

# TITLE V NEWSLETTER

Hispanic Serving Institutions Grant: Addressing Acute Student Needs at Mt. SAC

*Focusing on increasing student success  
and retention in reading, writing, and  
use of integrated student services*



*Meghan Chen, Dean,  
Library and Learning Resources  
and Project Director,  
USDE Title V Grant*

## INTRODUCTION

Nearly five years ago, a team of faculty and classified leaders began work on the Title V grant's ambitious list of activities designed to address

acute student needs in reading, writing, and overall success at Mt. SAC (see table on page 3). With the staunch support of the Academic Senate, President's Cabinet, Information Technology Department, and countless faculty and staff across campus, the Title V implementation team synergized with college efforts to create systemic improvements for student success. This newsletter's content offers insight into each area's accomplishments in meeting the grant's goals.

(CONTINUED - PAGE 2)

### INTRODUCTION

- Institutional Goals
- Five-Year Activities

Pages 1-3

### ACCOMPLISHMENTS

- Counseling
- Learning Communities
- Reading and Learning Assistance Center (LAC)
- Writing Center
- Technology Tools

Pages 4-12

### PERSONNEL

- Implementation Team
- Newsletter Contributors

Page 12



## (CONTINUED - INTRODUCTION)

### *The dreamers of this grant wanted to expand our efforts to reach students: what if we...*

- built a comprehensive Writing Center with a computer lab, tutors, and workshops to promote writing across the curriculum? (This was a decade-old dream that began with the College's Title III grant.)
- inform students and faculty about the Degrees of Reading Power (DRP) and the impact of using the score ranges to increase student readiness for college reading?
- strengthened online counseling, orientation, and provided online tutoring services as well as in-person?
- embedded information on counseling follow-up and tutoring services in student success workshops for students on probation?
- expanded learning communities offerings to general education courses linked with courses in Counseling, Reading, and Library Information?
- deployed web-based tools to improve student access to key resources, tracking of student progress, and our communication with students?
- simply worked one other's courses, programs, and services into how we deliver what we do for students?

*The sense of belonging and collateral success we intentionally create for students enveloped us too, through a shared, intense desire to engineer the kind of environment in which all learners can thrive.*

Thanks to everyone's dedication and hard work across campus, starting with Adrienne Price, our gifted Director of Grants who eloquently articulated the dream in the successful proposal, the "what-ifs" turned into concrete, systemic, and effective initiatives. Let's celebrate the grant's achievements, starting with increased student success, as described in this newsletter. This grant has been led by strong faculty coordinators, and supported by classified professionals extraordinaire and managers (see page 12). The Title V Dream Team's student success initiatives will continue with institutional support.

Finally, one other profound impact of this grant effort is the learning community, writ large, that emerged among faculty and staff involved with the grant. The sense of belonging and collateral success we intentionally create for students enveloped us too, through a shared, intense desire to engineer the kind of environment in which all learners can thrive. How else would we move forward but together?

## FIVE-YEAR INSTITUTIONAL GOALS

1. Improve curricula and instructional delivery with a focus on community needs, student access, and learning.
2. Offer comprehensive student services and programs to facilitate student success.
3. Assist students to unlock barriers to course completion and certificate and degree attainment.
4. Provide staff and faculty with knowledge and skills required for effective teaching, leadership, teamwork, management, and customer service
5. Expand and improve institutional technology infrastructure to increase the capacity of the college to better serve students.
6. Increase fiscal stability by increasing the capacity of the college to raise revenues to support and maintain new initiatives.

## FIVE-YEAR ACTIVITIES

YEAR ONE 2006 - 2007	YEAR TWO 2007 - 2008	YEAR THREE 2008 - 2009	YEAR FOUR 2009 - 2010	YEAR FIVE 2010 - 2011
IMPROVE WRITING SKILLS AND SUCCESS IN DEVELOPMENTAL AND GATEWAY COURSES				
Develop integrated writing center	Pilot writing and date e-folders with tracking	Pilot writing across the curriculum		Assess and institutionalize practices
Pilot conversational tutoring, student writing workshops linked to developmental and gateway courses, and faculty workshops on writing across the curriculum				
IMPROVE CRITICAL LITERACY SKILLS AND SUCCESS IN DEVELOPMENTAL AND GATEWAY COURSES				
Assess reading level of textbooks	Publish reading level and delivery style of classes on Web	Assess reading level of syllabi and course materials; publish on Web; publish reading level of course materials in class schedule; faculty development in assessment of reading requirements		
Develop and pilot tutor training and tutoring for reading and study skills				
EXPAND LEARNING COMMUNITIES IN DEVELOPMENTAL ENGLISH AND READING				
Identify faculty needs; begin faculty training	Faculty training; pilot faculty summer institute	Faculty training; design faculty mentor program	Faculty training and pilot faculty mentor program	Assess and institutionalize faculty training and mentoring
Pilot sequential developmental English and reading learning communities.				
IMPROVE STUDENT SERVICES ACCESS AND INTENSITY				
Enhance online orientation; develop online counseling; On Course faculty training; develop distance education orientation	Pilot online orientation and counseling; develop and pilot early alert; develop and pilot online probation workshop; develop and pilot student “map to success;” develop student services tracking system; pilot online distance education orientation; pilot Web-casting of developmental English and gateway courses		Pilot mandatory face-to-face probation workshops and referral; pilot tracking system	Assess and institutionalize early alert, probation workshops, and tracking
DEVELOP AND UTILIZE WEB INTEGRATION AND STUDENT TRACKING CAPABILITIES OF NEW MIS				
Evaluate business processes; identify critical reports and Web services	Target business process improvements for new MIS; develop Web services and student tracking; train staff;create custom reports to support student success initiatives; integrate new student e-mail platform		Develop additional integrated Web services and continue staff training to leverage MIS capabilities	

# COUNSELING

Dr. Julie Perez-Garcia, Counseling Faculty

## Probation and Student Success

During Years 1, 2 and 3 of the grant, Counseling:

- changed the existing Probation Policy via changes to the Board and Administrative probation policies which became effective Fall 2008,
- enhanced the live Success Workshop, which included collaboration with Tutorial Services and the Writing Center,
- developed an online Success Workshop, and
- improved the Dismissal Appeals process.

During Years 4 and 5 of the grant, probation and student success efforts were focused on the maintenance of the Success Workshop and related probation interventions. Continued student evaluation of the interventions, including the workshops and student follow-up with a counselor, indicated that students who attended an intervention showed improvements in their GPA. Students spoke favorably of both the online and live Success Workshops. They appreciated the information and appeared motivated to follow-up with counseling and other campus support services mentioned in the workshop.

Students who completed the online Success workshop were asked to indicate the “next steps” they will take as a result of participating in the workshop. Again, student feedback centered on proactive follow-up with counseling and campus support services.

This summer, a major accomplishment has been the implementation of a mandatory intervention for all first time probation students. Counseling and IT worked together to automate the online success workshop interface with Banner. In July, all 1,965 first time probation students were notified that their registration dates were moved to the



***The counseling team began its Title V Grant efforts in the Fall of 2006 and focused primarily on decreasing the number of students on probation and improving student utilization of support services.***



***The students appreciated the information and appeared motivated to follow-up with counseling and other campus support services mentioned in the workshop.***

## STUDENTS SPOKE FAVORABLY OF BOTH THE ONLINE AND LIVE SUCCESS WORKSHOPS:

- “Understanding there is hope and that I can pass all my classes.”
- “Learning how serious my situation was and knowing how to get myself out of it.”
- “...the [counselors] gave useful information about school resources and time management skills. She also helped me notice my mistakes from being on probation.”
- “What was most helpful to me was there are many tutoring services than I thought and the workshop was informative.”
- “The next steps I have decided to take are making an appointment with a counselor, buying a planner, and to be more aware of my personal needs and do my best to not let them interfere with school needs.”
- “I will take full advantage of the LAC and MARC centers. . .”
- “I want to meet with a counselor to discuss a plan I can follow to be successful.”
- “I have never talked to a counselor before, but now I plan on talking to one.”



## (CONTINUED - COUNSELING)



*The Title V grant has had a tremendous impact on the Counseling faculty's efforts to reach probation student as well as increase the Counseling Department's visibility and accessibility to all students on campus.*

last day of registration until they completed a Success Workshop. Their original registration dates would be automatically restored once the workshop was completed. As of August 1, over 1,200 students have completed the workshop! This online capability has allowed the Counseling faculty to mandate probation interventions and provide more than one way for students to receive the much needed counseling services with limited counseling faculty.

Post-grant, counseling faculty plan to improve the online Success workshop, assess student satisfaction and continue to develop comprehensive interventions for the other probation and returning dismissed groups.

### Online Counseling Services

During Years 1, 2 and 3 of the grant, Counseling:

- expanded counseling services to include Online Counseling,
- enhanced the existing Online Orientation, and began to work with IT on developing interface capabilities with Banner.

During Years 4 and 5 of the grant, online counseling focused primarily on maintenance of services. Post-grant, online counseling will continue with ongoing evaluation of services. In August 2010, online orientation was finally able to interface with Banner and automatically clear students for registration upon completion of the orientation. Post-grant, Counseling faculty will continue to enhance the Online Orientation and assess student satisfaction.

The Counseling Team would like to thank everyone that contributed a lot of invaluable time, effort, and productive collaboration into this endeavor: Title V adjunct counseling faculty Deanna Smedley, Andrea Torres and Jennifer Flores; counseling faculty Jim Smith and Angel Lujan; Ron Bean, Mary McGhee, Rick Nguyen and Chuong Tran in IT; Nicole Blean in the Writing Center; Lester Lawenko in Tutorial Services; Dean of Counseling Tom Mauch; and Title V Project Director, Meghan Chen.



## LEARNING COMMUNITIES

Anabel Perez, Counseling Faculty and  
Learning Communities Coordinator



*Thanks to the support of the Title V Grant, we have continued to provide a variety of learning communities offered at Mt. SAC. The goal of these learning communities is to: 1) improve success rates in “gateway” courses; 2) provide skills in English, reading and literacy; and 3) support students through counseling interventions.*

**Learning Communities supported via the Title V grant include:**

- English Bridge: pre-college, degree appropriate courses with a focus on reading and counseling
- Transfer Bridge: college level transferable courses for students interested in transferring to a four-year college or university
- Reading Bridge: reading courses linked with general education or a study techniques course
- General Education learning communities: courses that meet general education requirements

Although many of the students who participate in these learning communities are first-year students, some learning communities focus on specific populations of students, such as the Single Parent Academy, while others serve specific majors, such as child development or nutrition.

*Clockwise starting from top: (1) Joshua Villagomez, 2007 English Bridge student and recent UCLA graduate, returned to Mt. SAC to speak to current Summer Bridge Students. He is pictured with Gary Enke, English Professor and Anabel Perez, Counselor. (2) Paul Russel, LAC Faculty and Michael Ngo, Counselor participating in faculty development. (3) Bridge students working on a group project in the Student Services Annex Building.*



## WANT MORE INFORMATION ABOUT LEARNING COMMUNITIES?

Please contact Anabel Perez, Counselor/Learning Communities Coordinator at ext. 5904 or [aperez@mtsac.edu](mailto:aperez@mtsac.edu). The Bridge Program is located in the Student Services Annex (9D).

## (CONTINUED - LEARNING COMMUNITIES)

### Learning Communities Continue to Demonstrate “Success”

Students enrolled in “gateway” learning communities during the fall 2010 semester continue to have overall higher success rates than students enrolled in similar non-bridge courses:

Course	Total Students	% Successful	% Unsuccessful	% Withdrew
<b>READ 80</b>				
Bridge	23	87.0%	13.0%	0.0%
Non-Bridge	256	60.5%	27.7%	11.7%
<b>READ 90</b>				
Bridge	23	70.8%	26.3%	2.9%
Non-Bridge	256	73.8%	20.8%	5.4%
<b>ENGLISH 67</b>				
Bridge	90	75.6%	17.8%	6.7%
Non-Bridge	1857	64.8%	25.4%	9.7%
<b>ENGLISH 68</b>				
Bridge	141	79.4%	17.7%	2.8%
Non-Bridge	2109	67.6%	21.9%	10.5%

The Bridge Program would like to thank the learning community faculty liaison team for your contributions to the success of our program:

- Paul Frahs (English)
- Larry Silva (Reading)
- Art Nitta (Math)
- Lyssette Trejo-Espinoza (Counseling)
- Anabel Perez (Counseling)

Your leadership has established our learning communities program as a recognized model program on both a state and national level.



*In Year one of grant activities, we offered 4 English and Reading learning communities serving 74 students, by the end of the grant, Year 5, we have expanded to offering 20 learning communities (12 in fall 2010 and 8 in spring 2011), serving 500 students.*



## FACULTY PROFESSIONAL DEVELOPMENT: SUPPORTING LC FACULTY

The keynote speaker and facilitator was Dr. Joy Hardiman from the Washington Center for Improvement in the Quality of Higher Education. A gifted storyteller, Dr. Hardiman has over 30 years of experience as an educator and Learning Community Practitioner. She co-authored a chapter called “Approaching Diversity through Learning Communities,” which appears in the book, *Sustaining and Improving Learning Communities*. At the institute, faculty teams had an opportunity to develop a learning community through specific training on designing integrative assignments, creating

community, and strengthening student engagement through active pedagogies. In addition, faculty had an opportunity to hear former learning community students, speak about their experiences in and out of the classroom with their cohort of peers and instructors. The student voices really reflected the positive impact that learning communities have on engagement for both students and faculty. This event was funded by the Basic Skills Initiative, the Title V grant, and the Teaching and Learning Center.



## READING AND LEARNING ASSISTANCE CENTER (LAC)

Bailey Smith, LAC Director; Patricia Bower, LAC Faculty;  
Barbara Gonzales, LAC Faculty; Lester I. Lawenko, Tutorial Services Specialist, LAC

*The Read-LAC team remained steadfast in advancing the goals of the Title V grant during years 4 and 5. With the support of the grant, the team sustained its efforts in faculty development, tutorial support, and integration of campus services.*

### READING

#### Faculty Development:

In line with the grant's goal of providing faculty development, the Title V Reading faculty coordinators, Professor Pat Bower and Professor Barbara Gonzales, presented information about the DRP Readabilities. They presented two Flex Day sessions, three workshops in collaboration with the Teaching and Learning Center, and an informational session at the 2010 College Reading and Learning Assistance Conference (CRLA) in Salt Lake City. In addition to informing faculty about the DRP, the presentations also focused on assisting participants to assess the textbooks they use in class and to make discoveries about how the materials support student learning (see photographs on the right).

#### DRP Readabilities:

Years 4 and 5 of the Title V grant indicated a heightened awareness and interest in faculty about the DRP as textbook readabilities were performed on 50 textbooks from various disciplines. These included math, nutrition, anthropology, and acting textbooks. The DRP scores of the books showed that all the readabilities were at first and second year college level, other than three texts for pre-collegiate math and writing.

Moreover, the Title V team wrote and successfully submitted a resolution to the Academic Senate that recognizes the importance of informing students of the readability levels of textbooks in the schedule of classes. The team also did outreach to different departments and divisions to encourage them to get readabilities of their textbooks.

Currently, our database includes 75 readabilities on textbooks from numerous disciplines, as well as professor-generated texts. With the help of other departments, this will assist students who know their DRP placement scores and the readability ranges of course texts to determine their readiness for the required reading assignments.



#### Tutoring in Reading (TUTR 10R):

The Title V team has increased tutorial support with the institutionalization of TUTR 10R. The tutor training class was offered in both Spring semesters (2010 and 2011) resulting in the training of 25 tutors in the support of strategic reading approaches. The course provides tutors with the knowledge and skills required to effectively address the needs of Read students. A tutor who completed the training course commented:

*“the reading philosophies have taught me a lot about how to focus my tutoring.”*



*During years 2 and 3 of the grant, tutor training in reading was conducted as workshops, which developed the foundation of TUTR 10R. In year 3, the reading workshops brought together tutors and staff from EOPS, Tutorial Services, and the Writing Center.*





## (CONTINUED - READING AND LEARNING ASSISTANCE CENTER)

### LEARNING ASSISTANCE CENTER

*The LAC got started with some new initiatives thanks to the Title V grant, and now it seems like we can't stop! We have continued and expanded our pilot programs in online tutoring and online resources, developed the Tutor Coordinators Group, and we will do a collaborative presentation to faculty about resources available for students.*

#### Online Tutoring and Tutor Portal Channel

The tutoring channel on the Mt. SAC portal centralized information about several tutoring centers on campus, so that students can find information quickly and conveniently. The Tutor Coordinators Group suggests links to useful websites for students to be posted on the channel, such as time management sites, study tips, and test preparation ideas. The channel expanded in Fall 2010 to include a link to the online tutoring site. It has been a key resource for tutoring information, and we'll continue to refine the channel as the portal goes through its improvements.

With trial and error, online tutoring has not only continued but student usage has expanded. We've had to learn a lot with online tutoring—how to advertise it, which classes lend themselves best to online tutoring, and the technology involved. By opening the doors and getting the word out to several math and science classes, participation grew quite a bit in the 2010-2011 academic year, with nearly 100 online tutoring sessions completed.

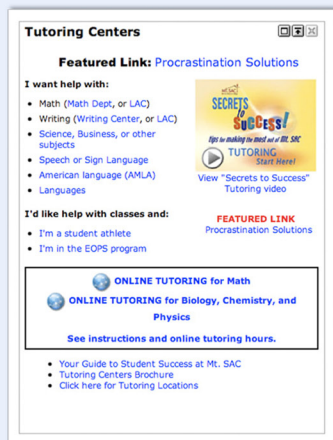
#### Tutor Coordinators Group

The Tutor Coordinators became “famous” in the Spring 2011 semester thanks to the Research and Institutional Effectiveness newsletter, Planning for Excellence. The group was featured in the newsletter, which included information about tutoring centers on campus, the accomplishments of the group so far, and future planning efforts. Check out the newsletter at RIE's link:

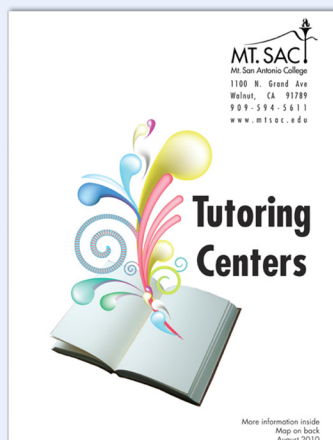
<http://www.mtsac.edu/administration/research/newsletters.html>

#### Fall 2011 Flex Day Presentation

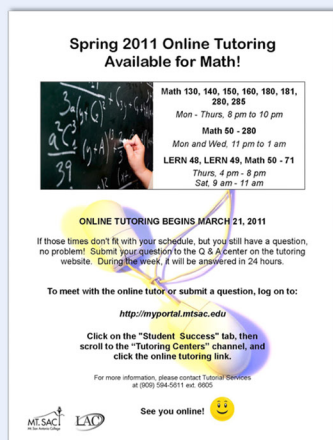
After a productive brainstorming session at a Spring 2011 Title V Faculty Coordinators meeting, an idea was generated to do a training for faculty about referring their students who might need extra resources to be successful in college. With the help of Counseling, Disabled Student Programs and Services, and the Student Health Center, the LAC submitted a proposal for a Faculty Flex Day presentation. The interactive session will be a great chance to find out about services available and how we all work together to assist students.



**TUTORING CHANNEL ON MyPORTAL**



**TUTORING CENTERS BROCHURE**



**ONLINE MATH TUTORING FLYER**

## WRITING CENTER

Dr. David Charbonneau, Writing Center Director

Nicole Blean, Tutorial Services Specialist, Writing Center

*Growth would be one word to describe the results of the Title V grant from the Writing Center's perspective, particularly in the last two years. Student use of tutoring, workshops, and the computer lab—our three main services until the addition of our newly added Directed Learning Activities this spring—has dramatically increased since 2009, and it is not uncommon to see all tutoring zone tables occupied with tutorial sessions. A busy tutoring space coupled with wait lists of up to ten students are just a few of the fruits resulting from the past five years of labor under the grant's direction.*



### Tutoring

The Writing Center tutored 1,563 non-duplicated students in writing in the fall 2010 semester for 5,641 hours; the Center tutored 1,983 non-duplicated students (a new high in student usage) in the spring of 2011 for a total of 7,164 hours. Data collected by the office of Research and Institutional Effectiveness show that students in English 67 who attended three tutorials or more had a success rate of 79.3%, 14 percentage points higher than the overall average for the course.

Not only did pre-college level students benefit from tutoring in the Writing Center, English 1A students who attended 1.5 or more hours of tutoring had a 76% success rate compared to only 59.3% for all English 1A students. Translated, this indicates an almost 17% difference. Similarly, English 1C students who attended 1.5 or more hours of tutoring had a success rate of just below 90% (89.1%), a 15% improvement over the average for the course.

### Workshops

From spring of 2009 to fall of 2009, the workshop numbers doubled, peaking at an all time high of over 1,050 attendees. Students who were surveyed showed that 98% of attendees had received help useful to their college writing courses and were able to articulate concrete rhetorical and grammar tips they learned from the workshops. Over 99% of students surveyed indicated that they were glad they attended the workshop(s) and would recommend the workshop(s) to their friends. From the

fall 2010 survey results, one student stated, "Today's workshop helped me to create a good thesis through a few easy steps and I found that very helpful." Another student commented about a key concept learned in the workshop: "This workshop has helped me realize that I need to take my time before writing an essay. There are specific strategies that can greatly improve my essays such as brainstorming, outlining, and distributing my time wisely." Surveys are conducted at the end of each workshop in an effort of continual improvement.

During the course of the Title V grant, the workshop repertoire expanded from two to eighteen titles. Since 2009, the Writing Center introduced a number of new workshops including APA and Chicago Documentation styles, Success Strategies for Writing (based materials from the On Course textbook), Overcoming Writer's Block, and a series of workshops to help students develop their style. This spring semester, the Writing Center began piloting specific SLOs for three of its workshops (Starting Your Research--taught in collaboration with library faculty, MLA Documentation, and Fixing Fragments, Run-ons, and Comma Splices).

During the 2011 summer session, the Center introduced several new thirty-minute mini-workshops to help students improve their introduction and conclusion paragraphs as well as their thesis statements. Finally, in the fall, the Center plans to take the mini-workshops into the classrooms to expand the Writing across the Curriculum effort on campus.

## (CONTINUED - WRITING CENTER)

### DLA Development

Inspired by information learned at the fall 2010 Strengthening Student Success Conference, the Writing Center developed Directed Learning Activities targeting specific writing skills, such as writing effective introductions, conclusions, and thesis statements, eliminating fragments and run-ons, and learning to summarize. These DLAs were developed in the fall and winter and were offered to the faculty in the spring semester as an option to address their students' needs.

The Writing Center also developed a separate DLA, the Tutorial Preparation Sheet, which students fill out prior to a tutorial to help them to focus their concerns and derive more benefit from the tutoring session.

### Professional Development Workshops for Professors

Under the aegis of Title V, the Writing Center sponsored several workshops for faculty across campus entitled Beat Not the Poor Desk, Avoiding Plagiarism, and Other Lifelines. These workshops, offered on Flex Days and through POD, sought to help faculty with designing and evaluating writing assignments.

The "Beat Not the Poor Desk" workshops led by Margie Whalen focused on these issues:

- examining what English 67, 68, and 1A placement means for students, thus clarifying what English prerequisites mean for courses across the campus;
- sharing and revising writing assignments and prompts, a process that faculty most often do in isolation;
- exploring the strengths and weaknesses of various rubric forms and grading checklists, designing and revising forms for writing assignments given to students;
- discussing ways in which to incorporate the writing process into a course syllabus, thereby avoiding the "midnight paper" syndrome and providing students with instruction and feedback through the drafting process.



photos by smartboards via flickr

***Writing Center Director, Dr. David Charbonneau, and Writing Center tutors participated in the 2011 SoCal Writing Center Association Tutor Conference.***



*Students who were surveyed showed that 98% of attendees had received help useful to their college writing courses and were able to articulate concrete rhetorical and grammar tips they learned from the workshops.*

## STUDENT SUCCESS

The Writing Center's resources benefit students in many ways. Professor Jen Olds, who has experienced a 15-20% increase in grades of students who use the Center, states, "Writing is recursive in many ways, and the Writing Center is heralded as a friendly option to demystify the process and empower each student in his or her writing quest. I strongly believe that my students who receive multiple tutoring and Writing Center contacts become more self-sufficient, self-aware writers and editors, and their work becomes measurably improved."

Considering its humble beginning in the back side of 26D, the Writing Center is thankful to the Title V team, and the leadership of the grant director, Meghan Chen, whose collective efforts have contributed to the Writing Center's success.



## TECHNOLOGY TOOLS

*The Title V team greatly appreciates the Information Technology team's efforts in helping us deploy the following tools in support of the grant's initiatives. Wherever possible, the IT team also integrated these tools with Banner Student Information System and the student portal.*

- **SARS-GRID and Related Tools:** this database and communication tools including SARS-CALL, SARS-TRAK support efforts in Counseling, Disabled Students Programs & Services (DSP&S), Extended Opportunities Programs & Services (EOP&S), and Learning Assistance Center.
- **OmniUpdate:** this web content management system enables novice web writers to deploy current information using basic templates. Additionally, the web developers and designers received training to make further improvements to the College's webpages.
- **Link System's World Wide Whiteboard:** this tool was chosen as the most user-friendly to support online tutoring, which thus far has provided tutoring in writing, math, science in its pilot stages. In addition to real-time interactions between tutor and student, students have access to the archived sessions for review and further study.
- **WOnline:** this tool enables students seeking writing tutoring to plan ahead and make appointments at Tutorial Services and the Writing Center. Students who use it value the ability to control their schedule while reducing their time that would have been spent waiting in line of 10-15 students deep during peak times of the semester.

## IMPLEMENTATION TEAM 2010-2011

### Title V Personnel:

- ❖ Meghan Chen, Project Director, Dean of Library & Learning Resources
- ❖ Pat Bower, Faculty Co-Coordinator, Learning Assistance Center
- ❖ Barbara Gonzales, Faculty Co-Coordinator, Learning Assistance Center
- ❖ Amanuel Gebbru, Learning Communities Faculty Coordinator, Counseling
- ❖ Dr. Julie Perez-Garcia, Faculty Coordinator, Counseling
- ❖ Margie Whalen, Faculty Coordinator, English, Literature, and Journalism
- ❖ Lisa DiDonato, Researcher
- ❖ Nicole Blean, Tutorial Services Specialist, Writing Center
- ❖ Lester I. Lawenko, Tutorial Services Specialist, Learning Assistance Center
- ❖ Nancy Kam, Clerical Specialist

### Title V Steering Committee:

- ❖ Pat Bower, Dept. Chair of Learning Assistance Center
- ❖ Dr. Virginia Burley, Vice President of Instruction
- ❖ Dr. David Charbonneau, Director of Writing Center
- ❖ Meghan Chen, Dean of Library & Learning Resources
- ❖ Dr. Dyrell Foster, Associate Dean of Counseling
- ❖ Barbara Gonzales, Learning Assistance Center
- ❖ Jim Jenkins, Dean of Humanities and Social Sciences
- ❖ Dr. Julie Perez-Garcia, Counseling
- ❖ Adrienne Price, Director of Grants
- ❖ Bailey Smith, Director of Learning Assistance Center
- ❖ Margie Whalen, English, Literature, and Journalism
- ❖ Dr. Audrey Yamagata-Noji, Vice President of Student Services



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