2016 Interim Performance Report

Submitted:

U.S. Department of Education

Title V - Developing Hispanic-Serving Institutions

ED 524B Cover Sheet

1. PR/Award #:   P031S150011
2. Grantee NCES ID#:   366401
3. Project Title: Gateway to STEM Success
4. Grantee Name: CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT
5. Grantee Address: 3000 CAMPUS HILL DR LIVERMORE, CA 94550
6. Project Director Name: Michelle Zapata   Title: Title V Project Director
   Ph #:   9254241487   Fax #: 9254241409
   Email Address: mzapata@laspositascollege.edu

Reporting Period Information

7. Reporting Period: From: 10/01/2015 - 03/31/2016

Budget Expenditures *(To be completed by your Business Office.)*

8. Budget Expenditures:

	Federal Grant Funds	Non-Federal Funds *(Match/Cost Share)*
a. Previous Budget Period		
b. Current Budget Period	$106,394.98	$20,940.90
c. Entire Budget Period *(For Final Performance Reports only)*		

Indirect Cost Information *(To be completed by your Business Office.)*

9. Indirect Costs
   a. Are you claiming indirect costs under this grant?   No

Human Subjects (Annual Institutional Review Board (IRB) Certification)

10. Is the annual certification of Institutional Review Board (IRB) approval attached?   N/A

Performance Measures Status and Certification

11. Performance Measures Status
   a. Are complete data on performance measures for the current budget period included in the Project Status Chart? No
   b. If no, when will the data be available and submitted to the Department?   02/01/2017

12. Authorized Representative Name: Barry A. Russell, PhD
   Date: 04/28/2016
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   E-mail: Brussell@laspositascollege.edu

Executive Summary

Las Positas College has made excellent progress toward our Title V Hispanic Serving Institution Program Grant, Gateway to STEM Success. The grant was funded in October of 2015. In the first six months, we have been in a developmental capacity-building mode, laying the foundation to meet our first year objectives. We have also been preparing the campus for the professional development, curriculum changes and re-designed academic and student support services that are vital to the successful implementation of this Title V project to provide a Gateway to STEM Success for our Hispanic students.

Our first order of business was to identify which Associate of Science and Certificate programs of study at Las Positas College would be identified under the umbrella of STEM programs. The following are the identified programs: Automotive Electronics Technology; Biology; Chemistry; Chemistry Education; Computer Information Technologist; Computer Information Systems; Computer Programming; Computer Programming for the Web; Computer Science; Engineering (transfer preparation); Engineering Technology; Enology; Environmental Science, Environmental Studies-Transfer Preparation; Geology; Mathematics; Network Security and Administration; Physics; Viticulture; Welding Technology; Automotive Service Technician; Automotive Technician and Cisco Network Associate; These are the programs we will be promoting to Hispanic students.

Key Personnel:

The Project Director, named in the grant application and listed on this cover sheet has given notice that she would like to be removed from her duties as the Project Director effective April 30, 2016, due to family obligations and another career opportunity. The Vice President of Student Services, has started the process to select/hire a new Project Director. Since candidates are in current faculty positions, a process working with the Faculty Bargaining Group is necessary. This could potentially create delays in the hiring as we work through the process. From May 1st through the time a permanent Director is hired, the college will assign Diana Rodriguez, as the Interim Title V Project Director. Prior to April 30, we will formally request (in Section C) this change in Project Director to be effective until the new hiring process results in a qualified candidate. We anticipate having that Project Director in place by June, 2016.

The College is also in the process of hiring a counselor (Activity Two Lead) to be assigned to this project. We anticipate this process to be completed June 2016. Currently two counselors are actively participating in the grant while completing their regular duties. Also, the part-time administrative assistant will be identified and hired by June 2016. Other grant-related positions have been filled.

Our Activity One Lead position was originally identified as a 1.0 FTE position, with percentage funded by the grant. Because of teaching responsibilities, in addition to the grant activities, it was determined that the position should be split with another tenured faculty, so the two instructors could not only collaborate on the grant, but spell each other's classes as required by grant activity. Therefore, Activity One Lead is split between these two individuals at .5 FTE, 50% grant funded each.

Project Design:

The overall design of this HSI grant project focuses on four major components: the recruitment of Hispanic students to the college; building awareness among first-year, first time to college Hispanic students of the various careers offered by STEM degree and transfer programs; comprehensive academic and services support (e.g. tutoring) of Hispanic students assessing into pre-STEM math courses and completing the gateway college math course (Math 1); and, finally, to provide clear educational paths (programs of study) with intrusive counseling to guarantee student success in a STEM program with an A.S degree and ready for transfer or for job placement. Of significance is the extensive work in mathematics curriculum revisions the math faculty undertook to incorporate some of the current best practices in developmental math pedagogy that utilizes technology in an Emporium style model (see below in objective 1). Several pilots of these practices are currently underway at Las Positas College including the precursor to a fully developed Emporium model, Math X, as well as intensive short-term math workshops, e.g. Math Jam

In developing our project metrics, we were guided by the specific performance measures for the Title V/HSI program. During January 2016, external evaluators from our designated company, Burt Peachy Consulting, were on-site to work with our Institutional Research department in developing a comprehensive 5-year metrics guide that included annual scorecards focused on the above three measures. This metrics guide was delivered to the College in February 2016 and has been reviewed and approved by the Grant's Internal Monitoring Team. The IR department is in the process of developing the initial scorecard that will be submitted with the first annual report next February, 2017.

During the first six months of the project, we are making significant progress in the various grant activities. There have been great strides in curriculum revisions in Developmental Math courses, professional development workshops for the math and counseling faculty, brainstorming and design sessions for collaborative academic and student services support systems and the identification of Hispanic student cohorts both currently enrolled at the college and high school students anticipating enrolling at the college. In addition, we are developing a robust research initiative to discover, analyze and adopt best practices in both remedial mathematics instruction and comprehensive/collaborative academic and student services support systems. Finally, the challenges of the grant are promoting stronger collaborations across the campus.

Accomplishments:

First Year Objectives:

Goal One – Provide Faculty Professional Development to Enhance STEM Curriculum

Objective 1.1 Engage faculty in professional development around best practices in offering instruction in the Emporium model and in supporting student success for STEM majors (pedagogy).

We have met and exceeded the target measures for goal 1. (For more information see project status chart ED524B).

Goal Two – Blend Academic and Student Support to Increase Success of Hispanic Students in STEM Programs.

Collaborative academic and student services activities have been addressed and new strategies and designs are in process (for more information see project chart ED524B).

Objective 2.1 Increase college going rate for Hispanic students
(for more information see project chart ED524B).

The current average of students concurrently enrolled is 27 students. This is a rolling average over the past 3 spring semesters. Our current base line of Hispanic students enrolling at the college as first time, full time, degree seeking students is 28.2%. This represents a rolling average of the past 3 fall semesters.

Objective 2.2 Increase Hispanic student success in Math gateway (STEM pre-requisite) courses
(for more information see project chart ED524B).
Our current base line data shows us that 50.9% of Hispanic students successfully complete PRE-STEM math (Math 55).
Our current base line data shows us that 16.2% of Hispanic students successfully complete STEM math (Math 1).
Our current base line data shows us that 18.7% of Hispanic students enter STEM programs.

Objective 2.3 Increase the number of Hispanic students entering and completing STEM programs and entering workforce training programs.
(For more information see project chart ED524B).
Our current base line data shows us that 25.1% of Hispanic students enroll in STEM majors; this is a rolling average over the past 3 fall semesters.
Our current base line data shows us that 37.0% of Hispanic students complete STEM programs; this is rolling average over the past 3 years.
We currently have a work experience course that will be use during this grant to assign Hispanic STEM majors into internships, part time jobs, etc.

Goal 3 –Integrate and Scale Title V Enhancements to Reduce Disproportionate Impacts Across the Institution
Early developmental activities will commence Fall 2016 to be reported in the initial annual report.

Section A: Performance Objectives

Project Objective: 1.Objective 1. Engage the faculty in professional development around best practices in offering instruction in the Emporium and in supporting student success for STEM majors (pedagogy). Engage the faculty in professional development around best practices in offering instruction in the Emporium/Math X model and in supporting student success for STEM majors (pedagogy).

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
1a. 85% of Math faculty assigned to the Emporium Math X will. Participate in pedagogical professional development.	Project	8	8 / 9	89	9	9 / 9	100
1b. Double the number of math sections including embedded. Counseling and/or growth mindset and brain research Activities.	Project	20	20 / 10	200	10	10 / 10	100
1c.85% of math faculty assigned to the Emporium Math X will Participate in growth mindset and/or brain research Professional development.	Project	8	7 / 8	88	8	8 / 8	100

Explanation of Progress (Include qualitative data and data collection information)

Our first "suite" of performance measures for year one focus on faculty development and in-class student support. They are:
• 85% of Math faculty assigned to Emporium, Math X will participate in pedagogical professional development. RESPONSE: 100% of faculty assigned to Math X have participated in pedagogical professional development.
• Double the number of math sections include embedded counseling and/or growth mindset and brain research activities. RESPONSE: Our current baseline data has 10 math sections with embedded counseling and/or growth mindset. A post-training survey is in process to determine the extent of growth mindset and brain research activities in current math courses. Once the baseline is established, we will track future performance and report.
• 85% of math faculty assigned to Emporium Math X will participate in growth mindset and/or brain research professional development: RESPONSE: 100% of Math faculty as-signed to Math X have participated in growth mindset processional development.

The college's Math faculty have accomplished an impressive first-year implementation of the grant, including implementing a precursor to a fully developed Emporium model of delivering developmental mathematics in a self-paced, highly individualized/customized and monitored format that is being supported by MyMath Lab software from Pearson Publishing; this course is referred to as Math X and was recently revised prior to the Spring 2016 semester. Currently there are nine (9) full-time faculty teaching in this mode and they all have completed professional development in conducting Math X course revisions this past December, 2016.

100% of the faculty assigned to the Emporium/ Math X model have engaged in growth mindset training in September 2015. Growth Mindset training focuses on the concept of motivating students to move beyond their perceived limitations into expanding their intellectual capacity. In the classroom it affects how the faculty motivate and support the continued learning of their students.

Project Objective: 2.Objective 2. Increase the college going rate for Hispanic students. Increase Hispanic student success in Math gateway (STEM pre-requisite) courses. Increase the number of Hispanic students entering and completing STEM programs and entering workforce training programs. Increase the college going rate for Hispanic students. Increase Hispanic student success in Math gateway (STEM pre-requisite) courses. Increase the number of Hispanic students entering and completing STEM programs and entering workforce training programs.

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
2a. Increase the number of Hispanic students concurrently enrolled.	Project	50	50 / 50	100	27	27 / 50	54
Increase the percentage of Hispanic students enrolled in the college* • Change of measure (see explanation below)	Project		/		2553	2553 / 9053	28
2b. Increase % of Hispanic students who assess into pre-STEM Math (Math 55 or higher). *	Project		/		204	204 / 445	46
2b1. Increase % of Hispanic students who successfully complete pre-STEM Math (Math 55). *	Project		/		110	110 / 216	51
2b2. Increase % of Hispanic students who successfully complete STEM Math (Math 1) *	Project		/		11	11 / 68	16
2b3. Increase the number of Hispanic students entering STEM programs (enrolled in gateway courses) *	Project		/		75	75 / 401	19

Explanation of Progress (Include qualitative data and data collection information)

• Change of measure from number of students applying for financial aid to number of students currently enrolled. The change was made since the original thinking about what measure would capture the total Hispanic college student would best be identified as the total Hispanic population enrolled, not just seeking financial aid.

Activity 1: Partner with middle and high schools to implement STEM-student college readiness initiatives
We are beginning to explore the many options of determining STEM interest and readiness as early as middle school. For example, we are considering using Pearson's My Math Lab to assess STEM math readiness, perhaps as early as 8th grade. This could help to identify interests in STEM majors as well. Further, Our LPC math faculty are currently working with local high school math faculty to determine course equivalencies. This could also be an avenue for counselors to begin to identify students who are interested and ready for STEM subjects. In addition, our new Outreach Specialist will begin to liaison with middle and high schools to promote STEM majors and/or careers and to increase awareness of LPC STEM majors and activities. Finally, in the past we have held a high school counselor's summit on our LPC campus. We would like to replicate this successful event, which has a goal of increasing collaboration between LPC and high schools counselors.
Activity 2: Organize incoming Hispanic students into cohorts to include dual enrollment classes and first year incoming freshmen. Begin tracking statistics on these cohorts.
2a. The grant-funded counselor will develop an online video orientation tailored for Hispanic students interested in STEM programs of study that can be viewed by both high school and current LPC students. This video will be promoted during the several high school visits that occur annually. Secondly, with our current Puente Project for first-time to college Hispanic students, we are beginning to identify an initial cohort interested in STEM programs. A second cohort will be developed during

the Fall 2016 semester so that we have at least 30 students being tracked through the new math pedagogy and collaborative support services. We will continue to identify Hispanic students interested in STEM programs through the very successful Math Jam workshops and work with the math faculty in promoting STEM careers during the event(s). We are also in process of designing a retention safety net modeled on both early alert mechanisms combined with student services case management capabilities. We are also promoting PSCN 30 – A student success course – to assist our Hispanic students in understanding the rigors and challenges of being a college student (study skills, time management, etc.) Finally, our grant funded counselor will work with our Hispanic cohorts to promote clear pathways of study for each student that accelerates their efficient progress towards the A.S. degree

2b. *Project Baseline = 3 year rolling average Fall 13, Fall 14 and Fall 15
Explanation of Progress (Include Qualitative Data and Data Collection Information)

Activity 3: Provide comprehensive student services and academic support services to support Hispanic students in Math Courses.
In March, 2016 a team of Grant personnel visited Austin Community College's Accelerator program (mathematics Emporium model). We came away with several key ideas. From a student services perspective, we learned more about the concept of Mental Toughness, which can be measured and improved upon. Also, we saw Academic Coaching in action, with professionals working one on one with students in such concepts as time management and study skills In addition, we could see the importance of having student services nearby or within the academic environment to improve student success (for example, learning, tutoring and coaching occurring in the same center). Finally, we noted that all Austin Community College students take a student success course. This aligns with our counseling department's belief that all students benefit from this type of course.
To this end, we have begun exploring ways of expanding our Student Success Course offerings and even pairing this course with other academic courses such as math.
In our Math Jam program, we already have a model of student services being blended with academics. Students in the Math Jam program have tutors available at all time during the sessions. When the students have their lunch break, student services professionals offer workshops in topics such as financial aid and Growth Mindset. We believe that this model can work in other settings and in fact has worked with both math and English classes with embedded counseling. In our embedded counseling concept, counselors visit the same class three times during the semester to include topics such as time management, educational planning and stress reduction.

Project Objective: 3.Objective 2 continued. Increase the college going rate for Hispanic students. Increase Hispanic student success in Math gateway (STEM pre-requisite) courses. Increase the number of Hispanic students entering and completing STEM programs and entering workforce training programs.

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
2c1.Increase by 5% each year the number of students completing STEM programs.	Project	Raw Number	Ratio	%	Raw Number	Ratio	%
		75	155 / 401	39	75	75 / 401	19
		Target			Actual Performance Data		
2c2.Place Hispanic STEM students into STEM work-based learning Opportunities (Internship, part-time job or other)**	Project	Raw Number	Ratio	%	Raw Number	Ratio	%
			/			/	

Explanation of Progress (Include qualitative data and data collection information)

Activity 4: Actively recruit Hispanic students interested in STEM fields, mentor and support them.
In March, 2016, an LPC Career Awareness Design Team was constituted that will develop, in 2016-2017, STEM career awareness opportunities for all students, especially the HSI Title V student cohort groups. This will include best practices surfaced by our current research in the utilization of videos, handouts, interactive presentations and in-person industry presentations. Also, work being done through the College's Student Success and Support Plan (3SP) will be leveraged to support these efforts. In particular, counselors have identified Career and Major development as a needed follow up service. To this end, counselors are working on expanding career assessment services through the Myers-Briggs Type Indicator (MBTI) and the Strong Interest Inventory (SII). This service will be initially targeted to current and potential HSI cohort groups.

Activity 5: Design an enhanced student success pilot that will support improved persistence and retention of the student cohort.
Over the upcoming summer, the counseling area, with input from STEM faculty, will refine and publish STEM pathways to bring better clarity to students as to the progression of courses from semester to semester. This will allow our counselors to reach more students with an intrusive approach that seems to becoming more prevalent in the past few years as the completion agenda (e.g. Complete College America) becomes more robust.

Activity 6: Leverage academic and industry workgroup (e.g., Tri-Valley Education Consortium) to provide professional mentoring to Hispanic cohorts; work with local workforce investment board to strengthen STEM career pathways

Through the TriValley Educational Collaborative and LPC's Work-Based Learning Initiate, we will provide the following activities: job shadowing, field trips, mentoring, and in-ternships. The Work-Based Learning Initiative has been recruiting employers (e.g. LLNL, TopCon, Sandia, WorkDays) to provide services to the LPC Hispanic cohorts. The Tri-Valley Educational Collaborative has been instrumental in developing a pipeline of students from Middle and High Schools. Specific target activities will be developed in 2016-2017 and reported in the initial annual report.
Las Positas College will partner with the Tri-Valley One (an agency of the Workforce Investment Board) to help prepare students to successfully enter the workforce, thereby strengthening STEM career pathways. Some of the activities will include not only opportunities or internships, but also job shadowing, field trips and guest lectures that showcase the STEM industry and worksites. Specific target activities will be developed in 2016-2017 and reported in the initial annual report.

** Data is not available at this time. Institutional research will begin tracking this data commencing fall 2016.

Project Objective: 4.Objective 3. Work to scale the Title V enhancements to other Basic Skills, STEM, and other college courses. Develop a sustainability initiative.

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
85% of STEM faculty have participated in workshops to gain Knowledge of Title V innovations and pedagogy. *	Project		/			/	
No less than 50% of STEM faculty prepared to modify additional Curriculum. *	Project		/			/	
No less than 50% of STEM faculty prepared to modify additional Curriculum. *	Project		/			/	
80% of Basic Skills faculty have participated in workshops to gain Knowledge of Title V innovations and pedagogy. *	Project		/			/	

Explanation of Progress (Include qualitative data and data collection information)

* Data is currently not available.

Early developmental activities will commence Fall 2016 to be reported in the initial annual report.

Project Objective: 5.Objective 3 continued. Work to scale the Title V enhancements to other Basic Skills, STEM, and other college courses. Develop a sustainability initiative.

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
Increase the number of new programs and services stemming from Title V initiatives. *	Project		/			/	

Explanation of Progress (Include qualitative data and data collection information)

* Data is currently not available.

Early developmental activities will commence Fall 2016 to be reported in the initial annual report.

Section B: Budget Information

We have currently expended 22% of the 2015-16 allocation. This has occurred due to unforeseen delays in faculty and staff hirings. Hirings will be occurring over the summer months and expenditures will accelerate during this time. We anticipate having the majority of funds encumbered and expended by September 2016.

No changes are currently anticipated in our budget; however, increased counseling activities may require us to look at changes in line items but not in total budget allocations in the Fall, 2016.

All project activities will be achieved given current and future DOE allocations.

Section C: Additional Information

As mentioned in the body of form ED 524B, The Project Director, named in the grant application and listed on this cover sheet has given notice that she would like to be removed from her duties as the Project Director effective April 30, 2016, due to family obligations and another career opportunity. The Vice President of Student Services, Diana Rodriguez,, has started the process to select/hire a new Project Director. Since candidates are in current faculty positions, a process working with the Faculty Bargaining Group is necessary. This could potentially create delays in the hiring as we work through the process.

The College is requesting approval to assign Diana Rodriguez, as the Interim Title V Project Director from May 1st through the time a permanent Director is hired. We anticipate having the permanent Project Director in place by June, 2016.

Ms. Rodriguez's credentials include the following:
Education:
Doctor of Philosophy : Education Administration/Leadership. Claremont Graduate University, Claremont CA (in progress)
Master of Education: Counseling California State University, San Bernardino CA
Master of Business Administration: Marketing Management California State University, San Bernardino CA

Professional Experience in Higher Education:
Las Positas College: Vice President, Student Services
• Provide key leadership and oversight within the Student Services Division, which includes: Admissions and Records, Assessment, CalWorks, Cooperative Agencies Re-sources for Education (CARE), Counseling, Disabled Student Programs & Services (DSPS), Extended Opportunities Programs & Services (EOPS), Financial Aid, Inter-national Students Program, Associated Student Government and Student Life, Student Discipline, Transfer and Career Center, Veterans' Services, Health and Well-ness Center, Tutorial Services, One-Stop Career Center, Campus Safety, and other categorical programs.
• Serve as a member of various District and College committees such as Chancellor's Cabinet, Enrollment Management, College and District Budget Study Groups and Institutional Planning.
• Develop, direct, coordinate, supervise, and evaluate programs, personnel, operations and activities of all College student services programs and ensure compliance with District policies, Education Code, and state and federal regulations.
• Prepare, administer, and monitor the annual budget for all Student Services operations, and accountability and reporting for all expenditures.
• Responsible for all aspects of the Student Success and Support Programs (3SP) initiative, as well as the implementation of policies procedures and practices related to Student Services and the Student Success and Support Plan.
• Provide direction and leadership for recruiting students, marketing College programs, and developing outreach activities to enhance diversity.
• In collaboration with the President and Vice Presidents, work closely with institutional research in areas related to overall College planning and specific student services issues.
• Actively participate in College strategic and long-term planning, accreditation, and program review for services, programs, and facilities and ensure coordination of fi-nancial resources with planning activities.

Palo Verde College: Asst. Superintendent/ Vice President of Student Services
• Member of the President's Senior Executive Committee and management team.
• Provide key leadership and oversight within the Student Services Division, which includes: Admissions and Records, Assessment, CalWorks, Cooperative Agencies Re-sources for Education (CARE), Counseling, Disabled Student Programs & Services (DSPS), Extended Opportunities Programs & Services (EOPS), Financial Aid, International Students Program, Matriculation, Re-Entry, Student Activities and Government, Student Center, Student Discipline, Management Information Systems(MIS), Outreach and Recruitment, Enrollment Management and Retention, Transfer and Career Center, Veterans' Services, Staff Diversity, and other categorical programs
• Developed, implemented and approved plans and procedures which facilitated and improved operations and programs.
• Oversee the preparation and expenditures of budgets.
• Current in knowledge of legislation, emerging issues, and best practices at the state and local levels.
• Direct enrollment management for the District and work collaboratively with the Vic President of Instruction and Vice President of Administrative Services along with Deans and Directors to ensure proper use of resources and completion of college-wide tasks to achieve student enrollment and FTEs targets.
• Administered the program review process and evaluation of Student Services programs and services and provided editorial improvements or recommendations for change.
• Assisted with key implementations and the development of resources that support Student Services programs such as equipment and technology.
• Direct and oversee additions, changes, and revisions to the curriculum of Student Services programs.
• Recommend institutional policy and supervise development of revisions to new policies and procedures.
• Direct and oversee the development and management of grants and special contracts.
• Develop and present, to the Board of Trustees, policy revisions and additions, reports and action items related to area of responsibility.

Uploaded File:

Budget Expenditures for the period ending April 28, 2016 (HSI Budget Narrative 042816.xlsx)