HSI Advisory Committee
May 24, 2010

Peter Garcia, President
Ruth Goodin, Office of College Advancement
Rosa Armendáriz, Title V—HSI Grant
Los Medanos College
Title V – HSI Grant

The legislative intent of the Title V Program, “to serve Hispanic and low-income students by building institutional capacity.”

LMC’s institutional grant:

- Awarded on October 1, 2005
- Ends on September 30, 2010
- $550,000 per year over 5 years
HSI Grant Outcome Objectives

- Increase number of LMC enrollments.
- Increase number of Latino enrollments at LMC.
- Increase persistence of first-year freshmen from 1st semester to 2nd semester.
- Increase number of Latino students who transfer.
- Increase number of Latino students who receive certificates.
- Increase number of students enrolled in ESL classes.
Grant Funded Activity Areas

- **ESL Program** – systematically design and implement a comprehensive ESL credit program

- **Learning Communities Initiative** – Design and implement Learning Communities, which will link and/or integrate two or more required courses and include academic and student support services

- **Tutoring (Learning Leadership)** – Develop a college-wide Tutoring Center

- **Foundation Endowment** – build a permanent endowment to fund college initiatives

- **Collaboration with Local School Districts** – (funded through LMC) collaborate with the Mt. Diablo and Pittsburg School Districts
Title V Grant Staff

- Project Director/Coordinator
- Activity Director
- Secretary / ESL Liaison (50%, Fall 2010)
- ESL Instructor
- ESL Counselor
- ESL Consultant
- Learning Community Coordinator
- Tutoring Coordinator
- Tutoring Program Assistant (hired Fall 2008)
- AVID Coordinator/Instructor (hired Spring 2008)
- MESA Director (hired Fall 2009)
Using the Teachers of English to Speakers of Other Languages (TESOL) program standards, the ESL program redefined the program, mission, goals and plan.

The mission of the English as a Second Language Program at Los Medanos College is focused on meeting the personal, vocational, and academic needs and goals of the English language learning community in East Contra Costa County and surrounding areas.
ESL Program Renewal

- Curriculum development & technology
- ESL Language Lab (opened in Fall of 2007)
- Smart Board classroom (Spring 2010)
- Program Enhancements
  - Staff development with full- and part-time instructors
  - Enrichment Fridays in the Center for Academic Success
  - Annual ESL Community Fair
  - Improved marketing and outreach
- ESL Liaison & ESL Counseling
- ESL Instructor position institutionalized – start date Fall 2010
# ESL Performance Indicators

<table>
<thead>
<tr>
<th>Annual Performance Indicators/Measures</th>
<th>Goal</th>
<th>Actual #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2005 Baseline Hispanic ESL Enrollment</td>
<td></td>
<td>158</td>
</tr>
<tr>
<td>Fall 2006 ESL Target (headcount)</td>
<td>174</td>
<td>163</td>
</tr>
<tr>
<td>Fall 2007 ESL Target</td>
<td>191</td>
<td>206</td>
</tr>
<tr>
<td>Fall 2008 ESL Target</td>
<td>210</td>
<td>210</td>
</tr>
<tr>
<td>Fall 2009 ESL Target</td>
<td>231</td>
<td>267</td>
</tr>
<tr>
<td>Fall 2010 ESL Target</td>
<td>254</td>
<td></td>
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</table>
Since Fall of 2006, each semester LMC has offered a variety of LCs:

- American Experience
- Puente Program
- Umoja Scholars Program
- Classroom without Borders (EOPS program)
- Child Development & ESL
- Mexican American Life in Film & History
- Research & Writing on Contemporary Issues
- Succeeding in Early Childhood Studies
- The Problem with Democracy
LCs/Cohort Programs

- Advancement Via Individual Determination (AVID) Program (Spring 2008)
  ◦ 205 students (26% Latino)

- Math, Engineering, Science, Achievement (MESA) Program (Fall 2009)
  ◦ 125 students (37% Latino)

- Umoja Scholars Program (Fall 2008)
  ◦ 50+ students
Student Engagement

- Welcome Day for LCs & Cohort Programs
- STELAR Awards (Student Engagement & Leadership Awards & Recognition)
- Revival of La Raza Unida Student Club
- Poet Speaks with Puente
Tutoring

- Centralized tutoring into the CORE: Center for Academic Support (including instructional labs and general tutoring)
- Designed the center and equipped lab
- Redesigned 2–day tutor training and procedures
- Developed data tracking mechanism
- Formed the Tutor Support Team (TST)
The purpose of Tutoring at LMC is to assist students in becoming critical thinkers as well as independent, self-reflective, lifelong learners.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Student Contacts</th>
<th>Tutoring Sessions</th>
<th>Tutors Trained</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2008</td>
<td>175</td>
<td>403</td>
<td>71 (2008-09)</td>
</tr>
<tr>
<td>Spring 2009</td>
<td>206</td>
<td>573</td>
<td></td>
</tr>
<tr>
<td>Fall 2009</td>
<td>373</td>
<td>1,241</td>
<td>73 (2009-10)</td>
</tr>
</tbody>
</table>
Staff Development

- HACU Annual Conference – October 2006 and October 2008
- Chicano Latino Intersegmental Convocation – February 2007 and February 2009
- TESOL Annual Conference – 2009
- Tutoring Conference – Summer 2008
- AVID Summer Institute – July 2008 and July 2009
Staff Development

- Latina Leadership Network (LLN) –
  - March 2007 (10 students & 2 staff)
  - March 2008 (20 students; 3 staff)
  - March 2009 (8 students; 2 staff)
  - March 2010 (4 students; 1 staff)


- Learning Community Flex activity and Opening Day – August 2006

- Learning Community – kick–off event 05.17.06
Focus on Equity & Institutional Change

- Campus Change Network (CCN) participants – Fall 2007 to Spring 2009

- Development of Institutional Development for Equity and Access (IDEA) committee as a Shared Governance Committee in Fall 2009

- Center for Urban Education (CUE) Equity Scorecard project – Fall 2009 to present
Additional Partnerships/Activities

- Partnerships with PIQE in feeder schools
- Advocacy on AB540 issues
  - Scholarships
  - Policies and supports
- Chicana/Latina Foundation scholarship workshops
  - In 2007, CLF offered a scholarship workshop for the first time at LMC since 1978.
- Latina Leadership Network (LLN) participation
  - Since 2007, more than 40 students have participated
- Family Development Class
## Project ExCEL

(Expect College for English Learners) summer 2007 & 2008

<table>
<thead>
<tr>
<th>Summer 2007 Program</th>
<th>Summer 2008 Program</th>
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<tbody>
<tr>
<td>Coordinator: Rosadelia Detwiler</td>
<td>Coordinator: Rosadelia Detwiler</td>
</tr>
<tr>
<td><strong>Algebra Instructor:</strong> Johny Khalilieh</td>
<td><strong>Algebra Instructor:</strong> Johny Khalilieh</td>
</tr>
<tr>
<td>16 students</td>
<td>20 students</td>
</tr>
<tr>
<td><strong>Geometry Instructor:</strong> Rashmi Kapoor</td>
<td><strong>Geometry Instructor:</strong> Clint Ryan</td>
</tr>
<tr>
<td>8 students</td>
<td>3 students</td>
</tr>
<tr>
<td><strong>Program Components:</strong></td>
<td><strong>Program Components:</strong></td>
</tr>
<tr>
<td>• 2 tutors</td>
<td>• 4 tutors</td>
</tr>
<tr>
<td>• Parent orientation</td>
<td>• Parent orientation</td>
</tr>
<tr>
<td>• Graduation luncheon</td>
<td>• <em>College Making it Happen</em> presentation</td>
</tr>
<tr>
<td></td>
<td>• Graduation luncheon</td>
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Outreach (LMC funded)

- A total of twenty (20) workshops (in English and Spanish) for MUSD & PUSD, including:
  - 10 Academic workshops regarding college enrollment steps, general college orientation, assessment testing and registration
  - 6 Financial aid workshops
  - 2 scholarship writing / UC & CSU application
  - 2 Puente Project college success seminars
  - Additional workshops with PIQE sites in feeder schools
What We Have Learned

- Write proposals for work we are doing
- Commit to a college-wide vision and focus with specific goals
- Address systemic and sustainable change
- Identify and support champions and leadership
- Build on-going assessment into the work-plan
- Build transparency and trust
- Engage Latino Advisory Committee regularly
Listen and then Listen some more

- ARCC Data
- CUE Data
- Student & Community Voices
- Accreditation
- Student Services
- Cohort Programs
- The Economic Crisis
The Problem:

- Students do not know how to get into the pipeline
- Students are not progressing through the transfer pipeline
- We have hunches of what works and what does not – but we need enhanced and on-going assessment and we need to improve our practices
The Goal:

- Create a college-wide transfer culture with a commitment to increase the number of students who earn degrees and transfer to four-year colleges and universities, through:
  - Outreach and orientation for improved college readiness
  - Achieving transfer readiness
  - Assessment and PD to improve student success and transfer
Activities:

- **Component 1: Outreach & Orientation**
  - Community & School Partnerships
  - New Student Orientations
  - Welcome Center

- **Component 2: iTransfer**
  - Learning Communities
  - Transfer Center
  - iTransfer Program

- **Component 3: Professional Development & Assessment**
  - CUE Equity Scorecard and Participatory Action
  - On-going PD opportunities for faculty and staff
Community Advisory Group
Linkages

- Outreach through:
  - PIQE
  - Día de Familia @ LMC
  - Latino Youth Summit
  - Latino Speaker Series @ LMC

- Campus supports:
  - AB540 scholarships
  - Mentors with cohort programs

- Others?
Comments, Questions, Feedback?
Our proposal didn't get the grant, but they want us to teach proposal writing.