



# Title V

## Educational Initiatives

“Building a Community Through Engagement”

Year Three - Winter 2009 Issue

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### New Title V Programs

by Henry C. González

The M.A.P.S. website, <http://maps.unm.edu>, received a face lift. The new M.A.P.S. look rolled out at the end of February.

Although the site is changing, its structure will stay the same except for an addition of a self help page called “Help Me, I’m Losing It.” This page will include a variety of self help topics from motivation to biology.

The E-portfolios pilot project is off to a good start. This is a team effort with the English department, English students, New Media Extended Learning, Title V, and Blackboard. The pilot consists of 250 portfolios for student and instructor use.

### Faculty Series Workshops

by Nicolás Cabrera and Julián Murrieta

The keynote address by Dr. Nancy “Rusty” Barceló, titled Institutional Transformation and Diversity, was held on January 29 at the UNM Student Union Building. This event was one of a concatenation of six workshops that will be held during the year.

These professional development activities are being held as an opportunity for faculty

and staff members to expose themselves to a variety of diversity issues related to students on campus. This particular event was held in confluence with Title V, OSET, and the Division of Equity and Inclusion as a means in building capacity through continual engagement with different departments and organizations on campus.

At the inaugural workshop there was a total of 129 people in attendance. There were 58 students, 60 staff, 28 faculty, and 8 community members. The next workshop will be held March 31st in the SUB Lobo room from 12:30pm – 2:00pm. The topic will be Native American student success.



### Director’s Corner

by Jennifer Gómez-Chávez

Title V is half way through its five year grant. At this time, the hard work of the students, staff, faculty, and partnering groups has proven to be of deep value. We are witnessing higher visibility of engagement in the classroom, faculty development opportunities, advisor trainings, and improved ways on how to connect students to resources.

As Title V expands its programs it is also reviewing and evaluating its current projects to determine success. Assessment

and evaluation will be our goals as we always need to evaluate for best practices in our programs. Programs identified as not meeting student success goals will be reorganized.

Title V continues to focus on the transformation of our institution to enhance a campus climate that fosters a welcoming learning environment.

Title V is a dynamic department which has one of its goals as promoting innovative programs leading to increased retention and graduation rates of our Hispanic and low income students.



Title V Educational Initiatives  
608 Buena Vista Drive MSC06 3840  
1 University of New Mexico  
Albuquerque, NM 87131-0001

Phone: 505.277.1723  
Fax: 505.277.1782  
Email: [title5@unm.edu](mailto:title5@unm.edu)  
Website: <http://titlevabq.unm.edu>  
(Top photo by: Erik Stenbakken)

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Jennifer Gómez-Chávez, MA, Title V Director, and Dr. Jozi De León, vice president for Equity and Inclusion and Title V co-chair, pose for a picture at the New Faculty Orientation Luncheon.



### Title V Faculty Committee Sets Year-Three Goals

Carolyn Gonzales  
(originally published in *UNM Today*)

Effective October 1, the Title V grant moved into the third of a five-year, \$2.8 million grant to enhance support services for Hispanic and low-income students. The Title V faculty committee met recently to review last year's goals and to plan for the coming year.

Title V sponsored four workshops last year with a goal to reach 200 faculty participants. "We exceeded the goal by serving more than 200 faculty," said M. Nicolás Cabrera, Title V program specialist.

The workshops were held in conjunction with the Office of Support for Effective Teaching. The goal for this year is to hold four to six workshops and reach 300 UNM faculty.

The group reviewed the task force report on Hispanic issues. Among the issues of concern,

as stated in the report, is that "Hispanic faculty under-representation is seen as the source of 1) the lack of mentoring opportunities for the large Hispanic student population at UNM, 2) a factor in 'the graying of the current Hispanic faculty' and 3) the source of Hispanic faculty 'burn out' that results from being overburdened with demands from department and campus-wide service."

Gary Smith, director, Office of Support for Effective Teaching, said, "We've seen a slight increase in Hispanic faculty: .2 percent over the last four years. The net effect is minimal. We recruit, but we are not good at retention."

Jozi De León, vice president for Equity and Inclusion and Title V co-chair, noted that the expected increase of all minority faculty in the Diversity Report Card is 1 percent per year while Title V has set an increase of 10 percent.

"To meet that goal requires working through Academic Affairs, the Provost, deans and department chairs," said Associate Professor Rebecca Blum-Martínez, Language, Literacy and Sociocultural Studies, College of Education, and Title V co-chair.

With Hispanics as a "merging majority," as the task force report stated, UNM needs to develop a strategy to identify and recruit potential Hispanic faculty to campus and bring them on board as targeted hires, said Miguel Gandert, associate chair, Communication & Journalism.

The report states that between 1990 and 2004, Hispanic tenure-track faculty increased 45 percent, from 58 to 84, with the greatest growth between 1990 and 1995, with 24 new hires. And, according to a Southwest Hispanic Research Institute report, only 2

Hispanic tenure lines have been added since 1995. Most of the net growth was in Arts and Sciences, 13; and the College of Education, 8.

"We need to reward schools, colleges and departments that identify and hire minority faculty," Blum-Martínez said.

De León said, "While we have some funding for the recruitment and retention of underrepresented faculty, the amount we have is not enough to make a significant difference, however, I will be seeking more funding opportunities to increase the amount we presently have."

De León noted that the best practices of schools and colleges that successfully recruit and hire minority faculty need to be shared with others.

Gabriel Meléndez, chair, American Studies, Gandert and Blum-Martínez recalled early support each received from SHRI and from other Hispanic faculty mentors early in their careers. "SHRI paid half my faculty line when I was hired. It funded my research," Meléndez said.

The committee plans to bring together panels to present information about the Nuevomexicano Experience; Class, Race, Ethnic Groups and the Educational Struggle in New Mexico; Academic Educational Literacy; and Gender. They are currently identifying panelists.

"The goal of the Title V project is to continue to improve retention and graduation rates for Hispanic students," said Jennifer Gómez-Chávez, Title V director.

UNM receives approximately \$550,000 per year during the funding cycle. The grant can continue beyond 2011 if the university meets certain requirements and it is so deemed by the U.S. Department of Education.



People gather at the 2008 Faculty and Community Welcome at the National Hispanic Cultural Center.



Faculty members watch a digital workshop on diversity at the 2008 New Faculty Orientation Luncheon.



Dr. Craig Nelson speaks to UNM faculty members at the Responding to Diversity workshop.

### Qualitative Study of the Peer Mentoring Program

by Jennifer Gómez-Chávez

Peer mentoring is a growing trend across college campuses. It is used as a method to improve graduation and retention rates of college students. The University of New Mexico's Main campus provides mentoring in gateway courses funded through the Title V program. Peer mentors are placed in English 101 and Math 121 courses.

Title V has been studying quantitative and qualitative research through observations, statistics, and interviews to assess the impact of peer mentoring in 100-level gateway

courses at UNM. The Title V program aims to determine the best practices in peer mentorship and will share this information with other universities.

Initial studies have focused on the dropout rates and GPA scores of students in gateway courses. These studies have shown that the current impact of the peer mentoring program in Math 121 and English 101 is inconsistent. For example, in fall 2007 the dropout rates for both courses increased, while spring 2008 results showed English 101 dropout rates increased and Math 121 dropout rates decreased.

Over the next two and a half years, further research on peer mentoring will

be conducted through the Title V program. The program aims to investigate other factors that contribute to the effectiveness of peer mentoring. Title V is shifting the approach to a combination of quantitative and qualitative research by studying gateway courses through observation and interviews. The program's findings have identified common themes that contribute to effective peer mentoring including: class structure and organization, instructor and mentor relationship, peer mentor competencies and characteristics, and essential services. Instructors who integrate peer mentors in the classroom can greatly influence the impact peer mentors have on peer-to-peer learning, mentees' connection with mentors, and the essential services that peer mentors can provide.

### Peer Learning Facilitators Pilot Program

by Armando Bustamante

Title V is implementing a new program this semester in collaboration with Dr. Gary Smith, Director of the Office of Support for Effective Teaching (OSET), Dr. Aurora Pun in Earth and Planetary Science, Dr. Paul Farnsworth in the Biology Department, and Guadalupe Lozano in the College of Education. The Peer Learning Facilitators (PLF) program is in a pilot stage and will grow for six PLF in future semesters.

PLFs are students that are placed in introductory courses. They work one-on-one or with small groups of learners to support successful learning from in-class assignments,

such as short essays and worksheets. PLFs provide specialized in-class facilitation and other instructional support to students. They are expected to answer student questions with new questions that promote understanding for the learner, while clarifying and explaining assignment expectations.

The Facilitators are able to grade in-class work and/or online assessments with a key and rubric provided by the instructor. They serve as liaisons between Title V and faculty. PLFs are also expected to meet regularly with the course instructor to receive instructions and advice for effective execution of tasks.

### UNM Conducting NSSE/FSSE Surveys Staff Report

The University of New Mexico engages in several campus-wide assessment activities that enable us to present a comprehensive and accurate picture of the University. One of these assessments, the National Survey of Student Engagement (NSSE), is the most comprehensive assessment of effective practice in higher education from over 500 four-year colleges and universities. NSSE helps Title V structure components and activities that increase student engagement. The NSSE website states that this survey represents empirically confirmed "good practices" in undergraduate education. Title V will use the 2009 NSSE results, as well as results from the Faculty Survey of Student Engagement (FSSE), to make informed decisions on the best practices to engage students on campus.

### Student Spotlight: Brittney Sanchez

by Neolia Hein



*Q. Can you please tell me your name, your position at Title V, and describe the work you do for the Title V program?*

My name is Brittney Sanchez and I'm a student office assistant. I decorate, file, organize Jennifer Gomez-Chavez's folders, and help with whatever she may need. I've been here since June, and my favorite aspect is decorating. They let me use glitter. I also love the people.

*Q. Where are you from and where did you graduate from high school?*

I'm from Albuquerque, NM, and I graduated from Albuquerque High School.

*Q. Can you tell me a little about your family?*

I have twin sisters, a dog named Charlie, a mom, and a dad...that's my immediate family anyway.

*Q. What year are you enrolled at UNM and what is your major/focus?*

It's my third year, and right now I'm majoring in Emergency Medicine.

*Q. What are your plans for the future after*

*you graduate from UNM?*

I plan to go on to get my Master's as a physician's assistant, get a husky, get married, and have a couple of kids.

*Q. What is the most challenging aspect of working with the Title V program?*

The mail run. It's so cold outside.

*Q. What do you think is important about the work you do here?*

I bring happiness to this place.

*Q. What do you do with your free time?*

In the summer, I swim, play video games, and take care of my niece.

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### Mentor Spotlight:

#### Marivi Montes

by Antonio Barreras



*Q. Can you please tell me your position at Title V and describe the work you do for the Title V program?*

I'm an English Mentor. I work in and outside of the classroom with students, providing information and support. I also work with UCAC, assisting students who have been placed on academic probation.

*Q. Can you tell me where you're from, where you graduated from high school, and a little about your family?*

I was born and raised in Albuquerque and graduated from St. Pius in 2007. My Mother is from Mexico and my Father is from Spain. Both have lived here in Albuquerque for over

30 years. I have one older brother and two nieces and nephews.

*Q. What year are you enrolled at UNM and what is your major/focus?*

I am a Sophomore studying Exercise Science.

*Q. What are your plans for the future after you graduate from UNM?*

Upon graduation I plan on attending graduate school to pursue a Master's Degree and eventually work with disabled children. I also plan to get married and have a family someday.

*Q. How long have you worked at Title V and what is your favorite aspect of working with the Title V program?*

This is my Second semester with Title V. I enjoy working with people and assisting in their personal and academic success. I also enjoy working with the title V staff and

appreciate the important emphasis placed on school.

*Q. What is the most challenging aspect of working with the Title V program?*

Reaching out to students and getting them to see what your role is. Many students disregard the advantages of having a mentor and do not take advantage of the opportunities provided by Title V.

*Q. What do you think is important about the work you do here?*

Generating engagement between students and the university in order to help students reach their goals. I believe that this can be done through getting involved.

*Q. What do you do with your free time?*

My free time is spent with my family and friends. I also enjoy working out and going on vacations.

## Calendar of Events

March 27	Title V/PCA Advisors Institute
March 31	Strategies for Improving Native American Success at UNM
April 09	Literacy/Best Practices in Literacy for University Students
April 23	Cross-Cultural Competency
May 13	Title V/PCA Advisor Orientation Training
May 21-22	Title V/OSET Faculty Course Design Institute

Title V is proud to partner with: The Office of Support for Effective Teaching; BEAMS Committee; One Stop; Extended University; UNM English Department; UNM Math Department; Center for Academic Program Support (CAPS).

Title V would like to acknowledge the Faculty Committee members for their continued support: Dr. Rebecca Blum-Martínez; Dr. Jozi De León; Dr. Alicia F. Chávez; Dr. Finnie Coleman; Dr. Viola Flórez; Miguel Gandert, MA; Dr. Manuel García y Griego; Dr. Felipe Gonzales; Dr. Glenebah Martínez; Dr. Gabriel Meléndez; Valerie Romero-Leggot, MD; Dr. Gabriel Sánchez; Dr. Gary Smith.

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For more information on UNM's Title V Program please contact:

### UNM Title V Educational Initiatives

608 Buena Vista Drive NE MSC06 3840

1 University of New Mexico

Albuquerque, NM 87131-0001

Phone: 505.277.1723

Fax: 505.277.1782

Email: [title5@unm.edu](mailto:title5@unm.edu)

Website: <http://titlevabq.unm.edu>

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