

Mission College
Title V Program / Avanzar Project

2004 - 2008 ACCOMPLISHMENTS

Component One:
OUTREACH TO UNDER-SERVED COMMUNITIES

Student Outreach and Retention

A bilingual telephone registration system was implemented at the college. Outreach materials were developed and translated into Spanish. Materials include the admissions application, college brochures, pages in the college schedule, and media materials. Over 46,409 mailers with outreach materials were sent to targeted zip codes.

- Enrollment of minority students (Hispanic, African American and Native American) increased by 2.6% from 2004 to 2005.
- Enrollment of minority students increased by 5.3% from Fall 2005 to Fall 2006.
- An outreach coordinator has been hired and outreach efforts to high schools went from 19 per year to 81 in the last year.
- The institution's retention rate increased by 3.7% from 2003-2004 to 2004-2005.
- The retention rate of Hispanic students increased by 4% from 2005-2006 to 2006-2007.

The Welcome Center staff provided presentations to the Tech. Prep High School Staff on October 27, 2007 and participated in an outreach event for Hispanic students of local area high schools on December 13, 2007 increasing visibility for the college and Welcome Center.

During 2007, *El Observador Newspaper* wrote an article which highlighted three model, Latino students at Mission College increasing community awareness and outreach potential.

A meeting with Admissions and Records to discuss AB 540 issues resulted in the creation of an information sheet (which will be attached to the AB 540 form) to minimize student confusion. In addition, the capital outlay fee charged to AB 540 students has been eliminated commencing Spring 2008.

A successful workshop on scholarships available to AB 540 students was held, December 2007.

On January 23, 2008, the Title V staff appeared on a segment of NBC, Channel 11's network program *Comunidad del Valle*, which provided community awareness for the college, Welcome Center and MAPS program.

Component Two:

IMPROVING LEARNING OUTCOMES FOR HISPANIC AND OTHER UNDER-PREPARED STUDENTS

Student success indicators for targeted Hispanic population has been improved by including grades, course completion rates, semester to semester persistence and one-year retention rates.

- Transfer rate of Hispanic students increased by 12% from 2003-2004 to 2005-2006

Math Achievement Pathway to Success (MAPS) Program

In an effort to improve academic quality and success of Hispanic students the college has instituted a Math Achievement Pathway to Success (MAPS) program for basic skills math improvement (the program has extended class time, a faculty member and a counselor in the classroom). All students enrolled in this program were previously unsuccessful in Math 903. Math 903 historically has a success rate between 48 and 52% with an occasional success rate at 59%. In the MAPS program there is a significant improvement to *success rates for the same class:

- 81% success rate in Fall 2006;
- 83% success rate in Spring 2007; and
- 86% success rate in Fall 2007.

(*Percentage based on the number of students who completed the course with a grade of C or better.)

The MAPS program provides individual counseling to its students. These students are also provided information on resources for transferring and each have a plan of action if they are not performing well.

In Fall 2006 and in Fall 2007, a guest speaker event was coordinated to provide students with information about the importance of Math and different approaches for learning Math.

A lesson plan was prepared and conducted on Math anxiety to increase awareness of some physical and psychological cues, root causes and coping techniques.

A mass mailing to students who failed Math C during Spring 2007 was completed providing them with MAPS resource information to increase student awareness of the program. Counselors, Math faculty and student service program heads were also emailed information about the Program in an attempt to increase student referrals from faculty and staff.

A MAPS website has been created to assist with recruitment. Students, staff and the general public can now access program information, obtain an application and check FAQ's.

Basic Skills Course Instructor Training

Title V provided funding to support and train faculty who teach basic skills courses in ESL, Math, Reading and English. Each department has received training in conducting Student Learning Outcomes and according to the results will discuss curriculum improvement and/or changes needed and classroom delivery methodologies to improve the student learning experience. Instructors also gain increased awareness of the diversity and variety of assignments given to students.

Basic skills improvements and support services have resulted in a +5% success rate for Hispanic students in ESL and Math.

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- Funding is being provided for part-time faculty to receive SLO training.
 - On February 8, 2008, part-time faculty had the opportunity to attend and participate in a 2 ½ hour basic skills pedagogical workshop which provided insight on nine strategies to help students dramatically improve their language skills.
 - English 900 (Writing Center course) was assessed in Spring 2007 and again in Fall 2007 and lead to new procedures for the Writing Center (i.e. new sign-in process requires student to think about the kind of help he/she needs; time limit established for instructor one-on-one; and track sheet created to detail how students spend their time.)
 - English 108A and 905 were assessed in Fall 2007.
 - The English department is assessing English 903 and English 1A this Spring 2008 and are planning to write SLOs for English 1B and 1C.
 - Student Learning Outcomes were written for Math 900 (the department can now write assessment plans and classroom activities that include the best college teaching practices, collaborative learning, culturally responsive pedagogy, formative assessments and study skills.)
 - Student Learning Outcomes were written for Math 903, five common final problems were agreed on and used in pilot courses, data was collected, formative surveys were written and administered and a handbook for Math 903 instructors was written.
 - Student Learning Outcomes were written for Math C and a handbook was created for Math C instructors.
 - A one day workshop was held for the Math Department with a speaker from Cabrillo College who helped with department SLOs and gave feedback.
 - The Math department worked on improving the Math Learning Center. Tutor training was conducted and surveys were administered to users of the Math Learning Ctr (MLC.)
 - Furniture, computers, software and posters were bought to update the MLC and help create a friendlier environment for students.
 - The Math department has held colloquium for full and part-time instructors to discuss teaching basic skills classes.
 - The Math department researched an electronic version of a placement exam and one was chosen and put into use. It is currently going through a consequential validation process.
 - Student Learning Outcomes and a rubric for validation was developed for Reading 961, engaging faculty in positive discussion on effective teaching and measurement strategies.
 - In Spring 2007, the English department honored HBA by offering Writing Center services. A total of 743 students (both HBA and regular English 900 students) used the Writing Center and made 6,293 visits. In Fall 2007, when HBA was not offered, only 131 students registered and 1,774 visits made. As you can see, because of HBA the numbers cannot be compared.
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Title V continues to meet and work with the English, Reading and Math departments on support for student learning programs and budget requests for training, equipment and release time. Each department currently has a semester action plan and appropriate budgetary support.

College-wide Improvements

Improvements have been made in a number of areas that will be felt for years to come. The institution's educational technology infrastructure has improved with new equipment and software for the Math, ESL, English Writing and Reading Labs, as well as new hardware for the Math Lab that was supported by Title V funding.

The library is considered the information center of the campus community. Title V funding made it possible for the following library resources to be acquired:

- *Ethnic News Watch* (a bilingual interdisciplinary and comprehensive full text database of newspapers, magazines and journals from the ethnic, minority and native press);
- *Enciclopedia Universal en Español* (encyclopedias that include 47,000 articles; 8,300 images, 390 maps and 500 tables that help students learn; 65,000 dictionary entries that build students' vocabulary; timelines that include general history, art, cultural history and more); and
- Over 100 copies of reading resources and printed materials to improve the libraries collection.

Component Three:


DEVELOPING A MORE WELCOMING/SUPPORTIVE ENVIRONMENT FOR HISPANIC STUDENTS

Welcome Center

The Welcome Center and student ambassadors work one-on-one with first time students to ensure they understand the steps to matriculate into our classes and complete their educational goals.

- The percentage of Hispanics who completed assessment and orientation increased by 22% from Fall 2004 to Fall 2006.
- The percentage of African American students who participated in orientation and assessment increased by 21.5% from Fall 2004 to Fall 2006.
- Through the support services offered at the Welcome Center, the college has seen a 1.4% increase in the success rates of Hispanic students over a one year period.

During Fall 2007 registration the Welcome Center staffed a table near Admissions & Records which had a positive impact for both students and staff. Students did not have to wait unnecessarily in A&R line because we were able to assist them with general questions, directions and referrals to the Counseling department.



The Welcome Center and Counseling department met to discuss the college's need for new student orientations in Spanish. For Fall 2007, three dates were established and new student orientations in Spanish were offered. Student handouts were created for Spanish speaking students giving them practical information needed to navigate at Mission.

We continue to meet with college budget and shared governance committees to share information about the center and its' benefits to all students with the goal of having the college institutionalize it.

