



STARS Title V Project Newsletter

Volume 1, Issue 2

May 2011

Cabrillo College

Tell us what you think of our newsletter! Suggestions for improvement welcome!
See page 4 for a link to a short online survey.

First Year Experience: On To Year Two!

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The second year of the First Year Experience pilot funded by the Title V grant will start in summer 2011. The focus will be on two populations of ESL students: advanced bilingual speakers who will focus on writing and transition to English 100 in the spring, and ECE students at different levels of ESL who will focus on making progress in English. A new group of students interested in Health and Wellness careers who assess at basic skills levels in math and English will be a third STARS cohort.

It is important to extend the First Year Experience model to new populations such as ESL and evening

students, while building on and refining the FYE model for students interested in health careers. The Supplemental Instruction pilot will continue to support students in basic skills math classes.

STARS will be piloting different models for the summer program for first year students, from a 6-week Summer Bridge to a two half-day orientation in the fall. Staff will evaluate the effectiveness of different models for impact on student success.

There will be several presentations during Fall 2011 Flex about Title V and FYE — check the schedule when it comes out and join

the conversation!

For more information on STARS FYE, contact the First Year Experience Coordinator Eric Grabiell at (831) 477-3293 or ergrabie@cabrillo.edu.



ESL students are looking forward to starting the STARS summer bridge in June.

Student Reflections on their STARS Experience, Year One

The first cohort of STARS students are now in their final semester of the First Year Experience pilot, which began in summer 2010. Participants shared their thoughts about what was most helpful about their success this year, and how the STARS FYE program had supported their success.

One student emphasized that the relationship with instructors was essential to student success - "What helped me in college is having support from my

instructors. When there is someone that's cheering you on and giving you good advice, that's what helps you succeed."

Another concurred, adding "What was most helpful was the fact that there are teachers who care, the STARS coordinator is on top of things, and the SI sessions are helpful to complete homework."

A third student pointed out the importance of student support outside of class for success, stating

"STARS helped me register for the classes I needed, and helped me with certain things I didn't know coming into Cabrillo as a freshman."

A fourth student agreed, noting the importance of support for first year students: "The STARS program helped support my success by providing staff that genuinely care about their students and information on all the necessary knowledge for students to optimize their success."

Our Fifth Element: Support for Research!



Terra Morris, Title V Institutional Research Specialist

In February STARS welcomed the newest member of the team, Terra Morris. Terra is new to Cabrillo, but has an extensive background in educational research examining student perceptions and interest in pursuing science, technology, and engineering careers, as well as the effects of instruction and cognition in online learning environments. Terra believes that research to help students succeed benefits the campus community as a whole as well as the students involved.

Cabrillo's diverse student

body plays a role in the success of a program like STARS, and research is important to identify strengths and weaknesses in our program. The ultimate goal of the Title V project is student success, and good extensive research will ensure that we are finding the best methods to achieve this.

STARS will compile extensive research on everything from students' perceptions of the First Year Experience program to the impact of Supplemental Instruction on math performance, as well as

STARS students' success, retention, and persistence rates compared to other first-time full-time students at Cabrillo, many of whom are underprepared for college. By the end of the grant, we should have a much better understanding of how to help students make timely progress through the basic skills sequence within our existing financial resources.

For more information about preliminary research findings, please contact Terra Morris at (831) 479-6558 or temorris@cabrillo.edu.

Making data-driven decisions and growing a culture of inquiry will allow us to analyze the best use of our scarce resources to promote student success.

Raising SOFIA: Building Faculty Inquiry at Cabrillo

A new online faculty inquiry tool is in development by STARS Title V and PRO. SOFIA, Student Outcomes for Faculty Inquiry and Analysis, will allow faculty easy access to data that answers their questions about student success.

Faculty questions include:

- *What are the reading placement scores of students compared to their success in math courses?*

- *How did students do with my new curriculum compared with the course in prior semesters?*
- *How are students doing in the next semester (and later) after leaving my class?*

This tool will have a user-friendly interface that is available when needed.

The CabrilloFIN (Faculty Inquiry Network) is an online

professional network for the Cabrillo community. On the FIN, you can start a discussion group with your colleagues, hold a virtual meeting, or share an article or resources.

To join the CabrilloFIN or if you have ideas or questions about the new SOFIA system, please contact Sheryl Kern-Jones, Title V Project Coordinator at (831) 477-3292 or shkernjo@cabrillo.edu.

Faculty STARS Create a Quality First Year Experience for Students



Alfonso Lobato and STARS students Daisy Rocha-Montanez, Jaime Preciado and Carlos Ruiz-Martinez in their second semester at the Aptos campus.

The key to success for any Learning Community is its faculty, and the STARS First Year Experience is no exception. One of the primary factors that students identify as the difference in their experience and progress is the relationships they establish with their instructors.

STARS students have been fortunate in having dedicated instructors who support and believe in this new pilot, and who are very committed to the success of their students. Instructors from Math, English, Reading, Counseling,

History, Allied Health, Criminal Justice, Human Services and Library Science have been involved in STARS.

Math instructor Alfonso Lobato taught all of the STARS math classes the first semester, including the new Supplemental Instruction pilot, and the connection he made with students meant a lot to them.

Also during that pilot semester, Julie Hanks and Grace Donatelli-Sordo worked hard to integrate their English/Reading learning community into STARS. Julie commented

that "For many students the extra support they receive from STARS is the main ingredient why they are staying in college, and the STARS program has also given the faculty involved such perks as interaction with other instructors and staff, providing moral support as well as academic creativity. I have met so many dedicated staff members in this program that I have been reinvigorated in teaching Basic Skills and look forward to new ideas, pedagogy, and materials."

On Course and Full Steam Ahead with Professional Development

Twenty-seven faculty and staff members attended the On Course I Workshop during Spring Flex Week, sponsored by Title V and Basic Skills Initiative funding. Participants experienced a learner-centered classroom and best practices for actively engaging students by using innovative teaching strategies to promote student success.

Dr. Eileen Zamora from Southwestern College facilitated the sessions, bringing her enthusiasm and skills to the three day event as a trainer and practitioner of these success strategies.

Participants enjoyed the workshop, providing positive feedback that indicated renewed enthusiasm for teaching this semester! During the Fall 2011 Flex Week, faculty will share ideas on implementing On Course strategies into existing curriculum.

The STARS/Title V Project has also supported faculty to attend On Course conferences, the Faculty Experiential Learning Institute (FELI), program visits to other colleges, and various professional conferences. At Cabrillo, faculty were trained by a visiting expert in Supplemental Instruction last fall. Future professional develop-

ment opportunities include the National First Year Experience Conference, the On Course II Workshop, curriculum development conferences, and other training offered on site here at the College.

Keep updated on professional development opportunities through the CabrilloFIN (Faculty Inquiry Network), Cabrillo's professional online network for collaboration and sharing to improve student success. For further information or to join the CabrilloFIN, contact Sheryl Kern-Jones at 477-3292 or shkernjo@cabrillo.edu.



LEARNING ABOUT TEACHING, TEACHING ABOUT LEARNING

STARS Lights: Title V Improvements Across Campus

Improvements in curriculum, technology and resources for students and instructors have all been funded through Title V with the goal of improving student success. The grant has also funded the pilot of an ESL assessment tool that will increase student success through more accurate placement.

The smart classroom upgrades funded through Title V are giving instructors in reading, ESL, and even his-

tory and world language greater access to technology that allows them to enrich lectures and presentations, which can improve students' engagement with the material.

One instructor wrote "Many thanks to Title V for its financial benefits, making our classroom a smart classroom. I was able to use the equipment to show DVDs and also facilitate planned or spontaneous class participation online. Also, my stu-

dents made wonderful DVDs and powerpoint presentations to show in class, something they couldn't do before without a lot of headaches."

If you are teaching in a smart classroom—whether or not it was funded by Title V—STARS, IT and the TLC would like your feedback through a brief online survey that can be accessed at www.surveymonkey.com/smartclassrooms



Students use the information kiosk to find quick answers to questions on many topics.

Cabrillo's Zaniest Acronym Yet: The BSLCAC!

The Basic Skills and Learning Communities Advisory Council may have an acronym that sounds like a Dr. Seuss animal, but the work done by the group is serious business. At BSLCAC meetings, the first hour is devoted to discussion of matters pertaining to Basic Skills courses and the Basic Skills Initiative, and the second hour is dedicated to the many Learning Communities at the college.

The Basic Skills Initiative pro-

vides funding to support the success of students who assess at pre-transfer levels in English, ESL, reading and math. Many students enrolled in transfer and career technical courses are struggling with basic skills issues and need extra support to attain their full potential.

A forum for the different Learning Communities at the college to share ideas, coordinate processes, and streamline entry for students

is critical during this period, when new grants supporting greater numbers and varieties of Learning Communities such as ACE and STARS are joining efforts with smaller programs such as Puente and REAL that have a long tradition of success at the college.

If you are interested in joining the Basic Skills and/or the Learning Communities discussions, get on the BSLCAC mailing list by emailing vibanale@cabrillo.edu !



Theresa Palmer enjoys reading from the new STARS collection at the Integrated Learning Center.



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The Title V Project grant at Cabrillo College is funded through the Department of Education's Strengthening Hispanic Serving Institutions (HSI) program. The ultimate goal of this five year initiative (2009-2014) is to enable a greater number of students assessing into pre-transfer level courses at Cabrillo College to achieve their academic and career goals. This goal is supported by the First Year Experience program, curriculum development, technology upgrades in the classrooms, increased student engagement, the Faculty Inquiry System and professional development for faculty and staff.

Title V Projects - Increasing Student Success by Strengthening Institutions

Visit us online at
[cabrillostars.org!](http://cabrillostars.org)



Shelbi Duncan and Nelli Aguilera explore the new STARS reading collection at the Cabrillo College library on the Aptos campus.

The Title V Endowment—Securing the Future

There are many opportunities to support students through the Cabrillo College Foundation, including earning matching funds from the Title V federal grant that will grow at a faster rate as half of the earnings are reinvested.

The Title V Endowment will ensure that financial support for students and the best practices in programs developed through the grant will continue long after the grant period has ended. The federal match ensures donors that their donation is maximized to its greatest potential, and allows generations of students to benefit.

The Title V STARS (Students Transitioning in Academics and Reaching Success) and Learning Communities Endowment supports students in getting a strong start in their first critical year of college.

For additional information, please contact:
Executive Director, Melinda Silverstein at mesilver@cabrillo.edu or 831-479-6338, or Associate Director, Eileen Hill at eihill@cabrillo.edu or 831-479-6458.

Please go to our SHORT survey at [www.surveymonkey.com/STARS newsletter](http://www.surveymonkey.com/STARS_newsletter) to give us your feedback on this newsletter.