurt.

With the help of her mom and dad, Jennifer was able to go back to school. Going to school helped her to feel better about herself. She felt that she was "making something out of me." Getting a college education was doing something to better herself and that would improve the life of her children. In the long run, Jennifer would be able to obtain a better job so that she could take care of her daughters which made her feel good about herself. She did not want to rely on anybody else again or feel dependent. For Jennifer, attending college was the first step in being able to take control over her life so that she could do something for herself and her girls on her own in the future.

Jennifer began her journey to change her life at Mt. San Antonio College. There she says that she met a lot of very wonderful people. When Jennifer was in my class, I was so impressed by her intelligence, determination, and her excellent performance in my class that I told her about the Honors Program. She joined the program and met a lot of other Honors students who she became friends with. She started realizing that there was more out there for her. She was pleasantly surprised that others actually were acknowledging that she was doing well. There were people telling her "You can even do more." From an outside standpoint, other people were seeing her potential and believed in her. When she first started her classes at Mt. SAC, she was telling herself that she just needed to "get through school." But after people started to reinforce

to her that she was capable of doing more, could succeed in the Honors Program, and could get scholarships, she became more interested and committed to her education. Jennifer started to build up her self-esteem. She started to realize that maybe she could actually transfer to a four year college. That was a turning point for her. When she started at Mt. SAC she was hoping to transfer to a four year college but did not know if she would be accepted or be able to afford to go. She was hoping to get financial aid and scholarships but did not know if that was going to be a possibility. Jennifer achieved her goal of being accepted and transferring to the University of California, Irvine where she graduated with a degree in Sociology. She was awarded scholarships and received financial aid. Jennifer is very proud that she only amassed \$10,000 in student loans for her two years at UCI.

While at Mt. SAC, Jennifer was able to obtain financial aid that covered her books and tuition. As a single parent, she was also able to get grants to cover child care. The Mt. SAC Financial Aid office personnel realized that Jennifer was a single parent and led her to contacts and resources about financial help that was available for students in this situation. As long as she maintained a 2.0 grade point average she was eligible for aid. Jennifer far surpassed this requirement and earned her place on the Dean's List and was received Presidential Awards. Jennifer found that everything was paid for as long as she did well in school. Jennifer also received the Sociology Transfer Scholarship and Student of Distinction in the Personal Achievement category. Jennifer was chosen as the top student in this category and earned an additional recognition and scholarship.

The Honors Center provided a valuable resource for Jennifer. She started hanging out at the Honors Center and met students there that she did not have classes with. Jennifer says that she has friends that she still is close to that she met at the Honors Center. She also met students

in her Honors classes. The smaller class sizes (twenty or less) provided an atmosphere where she could get to know people better. Also, she began to see many of the same people in her other classes as she proceeded to take more and more Honors classes. Because Mt. SAC is so large, offers so many classes, and has so many students, it is often possible to never see the same students again in classes. The Honors Program, although one of the largest in the country, consists of a smaller cohort of students than the general student population at Mt. SAC. Being in the same program helped the students come in contact with one another, relate to each other, and to bond.

When Jennifer was at Mt. SAC, she had to file a restraining order against her ex-husband. He was allowed to see their daughter but only during monitored visits. When Jennifer attended UCI, besides harassing her, her ex-husband would come to campus and threaten the staff at the preschool. He wanted to pick up his daughter and he did not have permission. Jennifer had to go to court and have him banned from the preschool. The campus police had to be called "regularly" because of his frequent harassing visits and stalking behavior. Unlike years before when Jennifer did not call the police, she uses them as an important resource now. The police were very supportive and would frequently check in or drive by to make sure that everything was alright. Jennifer was impressed that at UCI there was such a strong attitude against her ex-husband's behavior and that they took his actions very seriously. The preschool and the police even requested a picture of her ex-husband so that they could watch out for him.

UCI arranged for Jennifer to start seeing a psychologist. She had never been to a counselor before and always believed that she could deal with things on her own. Jennifer was suffering from Post-Traumatic Stress Disorder. She felt apprehensive and nervous all the time and feared her ex-husband. She was afraid that he could invade her life at any time. She was

always looking over her shoulder in fear that he might be there. The psychologist helped her establish boundaries when it came to her ex-husband and to take control of situations when she had to deal with him. One thing she started doing was to only allow him to pick up their daughter at the police station instead of her house. Once she started putting boundaries in place, she felt safer. Talking to the psychologist gave her suggestions on how to handle situations and helped her to feel as if she was more in control.

She also realized that she could not do everything on her own and that having a “neutral party” to talk to where she could “let everything out” helped her to heal. Jennifer felt more comfortable telling the psychologist as opposed to a family member or a friend the things she had endured and was hiding. Before, Jennifer would push her emotions and frustrations with her ex-husband to the back of her mind and pretend that nothing was wrong. She realized that she needed to let the “negative energy” out and let it go so that she could move on and “let the positives in her mind and in her soul.” She had many positives in her life. She was doing well in school, her daughters were doing well in school, and she was starting to have a closer relationship with her family. She had been, however, letting the negative things in her life control her. Jennifer was very happy with the results of seeing a psychologist. She stresses that even if you think you are a strong person, you might need the help and the resources that a psychologist could provide. She feels that she has progressed considerably and now no longer sees a psychologist.

Jennifer is currently working as a Senior Processor for reverse mortgages. Her future is very bright because she has always enjoyed success in her work experiences and has a history of earning awards. Her home and family life is completely different from her situation years ago.

A few years after having their first date on Valentine’s Day, Jennifer and her husband were

married on another Valentines' Day and have been very happily married ever since. Even though her husband wanted to get married sooner, Jennifer wanted to finish her education first. She did not want anything to stop her, including planning a wedding. Also, after all that she had been through, Jennifer needed to feel that graduating with her Bachelor's degree was something that she did by herself because she needed her education to be her accomplishment. She does credit her husband for being very wonderful and supportive throughout her education. They got married the year after she graduated. Jennifer's husband has two children from a previous marriage and she says that all the children are very close. In their blended family, everyone gets along really well and they act as if they have always been a family. Jennifer is so happy that they all love each other. Her youngest daughter and his youngest daughter were two and three years old when Jennifer and her husband started to date, so they have mostly grown up together. She says that even the older children are "inseparable." She also says that she has a really close relationship with her in-laws and her husband is really close with her family. Jennifer and her family have strong, close relationships with her parents and her two sisters. Her sisters have several children and large family parties are very frequent. All of the cousins have a good time whenever they are together. Jennifer has achieved her dream of a "normal family."

I am completely in awe of Jennifer because she has endured so much and yet accomplished so much. I first met Jennifer when she was in my Marriage and Family Sociology class. She was eager to learn and always prepared for class. She always added interesting information to the class discussions because she could provide insights for the younger students. Her writing skills were excellent and she always earned A grades on the exams. I encouraged her to join the Honors Program because of her success in my class. She joined the Honors Program and took an Honors Ethnic Relations class from me. Jennifer really valued her

education and was dedicated to her studies. She has come from a position where she had very low self-esteem to being an Honors student with a high grade point average. She earned spots in both the Alpha Gamma Sigma and Phi Theta Kappa Honor Societies while at Mt. SAC

One would never know from her demeanor or her friendly personality that she was abused both mentally and physically. She does not dwell on the past anymore but looks forward to her future. She does not make it a point to tell people about the abuses that she suffered and views her experience as making her a stronger person. Jennifer is very caring and compassionate. While taking care of her children and attending Mt. SAC, Jennifer volunteered a lot of her time doing home care for disabled persons. In this capacity she helped bathe, dress, and feed disabled persons. She was very dedicated to this volunteer work and did these chores happily.

Jennifer is truly a role model not only for abused women but for all women in general. She demonstrates that a person can be a single mother to young children and still pursue her college education. She is a role model to women who are older and have gone back to school. She is a role model to those who have lost everything by showing them that they can still look to the future and value their lives and their education. She gives hope to any who have been psychologically or physically abused, who have suffered and feel as if they are worthless. She shows all that they can succeed, excel, and overcome their obstacles. Although at times in her life Jennifer kept wondering, "Why are things happening to me?" she realizes that she would not be the person that she is today if not for all the good and the bad experiences that she has gone through. She is not bitter or resentful but believes that things happen for a reason to "get you to the place you need to be." Jennifer was very deserving of the title of Student of Distinction that Mt. SAC bestowed on her. Her goal of being a role model for her daughters is being realized as

her daughters are very successful in their education. Also, when she hears her daughter say, "I will never date a guy like that" she knows that she has done her job in showing her children that it is not acceptable for women or anyone to be abused or to tolerate abuse.

JENNIFER

Sociology Key Terms that can be applied to the Chapter

Looking Glass Self

Labeling Theory

Self- Fulfilling Prophecy

Emotional, psychological, mental abuse

Domestic Violence

Role models

Socialization

Blended Family

Extended Adolescence

Object Language

Second Order Marriage

Study Guide / Discussion Questions

Discuss the reasons why a person may not leave when there is domestic violence involved.

What techniques do abusers use to keep their victims from leaving them?

How did labeling theory contribute to Jennifer building her self-confidence and setting new goals for herself?

Mt. SAC Resources (Detailed information can be found in the Resources Section)

Alpha Gamma Sigma Honor Society

Phi Theta Kappa Honor Society

Honors Program

Counseling Center

TAREN

When Taren was born her mom was 18 and still in high school. Her mom and dad were not married and they had a very "volatile relationship." Growing up, Taren did not have a mom or a dad in her life. By the time that Taren was born, her dad was in prison. She thinks that she has seen him about six times in her entire life. Although he served his time, he currently has returned to prison for a fourteen year sentence. Her mom was a drug addict and very involved in the "party lifestyle." She was not ready to and did not want to assume the responsibilities of caring for a child. Taren says that her mom is currently living on a "pot farm" up north. When Taren was eight years old, she became a ward of the court and her maternal grandfather took guardianship of her. Her grandfather had helped to raise her since she was born because her mom was always in and out of the house. Taren's mom never really took responsibility for her.

By the time she was twelve years old, Taren started smoking marijuana. In seventh grade she smoked marijuana in the restroom at school, was caught, and subsequently kicked out of her middle school. Taren was sent to another school where she only had to take the basic classes and was there for half of the school day. She was allowed to go back to her original school in eighth grade but was then kicked out for smoking marijuana in the restroom once again. She then had to return to the alternative school. On the first day of ninth grade, Taren got into a fight at school with another girl where she "beat her up really, really bad." Taren was arrested for this and put in jail. She was allowed to be on house arrest for a while until she again did something wrong and was sent to a juvenile "boot camp" for all girls. Boot camp lasted for nine months but when

it ended, she ran away for sixteen weeks. One of the few times that Taren saw her dad, he had introduced her to his girlfriend and his girlfriend's son. When Taren ran away, she stayed with the girlfriend and her son. She remembers that there was a lot of drug use in the house and being hit by the son. She wanted to leave but there were locks on the doors that locked from the inside. She finally escaped and says that she had to "run away from running away." When she got back home, she was sent back to boot camp for another nine months. Boot camp this time was a different experience. At boot camp she became a "junior chef." The head cook and she cooked breakfast, lunch, and dinner for the camp and she did not have to take any classes. The head cook took her under her wing and taught Taren all about cooking. Taren said she learned to cook and to love cooking in boot camp. When she got out of boot camp, she would attend school now and then but dropped out completely when she was seventeen years old.

Taren met her husband two weeks after her eighteenth birthday. He was eight years older than Taren and was working long hours as an electrician. Her impression of him was that he was very conservative because he did not drink, smoke or do drugs. Taren stopped doing drugs. Her husband influenced her to go to school and get her GED since she had not finished high school. Taren remembers him being "so handsome and nothing else really mattered." She did not bother to find out anything about his background. She did not know that he had been involved in gangs when he was younger and had just gotten out of prison before they met. They married and bought a house next door to his father's house when she was nineteen. Around that time, she became pregnant and later gave birth to her son. After giving birth to her son, Taren started having headaches that never went away. When her son was about eight months old, Taren was diagnosed with brain tumors. Her relationship with her husband was becoming strained. Everything started to change. They split up for a while and her husband initiated a custody battle

to take the baby away from her. His excuse was that she was sick and unable to care for the child due to her brain tumors. They reconciled for two months but things were different. Her husband started coming home late or not coming home at all. She began to follow him and found out that he was hanging out with gang members. When she questioned him about it, he denied it. One time he caught her following him. When they returned home he was furious and choked her so severely that the capillaries in her eyes burst and there were bruises on her neck. To her surprise, he took out a gun that was hidden in the mattress and pistol whipped her in the face. Taren had just had brain surgery to remove the large, but thankfully benign tumors. She decided to leave him and told him that he "needed help." His reply was that he did not need help, she did. She agreed with him that she needed help.

When her husband left for work one day, Taren's mom came to pick up her and her now ten month old son. Her mom bought her a plane ticket to get away to stay with a relative in another state for two weeks. When they returned, Taren got an apartment for her and her son. They had nothing because when they left suddenly and Taren had not taken anything with her. Her husband took her to court saying that she had "stole his son." A lengthy court battle for custody of their son ensued and the court did not seem to care that Taren had been abused by her husband. The abuse did not matter because it had never been documented. Taren never pressed charges. During the court battle, the court made Taren reveal where she and her son were living. Now that he knew her address, he started harassing her. Twice when she went to work, he broke into her home and "trashed the place." He would break things, tip things over, and take everything out of the drawers. Taren would come home to broken windows and her door wide open which was really unnerving. He never stole anything. Even though she called the police, they said that they could not find any evidence to link him to the crime. Taren was upset that the

police “never did anything” and that the courts did not care when she brought it up during custody hearings.

Despite the harassment, her husband eventually told her that he wanted her back. Taren talks about how “naive” she was at the time. Even though he had choked her, pistol whipped him, and taken her to court to get custody of their son, she still wanted her family to get back together. She went to their house one day with the hopes of reconciling. When she got there, she found that he had a girlfriend living with him who was six months pregnant.

More court battles ensued with her husband’s father now saying that Taren needed to pay him back for the \$20,000 down payment that he had given them to buy their house. The father had given them the money, but was only suing Taren to pay him back. With the possibility of divorce, the father wanted to ensure that Taren was cut out of any equity in the home. The court cases took three and a half years. Her son then was four years old. Taren’s husband was murdered during this time by the Mexican Mafia. They never filed for divorce and when he died, his father started suing Taren to have control over the house. He also sued her for his son’s life insurance proceeds and pension benefits. When the house finally sold, Taren did not get any money from the equity because all the money went to the lawyers. She feels that with all the fighting and court battles, the only ones who won were the lawyers. Although she did not get any money from her husband’s estate, Taren’s son received social security payments under the death benefits for a minor.

After a lot of animosity, a physical confrontation, and a law suit, Taren and her husband’s girlfriend eventually maintained a positive relationship. The girlfriend had two children with Taren’s husband. Taren realized that these children were her son’s siblings and wanted him to

have a relationship with them. When her husband was murdered, her son was at his house with his siblings. It was the girlfriend who called Taren to give her the news. Her husband's father then decided to take Taren to court to try to obtain custody of her son. He wanted grandparent's rights with every other weekend and a week vacation during Christmas, two weeks during the summer, and every other holiday as if he were the parent. The judge gave the grandfather some visitation rights but not what he asked for. This infuriated the grandfather and he decided that if he could not get what he wanted, then he would not visit at all. He continued to take Taren to court to get custody and Taren remembers having to go to court "all the time." She had to keep records of him not showing up for visitations to document things for the court. Her son was nine years old when the judge finally told the grandfather that he needed to stop taking Taren to court. Taren allows her son to see his grandfather and even to go on trips with him to Mexico. Taren says that when she sees him, she shakes his hand and pretends that nothing happened.

Taren has had more than her share of health problems. The tumors were associated with a disease called Von Hippel-Lindau Syndrome or VHL. This disease causes tumors in soft tissues, so for ten years Taren had to get an MRI every year on her brain, stomach, and eyes. The brain tumors that Taren had were on her cerebellum and optical nerve. This affected her eyesight so that the peripheral vision in her eyes is nonexistent.

Throughout her college education, Taren has also been struggling with rheumatoid arthritis which is an autoimmune disease that causes chronic inflammation of the joints. She was twenty-six when she was diagnosed but had been living with the pain of his disease for over three years. When her wrists started to freeze up and get swollen, she assumed that maybe she had carpal tunnel disease so she went to the doctor. Her doctor was the same doctor who had been overseeing her treatment for the tumors. She strongly suggested that Taren see a specialist

because she had arthritis. Taren resisted her doctor's advice for three years because she thought it unlikely that at her age she would have arthritis. When the pain increased, Taren finally went to see a specialist. Even then, she did not believe it and was in denial. She had to accept her condition when her wrists got so bad that she could not move them. Taren has been receiving treatment for her arthritis. Every four weeks a nurse comes to her house to give her a type of chemotherapy in which she has to be on an intravenous drip for about an hour. This helps to stop the progression of the disease but there is no cure for rheumatoid arthritis. After this treatment she is tired and usually gets a stomach ache and bruises easily. Even with the treatment, Taren still experiences the pain. It is especially painful when it rains and sometimes she starts to feel the pain two to three days before the rain.

I wondered how Taren has managed to stay so positive. I had always known her to be smiling and happy. I was surprised that she had been dealing with so much pain. Taren says that she stays positive because she does not have a choice. She refuses to let the pain get her down. She says that she "just does it." There are days when she does not want to get out of bed, but she pushes herself anyway. Taren says that even on her worst days, if she gets up, takes a shower, and gets out of the house, she feels better. Taren says that when she was in college, she would rather be in class than staying at home and dwelling on her pain. She does not take any pain medication.

Taren had been an insurance agent since she was twenty years old. When all the court battles started, she was laid off because her boss said that she was missing too much work. When she was laid off she started volunteering at her child's school. She was there all the time helping the teachers out. They told her that she should try to get a job there. She looked at different positions and ended up getting a job as a lunch lady at the high school. She really

enjoyed being around the students and started thinking that she wanted to have a career working with students. She thought that being a counselor might be a good way to help students.

Knowing that she would need an education to pursue this type of career, she enrolled at Mt. San Antonio College. She was twenty-eight years old at the time and the mother of two children.

She gave herself a goal of finishing in five years. She did not know what to expect because her middle school and high school experience had been practically nonexistent. She started off slowly by taking two classes; Business Law and Art History and she earned an A in both classes.

With that academic success to encourage her, Taren went to school full time the subsequent semester. Her outstanding grades qualified her to join the Honors Program which she did. Taren ended up surpassing her own expectations and graduating in two years instead of five as she planned.

At Mt. SAC, Taren spent a lot of time at the EOP Center utilizing their tutoring services. She says that she spent so much time there and that they are the reason why she got through her education. Her strategy was to try to stick with the same tutor for every class. The people at the Center got to know her and pushed her to succeed. To get the tutoring she needed, she had to have her work done before she got there. Homework and papers had to be completed first then the tutors would go over her work. Sometimes the head of the department would even tutor her if there were not enough tutors available. Taren also used her professors as a resource. She took advantage of their office hours to seek out additional help. This also allowed her to get to know her professors better. She is proud that she established a good relationship with almost all of her professors at Mt. SAC.

Taren was a student in my Honors Sociology class at Mt. SAC. She excelled in all her work and her test scores were among the highest in the class. Taren earned perfect scores on all

her evaluation papers and her research paper was outstanding. Taren was always prepared for class and attended with a positive attitude. She always seemed so happy to be in class and to be learning. Although Taren did not need to, she always did any extra credit assignments that were offered. She was one of the leaders in class discussions and always had something interesting to share. Although she was older than most of the other Honors students and had a very different life experience, Taren fit in very well, made friends, and thrived in the Honors Program..

Taren suggests that students stay focused and stay determined. She says that at times there would be math exams that she would be “crying walking in and crying walking out.” Her math professors would wonder why Taren would be so upset because she would do very well on the exams. She would become so anxious because she really wanted to do well and never felt prepared enough. She hated math but she is proud that she “stuck with it and stayed determined no matter what.” She found that setting goals was helpful and making sure that deadlines are met. Taren was adamant about not pushing things off or asking professors to take exams at a later date. Turning in her papers in late was not an option for her.

Taren continued to volunteer at her children’s school but did not work while attending Mt. SAC. She credits that to the great support from her current husband who she met when her son was three years old. They have a child together and he has two children from a previous relationship. Taren says that her husband probably loves her more than she loves herself. He pushes her to do the best that she can do. He wants her to succeed just as much as she wants to succeed. She also gets support from her children who want her to succeed. She is a very involved mother and wants the best for her children. When she became a mom her life changed and she realized, “I want them to do so much better than I ever have.” She wants them to exceed their expectations and feels that they really are doing that. Taren says she is leading by example

by trying to be a role model for her children. She says, "I do what I'm asking them to do. I'm asking them to go to school. I'm asking them to get good grades. I'm asking them to do their work and they are doing it." Her children are always proud of their mother's accomplishments and excited when they bring home their own good grades.

After graduating from Mt. SAC, Tara was offered a "full ride" to the University of California, Berkeley, the University of California, Los Angeles, and the University of California, Irvine. Her funding covered housing, tuition, school supplies, books, and tutors. The only thing that Taren had to pay for was food. Taren chose to attend UCI. At UCI she was able to live in graduate student housing due to her age and having a family. She lived in a two bedroom apartment on campus and could walk to her classes. Because her children wanted to stay in their schools, they did not usually live with her during the school week. Her husband took care of them in their home and Taren would see them on weekends. Taren would often come home during the week to spend time with her children and drive them to their school and activities. Taren graduated with two majors, one in Criminal Law & Society and the other in Psychology & Social Behavior. She was in the Honors Program at UCI. While she was going to school at UCI, she worked as a children's counselor with preschool to eighth grade students.

Taren is currently working as a behavioral therapist for autistic children. She is applying to Social Work Master's Programs. Taren is not only intelligent, she is compassionate, caring, and is welcoming to all people. Her friendly personality and positive outlook on life is refreshing and encouraging. I believe that Taren will thrive in a graduate Social Work program. She has the passion and commitment to be an excellent graduate student and an outstanding Social Worker. Taren Salazar is truly an exceptional person and student and I am so glad to have had the opportunity to get to know her on a personal level.

TAREN

Sociology Key Terms that can be applied to the Chapter

Role models

Structural Effects

Role Conflict

Grandparent Types

Blended Family

Study Guide / Discussion Questions

Discuss the reasons why victims of domestic abuse do not leave their abusers or take them back after abusive incidences.

Discuss the types of grandparents. What types of grandparents are depicted in this story?

Discuss ways to maintain a positive attitude despite adverse circumstances that may arise.

Mt. SAC Resources (Detailed information can be found in the Resources Section)

EOPS

Honors Program

Financial Aid

REBECCA

Rebecca and her boyfriend had been dating for a little over two years. Their relationship started when Rebecca was in high school and continued when she attended Mt. San Antonio College. Valentine's Day was coming up and they had made plans in advance to spend the day together, but the week before she noticed that he had been acting strange. He was not calling her as much and seemed to be ignoring her calls. She was wondering what was going on but then a couple of days before Valentine's Day he called her to discuss their plans. Then, the day before Valentine's Day, he again stopped calling her and returning her calls so they never solidified their plans. This left Rebecca still wondering what was going on with his unusual behavior.

Rebecca's friend, who was coincidentally dating her boyfriend's best friend, called crying that day and asked for a ride to her boyfriend's house. She was upset because she thought that there was something wrong with him and wanted to make sure that he was alright. Both Rebecca's boyfriend and her friend's boyfriend lived a fair distance away but she drove her friend who did not have a driver's license. When she dropped her friend off, she waited in the car while the friend and boyfriend proceeded to have an argument inside the house. While parked on the street, Rebecca noticed a car approaching that she was not familiar with. Rebecca was surprised to see her boyfriend driving the car with a young woman in the front seat that she did not recognize.

When her boyfriend saw Rebecca, he sped off. He did not get very far when he ran a red light and ended up getting into a car accident. Her boyfriend first hit another car that was

proceeding through the intersection on a green light. His car then hit a light pole and then a palm tree before rolling over. Because this happened immediately and so close to the house where Rebecca was parked, she saw everything happen. She witnessed her boyfriend being ejected out of the car. She saw the car roll over and land on top of him. The car was completely demolished. The scene looked like a Hollywood movie set with smoke, debris, and the smell of burnt rubber.

The driver of the other car was alright but the young woman who was riding with Rebecca's boyfriend died in the accident. Rebecca was in shock. It was difficult to even process the events that had taken place before her eyes. Her boyfriend was rushed to the hospital and the blood alcohol tests revealed that he had been drinking and driving. This would now be his second DUI before he was twenty-one years old. Although he would survive the accident, he would be paralyzed from the waist down. All this news was devastating. In addition, Rebecca later found out that her boyfriend had been acting so strange because he was cheating on her with the woman in the car. When he saw Rebecca, and realized that she saw him with another woman, he sped off to avoid her. After the accident, pictures of her boyfriend and the other girl started to surface so there was no doubt of their relationship.

Rebecca was heartbroken on many levels. Her boyfriend had been in a serious accident right before her eyes and was now paralyzed and suffered from severe traumatic brain injuries. She had witnessed a young woman die who she later found out left behind a young daughter. She had to face the fact that her boyfriend had been cheating on her. Despite his infidelity, Rebecca went to the hospital to visit him every day for three months. For the three months after that, Rebecca continued to visit him on the weekends and sometimes on the weekdays. She tried to do whatever she could for him and his family. She even made Easter baskets for his

younger siblings but told his mom not to tell them that they were from her. She wanted his younger siblings to think that the mom had made the baskets because she was concerned that they were missing their mom and feeling left out due to her spending so much time dealing with her oldest son's recovery process. She knew that his mom would not have the time to make Easter baskets for the kids.

At first her boyfriend's family was welcoming and comforting to Rebecca. They even told her not to blame herself because it was not her fault. Although she had been close to his family, they eventually started to turn on her and blame her for what had happened. Her boyfriend's dad who had been involved in gangs during his younger years actually threatened to kill her at one point and told her she was not welcome to visit at the hospital. They needed someone to blame for what happened to their son and somehow rationalized that it was her fault. They did not want to blame their son for his actions and decided that if she had not been there, he would not have sped away. Her boyfriend would use the nurses' cell phones to call Rebecca and beg her to come to visit him. His family no longer wanted her there, however, his pleas made her feel that she still needed to visit him. It got so bad that she had to hide from his family when she went to visit him in the hospital. Rebecca eventually stopped going to visit him after six months and stopped all communication with him. Although that was very challenging for Rebecca, she felt that it was best for him and his recovery to have his family's support over hers and wanted to mitigate hostility and tension by remaining absent from the process.

The best friend of her boyfriend who did not witness the accident started to fabricate and spread rumors about why the accident happened. One story he told was that Rebecca had crashed her car into the car her boyfriend was driving and caused the accident. Rebecca was thankful that there were a lot of witnesses to substantiate that this was not factual. The accident

happened on a busy street there were about ten witnesses. When Rebecca was subpoenaed to court they did not even need her input because there had been so many other witnesses. The stress of going to court also took a toll on Rebecca. Going to court and seeing him there was difficult. He did not remember a lot at the beginning of his recovery and would ask questions frequently to try to understand what had happened. His best friend had been feeding him lies and telling him that Rebecca was the reason why he was in the hospital. No one seemed to want to blame her boyfriend for his own actions and did not want to tell him about the blood alcohol content (BAC) levels found in his blood the night of the accident.

Rebecca developed Post Traumatic Stress Disorder (PTSD) from witnessing the car accident. Every time she would get in a car to drive, she would be afraid. If she was a passenger in a car and the driver would brake suddenly or change lanes quickly, she would have a meltdown. She would be so scared that she was having panic attacks. If she saw an accident on the road, even a minor one, she would "freak out." For Rebecca "freaking out" involved crying, shaking, and sometimes even blacking out. She would be extremely worried about the people in the accident and she would start relating it back to seeing her boyfriend laying there underneath the car. Even when she was not in a car, sudden movements or sudden sounds make her anxious. The memories of the accident seemed to always replay over and over in her head and she could not make it go away.

Rebecca started seeing a psychologist about a month after the accident and continued to do so for over a year. She credits that experience for helping her get through her disorder, even though she originally was very reluctant to go. Her mom and her brother forced her to get help to manage the stress and depression she was suddenly faced with. She first went to a psychiatrist for one visit and then saw a psychologist for the rest of the visits. Rebecca felt that

the sessions with the psychologist really helped her to understand what she was going through. The psychologist would make Rebecca do exercises to replay in her head the events that happened. She would also make Rebecca “tell the story over and over and over again” to her. This was meant to try to desensitize the trauma and help her to understand what actually happened.

Sometimes when people go through these traumatic events, they question their reactions to things and they question themselves. Rebecca recalls that even with these exercises that it was challenging to get through reliving the events. Another exercise that she would make Rebecca do was to look in a mirror and tell herself that it was not her fault. In the beginning Rebecca could not even talk about the accident at all with the psychologist. When she was finally able to talk about it, she would always cry. Now she is able to talk about it and share her story and she thinks that this is very important. Keeping things bottled up inside produces negative effects on the mind and the body. She does, however, still cry sometimes when she shares her story. Rebecca also thinks it is important for people who are suffering from PTSD to understand that they are not alone. She wants to tell her story because she feels that it will help other people cope with similar situations.

Learning about PTSD and realizing that this is what she had gone through. Once she knew what she was going through, however, she started her journey on finding ways to cope with it. Rebecca decided to study Psychology at Mt. SAC because she wanted to understand her condition. She took several Psychology classes which she found very interesting and as a result, decided to become a Psychology major. She remembers breaking down and crying in a lot of her classes as many topics reminded her of the accident which brought back the horrible memories. Studying psychology really helped Rebecca understand things that she was going through.

Rebecca found herself wanting to volunteer more and be more involved on campus. She found that these activities tended to keep her mind occupied so she would not think about the accident. Community service was not new to Rebecca. She has been dedicated to helping others since grade school when she volunteered with her Girl Scout Troup at the Walnut Senior Center. Throughout high school and college she had been volunteering at Whittier Hospital Medical Center. Rebecca had also volunteered for the Adult Basic Education Mentoring Program where she helped students to pursue their education. Rebecca really enjoys helping people and making a difference. Rebecca says that volunteering and being involved was the best thing to help her get through her PTSD. Helping other people actually helped her to cope. It seemed to her that it was much more important to help someone else out than to focus on her problems. Rebecca has always been a kind and giving person and volunteering was a perfect fit for her.

While at Mt. SAC, Rebecca worked hard to help organize and create the Student Outreach Leadership Program with me in the Sociology Department at Mt. San Antonio College. This was a tremendous amount of work for her and she was instrumental in helping to plan and implement this program. This program has been established to help train students who are interested in leadership roles and dedicated to community service. The students in this program must plan and implement a community service project in which they must enlist the help of other students and encourage their involvement. Rebecca further developed her leadership skills when she was selected and participated in the Fall Leadership Conference. She spent a weekend with other selected students learning leadership skills that she put to use in the clubs that she belonged to and in the Student Outreach Leadership Program. She even volunteered to teach other members of the Student Outreach Program the skills that she learned at the conference. Rebecca is always eager to help and enthusiastic in everything that she does. She put in a lot of effort with the

Psychology Club and served as the Vice President of the club where she helped to organize meetings. She also coordinated a career panel event through the Psychology Club which was open to all Mt. SAC students. The career panel brought in psychologists from different backgrounds to talk about their fields. With the Psychology Club, she organized fundraising endeavors to raise money for student scholarships.

Besides her volunteer work with the Student Outreach Leadership Program and the Psychology Club, Rebecca even found time to volunteer in several other college and community projects. Rebecca volunteered for the Special Olympics where she helped set up and helped get the children to their events. She even assisted the children at the events. She was an active and valued member of the Culture Shock Club where she participated in numerous fundraising activities to raise money for student scholarships. She has also helped with fundraisers for the Manzanar Relocation Camp, American Diabetes Association, and the Bear-with-Us Organization. She participated in Join-A-Club and helped to plan the club's participation in the Culture Fair. In addition to her activities with the Culture Shock Club, she also volunteered for two days at the Information Booth at the beginning of the semester where she welcomed students and helped them find their way around campus. Rebecca also participated in the Human Trafficking Conference at Mt. SAC. Getting involved in a variety of volunteer projects not only benefited other students and the community, it helped her to deal with her PTSD. She was and is extremely enthusiastic in her commitment to community service. Due to this commitment and her numerous activities, Rebecca was awarded Student of Distinction in the Service category when she was at Mt. SAC.

Rebecca earned a 3.8 grade point average at Mt. SAC and transferred to the University of Southern California where she continued to earn excellent grades. USC was her dream school

because she felt that it offered lots of opportunities. Being a transfer student, she found it not as easy to find those opportunities at first. She felt that the main focus was on the freshmen class and that those transferring from community colleges were not given as much guidance. It was somewhat challenging to get involved but she knew that she had to adjust to her new environment and seek out those opportunities. She wanted to get involved because she enjoyed it and she knew how much it had helped her deal with her PTSD. Whenever she would see someone participating in certain programs or clubs, she would go up to them and ask them about it. She did have some professors who would bring people to their classes from different programs to try to get their students involved.

Rebecca was successful in finding opportunities. She got involved with the Joint Education Program (JEP) of which USC was the first college in the nation to initiate. The JEP Program involved having USC students go out in the surrounding community to volunteer helping the students at the local schools. JEP has grown from partnering with one elementary school when the program started to almost thirty schools. JEP provides tutoring, services, and programs that these local schools would not have had otherwise. Rebecca participated in volunteer work and outreach programs through JEP. She taught Geology and Philosophy courses to the children. She also taught "The Science of Happiness" through yoga for the children in kindergarten. She found this activity to be very rewarding because she would get a lot of positive feedback from the children. She was pleasantly surprised that these young children would tell her how much they loved yoga. It was something that they had never been exposed to before. Most would tell her that it gave them a chance to relax and get away from problems at home. Rebecca recalls that when "kids so little are telling you that, it's really powerful." Rebecca felt as if she was making a difference.

Rebecca turned her volunteer work for JEP into a job. She started volunteering and then found out about a job opening. Because of her volunteer experience in the program and doing so well while she was there, Rebecca was hired and worked as a program assistant. She was later promoted to a Placement Coordinator which involved being the liaison for all the local schools. She was working a minimum of 20 hours per week while also putting in time volunteering for JEP at two different schools while she attended USC.

Rebecca is truly an exceptional young woman. She was a student in several of my classes including; Honors Ethnic Relations, Sociology of Marriage and the Family, Special Projects in Sociology, and Service Learning. She earned outstanding grades on all her papers and exams which led to her receiving A grades in all these classes. She is extremely bright and was dedicated to her studies. Her commitment to her education showed in her preparation for the classes, her hard work, and her excellent grades. While at Mt. SAC, Rebecca was enrolled in the Honors Program and was a member of the Phi Theta Kappa Honor Society. She maintained a high grade point average and was on the President's List while being enrolled in an exceptional amount of college classes.

Rebecca is currently in the MBA program at Pepperdine University. She wants to be a business consultant to help businesses that are struggling to be able to come up with new strategies and plans. She wants to work with businesses to implement changes. Rebecca is excited to be newly married. Rebecca recently had a beautiful wedding in Hawaii and I was honored to have been invited. I cannot say enough good things about Rebecca. She is a wonderful young woman who has demonstrated that she is dedicated to all that she becomes involved in. She has a deep appreciation for Mt. SAC and the opportunities it has given her and has continually and consistently given back to the Mt. SAC community. Rebecca is always

willing to help others. She is a compassionate and friendly person. Rebecca found that helping others allowed her to help herself. Rebecca witnessed a terrible tragedy but went on to achieve success. As Rebecca puts it, "Persevering to accomplish one's goals and aspirations after being diagnosed with PTSD is extremely challenging, but I have remained determined and proved it possible."

REBECCA

Sociology Key Terms that can be applied to the Chapter

Personal Fable

Post-Traumatic Stress Disorder

Rumors

Transmissions Set

Critical Set

Uncritical Set

Study Guide / Discussion Questions

Discuss the differences in how females and males view relationships.

Discuss reasons why a person would be reluctant to go to counseling.

Discuss the benefits that community service can have for the person who is volunteering.

Discuss the reasons why rumors get started.

Discuss the different sets of people who pass on rumors and their motivations.

Mt. SAC Resources (Detailed information can be found in the Resources Section)

Counseling Department – Student Health Center

Culture Shock Club

Psychology Club

Phi Theta Kappa Honor Society

Honors Program

Student Outreach Leadership Program

ANDREW

When Andrew was in high school he did not care about his studies. High school classes were boring for Andrew. He felt as if he was not learning anything that he would ever use in life, so he did not put any effort into his classes. His weekends were composed of going out, drinking, having fun, and not worrying about what the next day brought. He was into “partying, going out, and doing things that I shouldn’t have been doing.” At the age of fourteen, Andrew started drinking alcohol with his slightly older brother and his closest friends. Having obtained the alcohol from a friend’s older brother, he and his friends went to a park to drink and got “super drunk” where they were later caught by the police. The police officer called their parents to come to get them and let them off with a warning. Andrew remembers him as being the “nicest officer ever.” Upset and disappointed, Andrew’s parents grounded him for six months and would not let him go to the homes of the friends who had been involved in the incident. After that six month hiatus, Andrew was undeterred, and began drinking with his friends four to five days a week. Usually they would go to a friend’s house whose parents were always away traveling for business. As a result of this, he and his friends had a place to drink and were all able to spend the night and walk to school the next morning.

Andrew and his friends would spend the weekends “partying” at different friends’ homes. Partying for Andrew involved getting drunk. He never smoked cigarettes or did any drugs. Occasionally when his parents would go out of town, he would have a house party without the permission of his parents. Typically over fifty people would show up during these parties that

would have beer kegs and hard liquor. There was a pool at Andrew's house so sometimes during warmer months there would also be a pool party along with the alcohol consumption. Often times the police would show up to these parties because the neighbors would complain about the noise. When this happened, they would have a friend who was sober lie to the police and tell them that he lived in the house and there was no alcohol at the party. The police would tell them to keep the noise down and would drive away. Sometimes the police would come by more than once, but after the third time they would charge a fine, so Andrew would always stop the party after the police had come three separate times.

Andrew's parents were very strict and were not happy about the drinking or the life choices that he was making. On top of that, Andrew got arrested for street racing or what is legally called a "speed contest." The police impounded his car for thirty days which later cost him just over \$1,000 to retrieve. He was also fined \$3,000 for the crime which provided Andrew with a little relief because the fine was reduced from \$10,000. Andrew was given leniency by the judge who reduced the crime from a misdemeanor to an infraction. Because the incident happened right before his 18th birthday, Andrew was a minor at the time. Special car insurance for high risk drivers was now required and his insurance payments went up to about \$500 per month. The infraction would stay on Andrew's record for seven years which made it impossible to get any job that would require him to disclose this driving record. His parents were livid. They told him that since he had been "messing up" that he was now going to have to get a job. So, after his high school graduation, Andrew obtained a job at United Parcel Service where he worked twenty hours per week making minimum wage.

When Andrew was eighteen years old, he recalls one party that took place in the next city over from where he lived. His friend was the "designated driver" for the night and was supposed

to drive Andrew's car. The friend ended up getting in a fight with his girlfriend at the party and later went home with her instead. As a result, Andrew ended up driving himself home. He was so drunk that he ended up throwing up a lot. The next morning he could not remember driving home at all. His friends had to fill him in on what had happened. Andrew realized that he was so drunk that he very easily could have killed someone or himself. Luckily, that was not his fate, but he says that it haunted him so much that as a result he stopped drinking entirely. He did not touch alcohol again until he was twenty-two years old because he was afraid that he would make more reckless decisions. He knew that he needed to make some serious changes in his life if he wanted to have a successful career. As a result, Andrew also stopped hanging out with his friends from high school. The friends that he used to drink with kept drinking and also started smoking marijuana. He had never tried that, and did not want to start, so they began to grow apart.

During Andrew's few semesters at Mt. SAC he simply did not care about going to school. He had just stopped drinking, but was still in the mindset that he would have his parents to pay for things forever. He did alright in three of his classes but he stopped taking his French class and got an F. Andrew's professor had told him that he could not text in class. Andrew was defiant and told her, "My taxes pay you and you can't tell me what to do." He admits, "It all sounds so ludicrous now, but I was young, disrespectful and immature." The next semester was worse. Andrew lost interest in his classes, withdrew from three of them and earned an F in the other class. As a result, Mt. SAC put Andrew on academic probation and he was allowed to only take two classes per semester.

Andrew completely turned his academics around. When I met Andrew he was a straight A student. He was dedicated and committed to his studies. I was very impressed with his exams

scores and all his papers. He was also in a Philosophy class that was taught by my office mate at the time. I remember her commenting that he really cared a lot about his grades. So, what happened? How did a student who fails and drops out of classes become a straight A student? Andrew told me that he completely hated his job. He worked at UPS for eight months until he felt like he could not take it anymore. Andrew was working for minimum wage which left little money to pay his bills. He was spending a lot of time driving to get to work and back. Everything he made seemed to be going to car insurance and gas money to pay for his transportation to and from work. He felt like he was poor all the time. He thought to himself, "This can't be my future forever." He decided to use this experience as a stepping stone. He realized that this is what life can be like, but he wanted to make sure that this was not going to be his life. He wanted a much better career and a much better future. He pleaded with his parents to let him stop working and promised to do well in school. Since he so desperately wanted to ensure that he was not going to spend his life doing minimum wage work, he started applying himself to his studies. Once he started applying himself, it became easy. He found a way to get interested in the material and make it work. He feared that if he did not get straight A's then maybe his parents would get upset and he might not be able to continue to go to school and would have to go back to work. He decided that he had better do something right this time.

Andrew started to read the class material which is something that he had never done before. High school was not hard so he never read the textbook and never studied. He could still pass or "squeak by" without studying. He would just go to class and take the tests. Even for math classes he never once studied for an exam. In high school, if he did not pass, nothing really happened. His father was an average student when he was in high school, so his parents would get upset but they would get over it and they would move on. So, after being put on academic

probation at Mt. SAC, Andrew started reading the textbook and reading assignments for his classes. He would study and found that it became a very gratifying experience. After he would study and then take an exam, he found it rewarding to know that he actually knew the material on the exam. Classes and exams became easy. His excellent grades became a sufficient reward that positively reinforced his study habits. In high school, Andrew hated going into an exam not knowing anything. He felt as if he was wasting his time. Now he felt that he was not wasting time in his classes, he was achieving something, and was proud of the results.

Andrew never went to seek help at the Tutoring Center. Instead, Andrew would go to talk to his professors during their office hours if there was something that he did not understand. Most students do not realize that their professors are a valuable resource and are happy to explain things. Many students are afraid to talk to their professors or are embarrassed that they need help understanding the material. When I was in college I did not have the nerve to go to office hours. Andrew told me that once he realized that he wanted to do well in school so that he could succeed in life, he saw the importance of going to office hours. He realized that he had two options, "Either I don't understand it and I continue to get frustrated with the material or I alleviate that frustration and go talk to the professor." Andrew told me that he previously had the idea that professors were scary people who were trying to make their students do badly. Once he starting going to their office hours he realized that they were there to help the students and that they wanted them to do well. He found that when he went to office hours that the professors would talk to him for as long as he needed. He remembers talking to professors sometimes for an hour. They would discuss concepts and then he would go home and mull it all over. If he still did not understand, he would go back and ask for more help. He found that even when he came back to ask the same questions again that the professors "were always cool about it." I

remember Andrew coming in to talk to my office mate who was his Philosophy professor on a weekly basis. Another perk of going to visit professors is that the professors get to know who you are and what your goals are. Andrew admits that some professors were more approachable than others. He is quick to add that once the professors started talking about the subject that they are passionate about, that they tend to drop that “standoffishness” and get into the zone of helping. He feels that the vast majority of the time, that the professors really want to help. Other advice that Andrew gives is to use your resources and talk to people in the field. Sometimes he would go to other professors than his own to seek help. The offices for professors are all grouped together according to their disciplines so it is easy to know the subjects that the professors teach.

Andrew also used his computer as a resource. He would turn to Google and read articles on the subject that he was searching. He, however, found that to be somewhat boring and not very entertaining. One time in his Google search a YouTube video popped up. He thought it might be interesting so he watched it and it actually really helped. Professors on YouTube write on the screen and show their work and walk you through things. Sometimes they tell a story that relates to the concept or give you mnemonics to memorize things. Andrew considers YouTube to be one of his survival techniques in school. He found that there were a lot of brilliant people on YouTube who explain things. He realized that there were a lot of different ways to explain things and sometimes some ways are more understandable than others for him. Having another perspective other than from the professor who is teaching the class, may make the material easier to understand. He found it was helpful to hear things explained by different people in different ways. Also when watching YouTube he was able to stop the video to take notes and play it as many times as he need. The videos often address questions they know that people may have so

they anticipate problem areas and address them. Even today, Andrew uses YouTube to look up concepts that he does not understand.

Andrew suggests always trying to find the value in what you are learning. He admits that sometimes the General Education requirements seem really stupid. He feels that if you travel to countries that do not have general education requirements, you will realize how much of a value that they actually bring to you and to our society. Andrew believes that the general education requirements are an important part of college education and should not be left out. He suggests trying to find how the knowledge that you acquire can be applied to life outside of the classroom.

Andrew excelled at Mt. SAC earning straight A's after those first couple of problematic semesters. Andrew was a student in several of my classes including; Honors Sociology, Honors Ethnic Relations, and Marriage and Family. Andrew always earned excellent grades on the exams, essays, and research papers. His research papers and essays were well written and reflected a great deal of thought, effort, and knowledge. His papers also demonstrate his excellent analytical and critical thinking skills. In all of my classes, he received over 100% on his term papers because they were far superior to the papers of his classmates in terms of the research and analyses. He had perfect attendance in all of my classes. Also, I never saw him texting in class. He was a leader in class participation and was a pleasure to have in class because he was always respectful and got along well with his fellow students. In addition, Andrew was constantly visiting during my office hours to ask questions and talk about ideas. I nominated Andrew for Student of Distinction in the Academic category because I was so impressed with his academic accomplishments. He did not win this award, probably because of his grades during those first two semesters, but I feel that he really deserved this award.

Andrew was not very involved in campus life while he was in high school. People always told him that he should get involved because it would make his high school experience richer. He always thought that was "stupid" and that he did not have time for that. At Mt. SAC he figured that he needed to get involved to increase his transfer opportunities. Once he started to get involved, he realized that depending on the clubs, he could use concepts from his classes. He also found that clubs were a good way to network with people and make friends. He started to take classes with friends that he met in the clubs. Andrew felt that taking classes with friends gave him someone to discuss the class material with and to study with.

Andrew has consistently demonstrated his commitment to community service over the years. He has been dedicated to service to his community and the colleges that he has attended. He was very involved with the Mt. SAC Psychology Club and served as President of the club. He was also a Health Center volunteer and participated in the Health Fair at Mt. SAC. In addition, he coordinated a Career Panel event for the Psychology Club and has set up and participated in various fundraisers for the club and for their scholarships. He was a member of the Honors Program and a member of the Phi Theta Kappa Honor Society where he was involved in a lot of activities to benefit Mt. SAC and the community. Andrew was also an active member in the Culture Shock Club which is a club that is dedicated to learning about different cultures, dispelling stereotypes, and engaging in volunteer projects that will help the community. As a Culture Shock volunteer, Andrew helped with numerous Bake Sales, Clothing Drives, and Food Drives. In addition, he served as a Mentor for Adult Basic Education Students at Mt. SAC. In this position he encouraged students and motivated them to become more involved on campus and to succeed in their education. He is a great role model to all and especially to the students who he has mentored at Mt. SAC. He joined the Mentor

Program to encourage students who were having a difficult start with their college education like the difficult start that he experienced. He would share his story which would let them realize that no matter how you start or where you come from, you can succeed.

Andrew also helped me establish the Mt. SAC Student Outreach Leadership Program. He was selected as one of the first Student Outreach Leaders and helped me formulate the program. I chose Andrew as one of the charter members because I knew of his dedication to community service. The Student Outreach Leadership Program was formed to train students with leadership skills and then have them assume the role of leader in conceptualizing and organizing a community service project in which they mobilized students to help. In his capacity as a Student Outreach Leader, Andrew attended a Leadership Conference and helped me fine tune the details of the program. Also while at Mt. SAC, Andrew presented a research paper at the Pacific Sociological Association Conference and presided over an Undergraduate Roundtable discussion session.

When Andrew transferred to USC, he continued to excel in his studies and maintained a 4.0 grade point average. He graduated Summa Cum Laude with a degree in Psychology and was a Valedictorian nominee. He also was honored as the Provost Award recipient which is the honor bestowed to the transfer student with the highest grade point average at USC. Andrew was a dedicated contributor to the USC community. He served as Public Relations Officer for the Latino Transfer Club. He also served as an Annenberg Ambassador for USC. In addition, Andrew dedicated his time to volunteering at John Mack Elementary School where he taught Geology to inner city youth. After he graduated from college, Andrew volunteered at a hospital where he was dedicated to improving patients' lives by circulating through departments and talking with patients to ensure that they were doing the best that they could be.

While at USC Andrew worked on research with one of his professors concerning how minors can be manipulated during police interviews. He also conducted research with one of the executive officers for the Neuropsychology Foundation to determine how many milliseconds humans must be shown an image for that image to be recognizable. Furthermore, Andrew became an editor for the USC Journal of Law and Society and served on the executive board of the Blackstonians Pre-Law Honors Society. Andrew's focus was to graduate and then go to Law School. He took the LSAT and did well and had several scholarship offers from Law Schools. Unfortunately, Andrew's mother had a stroke. He realized that his passion was more aligned with the medical field. He decided that if he was going to make a switch that he should make it then.

Andrew is currently working full time as an office manager for an immigration law firm where he is doing well financially. He feels, however, that even with the financial benefits that this career provides, that this is not where his passions lie. He would like instead to be a medical doctor because he feels that he will be more excited and passionate about what he wants to do every day. Andrew enrolled at California State University, Fullerton as a post baccalaureate student to obtain the prerequisites that he needs to prepare him for medical school. He also took classes at community colleges when it would fit his work schedule. He is almost finished with his prerequisites and is studying to take the MCAT so that he can apply to medical schools.

Andrew feels that he is a "go hard or go home person." If he is going to do something then he will give it his full effort. I am very impressed with this young man who continues to be an outstanding student. I am confident that he will excel in his medical education and become an excellent doctor.

ANDREW

Sociology Key Terms that can be applied to the Chapter

Norms

Laws

Positive Social Sanctions

Negative Social Sanctions

Positive Reinforcement

Negative Reinforcement

Structural Effects

Study Guide / Discussion Questions

Discuss examples of negative social sanctions that can be found in Andrew's story.

Discuss examples of positive social sanctions that can be found in Andrew's story.

What steps did Andrew take in order to insure that he was success in his classes?

Mt. SAC Resources (Detailed information can be found in the Resources Section

Alpha Gamma Sigma Honor Society

Culture Shock Club

Psychology Club

Phi Theta Kappa Honor Society

Honors Program

Student Outreach Leadership Program

TIANNA

Tianna was the daughter of a Black man and a White woman who both had come from very challenging childhoods. As it happened, her father was invited by her mother's foster father to stay in the house where her mother was living as a foster child, and they fell in love. They married, worked hard, completed their college educations, and had successful careers. An interracial or biracial marriage fifty years ago when her parents got married was not very common or accepted in society. Matter of fact, her parents were married the year after the Supreme Court ruled in the Loving v. Virginia case and struck down the anti-miscegenation laws. The Supreme Court declared that states could no longer ban interracial marriages.

Although interracial marriages were then legal, they were still looked down upon. Similarly, mixed race children were not common or accepted. People referred to biracial children as "Devil's spawn" and many believed they would never find their place in the world. According to Tianna, she "grew up in a world where she never quite fit in. She was a mixed race child in a black and white world." The White kids, although they did not see her as "White," often said she was not really "Black" either. She was teased and called an "Oreo" and "stuck up" by Black students. Tianna was often afraid to be alone at school because Black girls would want to fight her. As a result, in high school she went through a period that she refers to as her "Super Negro" period where she felt that she had to prove how Black she was. Ironically, she got in trouble from her father for not having a diverse group of friends.

When out with her mother who has long blonde hair and green eyes, people would often assume that Tianna was not her daughter. When Tianna would call out "Mom," in public to her

mother, people would make comments about her mother adopting a Black child. Sometimes, Tianna would make a point to say “Mom” when they were out just to see the reactions of the people around them. Although Tianna really does look like her mother in a lot of ways, their skin tone and hair color are much different. Her mother looks like a White woman and Tianna says that she looks like a Black woman. Tianna’s racial identity has morphed and developed during her life. Her grandmother loved to tell the story about how Tianna (as a four year old) heard someone referring to her as a “mulatto,” and responded with, “I am not a mulatto, my mother is White and my father is Black. I am biracial!” Eventually Tianna discarded that racial identity. For Tianna, although people still may say that she is “not really Black,” no one ever treats her as White, so her racial identity is Black. That does not mean that she does not acknowledge her mother’s side of the family, she just sees herself as a Black woman who was raised by a White mother. She says that she is mostly taken for Black and occasionally Samoan or Puerto Rican, but never for White. Tianna says that it is difficult to see yourself as White when nobody else sees you as White. Since nobody ever treats her as anything other than a person of color, she sees herself as a Black person.

Tianna says that her mother reinforced this identity more so than her dad. Although one life lesson her father gave her that stuck with her is “You are going to have to work twice as hard to be seen as just as good. Get used to it.” This established her work ethic which served her well throughout her life. Her mom gave her Black dolls and taught her about Black history. Her mom took her to Black churches. Tianna remembers very clearly that her blonde, White mom would stand out in a church of all Black people. Tianna recalls her history lessons and the idea of the “one drop rule” meaning that if you had one drop of Negro blood, you were considered to be a Negro. So, “when you are Black and something else, you are Black.” Tianna is a mother of

a young daughter and is proactively raising her daughter with a “Black” identity and surrounding her with positive Black feminist images.

Tianna had learned to read before she was in kindergarten because her mom was a teacher. Even though Tianna could read really well, in first grade when the students were separated into reading groups, she was put into the lowest one. Looking back, Tianna acknowledges that it was not her reading ability that determined her placement, but her perceived race. She was the only Black child in the class. When Tianna talked about the reading groups she stated, “There are the bluebirds and the robins but we all know that the bluebirds are the dummies and the robins are the smart ones.” When her mother saw the low level of the books that Tianna was reading for school and the group that she had been placed in, she went to the school and complained. Tianna realized that as an educated, White woman, her mother felt empowered enough to challenge the school and stand up for her daughter. Tianna remembers her mother insisting that the school test her daughter and put her in the appropriate reading group because she was reading way ahead of the first grade level. Her mother’s actions challenged the stereotypes that were being imposed on her daughter. She prevented her daughter from a later school career of being placed in the lower “Vocational” track. Tianna now uses this as an example in her Sociology classes to show the importance of tracking and wonders how her life trajectory would have been changed if she had stayed in the bottom reading group.

Tianna went to high school in a military town in Arizona because her father was in the Army. The high school was racially mixed with Whites, Hispanics, Blacks, and a few Asians. Tianna recalls constant race wars between the Hispanics and the Blacks. The high school years were not enjoyable for Tianna. The only time that she really enjoyed herself and felt as if she

really fit in was during band. Tianna says, "I was in band and band was its own color. Band friends, activities, and trips kept me going."

Even though she always did well in school and had a good work ethic, high school became challenging on a different level. From her freshman year until her senior year in high school, her parents were going through a "very acrimonious divorce." She was upset and frustrated and started ditching and drinking. The school was almost not going to let her graduate because she had missed too many days of an Arizona History class which was required for graduation. She was getting an A but she had missed over fifty days of class. The class was not that challenging for Tianna and she was earning an A without attending the class. She was able to convince the school that if she was getting an A, that she was obviously getting what she needed to from the class so they let her graduate.

The long divorce process of her parents and the fighting was very draining on Tianna. She was their only child and felt that she was being put in the middle of everything. She also felt that she was being used as their "main weapon" against each other. When she was a junior, she tried to escape it all by running away from home. The challenging atmosphere led to suicidal thoughts and even suicide attempts throughout her high school years. Tianna knew that her parents both loved her, but "they were so caught up in their own situations, they were really weren't aware of how severely their actions were affecting me." There was so much animosity between her parents that at her high school graduation, they had to sit on the opposite ends of the field.

After graduation, Tianna took a couple of classes at the local Community College. Her mom moved to California to be with her sister who was going through a divorce and her father

and his new wife moved to another country. She started living in a house with some friends. The woman who owned the house and was the mother of one of these friends, was a long distance truck driver so she was often not home. The house was "kind of a home for wayward kids." She recalls that there were all these young people (some still in high school) living in a house together and basically unsupervised. There was drinking and drug use and "questionable people" who used to hang out. One of those "questionable people" mistakenly thought that Tianna had told his girlfriend that he was cheating on her. He was on drugs, angry, and fired his gun to try to shoot Tianna but missed. This is when Tianna decided it was time to move to California and live with her mother and her aunt.

Because she was not a resident of California, she could not afford to pay tuition at Mt. SAC. She worked at Carl's Jr and a Del Taco. She would begin work when Carl's Jr. opened and work her shift. She would then go home, sleep for a while, and then wake up to work the graveyard shift at Del Taco. Through work she developed a friendship with a girl who was associated with gang members. She introduced Tianna to her friends and Tianna started dating a gang member. She moved in with her new friends and was living "under the stairs" at a house. Although she broke up with her boyfriend later, she was still hanging out with the gang members. One night she was driving one of their cars and accidentally dented it by backing into a pole. The owner of the car was afraid that she would not pay him for the damages even though she promised that she would. She told him that she had a job and would pay him as soon as she got her next check. He was on drugs, angry, and punched her in the eye. He punched her so hard that she "saw stars." She was scared because she was trapped in a house where these people who she thought were her friends did not stand up for her. She was lucky that a stranger came to her defense and protected her from further abuse. Once they let her leave, she took her

things and went to her mom's house to live. Her mom called the police but Tianna never told them who hit her. It took three or four weeks for her face to get back to normal. She did meet up with her attacker to give him the money to fix his car. Tianna said that although he never admitted it, she could see that he was taken aback by the amount of damage he had done to her face.

At that point in her life, Tianna said to herself, "I'm not living like this anymore." She knew that she was meant for more than the life she was living and she wanted something different. She was done with this life. She walked away from all of her "friends" and that is when she registered at Mt. San Antonio College. She had now established residency since she had been living in California for a year so now she could get financial aid. But, she had little money, no car, and no friends. When she graduated from high school, her dad gave her his wife's old car but her boyfriend had gotten it impounded and did not tell her where it was. By the time she found out where it was she could not afford to get it out of impound so she lost the car. When she started at Mt. SAC she had to walk up and over a huge hill to catch the first bus to school. She first rode buses for hours from Ontario to Mt. SAC and back. When her aunt started going to Mt. SAC, they started to carpool. The car was in bad shape and had no air conditioning. Tianna remembers a particularly hot summer while they were taking classes. On the drive home from class one day they saw sprinklers watering a big field. They were so hot that they got out of the car and ran through the sprinklers.

While at Mt. SAC, Tianna had a Pell Grant that paid for her tuition and books. She also took out the maximum amount of loans and used them "for life" because she was "broke as a joke." When Tianna first registered for school she found that most of the classes that she needed to take were full. She saw an opening in my Marriage and Family class and thought that the

class may help her in life since she wanted to get married and have a family someday. Tianna states, "Little did I know that this one choice would change my life." Suddenly everything clicked and Sociology seemed like the perfect fit for her because Sociology was a way to understand her world and apply it to her experiences as an "outsider-within." Tianna found Sociology engaging and liked my teaching style so she proceeded to take other classes that I taught over her next semesters at Mt. SAC. Tianna found a field of study that she felt passionate about. Tianna stated, "I work hard. I would be a good accountant but I would hate it even if I was good at it. Sociology was something that I loved and could be good at it."

Tianna was an outstanding student. I would rate Tianna as being in the top five percent of all the students that I have taught over the years. She was an exceptional student who was very dedicated to learning. Her class participation was excellent and she demonstrated a great deal of leadership ability in the classroom. Tianna had a passion for learning and a commitment to her education. Tianna got along really well with her classmates. She made friends easily and worked well with others during class projects. Besides being an "A" student in my classes, she maintained an extremely high grade point average overall. Tianna accomplished this while working her entire college career. She also was a member of the Speech and Debate team and Alpha Gamma Sigma Honor Society.

Tianna volunteered to be my teaching assistant and we got to know each other much better. Tianna was a wonderful teaching assistant. She was extremely intelligent and needed very little direction to get tasks and assignments completed. As a teaching assistant, Tianna took the opportunity to give a couple of lectures to my classes. She wanted to see if teaching was something that she really wanted to do and felt comfortable doing. Tianna is a natural teacher. She was prepared, gave students the opportunity to discuss and ask questions, answered their

questions effectively, and used humor in her presentations. Her lectures were interesting and informative. Tianna was able to develop a rapport with the students in a very short time due to her openness and friendliness. Mt. SAC is a very diverse campus in terms of ethnicity, age, and many other life circumstances. She made the students feel at ease and comfortable asking questions. Tianna has excellent communication skills and the ability to encourage the students to be interested in the subjects being presented. When Tianna transferred from Mt. SAC, she was determined to become a Sociology professor at a community college.

Tianna transferred to California State University, San Bernardino. While she was there we still kept in touch and became close friends. Tianna and her family have become part of my family. I am not sure how we even established that relationship. Tianna says it is "because I'm that student." She says that since she was older and working when she went to Mt. SAC that she tended to gravitate to people who were older. She was not straight out of high school when she came to Mt. SAC. She built relationships and friendships with professors by talking with them before and after class and visiting them during their office hours. Tianna and I had numerous conversations about her future in terms of her educational goals, career prospects, and scholarships that were available. She did not realize it at the time but Tianna was finding mentors.

After Mt. SAC, Tianna knew to look for a mentor at CSUSB and then at the University of Southern California where she went to Graduate School. She actively sought out women to be her mentors but she did also have men who were her mentors. When Tianna transferred to CSUSB, she looked particularly for Black women to be her mentors. She felt that being Black, that she would have different issues to face and different perceptions to overcome and so she found mentors who were Black women who were successful. Tianna realized that there were

some things that she would have to do when teaching to introduce subjects or concepts that would be different if she were a White woman. Tianna jokes and says it is important to learn “This is how you don’t scare the white folks.”

Tianna found a wonderful mentor at CSUSB who “became not only her professor, but a role model of how to be a strong-willed, articulate, educated Black woman in a world that is not always welcoming.” This professor introduced her to the McNair Scholars Program where Tianna spent two summers conducting research. Tianna became a teaching assistant to another professor. As a teaching assistant she helped the professor create a curriculum and a college class. As she did at Mt. SAC, Tianna worked while going to school and was a member of the Speech and Debate Team. Tianna was very active in the Sociology Club where she served as an executive board member and as President. Tianna was also a member of the Phi Kappa Phi Honor Society and the Alpha Delta Kappa International Honor Society. Tianna graduated with honors with a Bachelor’s degree in Sociology and a minor in Ethnic Studies and a minor in Women’s Studies. She was named the School of Social and Behavioral Sciences’ Outstanding Undergraduate Student and was honored as the student speaker at the Black graduation.

Tianna was accepted to the Ph.D. program in Sociology at USC. Tianna had fellowships that paid for her tuition and awarded her \$30,000 per year for living expenses. She was awarded the USC All University Pre-Doctoral Diversity Fellowship and the National Science Foundation Fellowship. She again found it important to actively seek out mentors and found excellent professors to guide her. While taking her graduate classes, she was a teaching assistant, a research assistant, a tutor for student athletes, and a student mentor for the Honors Society. Due to her mother and grandmother becoming critical ill and dealing with health issues herself,

Tianna decided to not complete the Ph.D. Program and instead get her Master's degree in Sociology from USC since she had finished her course work.

Tianna is currently a successful Sociology instructor and the Department Chair for Social and Behavioral Sciences at the community college where she took her first college classes. She is an engaging, interesting, and fun professor who sparks the interests of her students. She does use the "Norm Breaking" research assignment that she obtained from one of my classes because it was "something that was fun and part of what interests me in sociology." Students always talk about that assignment and it is part of the word of mouth that draws new students to her classes. This campus is very diverse and Tianna is thriving in that atmosphere. As a Sociology instructor now, Tianna advocates the importance of finding a mentor. She tells her students, "Find someone who is doing what you want to do, who is where you want to be, and learn from them." She is paying forward the excellent mentorship she received by mentoring her own students. Tianna says that the most rewarding part of her job is seeing how they flourish after community college. One of her first students is now in the last semester of a Master's degree and is hoping to come back to teach at the community college. Another of her students has earned a full-ride scholarship to three of the major universities in Arizona.

Tianna is an active member of the Pacific Sociological Association and the American Sociological Association. Over the years she has organized several sessions, presented her research projects, and served as a moderator for many sessions. I have seen Tianna present her research projects at several Pacific Sociological Association conferences and am so impressed by the quality of her work. I am equally impressed with her presentation skills. She is knowledgeable, interesting, and adds humor to her presentations. I really enjoy learning about her research. The sessions that she has organized on Teaching and Learning have been very

informative and interesting. These sessions have been very well attended and sparked a lot of interest and discussion.

Tianna is currently attending the University of Arizona to earn her Ph.D. in Higher Education and is excited about her upcoming first academic publication. She is learning a lot and loves the mental stimulation of being back in graduate school. Although she does admit, "It is a huge challenge to balance a full-time teaching job, being department chair, a full-time graduate class load, a graduate assistantship, and my daughter." Given her track record, Tianna will do well in all these endeavors.

TIANNA

Sociology Key Terms that can be applied to the Chapter

Structural Effects

Tracking

Anti-miscegenation laws

Interracial marriage

Stratification

Ethclass

Intersectionality

Role Model

Study Guide / Discussion Questions

Discuss the reasons why do witnesses or victims not come forward when gang members are involved?

Discuss the impact that divorce has on the spouses and on the children.

Discuss ways in which you could seek out a mentor.

Mt. SAC Resources (Detailed information can be found in the Resources Section)

Alpha Gamma Sigma Honor Society

Honors Program

Financial Aid

Speech and Debate Team

JAMIL

Jamil grew up in a family where education was not something that was really important. His family did not even think about college as an option for the children. Instead it was more of "Hopefully you can get out of high school." The biggest challenge that Jamil feels that he faced while growing up was that there was always the mindset that education was something that was not very important. His mom would sometimes be raising anywhere from four to eight children in the house. She had three of her own children and she also officially adopted one of Jamil's cousins. Jamil's aunt had two other children that his mom raised and although they were never officially adopted, they lived with them from time to time, due to their mother being on drugs and in and out of prison. One cousin lived with them exclusively all the way through high school. His aunts and uncles were in and out of different prisons and often using narcotics, so his mom would bring their children to the house so she could take care of them. Jamil's dad also had five children with two other women. At different points due to hardships that the other women were experiencing or maybe just because of what Jamil calls "his mom's crazy love for my dad," his mom allowed Jamil's other siblings to live with them also. Some of his dad's children stayed there for months and some stayed for years. Sometimes there would be up to eight children living in the household. There was not a lot in terms of resources to be spread among all the different people in the house. Oftentimes they were more concerned about just trying to make ends meet or eat. Education was just not something that was focused on. The house that Jamil lived in was about 1,100 square feet. They had three bedrooms and they also converted a den into a bedroom as well. There was only one bathroom. Jamil recalls that it was crowded and that there was a lot of noise all the time. There was also a lot of alcohol and a lot of

drugs in the house. Jamil's dad and mom had never married and were not together most of Jamil's childhood. His father lived with them when Jamil was two to five years old. Then he went to jail for some time and came back to live with them for about four years when Jamil was ten. Jamil's dad was in and out of his life when he was a child. Since his dad had other children, he would go from one family to the other. Jamil remembers that his mom did not have a steady boyfriend and that she would date "a lot of random men" who would hang out at the house. Even though the house was small and crowded, Jamil feels that he could always find a place to study, however, studying just was not a priority. No one in the family seemed concerned about education.

I had always known Jamil to be a really good student when he was at Mt. SAC. In high school, however, he was just an average student. Jamil admits that he did not apply himself in high school. He said, "I did just enough to get by." He had to maintain a grade point average of 2.5 so that is what he did. His only concern about his school work and grades was that he wanted to be eligible to play sports. Jamil went to Temple City High School where he was a star on the football team and ran track. In his senior year many coaches from the community colleges came to the games to scout the players. Jamil was highly sought after since he was one of the stars of the football team. He built relationships with some of the Mt. SAC coaching staff that had come to see him play. One of the biggest reasons why he went to Mt. SAC was that they had a really prominent football program. He did not care about and was not focused on academics. His only goal was to get a football scholarship to a four year college so he could continue playing sports.

Once at Mt. SAC, Jamil found that he could choose some of his classes. He had "no clue" of what to take but he said that the descriptions of the Sociology classes "looked kind of

cool to me.” The first and subsequent Sociology classes that Jamil took were from me. I was very impressed with his class participation and his grades in the class and he remembers me suggesting, “Hey, you should apply to the Honors Program.” Jamil said that was the first time that he ever thought to himself that maybe he could actually do something in terms of academics. Jamil stated, “That’s really where it started. But before that I really couldn’t care less.” Also, the fact that he could start choosing the classes that he wanted to choose, gave him a sense of empowerment and motivation. He started to have intrinsic motivation at that point. He had the opportunity to choose subjects that he was actually interested in which now fueled his desire to want to learn more. He found that learning was interesting and fun and that he really liked the “learning aspect of college.” Jamil recalls, “It starts you on this journey that you never want to end.” This desire to learn which was sparked at Mt. SAC remained with Jamil throughout his college career and fueled his passion for his education.

Jamil recalls several discouragements during his college years. Jamil postulates that, “Once you are in a certain subgroup and then you start to change some things, then that primary subgroup starts to feel uncomfortable.” When people feel uncomfortable then there is generally a backlash. So once Jamil started going to Mt. SAC and started focusing on his education, his family members did not understand why this was now becoming so important to him. He felt that because of this he experienced a separation from many family members. His mom, however, always supported him in terms of his education and encouraged him to pursue his academics. Jamil started separating himself from his family members. They did not seem to understand each other anymore. Jamil states that, “They didn’t understand why I wanted to progress and I didn’t understand why they wanted to stay the same.” There was definitely backlash there. There was name calling with family members referring to him as an “Oreo” and

a "White boy." They would say things such as, "You think you are better than us" and "Don't talk to Jamil because he thinks he is better than us." Jamil recalls that this started to happen a little bit in high school when he was getting recruited to play football at colleges. When he enrolled in Mt. SAC was when the discouraging remarks got worse. I asked him if those comments hurt him and he replied with, "Of course." He had decided that he wanted to learn and wanted to be involved in "this whole different lifestyle." He wanted to feel understood and more than anything, he wanted support. He says, "You want love. You are just trying to do you. You are trying to do better." But Jamil was mocked and not understood. That is when he really started to develop an extreme defense mechanism. He said he actually started using that defense mechanism a little bit back in fourth grade, but when he started Mt. SAC was when it "took on a whole different level." This defense method involved quickly cutting someone out of his life and not necessarily even caring if he ever would talk to them again. He started doing this with a lot of his different family members. His mom was the one person who was always supportive of Jamil's goals. (I do remember, however, Jamil telling me a long time ago that even though she was proud of his accomplishments on the football field, that she really did not like to go to watch his football games because she was afraid that he would get hurt.)

Jamil utilized many resources that Mt. SAC had to offer in order to pursue his goals. He credits the football team a lot. The football program offered tutoring for the athletes. After school there were dedicated tutors to help the football players. Jamil also felt that really helped because it gave them an environment in which to study. He was studying with people he felt comfortable with because these were the guys who he had trained with and played football with. The attention by the tutors who were specifically there for the team and the atmosphere of learning motivated Jamil. He thought that was "really cool" and it made him feel special. Jamil

thinks that was the first time that he started to meet people who thought the way he was starting to think. From that environment with the athletes, study groups began to form. This concept was something new for Jamil but he learned that these study groups could be very helpful. Jamil also utilized study groups later in his other classes. In fact, he mentions that he was involved in several study groups in the Honors classes that he took from me.

Jamil found that just being around like minded people was a key component for him. One of the most important things for his success that he started to experience at Mt. SAC was being around people who had the same visions that he did. He started actively seeking friends and students with those similar visions. Having friends with similar goals and academic pursuits encouraged Jamil and validated his goals. Jamil also credits his success to being around professors who cared about him as an individual and who went beyond the classroom to help their students. Mt. SAC was the first time that he had experienced this. Jamil felt that being around various faculty and staff members who were willing to spend time with him and “take you in” made him generally feel cared about as a human being. For Jamil, this was a huge resource.

Having access to successful people was important because he felt that he did not have many of those kinds of people in his life to serve as role models. His father, uncle, and aunt had all spent time in prison. Many family members struggled with drug abuse. His mother tried hard to make ends meet but it was always problematic given the number of children who were always present in the household. Jamil remembers the first time that he came to the realization that he wanted to be successful. He says that it was the first time that he got into my car which was a BMW. I was taking my class to get Indian food. Jamil was one of the students who rode in my car. Jamil recalls, “I got in that car and I was like, I need to find a way to earn a good living and

that's always stuck with me." Although he can afford a BMW now, he has chosen not to buy one because he has "other priorities" such as spending money on his family.

Jamil is happily married and has two children. My husband and I attended his wedding years ago and I have been following the growth of his adorable children on his social media posts. Although Jamil has had a successful college career and has a successful business, he feels that his greatest achievement has been keeping his family together. Jamil found that being married was completely different from the experiences that he witnessed as a child and also different than what he read about in textbooks. He was not expecting some of the challenges that they faced. Jamil states, "You can read about it but until you start experiencing it, it's completely different." His wife and he were really struggling for a while with their relationship and marriage. They even talked about divorce several times. He thinks that his greatest accomplishment was maturing to the point where he could actually hold the family together.

As a profession, Jamil helps people get healthy. This is his primary business that he does with his wife. For the clients that they work with, they focus on the whole body with trying to help them create better health habits in all areas of life. Generally the folks that they tend to work with have some sort of weight loss goals. They help them change a lot of their habits and expose them to different ways that they do things. They are also business coaches as well. He sees that the most prominent issues that people have are weight, image, and financial despair. The system that his wife and he promote shows people how to get their bodies healthy. Once they achieve that and start feeling good about themselves, then they can show them how to build a health helping business which is going to "pay their program forward and bless the lives of other people." Jamil has lots of clients who live in many parts of the country. Jamil has found that greatest thing that he found about coaching so many people is the positive results that he has

witnessed. He finds that there are a lot of people struggling financially even if they look like they are not. There are many business owners who look like they are doing fine but when they really get into “the nitty gritty then we start to see that they are hemorrhaging from the seams.” Jamil finds his work very rewarding. He says, “To take someone like that and show them how to easily create a business where they are bringing in an income that can really bless them and their family has been one of the coolest things ever.” Since he has had success in the business, now he is invited to do various speaking engagements. He gives talks at different universities to health and wellness classes, business classes, and marketing classes. In addition, the flexibility of the work schedule allows his wife and him to spend a great deal of time with their two children.

Jamil has some advice for Mt. SAC students. He feels that because Mt. SAC is a commuter school, they often do not form attachments or participate in many activities. Students come from their lives that they know, they go to classes, and then they leave. This is different than a university where you either live on campus or close by and you are really infused into the college environment. At universities, you can be more focused because you make friends there at school and you do not have a “ton of outside distractions.” Many Mt. SAC students have home lives that provide them with various distractions. Most students are also working either part time or full time. Some students are married with children or are single parents. Other students have family obligations that take their time and impede them from being involved in the campus community. It is difficult to become immersed in the college environment when there are so many distractions. A big piece of advice that Jamil offers is to really get involved at college as much as you can. Find out about the different programs that are offered and join ones that appeal to you. Really getting involved in campus life and meeting different people is an

important asset. He wishes that he would have been more involved while in college even though he was in the Honors Program, Honor Societies, and on the Football Team. He wishes that he would have integrated himself more into the Mt. SAC culture and found some clubs that he could be a part of, or maybe have been a part of some committees.

His high school goal of playing sports and getting his college paid for was accomplished because he played football at Mt. SAC and had his tuition paid for due to financial aid. His high grade point average at Mt. SAC gained him admission to Azusa Pacific University. When he transferred to APU, he was not only able to get a football scholarship, but was also awarded academic scholarships. Jamil and I explored different scholarship programs and worked on essays for the applications. Jamil was the first to receive the Sociology Scholarship years ago when it was originated. He also was awarded a Target scholarship. Because his grade point average was so high, he was able to say to APU, "Hey, I want all the scholarships I can get on the academic side." At the time the cost of attending APU was about thirty-six thousand per year. Because of his scholarships, Jamil did not have to pay anything for his college education at APU.

"You don't know what you don't know" is a statement that Jamil makes that pertains to his experiences before attending Mt. SAC. He did not care about school or his grades. He did not see the value of education and learning. Many students come from similar backgrounds and do not recognize the importance of education. They also do not know what they want to do or the possibilities that are out there and have little guidance or experience from their home environments. Jamil suggests taking advantage of the academic counseling services at Mt. SAC. He feels that students should really try to sit down with an advisor and tell them the things that they are currently interested in. Counselors may be able to share opportunities that the students

did not know existed. These opportunities could involve possible career choices for each major and scholarship opportunities that are available. Counselors can also help to build a game plan that is essential in order to assure that nothing is left to chance. The game plan should involve what you would like to accomplish while you are college and how exactly you are going to accomplish those goals.

Jamil was a student in six of my sociology classes including; Honors Sociology, Honors Race Relations, Independent Research, Gerontology, Marriage & Family, and Child Development. In the Gerontology class he maintained the highest scores on all of the exams. Jamil has excellent analytical abilities. I was always so impressed by his creativity and ability to develop theories and concepts on his own. In each of my classes, Jamil was always one of the leaders in the classroom. His contributions to class discussions are insightful, lively, informative, and often humorous. He brought a lot of energy into the classroom and always seemed excited to come to class. His fun and engaging personality ensured that he made friends easily and that he got along well with his fellow students. When Jamil transferred to Azusa Pacific University, he majored in Sociology.

When Jamil was at Mt. SAC, he volunteered as my teaching assistant for four semesters. He was a tremendous help to me. He was a teaching assistant, getting exceptional grades in his classes, all while being a standout member of the Mt. SAC Football Team. I was impressed that he could put in so much time practicing with the team, working out, traveling to games, and playing football while maintaining excellent grades as an Honor Student. Jamil also volunteered a great deal of his time coaching a high school track team. In addition, Jamil was working part time while attending college.

I have been teaching for over thirty years, and Jamil is one of my all time favorite students. He was a top student, an accomplished athlete, and has made time to volunteer in the community. In addition, Jamil is very personable, always has a smile on his face, and has a great sense of humor. Jamil was an exceptional student and is a wonderful person.

JAMIL

Sociology Key Terms that can be applied to the Chapter

Socialization

Differential association

Primary groups

Structural Effects

Labeling

Subculture

Transitional Character

Role models

Reference groups

Social Ecology Theory

Consensual Validation

Culture Shock

Study Guide / Discussion Questions

What barriers did Jamil face to his education?

What are some obstacles that many ethnic minorities face in the educational system?

What are your role models or reference groups? How have these helped you in your life?

Mt. SAC Resources (Detailed information can be found in the Resources Section)

Counseling Center

Honors Program

Winn Center

ROBERT

When Robert recalls his childhood, he remembers his mother as always being “the rock of the family.” When he recalls his childhood memories of his father, however, he remembers that his father was “always drunk.” His father, an immigrant from Mexico, started abusing alcohol “at a very significant level” when Robert was very young. The alcohol abuse snowballed into physical and verbal abuse directed mostly towards Robert and his two older brothers. As a result, the relationship between his mother and father started to decline. Besides being an alcoholic, Robert’s father was also a womanizer and started dating other women. That is when his mother decided that it was time for a change. She took the kids, left the house, and went to stay with her mother. Robert’s father would pursue the mother a lot until eventually he convinced her to let him return to the family. But from that point on, it was instability for the entire family. The alcoholism and abuse did not stop and neither did his interest in other women. Robert thinks that his dad tried his best, “but with the alcoholism, his best was never enough for all of us and his alcohol problem was the source of our dysfunction.”

Robert says that his dad is “old school Mexican” and that his favorite discipline tactic was called a “vara.” The vara was basically a tree branch that he would strip all the leaves off of until it “turned into a kind of whip.” Robert remembers that his brothers and he would be petrified when they heard the sound of that vara as his father whipped it through the air. Sometimes he would hit them with the vara or sometimes he would spank them. Robert says, “Looking back at it, it’s not uncommon in Mexican families to have that kind of discipline.”

Once he and his brothers grew up, he remembers that “we got big enough to stand our own ground.” After that his dad realized that he could not be as abusive with them anymore. Even when the boys got bigger, Robert’s dad continued to be verbally abusive.

Instability seemed to be the only constant feature of the family. Robert’s mother and father had an unstable relationship, finances were unstable, and the living arrangements were unstable. His father was self-employed repairing and painting cars. His mother stayed at home to focus on raising her five children; three boys and two girls. There was never enough money to support the family of seven as the children grew and needed clothes and shoes. Their living situation was constantly changing. They rented different places and were evicted countless times during Robert’s childhood. It got to the point where all seven were living in one room in these “Mexican houses.” All seven living in one room created a lot of tension. Robert recalls that they even got evicted from those houses too. Sometimes they had to live in cheap hotels.

Because of the unstable living conditions and the constant moving, Robert went to ten different elementary schools. Robert recalls that “Somehow, some way I still really did well in school. I don’t know how but I always got straight A’s.” Around junior high school is when things changed for the worst. His older brother moved out to live at this dad’s grandma’s house (paternal grandmother) and started using drugs, joined a gang, and found comfort in the streets. Robert, at age eleven, smoked his first cigarette and started smoking marijuana. He would get cigarettes and marijuana from friends and family members. At the age of twelve or thirteen he felt that things could not get any worse; the situation at home was bad, school was bad, his brothers were gone, his mom and dad did not get along, and his dad was always drunk. He, like his older brother sought “comfort in the streets.” That is when he started hanging out with “street running kids,” gang members, and “users.” When he started hanging out with gang

members is when he started using more illicit drugs. Robert's addiction to amphetamines began when he was thirteen. He remembers vividly what he calls "doing your first line." After that his drug and alcohol abuse became "quite serious."

In sixth grade Robert did not go to school very much but was still passing his classes when he went. He would show up on exam days and pass his English and Math exams. Robert admits that he had the "knack to do well in school despite not being there." He was not, however, the model student and was defiant with his teachers and would get in fights with the other students. He got kicked out of all the junior high schools that he attended. In his first junior high school, he got kicked out for fighting while defending his best friend. He ended up going to another junior high school where he was there for three days before getting kicked out for fighting. He ended up going to jail in the summer of eighth grade for "strong armed robbery." Robert and his friends had been stealing bikes and cell phones and beating up their victims pretty badly. He spent one and a half years in the juvenile detention center in the California Camp Systems in Lancaster.

The California Camp Systems is a military regimented program for long term juveniles on detention. There are a total of six camps and Robert attended Camp Challenger which is the main camp. He learned a lot of discipline there. He also started picking up books and began reading. He found a passion for reading and read a lot of fiction. Reading and physical exercise was how he channeled his energy while incarcerated. He also started thinking about his situation and consequences of his home life and running the streets. He could see "all the cycles; the cycle of dysfunction at home, drug abuse, and violence." Sometimes he felt that there was nothing else for him but that. He, his family, his brothers, and his cousins were all "consumed by it." He felt that "this is my environment and that I belonged to that environment. There was

no way out for me. That was me. That was my life.” He started reevaluating his life. He stopped hanging out with gang members. He never really joined the gang, but he hung out with gang members who were his friends. That stint in jail prevented him from continuing with the gang way of life.

Robert was released half way through his freshman year. He was not allowed to go back to a regular high school because they felt he needed to go to “Probation School” for his freshman year in high school. He went back to the same living conditions after jail. His family was still having problems. Not going to a regular high school, he felt more comfortable hanging out with what society would deem “less appropriate peers.” Drugs were everywhere and it was easy to fall back in drug use so his addiction ensued.

Robert never stepped foot into a regular high school. From Probation School he went to Continuation School and things started to turn around. He even got his first job at that school. He found a mentor in his History teacher who told him to use his past as a beacon for change. The History teacher told him that he could do better. Robert took his advice and again started doing really well in school. Even though school and work kept him busy, the drug use continued. In his senior year, Robert was eligible to go to a regular high school but he elected to stay at Continuation School because he felt comfortable there and had a job. He had never been to a regular high school and this “school of misfits” as he called it, served as his comfort zone.

One day Mt. San Antonio College representatives and financial aid officers came to his school to tell the students about Mt. SAC and help them out with their applications. Robert’s History teacher was pushing him to take college seriously because he saw that he had a gift for school. Robert applied but he did not go. He needed money and his family needed money so he

went to work for a friend's father who was in the construction business. He started doing dry wall and was making decent money. He moved in with a friend and they "partied a lot and did drugs."

In his early twenties was when he felt as if there was nothing for him in life. It was the lowest point in his life. He had become a union carpenter but he lost his job during the recession. Once he lost his job, he lost his car and his apartment because he could no longer afford them. He went to live with his family who were then living at his uncle's house. His cousins were gang affiliated. Robert started selling drugs to make money. When he looks back on this he says, "It supported their habits which is something that I am not proud about nowadays. I thought that I had to do what I needed to do to survive but looking back it was not the best choice for other people that my choices affected."

In 2009, his brother got arrested. Robert was living with him and was there at the time. The police raided the apartment with guns drawn and took away his brother. Robert reflected that many times he could have been killed by guns in different situations and seeing all the officers with guns made him think about those times. He felt no hope, lost, and that he had no purpose. Drugs were a comfort and a way to escape his life. They were always there for him. That same year, Robert was caught for possession of a controlled substance.

The Judge said that Robert had to go into a Drug Diversion Program for six months or face jail time. He also had to be rehabilitated and be successful in the program or he would go to jail. Robert realizes that was the turning point in his life. He did not want to go to jail. He remembers, "I knew that I had to get clean. I got clean. That was the biggest blessing in disguise." He was then twenty-seven years old. He started to contemplate and reflect on his

life. He realized, "Despite everything in the past, despite my environment, despite my living conditions, my addiction, my family, my dad, growing up the way I did, in the end it was my choices." He acknowledges that he was limited by his environment at the time and was not in the best family situation, but once he made peace with himself, he could make a better life. Once he realized that the "change begins with me and that change has to come from within," he took his fate into his own hands. He stopped blaming others for his failures and started realizing that he was in charge of his life.

Robert started channeling energy in more positive ways. He started looking out for his physical and mental well-being. It was the first time in his life since he started using drugs at age thirteen that he was clean for over a month. April 15, 2010 was his last day of drug use and he is clean to this day. The drug and alcohol counselor at the facility inspired him. The counselor shared his experiences with alcohol addiction and how he went to school to be a counselor to help others who suffered from the same problems. He shared how he found God and was committed through Christ to help others. The counselor also encouraged Robert to go to college.

Robert knows that it was a long time coming but he is proud of what he has accomplished since then. Robert relates, "I'm liking who I am today but wouldn't be that without the person who I was yesterday. Before, I was looked at by society as a failure. Now I'm a positive role model for my family, for people who I share my story with who see what kind of success I'm having now. I'm happy to say that people look up to me now. They can see that they can also better themselves." Robert's goal now is to help people to change their own lives for the better.

A decade after he graduated from Continuation High School, Robert went to Mt. San Antonio College. In 2001 at age 18, when he crossed that pedestrian bridge at Mt. SAC to check

out the campus, he thought to himself, "Maybe I can do well here. Maybe I can become a doctor. Maybe I can become someone who is successful in life." The motivation, however, was not there and the drug use was, so he never attended. In 2011, a decade later at age twenty-eight, he crossed over that same bridge again and thought, "Alright, this time it is going to be for real. I'm going to do this. I can do this"

That Fall semester, Robert enrolled in any class that he could get. The classes were all remedial classes (Microsoft Office tutorial, Math Learn 49, and Skills for Basic Living.) He did well and got three A's. He felt that it was nice to feel success in his classes and his grades reinforced that he could actually do it. At Mt. SAC he started to gain hope and gain optimism. He also shared that he started to feel a sense of belonging. It was a new sense of belonging he found in learning and in the learning community. He finally had his head clear. It was a new found resilience. Robert stated, "I can't even begin to explain what the experience at Mt. SAC was like for me and how much indebted, how much gratitude I feel for Mt. SAC." Robert was the first person to graduate from college in his family. His mom when she was younger had taken a few classes but did not finish because she had to work.

After that first semester he took as many classes as he could. He felt like his brain was a sponge. He thought that he lacked so much over the last decade and had so much to prove to himself and others. Coming from the background that he came from and the life that he lived, he was hungry to show people that "despite what people go through, despite the challenges in life, once you make peace with yourself, and you take responsibility for your actions, once you have that desire to change from the inside, that can radiate to everything else that you do and you can accomplish anything." His passion became school and academics. He wanted to be the best that he could be.

Robert was a student in my Honors Ethnic Relations class. I was immediately impressed with his maturity and willingness to participate in class discussions. He quickly became a leader in class discussions and always added insight to the topics under discussion. His experiences and his ability to apply terms and theories to those experiences were extremely valuable to the class discussions and helped other students understand the concepts. The research paper that he wrote was outstanding and so much better than those of the other Honors students in the class that I had to give him over 100% on his paper. He obviously spent a great deal of time researching this paper and was dedicated to doing the best work possible. He would come to see me during my office hours to discuss the various sections of the paper and to make sure that he was doing an outstanding job. Robert was always committed to doing the best work that he could. He had perfect attendance during the semester. He always came to class prepared and ready to learn. His exam scores were among the highest in the class and his analysis papers were excellent. Robert finished the semester with the second highest grade points in this class of Honors students.

Robert says that the support started with his professors. He was getting A's on the exams, asking questions in class, and going to their office hours to ask more questions. His professors would pull him aside to ask what his story was because he was so motivated and dedicated and acing all his exams. The professors were very encouraging when Robert would share his story. They would tell him that he was an example of how people can change once they have that will to change. During one of the times he came to talk to me during my office hours, Robert related his journey of how he arrived at Mt. San Antonio College. I was surprised and shocked at all the hardships he had experienced and the lifestyle that he once lived. It was a marked contrast to the young man who was now an Honors student with a 4.0 grade point

average who is completely committed to his education. When Robert shared his story with me we also discussed his future plans and scholarships that he should look into.

Besides going to office hours, Robert utilized other resources at Mt. SAC. The Tutoring Center was an important resource for Robert. Robert says, "I was always in tutoring." He eventually became a tutor himself at Mt. SAC and helped his fellow students with Math, English, and Microbiology. Another resource was EOPS (Extended Opportunity Programs & Services.) His EOPS counselor would pump him up and speak to him in Spanish. He would refer to Robert as a "rock star." Through the Honors Program, Robert was given help and guidance by the dedicated Honors Counselor. Robert credits her with being pivotal to his academic success and says that she gave him hope to succeed. Robert also participated in the LEAD Program where he learned leadership skills.

Robert enjoyed his classes at Mt. SAC. One of his first professors was a History professor who was an activist and so passionate about the subject. Robert saw her as inspiring and a role model. Another History professor also inspired Robert because his classes were so interesting. His Professor for Microbiology 22 also made a big impact. Robert felt at home in that class and with that subject. This class caused him to realize that science was what he wanted to focus on. Robert thought that "Chemistry was awesome" and the professor who taught Physiology truly cared about her students. Science challenged him. He was interested in diseases, symptoms and diagnoses. Robert enrolled in my Honors Race and Ethnic Relations and Honors Sociology classes. The terms and theories that he learned made him think about how they could actually be applied in his life and he started to analyze his past behaviors. Robert was working while going to college but he really did not want to do anything but study. He was

taking 15-20 units every semester. He felt at home at Mt. SAC and feels that it was the best decision of his life. Robert says, "It took me ten years to realize it. I guess it's never too late."

Robert feels that his major accomplishment was being nominated for Student of Distinction in both the Academic and Personal Achievement categories by several professors. At that time, a student had to choose which category in which to continue the process. He decided to try for the Personal Achievement category because it was more meaningful. It was much more meaningful than the Academic award because he had a 4.0 grade point average and knew he could succeed in any class he took and earn an A. The Personal award was much more powerful. He was not afraid to talk about his past because his past was no longer holding him back. Robert was awarded Student of Distinction in the Personal Achievement category. Being awarded the Student of Distinction in the Personal Achievement category made him feel that his life was acknowledged. Only five students in the school are awarded this honor. Besides winning this award, he was chosen to receive the top honors in this category and was given an additional scholarship. So, Robert can be considered to be the best of the best in terms of this honor.

Robert is also proud that every scholarship that he applied for, he was awarded. The Nurse Corps Scholarship from the United States government that could be applied to the most prestigious schools in nursing field was particularly gratifying for Robert to receive. The scholarship entailed full tuition to any nursing school he was accepted to and included a monthly stipend for living expenses. The scholarship is for people committed to serving medically underrepresented communities. Robert says, "I'm proud of those communities. Where else would I want to start my career? I feel it's my calling. I feel that God has got me to this point

and I think that God is calling me to serve the people in these communities. It's not a coincidence."

Robert tries to be a positive influence. It makes him feel good to help others. He tries to help whoever he can by assisting them to find programs and resources that would be beneficial. I have witnessed Robert take time to give advice to students and help them find resources. At Mt. SAC he served as a PTKares Mentor to help new freshmen navigate through their college experiences. He was also a member of the Culture Shock Club that was formed to learn about and appreciate different cultures and to do community service. He served as the Secretary of the Culture Shock Club. In addition, Robert volunteered as an intern at the Queen of the Valley Hospital. This volunteer work solidified his goal of being a nursing major.

Robert attended Azusa Pacific University at the Victorville campus. At APU he found his spiritual belonging in that very tight knit community. He is a member of the Alpha Chi National Honor Society for the top ten percent of students in all undergraduate majors. He is also a member of the Sigma Theta Tau International Nursing Honor Society. While at APU, Robert volunteered with Project Hope in Barstow which is a Health Fair for the homeless. There he helped with health screening and also providing hot meals and toiletries to the homeless. He feels that it is very important to extend help to people in need and that he is doing God's work. He also made resource pamphlets for the community so that they could have an easy guide for nutrition, medication, and finances. He has given presentations to seniors about nutrition and exercise, emergency first aid, and flu education.

Robert graduated with a Bachelor of Science degree in Nursing. He is currently a Registered Nurse (RN.) He is exploring career options which include starting a career in ICU or

nurse anesthesia (CRNA.) Robert is also considering going to Medical School. He wants to continue to work in underserved communities and eventually do pro bono work first in the states and then in other countries. Robert feels that "God has blessed me with so much that I want to serve others."

Robert is the perfect example of incredible personal achievement. He has completely turned his life around and recovered from alcohol and drug abuse. He has abandoned the gang lifestyle and criminal activities and has become a positive role model for his family and for his community. He has taken control of his life and is dedicated to succeeding. Having a history of education at continuation schools, detention centers, and correctional institutions, Robert was able to make use of the resources that Mt. SAC offered so that he could excel in college. The EOPS Program, the LEAD Program, and the Honors Program provided him with the help and guidance that he needed to succeed. Robert is an amazing person who has transformed himself, his life, and his future. I am so very impressed with all he has been through and the total dedication he has to his education and his goals. He is inspiring and a role model to students and to anyone who has been faced with extreme adversity. Although he could have given up and continued to pursue a life headed for disaster, this student turned his life around and has become a model student with an extremely bright future. Robert walks with his head held high because "People believed in me, my professors believed in me, my peers asked for my help, and people looked up to me." Most importantly, however, Robert believed in himself.

ROBERT

Sociology Key Terms that can be applied to the Chapter

Differential Association

Structural Effects

Peer Pressure

Latent functions

Role models

Reference groups

Socialization

Study Guide / Discussion Questions

Discuss the reasons why young people join gangs.

What are the latent functions of gang membership?

Discuss why boys are spanked more than girls.

Mt. SAC Resources (Detailed information can be found in the Resources Section)

EOPS

Tutoring Center

Honors Program

LEAD

Phi Theta Kappa Honor Society

Academic Counseling

MINA

From the age of eleven until the age of twenty-one, Mina did not have her own room or own bed. Her parents, brother, and her all lived in one bedroom. Mina's sleeping arrangements consisted of a foldable cushion on the floor. Mina remembers the unstable and struggling financial situation that her family endured. The immigration status of her family was such that only her mother was allowed to work. Her mother's visa was sponsored and she was allowed to work, however, her father, brother, and her were dependents and not allowed to work in the United States. Thus, Mina's mother shouldered the burden of financially supporting the family and was unable to find a job that paid enough money to support her family comfortably.

It took fifteen years for her family to complete the immigration process. Meanwhile, Mina felt the financial stress and the need to contribute to the family finances. She also was looking to her future of attending her dream school which was the University of Southern California. She knew that her parents would not be able to afford to send her there or even help at all with college expenses. As an immigrant, Mina could not qualify for financial aid or many scholarships. In order to help the family, Mina took on any job that she could find. When she was in high school she cleaned houses. She also cleaned bathrooms and toilets for her friends and friends of friends who did not want to do those chores. She cooked meals for people and cooked for parties. She did anything she could do to make a little cash because she did not want to be a burden on her family. Mina even worked in a sweatshop for a while doing "piece work." She earned twenty-five cents for every pair of shorts that she cut extra threads from. Her work experience was not something that she was proud of and she hid it out of fear of judgement from

others. To this day, Mina has not told her parents about these jobs that she worked at during high school. She thought that they would be devastated and feel guilty that their daughter was cleaning toilets to earn money because they could not help her at the time.

When Mina heard that cash prizes were given at the high school speech competitions, it motivated her to join the Speech and Debate Team even though she was afraid to speak in public. The first time she ever tried to give a speech, she spoke one sentence and then she stood there unable to say anything else. She stood on the stage frozen for the rest of the eight minutes that her speech was supposed to take. Although the first speech was a disaster, Mina did not give up. She went back the next year and each subsequent year to improve until she became quite successful in delivering speeches and started winning those important cash prizes. Mina had pushed herself to excel in high school. She earned excellent grades and graduated fourth in her class. In addition, she made sure that she was active in her school and had many accomplishments including being one of four in her school who finished the International Baccalaureate Program. But despite all her accomplishments, academic success, and pushing herself to excel for the last four years, her dream of attending USC could not be a reality. When Mina's goal of obtaining admission to her dream school became a reality, it was both exciting and disappointing. She had reached her goal that she had been working toward for four years, but now she was unable to pursue that goal due to finances. Even though she actually managed to save \$10,000 through working and speech contests, it was not anywhere close to what she needed. As an immigrant, Mina could not qualify for financial aid or many of the scholarships that were offered. Her only choice was to attend a community college. Her parents were barely supporting themselves and there was no extra money to help her, so she enrolled at Mt. San Antonio College.

Even though it was disappointing to go to Mt. SAC in the beginning, Mina believes that it was “actually the most beneficial and the smartest thing I could have done.” People laughed at her when she told them where she was going to go to college. They would say that Mt. SAC was a “second high school” and there was no prestige in attending a community college. They told her that she would be stuck there forever and would be unable to get a job. She was advised by people and friends that it was unwise and that she should take out loans to go to USC or UCLA. Mina said that she had to “be smart” about her finances and her situation so enrolled at Mt. SAC.

Mina really was “being smart” and made the most of the opportunities that Mt. SAC provided. Although she could not qualify for financial aid without citizenship, she did, however, find a way to get her education for free. She talked to different departments and EOPS was able to apply her situation to the Governor’s fee waiver. Due to her financial situation, the California government paid for tuition and gave her a stipend of \$250 to pay for books. Since tuition and fees at USC was about \$50,000 at that time, Mina made an excellent financial choice. She also was able to have much smaller classes than she would have had at USC. Mina learned that the things that the people were saying about attending a community college were all misconceptions held by those not educated about community colleges and what they offer.

Instead of concentrating solely on doing well in her classes, Mina decided to also focus on building her leadership skills and engaging more in her community. Mina endeavored to spend her time at Mt. SAC focusing on college life and meeting students and people who have really diverse backgrounds. In order to achieve her goal of building her leadership skills, Mina attended the LEAD Program classes and also attended the Fall Leadership Conference. Mina felt that she was able to utilize the leadership skills that she learned in the organizations that she became involved in.

Mina was both fortunate and driven enough to find the right resources to get to where she wanted to be. I was curious as how she learned about the resources that were available. Mina found resources by engaging with professors and talking to a lot of administrators and friends. Mina was adamant about meeting and getting to know the professors, counselors, administrative staff, and the people at Mt. SAC. She was also focused on making new friends. Mina really felt that she developed a support system. The professors and staff gave her a sense of what resources were available. Mina feels that it is really up to the person to take advantage of the resources, because "Mt. SAC is filled with resources."

Mina realized that "her story" was an important asset to share with others and also to motivate herself. She was very open to telling her story which included the highs and lows of her journey. Her story also included what her goals and passions were, and her doubts, constraints, and struggles at the time. Her professors were able to provide her with help and guidance because they knew what she wanted to achieve and what her struggles were. She feels that the people at Mt. SAC would not have known how to guide her if she had shared her story with them. Mina feels that it is best for students to "just be open about it." She realizes that some people are a bit closed off about sharing their story because sometimes it is embarrassing. She was not proud of cleaning bathrooms or working in a sweatshop, but she feels that sometimes sharing her story is something inspiring that can encourage others to find the resources that they need. When people realize your potential and realize that you need the resources to reach that potential, "there are so many out there who are willing to help." Mina is very grateful for the professors at Mt. SAC because they are heavily vested in the students. All the professors and all the administrators that she met, she established very sincere relationships

with. Mina states, "They really care for the students. They really believe that you can achieve what is beyond the impossible."

Mina participated in the Honors Program at Mt. SAC and I first met her when she was a student in one my Honors Sociology classes. I was constantly impressed by her retention of the material and her analytical abilities. She was a model student. She was always prepared for class and always earned top grades. Mina was dedicated to the role of student and always went beyond the requirements of the class in terms of her studies and her work. Although Mina did not need to, she always did any extra credit assignments that were offered. I was impressed that Mina was the only student in this Honors class who received perfect scores on all her ten analysis papers. Mina was also a student in three of my Service Learning classes and in my Sociology 99 (Independent Research) class. In the Service Learning classes, Mina always put in more volunteer hours than required to simply get an A. For Mina, volunteer work and community service take on a different meaning than simply fulfilling requirements. She is dedicated to serving the community and genuinely wants to do her best to improve the world. In everything that Mina does, she goes above and beyond the requirements to do an outstanding job.

Mina obtained excellent grades with a demanding class schedule, while being highly involved at Mt. San Antonio College. She was a member of the Honors Program, Phi Theta Kappa Honor Society, and Alpha Gamma Sigma Honor Society. Both of these Honor Societies demanded a great deal of time and participation in various events. Mina also was a member of the Forensics Team and won numerous awards at Forensics Tournaments. Although being involved in the Forensics Team required a great deal of time and preparation, Mina still managed to find time to serve the Mt. SAC community in other areas. At Mt. SAC, Mina served as a

Student Representative to the President's Advisory Council, volunteered for the Mt. SAC High School Outreach Program, and served as a Mentor for the Mt. SAC Adult Mentoring Program. In addition, Mina was involved with Circle K International Organization where she was the President and had also served as the Vice President. She was also a member of the Culture Shock Club which is dedicated to fostering understanding and acceptance of different cultures. Mina served as Secretary of the Culture Shock Club. As the advisor to the Culture Shock Club, I have witnessed the giving nature that Mina expresses. She was always willing to help whenever possible and always helped with a smile on her face and a wonderful attitude. Mina is a pleasure to be around and is well liked amongst peers, professors, and those in her community.

Mina has been involved in so many activities to benefit Mt. SAC and the neighboring community. Her involvement is diverse and she is highly engaged no matter what type of service she takes on. For example, she has been active in Food Drives, Clothing Drives, Beach Clean-ups, and Book Drives. She has volunteered at the Honors Research Conference, Human Trafficking Conference, Walnut Family Festival, Health Fair, and Child Development Center. Most notably, her participation in the Human Trafficking Conference included helping to organize the conference, presenting a paper, and volunteering at the event. These are only a few of the vast accomplishments and activities that Mina has participated in while she maintained an excellent grade point average at Mt. SAC. Mina really immersed herself in college life and took advantage of the many opportunities that Mt. SAC had to offer. Mina believes that it is important to be involved also because when you are involved in different organizations, community service, or affiliations in and outside of school, it helps you to expand your network. Getting to know people and making friends increases your connections.

In her second year at Mt. SAC, Mina was able to get a green card to stay in the United States. This also meant that she was now able to apply for financial aid and scholarships. Mina was again accepted to USC and this time she would be able to attend her dream school because she would not have any problems paying for tuition. At the encouragement of her Honors counselor, she had applied for and been granted the Jack Kent Cook scholarship which paid her tuition and college expenses. The JKC scholarship also funded many academic experiences in the United States and in other countries. Mina was able to do a field study in Hawaii, attend various conferences in other states, and take classes in Belgium and Spain. Not only did the JKC scholarship provide her with financial support, it provided her with a community of scholars whom she felt were very supportive because they shared similar experiences of difficulty during their lives. In doing so, she felt that she found a community that genuinely understood and respected her background and her story. Meeting other students who she could really relate to was especially encouraging for Mina.

After Mina transferred to USC, we still kept in touch and discussed academic and personal matters. I encouraged her to submit one of her research projects to the Pacific Sociological Association for presentation at the conference. Mina was one of the few undergraduates who presented their research at the conference which was quite an honor. She did an excellent job presenting her paper and answering questions about her research which was titled "Social Problems of Prostitution in a Structural Functionalist Perspective."

Mina feels that at Mt. SAC she gained the foundation of skills that she needed to excel at USC where she graduated Magna Cum Laude with a degree in International Relations. In particular, being a member of the Mt. SAC Forensics Speech and Debate Team had helped her structure her speeches, formulate compelling arguments, and organize her written thoughts and

oral arguments. Indeed, the foundation from Forensics helped her in structuring and writing very complicated essays at USC. A lot of her professors agreed that the students who came from community colleges were performing better than those started at USC because their structure is very organized. Mina is very grateful for her education and the time that she spent at Mt. SAC. She feels that at USC it was very difficult to stand out as an individual and as a student. She is thankful that she was able to “shine” more and make a difference at Mt. SAC where she could be involved in so many organizations at once while honing her leadership skills. At USC, she felt that she was not able to grow as much as she would have liked to or to exercise her leadership skills as much.

Mina’s advice to students is to not give up. She feels that if she did not have the support of the people at Mt. SAC who believed in her that she might have given up on her goal of attending USC. Because she surrounded herself with positive, supportive people who were also able to guide and support her, this encouraged her to remain positive about achieving her ultimate goal. Although she was not able to attain her goal of attending her dream university directly after high school, it eventually happened and under much better circumstances. She wants students to see Mt. SAC as a college that is filled with resources and wants them to make the most out of their time by taking advantages of the many opportunities that are available.

I am very impressed with Mina as a successful student and person. Mina managed to persevere and excel despite the poor financial circumstances that her family has been in for numerous years. Mina is a wonderful young woman who has accomplished great things and will continue to accomplish great things. She is proud that she became a citizen in 2016. Most recently, she has been awarded the Jack Kent Cook Foundation Graduate Scholarship.

Recipients were selected on the basis of their scholarly achievements, community engagement,

leadership qualities, and financial need. Mina is receiving \$50,000 per year from JKC to complete her JD at the school of her choosing. To put this great achievement into context, this award is given to only thirty students nationwide. She is currently attending Law School at Northwestern University where she is one of the few minorities in her class. Mina wants to become a lawyer to help underprivileged communities, to tackle economic inequalities, and to be a community advocate. Mina looks back on her experiences and says, "Even though the journey is exhausting and draining, at the end it will make us stronger. Every hurdle and struggle and obstacle that seems to push back on us are tools and opportunities for growth."

MINA

Sociology Key Terms that can be applied to the Chapter

Stereotypes

Networking

Secondary Labor Force

Sweat Shops

Study Guide / Discussion Questions

Discuss the stereotypes of community colleges and the students that attend community colleges.

Why do you think that these stereotypes developed?

What benefits might students gain from joining a club on campus?

Mt. SAC Resources (Detailed information can be found in the Resources Section)

Student Government

Counseling Center

LEAD Program

Fall Leadership Conference

EOPS

Financial Aid

Speech & Debate Team

Circle K

Culture Shock Club

RYDDA

When Rydda came to the United States from the Philippines, she cried every day for six months. Rydda was born and raised in the Philippines and came to the United States shortly after she had graduated from high school. She was seventeen years old and was enrolled in college as a Pre Med major. Originally her younger sister was supposed to go to the United States with her parents and Rydda would stay behind to go to college, but her parents later became convinced that the differences in the educational system at the high school level might be problematic for her sister. They decided to leave her younger sister along with her older sister who had just graduated from college with their grandmother and instead take Rydda and her younger brother who was in elementary school. Rydda was very upset with this change of plans because she had to drop out of the college that she was looking forward to attending and leave her home. She felt that she had no choice in the matter and was forced to come to the United States.

Rydda experienced culture shock when she came to the United States. She had to adjust to a totally different environment. She was born and raised in the Philippines and had never traveled outside of her home country. She now found herself in a new country with different ways of doing things, having to start a new college in a language that was not her native tongue, and having to take on new roles and responsibilities. Adjusting to her new life in America was not easy. She thought that everyone seemed so independent as opposed to in the Philippines where culturally students were dependent on their parents even when they were in college. Rydda had just graduated from high school and she was still dependent on her parents. She did not know how to drive. In the Philippines her family had a driver who would take them where

ever they wanted to go. Rydda felt isolated because she was now bound to her home as she could not drive, did not know her surroundings, and did not know how to get around the area. Her parents were too busy with the move and setting up their home that they could not spend time with her or drive her anywhere. Rydda remembers that they did not even have any furniture when they came to America and that she had to sleep on a foam mattress.

Rydda missed her life and the ways things were back home. Most of all Rydda missed seeing her friends. She wanted to talk to her friends but long distance calls were very expensive back then. There were no cheap long distance charges and there were no cell phones. There were no emails, video chatting, social media, or internet at that time. She wrote letters to her friends and would eagerly wait each month for a reply. The "snail mails" were very slow from the Philippines and she would feel lucky if she would finally get a response from a friend. All of her friends back home were already in college and were busy with their own lives. Rydda felt very alone, isolated, and was depressed without a social life.

When Rydda went to Mt. SAC she felt very apprehensive even though she said everyone was very nice and helpful starting with the Admissions Department. She was able to make some friends at Mt. SAC. When I asked her how she made friends she responded, "Through the cafeteria." Rydda was in the cafeteria one day and overheard some students who were hanging out and speaking her language. Rydda who was very timid and shy tried to be brave enough to approach them. She thought to herself that she needed to talk to them or she would remain in her current sad situation without friends. She managed to get the courage to introduce herself and they started talking. They talked about familiar places and familiar experiences which made Rydda feel a bit more comfortable. Rydda was happy that she found a group who shared her background and her experiences. Rydda got to know these students and slowly developed

friendships and a social life. She became good friends with this group. Rydda also joined the Newman Club which was a Catholic Faith-based club. She was able to make friends from various backgrounds who shared her same faith. These friends were very important to Rydda because of her strong commitment to the Catholic Church. Rydda would spend a lot of time hanging out at the Newman club because at that time they had a house where students could meet, mingle, study, and relax.

Rydda's home situation was very difficult. Her mother would go back to the Philippines for six months or more at a time. Although her mother was supposed to be gone for six months, circumstances always seemed to arise that extended her absence to a month or more until she was able to come to America. She missed her mom a lot. Her father, however, always stayed in America with her younger brother who was ten years old. Rydda felt as if she had to be the "mom" because she was the eldest and the only female in the household. Rydda stated that in her culture it is the female who typically takes care of all the household and domestic chores. Without her mom, the responsibilities fell on Rydda and she found herself taking on all the household chores for the family. She did all the cooking, cleaning, and laundry for the family. She had to take her younger brother to elementary school and pick him up after school. These were all time consuming responsibilities and in turn, Rydda had to schedule her classes and her time around these chores. Her life in America was such a stark contrast from her life in the Philippines. In the Philippines her family was considered to be upper middle class and they had maids to do the work that Rydda was now doing. Since the cost of living is much more expensive in the United States, her family was no longer considered upper middle class. They could not afford to have maids or a chauffeur as they did in the Philippines. Rydda was definitely experiencing a change in social class and a change in the lifestyle that accompanied

that status change. Rydda felt as if she had little time to spend on her studies and no time for a social life. Even when her mother would come back to America, Rydda only experienced a slight let up on her chores. She felt resentful that her mom was gone for so long and that when her mom came back that her mom should be taking on those tasks that Rydda was constantly doing. So the break that Rydda was expecting when her mom returned did not occur. Rydda remembers that during final exam week, her mother took her away from studying for her exams to mop the floor. She wondered why she could not even have a break during finals to study. She realized that her mom was probably having a hard time as well since her mom was used to having everything being done for her by the maids back home.

Rydda, like many other children of immigrants found herself dealing with the cultural norms of her home country clashing with those of America. Her friends were allowed privileges and behaviors that were not acceptable to her parents. Her father was especially strict and conservative. When Rydda talks about her father she states, "There is something that is called machismo in our culture. You have to follow what the patriarch says." As the patriarch of the family, Rydda's father made the rules and Rydda had to follow those rules even though they were very different than the rules that she saw her American friends living by. For example, Rydda's father told her that she could not date a boy until she was twenty-five years old. Most of her friends were dating and Rydda thought that this was very unfair that she could not. She was curious about dating but was afraid to go against her dad's wishes. Rydda said, "So that stuck in my mind. So whenever some guy approached me or starts getting close to me I get nervous because I know in the back of my mind, my dad was not going to be happy about it." She knew that it was not possible to have a romantic relationship until after college. When a male would try to get to know her or be nice to her, Rydda would feel uncomfortable. She

always tried to keep a distance from males so that they could not pursue a relationship with her. Her friends all knew about how strict her father was and became uncomfortable going to her house or calling her. Rydda's father would always be the one to answer the phone. When she would get a phone call from a male friend, Rydda's father would find a reason that she could not come to the phone.

Rydda recalls her nineteenth birthday that was very traumatic for her. She had gotten her father's permission to invite friends to come over to her house and then to go to the movies. When her friends arrived, her father was surprised that there were males in her group of friends. He was very upset and would not let Rydda go out with them to the movies. She was embarrassed and humiliated on her birthday and felt that life was unfair. She ended going to her room and crying on her birthday. She was too embarrassed to show her face and tell them why she could not go. One of her friends came up to her room to find out what happened and later had to be the one to tell everyone why Rydda could not go with them to the movies. Her friends went to the movies without her. She was in America where the customs were different but she had to abide by the conservative culture of her father. Her friends could have male friends and could date but Rydda was forbidden to even hang out with a group of friends that included males. She felt really depressed and that her father was trying to control her. She was upset because as she put it, "It's not like I'm a bad daughter. I did everything. I don't do drugs. I was a very successful student. I am kind to my family members." Rydda did not think that life was fair. She did everything she was supposed to do but because a few male friends were with the group of girls, she was not allowed to go with them.

Rydda was feeling stifled in many aspects of her life. She was frustrated with the restrictions put on her by her father. She yearned to be more independent and she wanted to

work to earn her own money but she was not allowed to work in America because she did not have a work visa. She was only allowed to study and live here under the Investor Visa that her family had. She was also not eligible for scholarships because she did not qualify due to restrictions on her certain class of immigration status. Scholarships were only for legal residents and citizens. Rydda stated, "How can I learn to fly on my own if I am not even allowed to spread my wings?" She understood that not having a job not only made her dependent but would also hinder her future job prospects. She would have no job experience when she graduated. She decided to get involved in other activities to try to help her situation. Rydda felt that being in these activities helped her so she would not be so depressed. As previously stated, she became a member of the Newman Club. She also joined the Phi Theta Kappa Honor Society and the Alpha Gamma Sigma Honor Society. She became so engaged and involved that she ran for Vice President of Membership and won. Rydda also did a lot of volunteer work while in college. She volunteered at the Boys and Girls Club in Fullerton and at the Walnut School District as an assistant to a Kindergarten teacher. Rydda also volunteered as a Teaching Assistant for me. She was an excellent Teaching Assistant. I was quick to notice her intelligence and that she needed very little direction to complete her tasks and assignments. Her work was always top quality and I was constantly amazed at how efficient she was with her work. I always knew that I could depend on her to do a great job. Whenever she completed a task, she was always eager to do more work. As my teaching assistant, Rydda interacted with other professors in the Sociology & Philosophy Department. She was well liked by everyone. Rydda was and still is very organized and efficient. Her extensive and impressive work history while raising a family speaks to her exceptional leadership and organization skills.

When Rydda came to Mt. SAC, one of the first classes that she took was Statistics. This proved difficult for Rydda. She was struggling but too shy to ask the professor any questions. Unfortunately, she did not know that she had the option to drop the course. She told me that she managed to earn a C grade in the course and quickly added that was the first C and the last C that she ever received! Rydda was always afraid of her teachers while growing up in the Philippines because of the culture and power dynamic in the classroom setting. She recalled that students were not allowed to talk or express their opinions in class. Further, class discussions were not an option and it was typical that the teacher would lecture the entire time. There was no room for discussions and definitely no desire on the part of the teachers. Rydda called many of her teachers "Terror Teachers" because they would pick on the students and use negative reinforcement to try to motivate the students. According to Rydda, there was always only one right answer and that was the one that the teacher gave you. There was, therefore, no need for discussion. So, when Rydda came to Mt. SAC she was not used to talking in class, asking questions, and expressing an opinion. What she found at Mt. SAC were professors who were supportive and actually wanted to hear her opinions and answer her questions. Rydda felt that her professors were nice and kind to her. She made friends with her professors and would turn to them when she was feeling down. Rydda feels that Mt. SAC helped her "come out of her shell." Although she came to America as very timid and shy, with the help of the friends she made and her professors she was able to engage with her professors and seek help when she needed it. She started going to the office hours of her professors when she did not understand something. This was a big step up from her first Statistics class where she struggled silently on her own. She told me that it is easy to get lost in class and that she realized that "Professors don't know your problems until you tell them." Once she started going to office hours, she found that she

received positive reinforcement for talking to her professors. They were welcoming, helpful, and encouraged her to seek additional help if she needed it. Rydda speaks three languages; Filipino, Spanish, and English and since English was not her first language, her English class proved to be a real challenge. Again, her way through this difficult time was in going to see her English professor during office hours and her professor showed her common mistakes that students make.

By the time that Rydda was in my class, her written work was outstanding. Her papers far exceeded her classmates in terms of writing quality and analysis. It was obvious that she spent a great deal of time on her studies and went beyond the requirements of the assignments. Rydda was an excellent student and very dedicated to her studies, which was evidenced through her extremely high scores on the exams. Her class participation was excellent and she demonstrated a great deal of leadership ability in the classroom. Rydda was committed to her education and she always wanted to do her best. I was always very impressed with her writing ability and her communication skills which were excellent. This is also very impressive because as mentioned, Rydda is fluent in three languages with English not being her native language. Due to her charismatic personality, Rydda always got along well with her fellow classmates. Besides being an "A" student in my classes, she maintained an extremely high grade point average overall. Her grades and dedication to Mt. SAC earned Rydda the honor of Student of Distinction.

Throughout her college education, Rydda maintained excellent grades and continued to earn academic honors. Rydda was very successful at Mt. SAC and at CSUF. She graduated with Magna Cum Laude Honors from California State University, Fullerton with a Bachelor's degree in Psychology and a minor in Child Development. Her advice to students is to get to know your

professors. She suggests that besides getting help on the class you are taking, professors can serve as mentors and friends, and can help connect students to valuable resources that can impact their experience. She advocates that students should actively seek a mentor. Students need to take the initiative to find a professor who is willing to be their mentor.

I am also amazed at all that Rydda has accomplished over the years. One very impressive feat is that she is a published author. The research that she conducted with her professor at California State University, Fullerton was published in the Journal of Adolescent Research. This research entitled "Psychosocial Stress, Internalized Symptoms, and the Academic Achievement of Hispanic Adolescents" was awarded several research grants and was also presented by Rydda at a conference. This is a major accomplishment for an undergraduate and demonstrates her outstanding analytical skills and writing ability. Rydda suggests that students should be proactive and ask about research opportunities because, "There are always opportunities around you but sometimes you have to find them."

When Rydda was 22 she had graduated from California State University, Fullerton. Since she had to be under 21 to be included in the immigrant family petition to stay in the United States, she lost her legal status and lost her United States visa. At the time, she had been accepted to graduate school but she was forced to return to the Philippines. She wishes that they had the DREAM Act back then. Rydda states, "So with a heavy heart, I left the U.S. and went back to the Philippines but vowed to someday return." Rydda felt that once again she was being forced to move to another country against her will.

Although she was depressed and unhappy at first, Rydda made the best out of her return to the Philippines. She first tried her hand at Medical School but found that she was not happy in

that new educational environment. She was used to, and thrived in, the educational system in the United States. She also was not committed to the goal of becoming a doctor as that was the expectation of her parents and not what she wanted. Rydda instead secured a great job at an international bank and later owned her own businesses. Rydda met her husband and was married in the Philippines and they had three children. Rydda has always worked while being a wife and a mother and is completely dedicated to her family. Rydda's extensive and impressive work history while balancing raising a family speaks to her leadership, time management, and organization skills. After being in the Philippines for about two decades, Rydda and her family immigrated to the United States. Her children have excelled in their education and their extracurricular pursuits and are enjoying their life in the United States.

Rydda has always enjoyed knowing that she was "doing something good." It comes as no surprise that Rydda is a lifelong learner, always pushing herself to accomplish her goals and more. At the age of 45 she went back to school to become a nurse. She is attending the Western University of Health Sciences in the College of Graduate Nursing to earn her Masters of Science degree in Nursing. She just completed all her Registered Nurse requirements and will be taking her nursing board exams. Rydda has been working and taking care of her family during her education. Also during her education, she has been dealing with health issues of her husband and herself. Rydda always manages to rise above any problems that she encounters. She has been excelling in nursing school and has received two College of Graduate Nursing Honors Awards. Rydda was selected by the faculty to receive the Tribute to Caring Scholarship Award. She also received the Corinne Faith Donatini Memorial Award.

I was impressed by the steps that Rydda took to accomplish her goal of becoming a nurse. She took all the right steps and did her research before launching into her move. She

interviewed family members and friends who were nurses to find out about their jobs and what they liked or did not like about being nurses. This process solidified her interest in nursing and helped her decide that this was the right path. Rydda went back to school at Mt. SAC in order to complete the prerequisites that she needed for nursing school. Since she was a Psychology major, she had not taken the science classes that were now needed. Rydda earned A grades in all the prerequisites classes that she took at Mt. SAC. Rydda also completed a Certified Nurse Assistant Program at Windsor School of Nursing Assistants. Rydda worked as a certified nurse assistant to gain experience in the nursing profession. The steps she took ensured her that she really wanted to be a nurse and that she was both qualified and prepared to enter into the Master's Program in Nursing. Rydda will make a fantastic nurse. She is compassionate, friendly, understanding, and genuinely a nice, caring person. She is very passionate about becoming a nurse so that she can help others. Just as she was when she was my student two decades ago, Rydda is extremely committed to any task or job that she undertakes.

Rydda has always taken a proactive role and taken charge of her education and her life. Given her success in education and building her life, she encourages others to take a very proactive role as well. She lives by the motto "You reap what you sow." Rydda felt that instead of being bitter and frustrated with her situations, she wanted to try to be positive. She actively sought out opportunities and did not wait for opportunities to find her. She suggests that students try to discover their passions. Rydda realizes that it is hard to try to decide what you want to do with your life and a lot of students are not sure. She suggests meeting people, working with them, and finding out what you like to do. She further suggests that finding what enriches you, what you are good at, and what keeps you busy and happy are very important.

I have known Rydda for almost thirty years. After Rydda graduated from Mt. San Antonio College, we maintained a friendship for nearly three decades. I am privileged to have had her in my classes and as my teaching assistant and am proud to call her my friend.

RYDDA

Sociology Key Terms that can be applied to the Chapter

Culture Shock

Subculture

Socialization

Resocialization: The process of learning new norms, values, and behaviors

Norms

Assimilation

Machismo

Study Guide / Discussion Questions

Discuss the ways in which Rydda experienced Culture Shock.

Interview an immigrant about the clashes in cultures that they have experienced when they came to the U.S.

Discuss times when you have experienced culture shock.

What would you miss the most if you moved to another country?

What are ways in which Rydda assimilated to the US Culture?

Mt. SAC Resources (Detailed information can be found in the Resources Section)

Alpha Gamma Sigma Honor Society

ARISE Program

Culture Shock Club

International Students Center

Phi Theta Kappa Honor Society

MELISSA

When Melissa was a young child, her mother and she left their home in Ecuador in hopes of attaining the American Dream. Although not a legal immigration, her mother was determined to come to the United States to make a better life for her and her daughter. They left behind a situation of “overwhelming poverty” only to face living in poverty in the United States. Melissa recalls that sometimes there would only be one meal for the entire day and sometimes they would have to rent a room in a crowded house of a stranger. Melissa and her mother cleaned houses to survive and later when Melissa was older, she got a second job at a warehouse. Her mother would also try to find things at yard sales that she could later resell at swap meets. As undocumented immigrants, job prospects were limited. Also, her mother did not speak English which made it even more difficult to find a job. Even though they both worked, they still struggled to make ends meet.

Melissa and her mom could not afford to buy a car and took public transportation everywhere. This proved time consuming and difficult. It was especially difficult when they had to shop for groceries or basic necessities and carry them to the bus stop and on the bus. Melissa took the bus to Mt. San Antonio College. She spent many hours per day waiting for the bus to arrive and then traveling on a bus that took a long time due to the many stops before reaching the destination. She had a great attitude about this situation and did not complain about taking the bus. Since this was her only means of transportation, she was not resentful but utilized her waiting time to study for her classes. Melissa made the best out of situations by seeing opportunities in her circumstances.

Through it all, Melissa and her mother remained a loving, close knit family of two. Melissa describes her relationship with her mom as “best friends.” Her mom has been her inspiration and her biggest supporter when it came to school. Melissa says, “I used my mom and her experiences as motivation.” Seeing all that her mom had to go through to keep Melissa in school made her think that she needed to succeed for her mom and for herself. Her mom would work so hard and put up with a lot of things in order to ensure that Melissa would have the opportunity to go to school. Her mom would push her to keep working as hard as she possibly could to make her dreams come true. Melissa stated, “My mother has taken many risks in order to ensure my success in the United States, and no hardships will prevent me from making my mother proud.” What always made her mom the proudest was Melissa’s grades because she viewed good grades as a sign of success. She was not as impressed with Melissa’s extracurricular activities because she did not understand their importance or why Melissa should be involved on campus other than for attending her classes.

Despite what was going on outside of her academic career, Melissa always found a way to inspire and empower herself. Melissa relates, “Things go wrong and problems come and go. Sometimes you don’t have access to the things you wish you had access to but at the same time it doesn’t really mean that you have to dwell on those experiences. I always tried to keep a positive mind and look at the countless blessings I did have in my life at the time.” Melissa’s positive attitude and ability to look at the bright side even when her life was very difficult helped her to not only get through those times, but to thrive. Melissa recalls a time when her mother had to take on a job as a live-in maid. It was very difficult for Melissa and her mother to be apart. In addition, her employer mistreated her. Melissa remembers her mother calling her and crying one night. Her employer had deliberately thrown the cleaning materials on the floor

instead of handing them to her. She was making Melissa's mother work over ten hours a day and not allowing her to take breaks. Melissa's mother made her promise that night that she would continue her education regardless of the obstacles that they faced. Angry, frustrated, and upset, Melissa chose to use these emotions as empowerment instead of complaining. She vowed to her mother that she would pursue her college education no matter what. Melissa received that call the night that she was studying for an exam in my Honors Race and Ethnic Relations class. It was her first semester. Melissa earned an A in that class. Melissa continued to earn excellent grades at Mt. San Antonio College and proved that she was a hard worker and very dedicated to her studies. Melissa finished Mt. SAC as an Honors student with a very high grade point average. She won several scholarships including; Outstanding Leadership Award, Associated Students Leadership Scholarship, and the McGowen Business Scholarship. Doing well in school made Melissa happy. She felt empowered because despite the fact that things were not going well at home and despite the countless responsibilities she had on her shoulders, she was still finding a way to do well academically.

Active involvement on campus also made Melissa happy because she was doing things to help others and in doing so it provided her with a community that supported her outside of school. I was familiar with Melissa because of class but also because she was a member of the Culture Shock Club in which I am the advisor. The Culture Shock Club was formed to learn more about different cultures, appreciate diversity, and to do community service projects together. Melissa was very active in the club and participated in the Clothing Drives and Blanket Drives. Clothing and blankets were collected and were distributed to the Salvation Army and Goodwill. What I remember most about Melissa is her unselfish personality and her commitment to community service. We were scheduled to do the Walk for Hope at the City of

Hope to benefit cancer research. On the morning of the walk, I woke up to find that it was pouring rain. It was raining so very hard that I did not want students driving to the event or walking in that type of weather. I called students to tell them not to come. When I called Melissa, I found out that she was already on a bus, taking public transportation to the event. She had to get up extremely early, walk in the rain to the bus stop, wait in the rain for the bus, and take the long bus ride for over an hour to the event. This took a lot of commitment on her part. I feel that a lot of people would have not made that kind of effort even on a sunny day, but to go through all of this effort in the pouring rain was very commendable.

When Melissa graduated from high school, she did not know what was available or what was possible for undocumented students. When she found out there was a club supporting undocumented students at Mt. SAC who gathered together each week to talk about the political climate and the resources available to them and their families, she thought to herself, "I have to be there." This club was the I.D.E.A.S. Club. The I.D.E.A.S. Club is a support group for students who are undocumented and documented immigrants. This club helps students know about scholarship opportunities and gives students the chance to discuss and learn more about immigration experiences. Melissa credits the club for introducing her to resources that she did not know existed. She found out that as an undocumented student she could apply for state scholarships that she had previously believed that she could not qualify for. Melissa found it comforting being around people who she could relate to because they shared similar experiences and problems. She also found that even though they had some shared experiences, there were students who had very different backgrounds and different perspectives. The I.D.E.A.S. club provided Melissa with "a family outside of home." The knowledge and camaraderie that she gained from the club contributed to her feelings of empowerment.

In her second year at Mt. SAC, Melissa became involved with student government through Associated Students. She served as the Student at Large for the Business Committee. In this capacity she contacted local businesses to get their support for the Mountie Discount Program which was a program to help students obtain discounts from businesses in the area. Melissa also served as the Internal Auditor Senator and was a member of the Distance Learning Committee and the Academic Senate. Melissa attended Mt. SAC for three years before she transferred. Her third year she was not as involved on campus as she would have liked to be because she was working nearly full time so she could save money to transfer to a university.

Melissa also participated in two summer internships while at Mt. SAC. She was an intern for Bright Prospect which is an organization that introduces high school students to the college application process, financial aid, and resources that are available. In this capacity she advised over three hundred high school students concerning college and career goals. She also was an intern for the Esperanza Foundation Dollars for Scholars where among her other duties, she conducted an outreach program for high school and college students to advise them on scholarship opportunities.

While at Mt. SAC, Melissa took advantage of several resources. She used the library as much as possible and she says that she was always at the Learning Center to get help. She went to the Math Center for tutoring for her math classes and utilized the Writing Center to help improve her writing skills. She learned about these resources by talking with friends and professors. Melissa says, "I always ask questions." Whenever she spoke with a professor or a fellow student, she always asked them questions about how to do well in the class or advice about transferring. She says that sometimes even small bits of advice would mean a lot.

Melissa's high grade point average and her extracurricular activities earned her admission to the University of California, Berkeley. She was given scholarships and financial aid to make it possible to go to UCB but money was still tight. During her first year she lived in a housing cooperative which was very cheap but only a one year residential program. Housing on campus and near Berkeley is very expensive so for her second year she and two friends from Mt. SAC lived off campus in a nearby city that was a thirty minute bus or train ride away. She would mostly take the bus and sometimes take the train depending on her class schedule.

There are a substantial amount of students who transfer to UCB from Mt. SAC, especially from the Honors Program. Melissa says that she always would see people from Mt. SAC walking around campus. Although she has made new friends, she says that her closest friends at UCB were her closest friends from Mt. SAC.

It was difficult for Melissa to be away from her mother during her years at UCB. She was not able to visit home very often due to her class schedule and her financial situation. The physical distance was difficult at first but Melissa believes that in a sense it has brought them closer to each other. They would talk to each other every day so Melissa says that they continued to have a very close relationship. When Melissa would want to take a trip home, she remembers thinking, "I could spend \$60 on a round trip ticket to see my mom, or I could send my mom the \$60." Melissa thought it would be more beneficial for her mom if she sent her the money to help her out financially.

Melissa worked while attending UCB and saved money to bring her mother to her graduation. She also saved some money to spend on her mom while her mom visited. There were several graduation ceremonies to choose from and Melissa chose the RAZA graduation

which was mostly spoken in Spanish so her mother could understand what was spoken at the ceremony. The RAZA graduation also allowed the graduate to walk across the stage with two significant others of their choosing. That day Melissa and her mother walked across the stage together while Melissa received her diploma. This was such a fitting and heart-warming gesture since Melissa credits her mother as her inspiration for her academic success. Melissa graduated from UCB with a degree in Latin American Studies.

Melissa admits that the transfer process is “scary at first because you are entering a whole new phase that you have never been exposed to before.” She suggests that transfer students reach out to people and find out the resources that are available. She notes that wherever you transfer, there will be resources available but you just have to take the time and initiative to ask the questions to find those resources. When Melissa first transferred, she felt intimidated. UCB is a very prestigious school and she imagined that the other students were of a higher intellect. She started to feel less intimidated when she would remind herself that “I am smart too. I got into this university for a reason.” So even though it was intimidating at first, she felt that her resiliency allowed her to keep pushing herself and believing in herself.

The greatest piece of advice that Melissa has for undocumented students is to take the things that are out of your control and try to turn them into a situation where you feel empowered by them. She realizes that there is a social stigma attached to being undocumented. Melissa states, “Our identity is not something that we have control over. We are undocumented because the law says we are undocumented. But at the same time, this identity provides us with a certain strength and power to do more, to speak for more, to do better for people.” Melissa wants undocumented students to use their identity as a source of strength and empowerment. Melissa bests sums up her experiences by saying, “I am appreciative for the hardships my immigration

status has brought to my life because they have had a positive impact on my path to higher education as they have allowed me to grow into a strong-minded Latina devoted to her studies.”

Melissa also wants to remind students that “no matter where you go, no matter where you’ve been, always keep in mind there’s people that have been there by your side.” These people may include; family members, mothers, fathers, siblings, friends, and mentors. The support of a “community” is very important and can serve as a family. Melissa thinks it is imperative to keep in mind that “as you rise, you have to rise up other people with you.” Melissa’s commitment to her community is strong. Since graduating from college, she has been engaged in jobs that involve the Dream Program and High School Outreach. She is committed to giving back and helping her community.

Melissa was a fantastic student and is a wonderful young woman. Melissa has faced many hardships in her life, however, the positive attitude that she maintains is admirable and inspiring. Melissa managed to “focus on the bright side of each situation because life is too short to dwell in one’s sorrow.” The daughter of a single mother, Melissa has had to help support her family since a young age, often by working at two jobs while going to school. Taking the bus to school and work greatly impacts the amount of time that Melissa had for studying and volunteer work, however, Melissa made the time for these important activities. Being an undocumented immigrant has imposed many other problems that Melissa has had to encounter. Through it all, Melissa has thrived and became a success. She remains committed to giving back to her community and helping young people obtain access to education. Melissa is a first generation college student who took the initiative to complete her college education and attend a prestigious university. Melissa is proud that she has “evolved into a resilient, persistent young woman willing to overcome all barriers.” I am sure that her mother is very proud also.

MELISSA

Sociology Key Terms that can be applied to the Chapter

DACA, Dreamers

Cultural capital

Pollyanna effect

Joey treatment

Culture shock

Pseudo family

Stigma

Study Guide / Discussion Questions

Discuss the problems that Dreamers have in America and in the school system.

Has life improved for Dreamers today?

Discuss the reasons why immigrants come to America.

Discuss the problems that immigrants face when they come to America.

What problems do undocumented workers face?

Mt. SAC Resources (Detailed information can be found in the Resources Section)

Associated Students

Culture Shock Club

I.D.E.A.S. Club

Writing Center

Tutoring Center – Learning Center

Financial Aid Department

Mt. San Antonio College Resources

The information provided was taken directly from the Mt. San Antonio College website or from the program pamphlets or flyers. You may find most of this information and further information under "Campus Life," "Student Support," or "Student Services."

ACCESS: Accessibility Resource Center for Students Building 9B, 1st Floor

(Formerly Disabled Student Programs & Services)

Voice: (909) 274-4290 Video Phone for American Sign Language Users: (909) 895-6634

The mission of Mt. SAC's Disabled Student Programs & Services (DSP&S) is equal access. We expect that you will enjoy full and equal access to any facility, class, program, service or activity on our campus. Your primary mission in attending College should be to receive a good education. With that in mind, our goal is to assist you to pursue your education at Mt. San Antonio College. As an adult college student, you enjoy certain rights and privileges, such as the right to confidentiality. Along with those rights and privileges also come responsibilities. One such responsibility is to request assistance as soon as you need it. You also are responsible for maintaining satisfactory progress and DSP&S is here to assist you.

ACES: Achieving in College Ensuring Success (909) 274-4411 Building 9E, 3rd Floor

The mission of the TRiO Student Support Services Program (ACES) is to provide college advisement and services in a challenging, encouraging and supportive manner to a diverse group of first-generation, and/or low income or disabled students, such that all students will graduate and/or transfer to a four-year college or university. ACES provides the following services:

- ACES Counselors dedicated to 140 students that provide individualized academic, transfer, career and financial aid counseling
- Tutoring and guided study groups
- Financial literacy and skill development workshops
- University and college tours
- Cultural enrichment activities
- Referral to resources at Mt. SAC, the community and four year universities
- One week summer Transfer-Bridge program at the University of California Santa Barbara
- Computer lab and free printing
- Registration and transfer assistance

Alpha Gamma Sigma Honor Society agsmtsaczeta@gmail.com

Meetings are held on Thursdays from 3:30 pm – 4:30 pm in Building 7, Room 1104

AGS at Mt. SAC is the Zeta Chapter of the California Community College Scholarship Association. It is designed to offer 3.0 GPA or above students the opportunity for interaction and socialization. The focus is on service to the College and the community.

ARISE (909) 274-6622 Building 16B

ARISE is a community of students from diverse cultures coming together to lift up one another and rise above all sorts of challenges to reach their fullest potential. An Asian American and Pacific Islander student support service, we have a dedicated support team empower Arise students to achieve success academically and personally.

Our Arise program provides help to Asian American and Pacific Islander (API) students looking for a place to belong in Mt. SAC's huge campus community.

Benefits include:

- Developing your educational plan and career plan
- Learning how to transfer to your university of choice
- Going on fun and informative field trips
- Connecting with Mt. SAC's community of AA/PI students
- Finding yourself and boosting your self-confidence
- Studying with peers and friends
- Learning how to deal with college student pressures
- Celebrating the AA/PI cultures, history and heritage

ASPIRE (909) 274-6395 Building 9F

Aspire is a dynamic program designed to provide essential educational support and services to increase the academic success, retention, degree completion, and transfer rates of African-American and other students enrolled at Mt. San Antonio College. We accomplish this through monthly workshops, academic counseling, and learning communities. Our aim is to develop a sense of "community" among African-American students, other students, faculty, staff and administrators.

Aspire provides:

- **MOTIVATION** by offering inspirational workshops and events throughout the semester
- **CONNECTION** to campus resources including Counseling, Career and Transfer services, Financial Aid, and other support services

- **ACADEMIC HELP** through study groups, tutoring, and learning communities
- **CULTURAL UNDERSTANDING** by providing educational forums and events that reflect and discuss African-American culture and history

BRIDGE (909) 274-5392 Building 9E

The Bridge Program offers several learning communities designed to increase students' academic and personal success through the structuring of the learning environment. Students participating in a learning community are enrolled in linked or clustered classes that are taught in a cooperative environment between instructors. There are various learning communities offered: Summer Bridge, Math Bridge, English Bridge and many more. Each learning community focuses on a specific academic need and has an assigned counselor to assist students. The Bridge Program is perfect for students who are underprepared academically, are economically disadvantaged, and need additional support in their first year at Mt. SAC. Bridge students also form lasting friendships. They tend to share educational goals, interests, and similar backgrounds. We work with students to promote their transfer success to universities. You might just find our program to be the "bridge" you need to cross over your obstacles to success!

CalWORKS (909) 274-4755 Building 9B, 1st Floor

The CalWORKs program provides educational/training assistance to students who receive cash-aid through TANF, including self-initiated participants (SIPs) and GAIN referrals. The program assists students in entering the workforce at the highest level possible, and in developing a personal career ladder leading to increased self-sufficiency and individual growth. Support services include counseling, educational advising, progress monitoring, job development and placement, post employment, childcare, work-study, and case management.

Benefits

- Develop an individualized Student Education Plan (SEP) according to your educational/career goal
- Prepare and assist with transferring requirements to a university
- Train for an occupation that is in demand
- Enroll in short term and long term training programs
- Assistance with enrollment in English as a Second Language classes
- Participate in the CalWORKs Work Study program
- Complete county paperwork
- Complete childcare paperwork
- Submit ancillary requests for books, supplies and fees

Counseling Services (909) 274-5660 Building 9B, 2nd Floor

Not sure how to chart your path to your academic and career goals? Need help in creating your educational plan? Do you just need someone to talk to? The Mt. SAC Counseling Department is here to provide Personal, Academic and Career Counseling!

- **We Can Help You:**
 - Choose a major and/or goal
 - Create a Mountie Academic Plan with all the courses you need to complete your goal
 - Learn strategies to be successful in your classes
- **We Provide:**
 - Individual Appointments
 - Orientations & Workshops
 - Counseling Courses

Culture Shock Club Building 26D, Room 2230 (909) 594-5611 Ext. 3919

Meetings are on Wednesdays from 3-4 pm

The Culture Shock Club seeks to exemplify the principle “Unity in Diversity.” The Culture Shock Club encourages students from all backgrounds to learn from and interact with each other. The goals are to learn about different cultures and appreciate different cultures. The club promotes diversity in our community by reaching out to surrounding communities through community service.

DREAM Program (909) 274-5596 Building 16C

The Dream Program provides support services to DREAMers (undocumented students) at Mt. San Antonio College (Mt. SAC). Its purpose is to increase the personal growth and development of DREAM students through academic, career, and personal counseling; peer mentoring; assistance in applying for the California Dream Act/Financial Aid and scholarship opportunities (TheDream.US); and workshops regarding DACA and other issues relative to this student population.

EOPS | CARE Resources: Extended Opportunity Programs & Services

(909) 274-4500 Building 9B, 1st Floor

CARE, also known as Cooperative Agencies Resources for Education, is a state-funded program designed to recruit and assist single parents who are heads of household with children 13 years old and under and who are CalWORKs recipients attending community college. CARE students receive additional support through counseling, tutoring, assistance with books and supplies, grants, and other services designed to help them complete their educational goals.

CARE services provide additional assistance to meet the unique needs of single parents. Students determined to be CARE eligible may receive the following:

- Academic, Personal & Career Counseling
- Educational Planning
- One-on-one tutoring (located in building 6, room 108)
- Support Groups (self-esteem, parenting, time management, etc.)
- Textbooks and School Supplies
- Grants (money to assist with childcare and transportation expenses as well as other school-related costs, if there is an unmet need after financial aid is awarded)

Financial Aid (909) 274-4450 Building 9B, 2nd Floor

Mt. SAC offers a full array of financial aid programs, grants, workstudy, loans and scholarships to full-time and part-time students. Most financial aid resources are intended to supplement, not replace, the financial resources of the family. We have financial aid available to help you with the cost of education, which includes fees, books, supplies, food, housing, transportation and childcare.

Financial Aid is intended to help students who might not otherwise be able to attend college. Although the primary responsibility for meeting college costs rests with the student and his/her family, it is recognized that many families have limited resources and are unable to meet the cost of a college education. Financial Aid programs have been established to provide assistance for students with documented financial need. In achieving this goal, the aid office must evaluate the family's financial ability to pay for educational costs in order to distribute limited resources in a fair and equitable manner.

The Mt. SAC Financial Aid Office offers many services to our students including financial aid awareness and Free Application for Federal Student Aid (FAFSA) hands-on seminars as well as financial aid advising and educational plans are developed for our students. Our customer service reps will answer your questions in person and over the phone with FERPA regulations for student privacy. We are here to help you fund your cost of education. Stop by the Financial Aid Office or follow the instructions on this website, and remember that you are in charge of your education, we are here to help you finance it.

Forensics Team (909) 274-6302 Building 26, Room 1421 (Communication Department)

Mt. San Antonio College is proud to have one of the nation's most unique community college forensics programs. Mt. SAC's Forensics Team students have earned top honors at both the Phi Rho Pi community college national tournament and the American Forensics Association (AFA) national tournament for four-year teams.

The Mt. SAC Forensics Team has earned an unprecedented 10 national speech titles at American Forensics Association's national tournaments and is the only community college team in the nation to place in the Top Ten, which it has done for more than 15 years.

Nothing demonstrates excellent academics and a competitive program better than success, and the Mt. SAC Forensics Team has plenty to show for its excellent academic program, faculty, and, of course, fantastic students!

Health Services (909) 274-4400 Building 67B and Building 9E, 2nd Floor

Recognizing that total wellness is essential to academic success, Student Health Services strives to provide optimum physical and mental health services to the college community in a confidential environment with sensitivity to individual needs.

All information is confidential and available only to the patient with few exceptions as mandated by law.

Medical Services

- Evaluation and treatment of minor illnesses and injuries.
- Physical exams for Mt. SAC health careers programs.
- Sexual health services: routine gynecological and testicular examination, sexually transmitted infection screening, pregnancy tests, birth control pills, emergency contraception, and condoms.
- Tuberculosis (TB) testing and immunizations; routine blood and urine tests; and some over-the-counter medications, *e.g.*, Tylenol, Motrin, are available.

Personal Counseling Services

Licensed Mental Health Counselors offer supportive, non-judgmental, confidential short-term personal counseling and counseling in emergency situations. Referrals to community agencies are available if needs cannot be met by short-term counseling. These services are available for students currently enrolled in and attending credit classes. Services include:

- Short-term personal counseling to help students manage life challenges.
- Consultation with faculty and staff to address questions or concerns regarding students.

Honors Program (909) 274-4665 Building 26A, Room 1680

The Honors Program was established in order to meet the needs of motivated students with a strong academic record. The program offers honors sections of transferable general education and major preparation courses that provide an enriched curriculum, seminar-based instruction, close interaction with honors program faculty, and special projects and activities. Honors courses strengthen students' college transcripts and increase their chances for transfer to four-year institutions.

Benefits of the Honors Program

- Membership in a learning community of motivated, well-prepared students
- Small classes (average 20 students)
- Increased interaction with faculty
- Participation in transfer agreements to UCLA, UC Irvine and other universities
- Use of the Honors Center for studying
- Specialized academic advising and counseling from the Honors Educational Advisor and Counselor
- Opportunity to present research at annual undergraduate research conferences
- Library privileges at UCLA, UC Riverside, and UC Irvine
- Opportunity for recognition as an Honors Certified Scholar

International Students (909) 274-4415 Building 9B, 2nd Floor

We are one of the best and largest colleges in the United States with over 35,000 students and a beautiful 425-acre campus, located just 25 miles east of Los Angeles. We invite you to join our vibrant and growing international student population. Our students come from virtually every corner of the world, including China, Taiwan, Hong Kong, Indonesia, South Korea, Japan, India, South America, Europe, Mexico, and Canada.

Mt. SAC ranks among America's top-tier degree-awarding institutions, and we are the gateway to top public and private universities like UCLA and USC. Our international students thrive at Mt. SAC, because we provide over 200 degree and career programs, academic support services and cultural activities that enrich your college experience.

Language Lab Center (909) 274-4580 Building 77, Room 1005

The Language Lab offers language learning software programs such as Rosetta Stone, Mango, Native Accent Pronunciation, Focus on Grammar; homework sites, educational videos, and DVDs. Our resources help you with your listening, speaking, reading, and writing skills.

Language Partners (LP): LP matches you with another student to practice the same language or two different languages on a regular basis to improve your speaking skills in the target language. Meet people and learn at the same time!

LLC Tutoring: We currently offer ESL tutoring at the LLC. You can complete and review SDLAs (Self-Directed Learning Activities) such as *Visiting a Doctor*, *Asking for and Giving Directions*, and *Job Interview* with an ESL teacher! It is an excellent opportunity for one-on-one learning. Join us today!

LEAD (Leadership Education and Development) Program
(909) 274-4525 Building 9C

The Leadership Education and Development (LEAD) Program is a non-credit certificate program dedicated to developing students to become effective leaders. Participants will receive a co-curricular leadership certificate upon completion of the required workshops in personal and/or organizational leadership. Mission Statement In support of the College mission, the Leadership Education and Development (LEAD) Program provides education, development and training that enhances students' personal and professional leadership abilities and prepares them with the knowledge and skills needed for success in an interconnected world. We believe the ability to be a leader is within all students and will be enhanced through the students' ability to achieve the following learning outcomes:

- Understanding of self-awareness which includes their values and beliefs;
- Understanding and appreciation for diversity;
- Develop an understanding of group dynamics including conflict resolution and group decision making processes;
- Demonstrate an understanding for ethical decision making and why it is important;
- Demonstrate effective communication skills and techniques;
- Demonstrate an awareness of one's community, and the role and responsibility that he/she plays within their community.

Benefits of Student Participation:

- The program is FREE for all currently enrolled Mt. SAC students
- Receive a co-curricular leadership certificate upon completion of required hours
- Increase your competitiveness to transfer and apply for scholarships
- Build your résumé
- Enhance important life skills and career opportunities
- Meet new people while developing a connection to the campus
- Acquire the building blocks for effective leadership
- Supplement your in-class education with out-of-class experience
- Become an advocate for change

Learning Assistance Center (Tutoring) Building 6, Learning Assistance Center

Welcome to Tutorial Services! We are dedicated to providing students with services that promote independent learning, academic confidence, and attainment of educational goals.

Tutorial Services provide **FREE TUTORING** to all current Mt. SAC students and offer various types of tutoring services which include walk-in tutoring in different subjects, writing appointments, study group sessions, Supplemental Instruction (SI) tutoring, and online tutoring.

Learning Assistance Resource Center (LARC)

The LARC's aim is to provide resources and tutoring assistance to students enrolled in reading, writing, and math review courses offered in the Learning Assistance Center (LAC). We believe in scaffolding students to independent learning and self-discovery within a welcoming and supportive environment. The LARC provides academic support for students in **LERN 48 and 49 (Math)**, **LERN 81 (Writing)**, and **READ 70 and 80 courses**.

Learning Lab

The Learning Lab is a computer lab in Bldg. 6-120, which is located inside the Learning Assistance Center. Both PC and MAC computers are available and can access the Mt. SAC Library databases, Internet, word-processing programs, and spreadsheets. New course-related software is continually being made available. If you need something other than these commonly used programs and services, call ext. 6601 to find out if we have the software you need and to get support. Laser printing is available for a fee (10 cents/pg. for black & white and 25 cents/ pg. for color). A print card dispenser is located in the Learning Lab for student convenience.

Math and Computer Science Lab (909) 274-2948 Building 61, Room 1310

The Math Computer Lab has computers equipped with course-related software programs for math and computer science students. Lab staff are available to help students with questions and problems on software operation.

Students can print for no charge any material directly related to the Mt. SAC Math or Computer Sciences (CSCI) courses in which they are currently enrolled.

The Math Computer Lab serves students in Math 100 and higher or in any Computer Science (CSCI) courses. The lab has PCs equipped with course-related software

The Math Activities Resource Center (MARC) offers services including free tutoring, study spaces, tutorial software, and calculator rentals. The MARC serves students in Math 50 to Math 71.

The Transfer Math Activities Resource Center (TMARC) offers services including free tutoring, study spaces, tutorial software, and calculator rentals. The TMARC serves students in Math 100 or above.