

### ABSTRACT

**Cabrillo College** (Aptos, California) is a comprehensive, public two-year community college serving Santa Cruz County with a main campus at Aptos and a Center at Watsonville, enrolling 13,354 students Fall 2014. The Hispanic enrollment (38.4 percent) has increased in the last five years by ten percentage points. The College serves high-need students from the Pajaro Valley, such as Watsonville (81 percent Hispanic) where families struggle with persistent poverty and low educational levels. For Santa Cruz County, the total number of working age people living below the federal poverty standard increased by six percentage points within five years (Santa Cruz County Community Assessment Project 2013 Report). Only 10.1 percent of Watsonville's adults (25 years+) holds a bachelor's degree or higher compared to 31 percent statewide and 29 percent nationwide.

Cabrillo College is a key player in providing access to quality postsecondary education and 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 complete college on time (transfer). Students now have the opportunity to accelerate progress toward attaining a bachelor's degree through the California State University (CSU) system transfer program articulated with Cabrillo College. The Associate Degree for Transfer (60 transferrable credits count toward 120 credits for a bachelor's degree) *guarantees* admission to any CSU four-year institution and articulates with nineteen Cabrillo College associates of art and associates of science degree programs.

**High-Need Students:** The Title V Project addresses the **Absolute Priority** *to increase the number and proportion of high-need students who complete college on time*. Cabrillo College high-need students come from high minority public schools (54.8 percent Hispanic); they are academically unprepared and at risk of failure (48.9 percent); and they live in poverty (43 percent). The Title V Project design has two foci: provide individualized, technology-powered student support so that high-need students stay on an Associate Degree for Transfer track and design transfer courses as engaged (active/collaborative/technology-enabled) and as hybrid to reduce seat time and promote academic success and timely completion.

**Competitive Preference Priority 1:** *Individualized, Technology-Powered Student Support*. New e-Services and peer student coaching will be developed and piloted at the five different learning support centers at the Aptos campus and Watsonville Center. A smarter IT infrastructure will support new, innovative e-Services for students (Web Portal with easy, navigable single-point and Student Planning module to individualize support). The goal is to increase student persistence and timely completion of transfer credits for the Associate Degree for Transfer.

**Competitive Preference Priority 2:** *Engaged Learning Strategies + Hybrid Option for Transfer Curriculum*. This focus addresses the priority by increasing access to quality hybrid transfer courses, reducing seat time for students – yet designed to engage students in learning to ensure course success. Formative assessments during the course facilitated by technology and access to a data dashboard by faculty will be integrated into the hybrid course design.