



Hispanic Serving Institutions Grant: CLOSING THE COMPLETION GAP

Title V Newsletter



Closing the Completion Gap
Spring 2017
www.cabrillo.edu/services/ccg

MARCH 30, 2017

Introduction

by Rachel Mayo, Project Director

The second year of our Title V grant has seen exciting progress in laying the foundations for our new portal, using our new Design Studio for training in a collaborative and interactive approach to hybrid online instruction, and the development of a data dashboard to see a profile of a group of students and tailor instruction and support resources accordingly. Our purpose is to fulfill the intent of the Hispanic Serving Institution funding legislation, which is "to assist HSIs to expand educational opportunities for, and improve the attainment of, Hispanic students" and "to expand and enhance (the institution's) academic offerings, program quality, and institutional stability."

www2.ed.gov/programs/idadeshsi

Our grant initiatives are designed to address the achievement gap for underrepresented students in key

transfer courses. These initiatives include a College Portal for improved student communication and access to information; an interactive/collaborative approach to teaching hybrid online courses which is informed by data, and technology upgrades in learning center study rooms. As we prepare for launching the Portal and upgrading classrooms and study spaces for technology-enhanced interactive/collaborative learning, each effort reminds us of the critical role each part of our collaborative team at the College plays in bringing these initiatives to fruition. IT, FPPO, PRO, our colleagues in Student Services, and of course our stellar faculty, all play a key role in making these initiatives a reality.

Our Title V staff has expanded this year with the addition of Megan Leonard, an institutional research analyst who is also working with the other members of the PRO staff to

ensure that Title V projects are integrated with the rest of the college effort in data-based analyses of instruction and services. Megan is a recent graduate of San Jose State University with high-level skills in data visualization. We are in the process of searching for a SharePoint Administrator who will work with the Portal effort and be integrated with our IT department, as well as a Division Accounting Specialist to work with the grant budget and other operational activities. Both the Research Analyst and the SharePoint Administrator positions will remain with the College after the grant ends in September 2020.

You will enjoy seeing evidence of our work and progress throughout this newsletter. Student success is being addressed through so many worthy initiatives at the College; we are proud to be part of the team effort!

Data Dashboard

Megan Leonard, research analyst for the Title V Grant, developed the Data Dashboard, an education analytics tool that allows faculty to discover key information about their registered students. Forecast what issues you may encounter in your class, and look for ways to expand educational opportunities for, and improve the academic attainment of Hispanic students, as well as enhance program quality. See how students are progressing to gauge the need for modifications during the semester to increase course success.



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CULTURALLY RELEVANT TEACHING

When selecting content for an inclusive classroom, consider whose voices, perspectives, and scholarship are being represented. Include, as much as possible, materials written or created by people of different backgrounds and/or perspectives.



"Employing culturally relevant content can increase students' confidence in their academic abilities, imbue respect for multiple viewpoints, and increase students' authentic interest in academic content for all courses."

— Teaching Men of Color in the Community College
J. Luke Wood, PhD, Frank Harris III, EdD,
and Khalid White, EdD

Activities

by Francine Van Meter,
Activity Coordinator

Title V activities in this second year of the grant focuses on some specific technologies for student support and course redesign. With the emphasis continuing to be on faculty professional development, and using innovative resources to support student success, we are also seeing a distinct interest on the part of faculty to integrate behavioral and social engagement strategies.

myCabrillo

The new student portal, myCabrillo, is expected to launch this spring. It's an easy, navigable single-point secure access to college information and processes. Students can access the Student Planning Module, financial aid documents, and academic advising support in one location. The mobile app and Canvas integration is targeted for summer/early fall term.



Engaging Learning Strategies + Hybrid Options

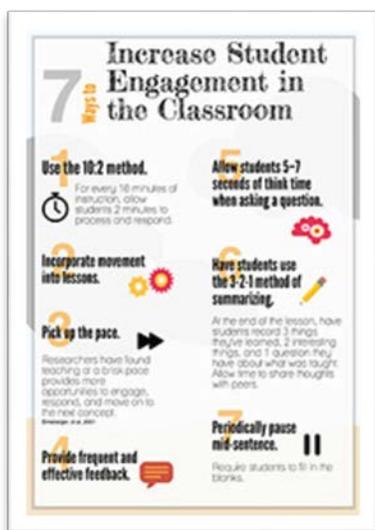
The new Faculty Design Studio in room 1094 is operational and being used for technology training necessary to reengineer courses for active learning/hybrid delivery. Supplemental Instruction sessions are also taking place in the studio, primarily for learning community students taking math. Students enjoy this interactive learning environment with activities facilitated by SI leaders.

Faculty have also begun reengineering their Canvas courses for hybrid instruction. They are using the Online Education Initiative's course design rubric, as well as learning how to web-conference, create short video demonstrations using Zoom, and integrate culturally relevant teaching strategies.

The first faculty cohort group will be teaching with their newly redesigned courses beginning Fall 2017. All courses selected meet the requirements for being transfer-ready to the California State University system.

Active Learning

In collaboration with Facilities Planning and Plant Operations, and the Information Technology Department, Title V project research and resources were used to develop *Cabrillo's Classroom Guidelines and Standards*. This document provides guidelines for active learning room design, and best practices for active/collaborative learning.



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

—Inside Higher Ed, Oct. 2014

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More on [active learning](http://cabrillotitlev.weebly.com/active-learning.html) on our website:

cabrillotitlev.weebly.com/active-learning.html

These types of tools are fun and engaging, and they support collaboration, communication, and creativity.

- Canvas (learning management system)
- Zoom (webconferencing)
- WorldWhiteWhiteboard (in Canvas)
- Google apps (Docs, Hangouts)
- Cadoo (create flow charts and diagrams)



Gathering Feedback

Gather input and feedback in ways students find engaging (and fun).

- SurveyMonkey or Doodle are popular no cost tools for surveys.
- Clickers: Also known as Student Response Systems, these devices make it really easy to gather student feedback.
- Socrative app
- Twitter app

Title V Steering Committee Members

Laurel Jones, President

Kathleen Welch, Vice President, Instruction

Vice President, Student Services

Victoria Lewis, Vice President, Administrative Services

Graciano Mendoza, Director of Business Services

Joe Nugent, Director, Facilities Planning and Plant Operations

Spring Andrews
Director, Information Technology

Terrence Willet, Director of Planning, Research, and Knowledge Systems

Rachel Mayo, Dean, Education Centers, Online, and Innovative Learning, Title V Project Director

Francine Van Meter
Title V Activity Coordinator

49% grads

According to the Association of Community College Trustees, "Student success increases with more financial aid. Nearly half (49 percent) of students with a zero EFC who received more than \$7,500 in financial aid graduated or transferred, compared to 17 percent of those who received between \$1,001 and \$2,500.

Faculty can help students manage college costs by using [Open Education Resources \(OER\)](#). It's financial support that goes beyond tuition and fees. In *Fixing the Broken Textbook Market* (2014), 65% of students said they had decided against buying a textbook because it was too expensive.



Objectives

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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.

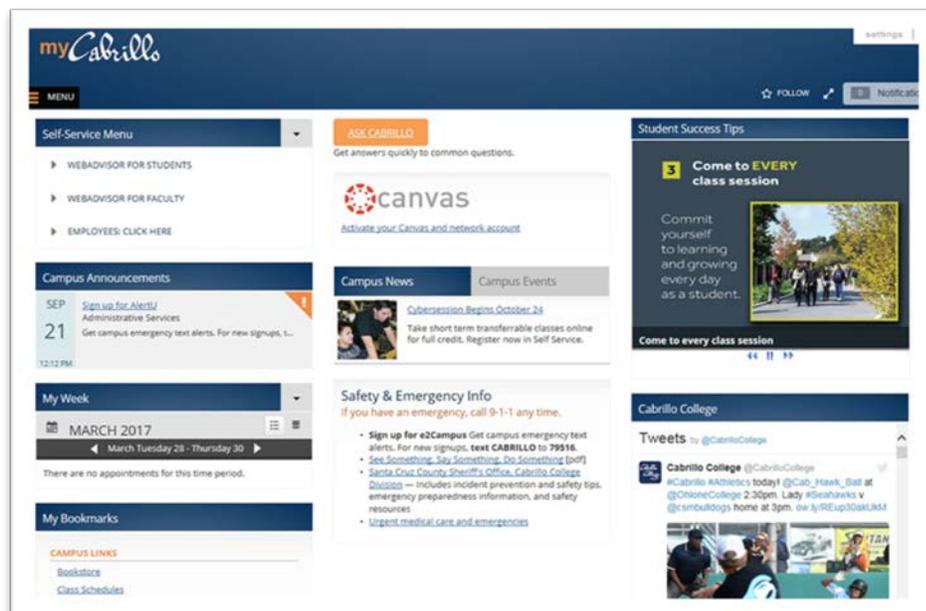
Year 1 Objective: Increased IT Infrastructure Capabilities with eServices and portal technology

Year 2 Objectives:

- (1) **Increased Access to Support Services** through pilots of new e-Services (group 1)
- (2) **Increased Access to Hybrid Transfer Courses** designed as active/collaborative (group 1)
- (3) **Increased Data Use by Faculty** using learner analytics to drive course success measured by pre- and post-testing (group 1)

Year 3 Objectives:

- (1) **Increased Access to Support Services** increases persistence rates of students in pilots (group 2)
- (2) **Increased Course Success rates** in pilot hybrid active/collaborative courses (group 1)
- (3) **Increased number of transfer courses** designed as engaged + hybrid (group 2, 3)
- (4) **Increased faculty competencies** in using learner analytics to drive course success (group 2, 3)

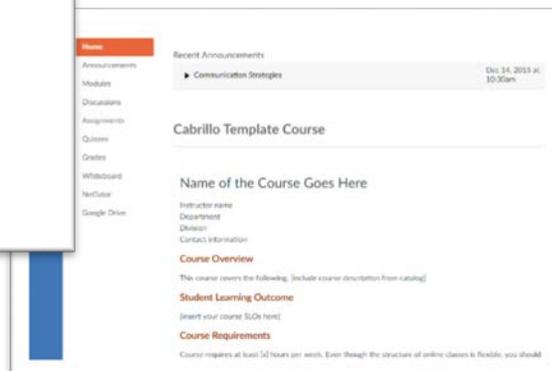


Year 4 Objectives:

- (1) **Increased Access to Support Services** increases persistence rates of students in pilots (group 3)
- (2) **Increased Course Success rates** in pilot hybrid active/collaborative courses (group 2, 3)
- (3) **Increased number of transfer courses** designed as engaged + hybrid (group 3, 4)
- (4) **Increased faculty competencies** in using learner analytics to drive course success (group 3)

Year 5 Objectives:

- (1) **Increased Access to Support Services** increases persistence rates of students in pilots (group 4)
- (2) **Increased Course Success rates** in pilot hybrid active/collaborative courses (group 3, 4)
- (3) **Increased faculty competencies** in using learner analytics to drive course success (group 4)



Year 2 Timeline

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Project Year 2 begins October 2016

Spring 2017

Cabrillo will launch the myCabrillo web portal with phase I services including Colleague self-service, college services information pages, and campus news, events, and announcements. By late summer 2017, the mobile app will be available, and Canvas will be integrated with portal for single sign-on access.

Spring–Summer 2017

Another two traditionally-designed classrooms will be converted to facilitate active/collaborative and technology-integrated learning. The newly designed classroom spaces will include one in Watsonville and one on the Aptos campus. .

Fall 2017

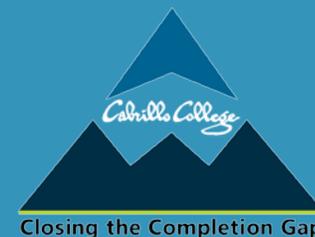
The main focus area of the Title V grant addresses enrollment bottlenecks. This means maximizing access to transfer level courses and reducing time to degree, thus improving graduation rates. Specific courses were identified in the approved grant proposal to convert to a hybrid delivery format: they (1) enable students to complete the general education requirements for an associate degree for transfer (ADT), and (2) have lower success rates among Hispanic and low-income students.

Each new faculty cohort group is trained to fully utilize the Canvas course management capabilities for learner-to-learner and learner-to-instructor engagement beyond class time. Student support tools within Canvas, provided by the statewide Online Education Initiative, will be part of the training curriculum. Additionally, training includes culturally relevant teaching and active/collaborative strategies meant to integrate students' culture and backgrounds, and be student-centered.

Training for each discipline cohort group begins in the early part of the fall semester and focuses on course redesign and delivery of online-hybrid instruction. The evaluation instrument includes course design, interaction and collaboration, assessment, learner support, universal design for accessibility, academic integrity, and mobile readiness. Course redesign will take place during fall and spring terms with a final evaluation in late April.



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