



Hispanic Serving Institutions Grant: CLOSING THE COMPLETION GAP

# Title V Newsletter



**Closing the Completion Gap**

**Spring 2016**

[www.cabrillo.edu/services/ccg](http://www.cabrillo.edu/services/ccg)

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## Introduction

by Rachel Mayo, Project Director

As we proceed through the first year of our second Title V grant at Cabrillo, there are many college-wide initiatives in place that can work in conjunction toward the goal of the funding legislation to “to assist HSIs to expand educational opportunities for, and improve the attainment of, Hispanic students.” The grants also allow the Hispanic Serving Institutions (HSIs) “to expand and enhance their academic offerings, program quality, and institutional stability.”

[www2.ed.gov/programs/dueshsi/index.html](http://www2.ed.gov/programs/dueshsi/index.html)

Our proposal stated that “Cabrillo College is challenged to ensure Hispanic and other low-income students have equitable and accessible learning experiences and the support needed for them to succeed and persist in college. While providing access to education and career pathways for students and

having a qualified, dedicated faculty, Cabrillo College has a mandate by the California Community Colleges Board of Governors to move the needle up on student success.”

We were able to make the case that we could do this through three major initiatives: (1) bringing in a “portal” to manage the information on our website so that students could find information easier and we could communicate with them better; (2) developing an interactive, hybrid (partly online) delivery format for general education courses that have an “equity gap” in student success (a greater difference in the success rates for underrepresented students); and (3) providing our learning centers with technology that enables students, assisted by peer mentors, to use interactive digital tools that will help them be successful in their classes and in the increasingly tech-infused world of higher education.

Another part of this new grant is to develop the next stage of the faculty inquiry system that was established with our first grant, SOFIA, which has been greatly enhanced with SQL reports through the efforts of our PRO and IT departments. Grant resources will allow us to develop a “data dashboard” for users that will make it much easier to access data on an ongoing basis in a clear and useable format.

While we are in the process of building our staff, we are fortunate to have been able to hit the ground running with Francine Van Meter in the critical position of Activity Coordinator, and this digital newsletter is just one example of the skills she brings to the project. Read on for a more detailed overview and information on resources that will help build a greater understanding of our projected efforts for the next five years!

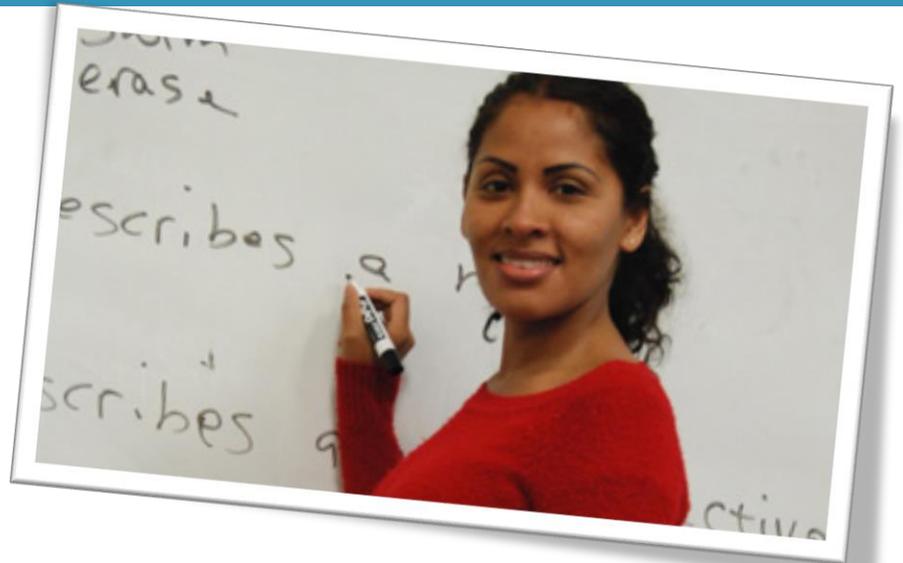
A full grant narrative can be found at: <http://www.cabrillo.edu/services/ccg>



### Hybrid Courses & Learning Spaces

Getting students involved in 'active learning' is one of the main reasons why faculty members converted their traditional courses into hybrid courses.

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### DID YOU KNOW?

Students who attend part-time may take six to eight years to complete transfer requirements. They lose momentum and continuity in their studies.



*"We need to insure we are fulfilling the 'serving part' of Hispanic Serving Institutions. It's not just about the percentage of Latino/a students."*

— Beatriz Ceja



Beatriz Ceja, Director for the Hispanic-Serving Institutions Division at the U.S. Department of Education

On March 3, 2016, Ms. Ceja met with Cabrillo students who had been part of STARS, which started with the former Title V grant.

## Activities

by Francine Van Meter,  
Activity Coordinator

Title V activities are centered on (1) individualized, student support technologies and services (2) and course redesign using a flexible hybrid delivery model for transfer curriculum. With an emphasis on faculty professional development, courses will leverage technology to reduce on-campus time using innovative resources to support student success and persistence toward completion.

### Web Portal and Student Planning

A student portal will provide an easy, navigable single-point secure access to college information and processes. Individualized technology-powered student support services, combined with student peer mentoring, will help to establish a better relationship between the student and the services they need to follow-through on their education plan.



### Engaging Learning Strategies + Hybrid Options

Newly designed classroom spaces will accommodate group work, and shared computer viewing screens. An instructional design studio will provide faculty the technology and training necessary to reengineer the educational experience for our diverse student population. Faculty will also be trained to use the Canvas learning management system to develop hybrid instruction, providing more flexibility options outside the classroom and reducing seat time for students. Courses pre-selected to convert to hybrid are those which will enable students to complete the requirements for being transfer-ready to the California State University system.

### The Data

In collaboration with the Planning and Research Office (PRO), data will be collected to analyze outcomes for each phase of the project. Student success and persistence, along with qualitative data from technology use, focus groups, and training outcomes, will empower staff and faculty to understand students' challenges and successes.

## LEARNING SPACES



"The solutions go where students are," using digital media and technologies that are already part of students' lives, creating multiple touch points for education and counseling, and offering simple, engaging and responsive user experiences. —Lumina Foundation



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## Importance of Data

In one study, 12 exemplary Hispanic Serving Institutions followed a set of guiding practices "creating cultures of evidence, sharing data on Hispanic students with faculty staff and students, using short-term measures of academic progress to guide improvements in curricula instruction and support services, ... using a holistic approach in serving Hispanic students, ... and applying lessons learned in improving services to Hispanics to improve services for all students." ("Lost Among the Data: A Review of Latino First Generation College Students," 2012)

### INTERESTING DATA

77%

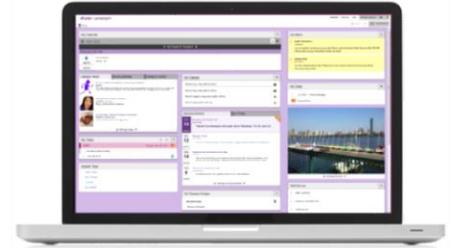
According to the National Lone Star Report on Aligning Technology with Student Success, "of more than 6,000 students polled across 36 campuses, 77 percent said grades improved through web-based course material and online and hybrid classroom learning managing sites like Canvas.

64%

Sixty-four percent of American adults now own a smartphone of some kind, up from 35% in the spring of 2011. Using a broader measure of the access options available to them, 15% of Americans own a smartphone but say that they have a limited number of ways to get online other than their cell phone, and 15% of Americans ages 18-29 are heavily dependent on a smartphone for online access.

Pew Research, 2015

<http://www.pewinternet.org/2015/04/01/us-smartphone-use-in-2015/>



# Title V Steering Committee Members

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Director of Planning, Research, and Knowledge Systems

Rachel Mayo  
Title V Project Director

Francine Van Meter  
Title V Activity Coordinator



## Objectives

The Title V Activity has two interrelated foci: (1) Individualized, Technology-Powered Student Support and (2) Engaging Learning Strategies + Hybrid Option for the Transfer Curriculum.

### 1. Increased IT Infrastructure Capabilities

By July 2016, at least 95% of the upgraded IT infrastructure supports new e-Services. [Baseline: Multiple beta-tests results]

### 2. Increased Access to Support Services

First Year/Learning Communities Aptos Campus Pilot Outcomes

2.1 By Fall 2017, the persistence rate for the FY Learning Communities cohort at Aptos participating in pilots of new e-Services is at least 5 percentage points higher than the overall institutional baseline for F2013-F2014 (65%).

2.2 Increased Access to Hybrid Transfer Courses  
By August 2017, increase access to transfer courses designed as engaged + hybrid from baseline F2014 of 37 to 41 (transfer math)

2.3 Increased Data Use by Faculty  
By May 2017, 95% of the transfer math faculty increase competencies in using learner

analytics to drive course success measured by pre- and post-testing.

### 3. Increased Access to Support Services - First Gen/Hispanic Aptos Campus Pilot Outcomes

3.1 By Fall 2018, persistence for First Generation Hispanic cohort at Aptos campus in pilots of new e-Services is at least five percentage points higher than the overall institutional baseline for F2013- F2014 (65%).

3.2 By August 2018, the Spring and Summer pilot transfer math hybrid courses success rate increases by five percentage points (Baseline 2013-2014 average rate 57% for All and 48% for Hispanics).

3.3 By August 2018, increase access to transfer courses designed as engaged + hybrid from baseline 2014 of 41 to 48 (transfer science and social science)

3.4 By May 2018, 95% of the transfer science and social science faculty increase competencies in using learner analytics to drive course success measured by pre- and post-testing.

### 4. Increased Access to Support Services - FY LC Watsonville Center Pilot Outcomes

4.1 By Fall 2019, the persistence rate for the FY LC cohort at Watsonville campus participating in pilots of new e-Services is at least five percentage points higher than the overall institutional baseline for F2013- F2014 (65%).

4.2 For 2018-2019, the Spring and Summer pilot transfer science hybrid courses success rate increases by five percentage points (Baseline 2012-2013 rate of 71% for All and 60% for Hispanics).

4.3 By August 2019, increase access to transfer courses designed as engaged + hybrid from baseline 2014 of 48 to 63.

4.4 By May 2019, at least 95% of the transfer humanities faculty increase competencies in using learner analytics to drive course success measured by pre- and post-testing.

### 5. Increased Support Services - First Gen. Hispanic Watsonville Center Pilot Outcomes

5.1 By Fall 2020, persistence for First Generation Hispanic cohort at Watsonville campus participating in pilots of new e-Services is at least five percentage points higher than the overall institutional baseline for F2013-F2014 (65%).

5.2 For 2019-2020, the Spring and Summer pilot humanities/business hybrid courses success rate increases by five percentage points (Baseline 2013-2014 average rate of 67% All; 60% Hispanic).

5.3 By May 2020, at least 95% of the business faculty increase competencies in using learner analytics to drive course success measured by pre- and post-testing.



# Year 1 Timeline

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**October 2015** marked the beginning of the new Title V grant at Cabrillo. This first year includes filling staff positions and major IT infrastructure upgrades.

## Spring 2016

Cabrillo will scale up the IT infrastructure so students have a robust Web Portal with easy, navigable single-point and secure access to college information and processes. The scaling up will require infrastructure upgrades and professional training for IT staff for optimal utilization for new capacities.

Developing the student Web Portal in the first year will support the subsequent years of implementing web-based student support, combined with student peer mentoring (coaching) for different target populations at the Aptos campus and Watsonville Center.

Four traditional- designed classrooms will be converted to facilitate active/collaborative and technology- integrated learning. The newly designed classroom spaces

will have student seating to accommodate group activities.

## Spring–Summer 2016

A Faculty Instructional Design Studio adjacent to the Teaching and Learning Center (TLC) will be developed where discipline-specific training, sharing, and course redesign can occur.

With support from the TLC Co- Coordinators, the Activity Coordinator will develop and deliver training and resources with an emphasis on engaging learning – including utilizing the Ellucian Course Signals module and iClickers (classroom response system) for monitoring individual student progress and engagement during a course.

## Fall 2016



Faculty will be trained to fully utilize the Canvas course management capabilities for learner-to-learner and learner-to-instructor connections beyond class time for the hybrid designed courses. Student support tools within Canvas, provided by the statewide Online Education Initiative, will be part of the training curriculum.

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