

# Title V Newsletter



Closing the Completion Gap

Spring 2019

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

Illustration on left by Matt Halter

Hispanic Serving Institutions Grant: CLOSING THE COMPLETION GAP

MARCH 22, 2019

## Introduction

by Rachel Mayo, Project Director

As we come to spring of the fourth year of our Title V grant, we are happy to move forward once again with the Portal project as we re-design our public-facing website at the same time. This effort will involve considerable work on the part of everyone who has content on our website, and we express our appreciation in advance for all who will be working to develop this valuable tool for our students.

Our faculty teams are learning valuable skills as they develop hybrid online delivery methods and resources for key transfer courses that our students struggle with, and the fourth year team of Biology, History, Sociology, Psychology, Environmental Science and English are learning exciting ways of using online tools to connect with their students and improve success. Last year's team are currently piloting

their courses in Business, Accounting, Economics, Political Science, and Geography. Our Math first year team continues to develop new strategies for success in their online and hybrid classes.

The classroom and study areas that were upgraded last summer, 1090 and 1091, transformed underused and outdated spaces into a valuable resource for students, instructors, and the Supplemental Instruction program. As we increase the instructional spaces designed for collaborative, technology-enabled teaching and learning, students and faculty alike feel valued and supported.

Our students and faculty are slowly getting used to the new resource of our tech peer coaches, who help fellow students navigate online and hybrid courses. Distance Education is the fastest growing enrollment group, and many students who sign up for online courses do not always know what is expected, how to

participate fully, or how to access resources within a course. As more and more of our face-to-face courses take advantage of Canvas, tech peer coaches are positioned in learning centers to help answer faculty and student questions about options in our learning management system.

The Title V team seeks to align grant initiatives with other efforts in place at the College: the Online Education Initiative, Office of Equity programs, Guided Pathways, and institutional planning, among others. We are fortunate to have Francine Van Meter as Activity Coordinator, a team leader who is able to integrate these initiatives with the efforts of the grant, and a support team to keep all the multiple efforts moving forward: Matt Locke from IT, Leila Jamoosian from PRO, Ramesh Goonetilleke from Marketing, and Richard Sanchez as fiscal support. The grant's objective of improving student success and narrowing the achievement gap for Latinx and low income students is supported by all.

## The Data Dashboard

Over 112 faculty and deans are using the Data Dashboard!



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

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### “Educational Technology Serves Equity When Used with Purpose”

—EdSurge, September 2018

The Data Dashboard is used solely for the improvement of instruction. Faculty discover the ethnic demographic of their class, and more specifically, see what percentage of students are Latinx and African-American. The Dashboard also identifies the percentage of students eligible for financial aid, and how many students are in their first semester at Cabrillo. Important decisions can be made to reduce or eliminate textbook costs, provide essential student services information, and leverage strategies to build a sense of community in the classroom.

Title V produced Canvas tutorials provide examples of how to design a course that explicitly conveys an instructor’s willingness to help students succeed—wherever they may be, online or on-campus. See *the Equity Best Practices on page 3*.

## Activities

by Francine Van Meter,  
Activity Coordinator

Title V activities in this fourth year of the grant focuses on reflection—of pedagogical beliefs, practices, and values, particularly as they relate to students who feel marginalized, especially students of color.

### Equity and Hybrid Options

Faculty cohort members are developing more sophisticated ways to engage students using active learning strategies. As more faculty become comfortable using Canvas, they are engaging students, not only in the classroom, but also engaging them academically outside of class.



learning content. Several year 4 faculty are using Apple devices to with writing surfaces.

Each cohort member is enrolled in the Canvas *Equity-Based Teaching* course, the *Syllabus Review*, and *Data Dashboard Training*. Additionally, course redesign is assessed using the Online Education Initiatives’ *ABCs of Online Course Design* modules based on the rubric.



COMPUTER TECHNOLOGY CENTER REDESIGNED SPACE

Redesigned courses include short video lessons, online weekly lesson reviews, and infographic-style study guides.

All cohort faculty are eligible to receive a laptop to support the development of hybrid active

**Explore the online resources available for all faculty on the Title V Faculty Development website at:**

<https://cabrillotitlev.weebly.com>

## EQUITY BEST PRACTICES

These Canvas self-paced tutorials are available to ALL faculty.

### Equity-Based Teaching Practices

Engage all students in the classroom using culturally responsive teaching strategies.



### Syllabus Review

The language and tone of a syllabus can positively impact the student's experience in a course. Student Equity Fellows provide actionable feedback on revisions.



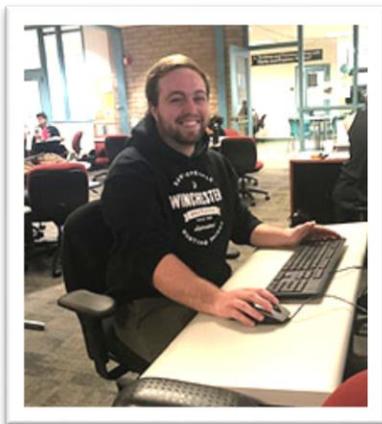
### ABCs of Online Course Design

Standards around the organization and presentation of materials (whatever those materials may be) within the Canvas environment.



## Technology Peer Coaches

Title V funded student peer coaches are trained to help fellow students with Canvas, Google Apps, and WebAdvisor/Self-Service. They are strategically placed in the Watsonville ILC, Aptos CTC, and the HUB.



Tor Clinger, Tech Peer Coach (HUB)

Students are shown how to use the online tutoring service in Canvas, set their notification preferences for due dates, grades posted, and class announcements. They also receive assistance with setting up their Google account, using "docs" for paper writing and submitting assignments.

## NEW IN CANVAS

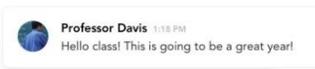
### NameCoach

This app, inside every Canvas course, allows users to voice-record their names online so others can easily learn and remember how to say them.



## Pronto!

Pronto is real time communications platform accessible by mobile device or directly inside a Canvas course. If you use WhatsApp or Facebook, the user experience is similar. The app provides live video conferencing for group work, auto language translation, file sharing, and task management. Student Supplemental Instruction Leaders are currently piloting Pronto with students who need just-in-time academic support.



Due Today Today @ 3:45 PM Assigned to Team

## Getting Started with Canvas?

Below are some baseline recommendations that help all students manage their academic load. Every faculty member has a Canvas shell for their current course.

- Post the syllabus
- Post grades in the gradebook
- Put assignments in the course calendar
- Publish the course

## 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

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



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## Objectives

The third faculty cohort group (2018–19) will begin teaching their newly redesigned courses 2019–20. All courses selected for each cohort meet the requirements for being transfer-ready to the California State University system.

### Year 4 Objectives:

- (1) **Increased Access to Support Services** increases persistence rates of students in pilots (first year learning community, Watsonville)
- (2) **Increased Course Success rates** in pilot hybrid active/ collaborative courses (business/humanities cohort)
- (3) **Increased number of transfer courses designed as engaged + hybrid** (science and social science cohort)
- (4) **Increased faculty competencies in using learner analytics to drive course success** (science and social science cohort)

Cassidy Sterling, PSYCH  
Dave Schwartz, ES  
Nicole Crane, ES  
Michael Pebworth, HIST

2017–18

Mo Hassan, BUS  
John Yost, ACCT  
Luz Hoyt, BUS  
David Hood, BUS  
Ron Kustek, BUS  
Terry Mullin, ACCT  
Don Carlisle, ECON  
Greg Hanle, ECON  
Jamilya Ukudeeva, PS  
Matt Escover, PS  
Deirdre Scholar, GEOG

2016–17

Jennifer Cass, MATH  
Victor Ramos, MATH  
Stephanie Tran, MATH  
Dave Reynolds, MATH  
Jyothi Suresh, MATH  
Michael Booth, ACCT  
Michael Natale, ACCT  
Rebecca Smith, PHIL  
Michael Jordan, ACCT  
Yolanda Venegas, ENGL

## Faculty Participants

2018–19

Sadie Reynolds, SOC  
Cherie Barkey, HIST  
Carol Hoffman, BIO  
Letitia Scott-Curtis, ENGL  
Liz Roberts, SOC  
Steve Schessler, ENGL  
Jacquelynn Logg, SOC  
Matt Halter, BIO (*cover illustration*)  
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Rosemary Brogan, HIST  
Enrique Buelna, HIST