Hispanic Serving Institutions Grant: CLOSING THE COMPLETION GAP   FEBRUARY 05, 2018

Introduction

by Rachel Mayo, Project Director

As we proceed through the third year of our Title V grant, we greatly appreciate our partners in IT, FPPO and Purchasing in having upgraded a classroom and study area in Watsonville and Aptos for collaborative, technology-enabled teaching and learning. These facilities provide a valuable learning environment for the hybrid courses, study sessions and online resources supported through grant funding for all faculty and students.

This semester, we will begin training student peer coaches to work at Watsonville and Aptos, helping students enrolled in online and hybrid classes successfully navigate the online learning environment. Students enrolled in classes delivered in traditional face-to-face format will benefit also, as more instructors are utilizing the Canvas

shells and online resources to keep students engaged, informed about their progress, and connected to support such as 24/7 online tutoring. We also look forward to upgrading another classroom and two study areas to add to our selection of high-tech enabled teaching and learning environments. Increased quality, resources and training for online and hybrid classes is also being promoted through the statewide OEI (Online Education Initiative) and offers the opportunity to "leverage" funding that targets similar goals.

We were delighted to hire a Fiscal Support Specialist who had worked with the complex budgets at NASA. Richard Sanchez joined the Title V team in October. Matt Locke, one of our stellar Systems Administrators from IT, is also joining the group on a 50% assignment in support of the internal web Portal development. The grant is funding 50% of a Web Developer position, currently in the hiring process, who will help manage

the governance function of the Portal. Our research analyst Megan Leonard continues to connect us with the PRO team, and she has developed data dashboards which are valuable tools for instruction, available to anyone who completes the training. You will read about this exciting resource and many others that our multi-talented Activity Coordinator Francine Van Meter has shepherded through development and implementation this year.

As the College embarks upon all the innovative journeys through Guided Pathways, Integrated Planning, Multiple Measures, Workforce and Adult Education initiatives, we are excited to be part of the effort to improve student success and completion, particularly for the Latino and low income populations targeted by our Hispanic Serving Institution grant.

The Data Dashboard

This self-paced training is now online in Canvas and eligible for Flex Credit!

Faculty can self-enroll in Canvas by going to http://go.cabrillo.edu/datadashboard

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Why use the Dashboard?

Let's say Department "X" courses have student enrollments comprised of 32% (300) first generation college students. The majority of all students enrolled in Department "X" courses indicate an educational goal of transfer to obtain a bachelor's degree.

ASK YOURSELF: What strategies would support students in reaching their Ed Goals? And what strategies/support would you consider in your class, especially for students new to higher education?

POSSIBLE SOLUTIONS: Embed in your course syllabus, the most sought student support services. Consider integrating them into your first lecture; provide an interactive group activity for students to research individual services and report out to the larger group. For example, highlight completing an Education Plan, and mention the Transfer Center, which supports students who ultimately seek a bachelor's degree.

Activities

by Francine Van Meter,
    Activity Coordinator

Title V activities in this third year of the grant focuses on some specific instructional design strategies that support first generation students and particularly Latinx (gender neutral term) students.

Engaging Learning Strategies + Hybrid Options

Each faculty cohort member receives a Canvas development shell that contains an orientation module that can be customized by the instructor, including a comprehensive A–Z list of campus support resources for students. It also includes the online Tutoring tool (aka NetTutor), a proctoring service, VeriCite plagiarism detection tool, and Quest for Success online readiness assessment.

All cohort faculty also receive a laptop to support the development of hybrid active learning content, and instruction in the use of video/webinar technology to expand delivery modalities beyond just reading text.

The hybrid model of course design is partnered with training on culturally responsive teaching and learning (CRTL). It offers a powerful message about the importance of amending our teaching to include traditions, artifacts, and research related to our students' cultures.
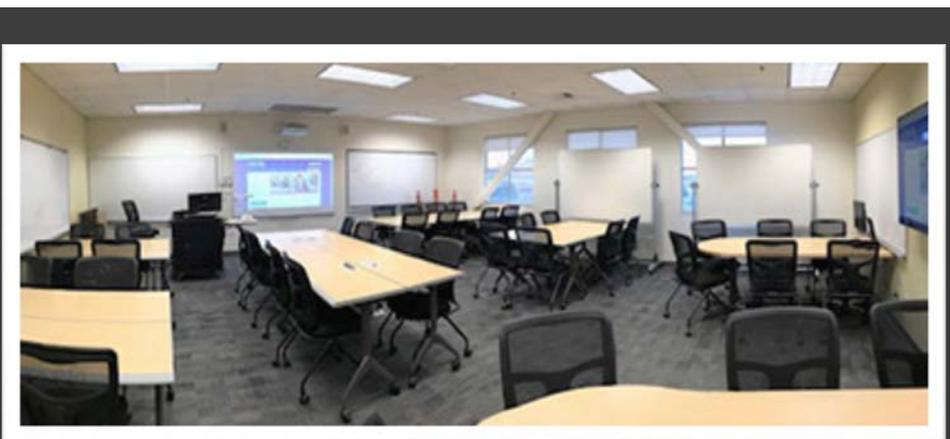
WATSONVILLE CENTER, ROOM A360

Additional student success tools for Canvas include the mobile app and Canvas teacher app. Remind students to add contact methods in Canvas to receive announcements and due date notifications via email, text, and even Twitter.

Explore the online resources available for all faculty on the Title V Faculty Development website at: https://cabrillotitlev.weebly.com

Equity-Based Teaching Practices

Self-enroll in this Canvas Self-Paced Tutorial

Part I: Introduction to Equity-Based Practices
Equity-Based Teaching Practices
Shifting the Mindset (Discussion)

Part II: Closing the Achievement Gap
You Matter, You Belong
Connecting to the Students' World (Discussion)

Part III: Practitioner as Researcher
Data Visualization and Designing for Equity

Part IV: Culturally Responsive Teaching
High Impact Practices (HIPs)

Part V: Online Teaching Best Practices
Online Course Design Best Practices
A–Z Campus Student Support Resources

Culturally Responsive Teaching and Learning Workshops

"Equity at Cabrillo College is the commitment to cultivate an inclusive teaching and learning environment by providing equitable support, access, and opportunities for success emphasizing historically underrepresented and emerging student populations." —Office of Equity

The Title V project, in collaboration with the **Office of Equity**, and **Yolanda Venegas**, English Instructor, developed the following workshops: *An Introduction to Culturally Responsive Teaching and Learning*, and the *Syllabus Review* offered during Flex Weeks and on Flex Fridays. Special thanks to Victoria Bañales, Adela Najarro, Leticia Maldonado, and Nereida Oliva for their contributions as well.

The Syllabus Review Process we are introducing is part of the Center for Urban Education's model (USC's Rossier School of Education) for creating Equity by Design; the intention is to provide another opening for thinking about equity, for changing our campus climate about equity. It is not an equity teach-in, but about intentionality,

about making what many of us are already doing more explicit in our first contact with students…via the syllabus.

First, as "equity-minded" practitioners we can use the Data Dashboard to engage in inquiry activities as a way to learn about racial patterns of inequality in the specific classes we are teaching each semester. **Second,** after some preliminary research into who is in your class and how Latinx students are performing in this particular class, the syllabus review begins with a close reading of your course description, student learning outcomes, assignment and assessment descriptions, student support services provided, and a diversity statement.

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A few best practices

Provided by Victoria Bañales

- Acknowledge Latinx diversity
- Avoid cultural stereotypes
- Be mindful of language/word choices; micro-aggressions
- Provide a challenging curriculum with plenty of instructional support
- Practice "intrusive" office hours (maybe offer hours in a learning center)
- Assess your grading system/student grades
- Provide make-up opportunities
- Provide opportunities for extra credit
- Suspend judgment, ask questions, & be supportive
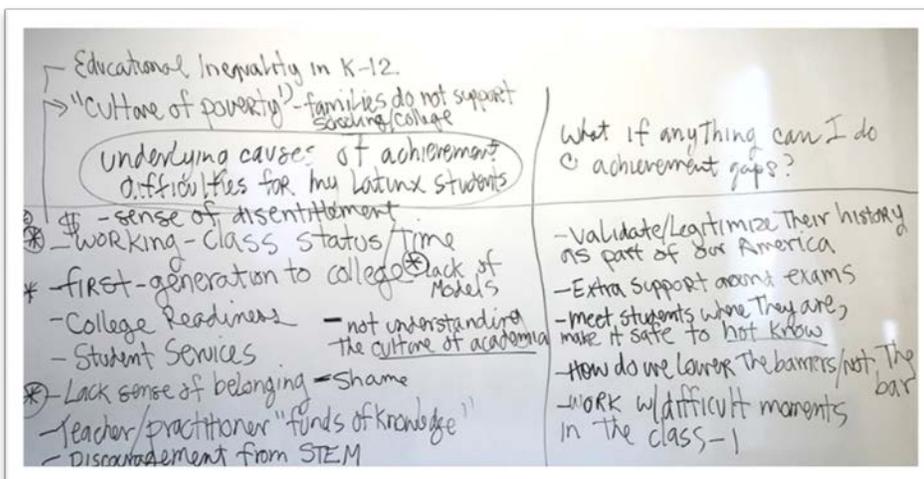
Title V Steering Committee Members

Matt Wetstein, President

Kathleen Welch, Vice President, Instruction

Suzanne Gochis, Vice President, Student Services

Victoria Lewis, Vice President, Administrative Services

Graciano Mendoza, Director of Business Services

Jon Salisbury, 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

Objectives

The first faculty cohort group (2016–17) began teaching their newly redesigned courses this year. Several are teaching in redesigned active/collaborative classrooms, including Watsonville A360 and Aptos 712 (seen below). All courses selected for each cohort meet the requirements for being transfer-ready to the California State University system.

Year 3 Objectives:

(1) **Increased Access to Support Services** increases persistence rates of students in pilots (cohort group 2)

(2) **Increased Course Success rates** in pilot hybrid active/ collaborative courses (cohort group 1)

(3) **Increased number of transfer courses designed as engaged + hybrid** (cohort group 2)

(4) **Increased faculty competencies in using learner analytics to drive course success** (cohort group 2)

Title V
Newsletter

Cabrillo College
Closing the Completion Gap
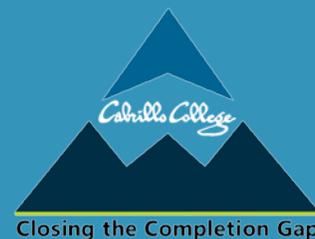
Cabrillo College
6500 Soquel Drive
Aptos, CA 95003

831-479-6191

www.cabrillo.edu/services/ccg

COHORT #1

Jennifer Cass
Victor Ramos
Stephanie Tran
Dave Reynolds
Jyothi Suresh
Michael Booth
Michael Natale
Rebecca Smith
Michael Jordan
Yolanda Venegas

COHORT #2

Mo Hassan
John Yost
Luz Hoyt
David Hood
Ron Kustek
Terry Mullin
Don Carlise
Greg Hanle
Nick Rowell
Jamilya Ukudeeva
Matt Escover
Deirdre Scholar
Keith Ducote