

2008 Annual Performance Report

Riverside Community College - Moreno Valley

Name of College/University

P031S060080

PR Award Number

121901

Unit Identification

Primary contact information:

Name Maureen Chavez

Title Director, Title V Cooperative Grant

Phone 951-571-6259

E-mail maureen.chavez@rcc.edu

Title V, Part A, Hispanic-Serving Institutions

Department of Education Grant Program

2-year Public

Type and Control of Institution

Second year

Grant Year

Branch Campus Reporting IPEDS Data for Individual Campus:

No Yes Not applicable

Partnering institution(s) (if applicable)

University of California, Riverside

Dr. John Levin

951-827-4976

john.levin@ucr.edu

RCCD - Norco Campus

Phyllis Scott

951-739-7804

phyllis.scott@rcc.edu

Section 1: Executive Summary

The purpose of the legislation that established the Title V program is to “expand educational opportunities for, and improve the academic attainment of Hispanic students; and expand and enhance the academic offerings, program quality, and institutional stability of colleges and universities that are educating the majority of Hispanic college students and helping large numbers of Hispanic students and other low-income individuals complete postsecondary education.”

- A. This section summarizes how the grant enabled the institution to fulfill the legislative intent of the Title V program.
1. The impact of the Title V grant on the institution's capacity to contribute to fulfilling the goals of the legislation.

Riverside Community College, Moreno Valley (MV), in cooperation with University of California, Riverside (UCR) and RCC, Norco has continued our established partnership in the second year of our Title V Cooperative Grant. During the 2007/2008 funding year, this grant has supported these institutions toward fulfilling the goals of the legislation through developmental activities and projects directly linked to the grant's objectives. These include pilot projects on improving learning; increasing student persistence, transfer, and graduation rates; improving faculty understanding of students and learning; developing alternative curricular pathways, specifically in Math and English as a Second Language; expanding tutorial services and Supplemental Instruction (SI); and increasing the number of targeted students who pursue careers in community college instruction through internship opportunities.

Moreno Valley has continued with the Advisory Committee bringing faculty and staff from all three institutions together to develop pilot projects reflective of the grant's goals. This Committee meets at least quarterly, with each partner institution hosting a minimum of one meeting per year. Faculty subcommittees also meet monthly to discuss internship, faculty development, ESL and Math pilot projects, and student learning. The Professional Development Center (PDC) at MV opened its doors this year serving faculty, staff, and administrators through providing professional development opportunities, resources, instructional materials and access to technology. The PDC houses the Center for Faculty development bridging staff, faculty, administrators with academics and student services. The institution provided dedicated space and equipment for this center to assist faculty and staff to develop strategies and methodologies to increase levels of student learning and success.

The Cooperative grant has provided MVC the opportunity to develop and disseminate a Spring 2008 Faculty Survey across disciplines. This survey included questions regarding professional development, resources, internship, and faculty perception of students. While over 40% of faculty are interested in classroom management, curriculum development, and instructional methodology/pedagogy training; over 70% are interested in multimedia tools, software, and technology. Over 40% of faculty reported that their students do not demonstrate sufficient study, test taking, or research skills. The information provided will be used to plan faculty development training modules, technology projects, and student academic and student services projects.

The partnership completed the first year of the Faculty Internship Project (FIP) with an initial cohort of 8 interns in various disciplines. Seven of the eight completed the academic year-long project with 4 interns placed in permanent part time faculty positions and one intern successfully placed in a full-time tenure track math faculty position. The partnership extended FIP to include an Educational Leadership component which was implemented in Fall 2008. The Faculty and Educational Leadership Internship Project is in its second year under the Coop partnership. The focus is to identify and place qualified applicants into faculty and leadership internship positions on local community college campuses. The project provides professional opportunities to learn about community colleges and community college students and their needs through support and supervision by leaders and faculty mentoring. The internship project is designed to recruit and train future community college faculty and leaders. The goal is to provide the best possible quality of faculty and leadership to help meet the needs of students.

Planning activities were conducted with faculty and staff at Norco to ensure close alignment of Title V goals with the campus vision. Project development planning with ESL faculty is underway to identify specific issues and strategies to address student needs and faculty support resources. This has resulted in the restructuring of an ESL lab/lecture course to better meet student needs and to optimize teacher effectiveness. ESL faculty have been identified and are actively assisting with the development and implementation of projects to achieve grant goals.

UCR's California Community College Collaborative (C4) continued the professional development series for all partner faculty, staff, administrators and faculty interns. Speakers were selected national scholars who presented workshop topics focused on college student development and effective practices for addressing the needs of diverse student populations. This series enabled C4 to further enhance UCR's goal of preparing community college faculty and staff to be transformative leaders in their own institution and community. C4 furthered its service by enhancing the relationships with partner institutions. These relationships were increased through the utilization of C4's expertise and research regarding the transfer of effective practices in community colleges as well as professional development workshops that addressed the growing diversity of community college students.

2. How has the grant helped to carry out the mission of the institution?

Riverside Community College- Moreno Valley and its partner institutions, RCC- Norco and the University of California, Riverside missions encourage life-long learning with a focus on addressing the needs of diverse student bodies. The Title V

Cooperative Grant is enhancing implementation of the involved institutions' missions through supporting the success of diverse students, by reviewing and revising teaching strategies, curricular pathways particularly in Math and ESL, professional development training modules for faculty and staff, a faculty and educational leadership internship project, and facilitating student-centered and active learning approaches. Title V is committed to providing both academic and student support services in order to assist a diverse population of students and provide the tools and resources to systemically change the institutions. Title V's well-structured partnership incorporates the institutions' strategic initiatives through addressing the content and processes of effective instruction, increasing the number of students seeking careers in community college instruction, and improving and increasing persistence, retention, success, graduate, and transfer rates. These projects and processes involve measures of assessment and evaluation, student learning outcomes, and strategic planning. Title V is actively involved in all of these processes including Strategic Planning Committees, subcommittees, and program reviews. The Title V Cooperative Grant provides overall resources and support as described above to the lead and partner institutions to carry out their mission.

3. How did the cooperative arrangement aspect of the grant benefit the institutions involved?

The Title V Cooperative grant has benefited partner institutions through integrated activities that represent institutional change specifically addressing improvements in student learning and student success. For example, UC Riverside's participation in this grant through the California Community College Collaborative (C4) is threefold: partnership, professional development workshops, and research. C4 continues the Transferring Promising Practices project through the Coop partnership with a goal of identifying and examining best practices that help close the student achievement gap. While the study of best practices has been done previously, this research seeks to take the results further by identifying how to transfer best practices to other community college campuses. Data collection for this study was completed in May 2008 and data analysis is currently underway. C4 facilitated five separate professional development events for partner institution faculty, staff, and administrators. The workshops utilized nationally recognized experts' research in an engaging and informative event format held on the Moreno Valley, UCR and Norco campuses. UCR/C4 also presented at several national conferences regarding the research underway on behalf of the Title V Coop partnership. The partnership has also allowed faculty from involved institutions to openly communicate across colleges and disciplines, share classroom management tips, research and discuss alternative teaching strategies and methodologies, and look at student success through quality professional development projects, internship, and student support services.

B. The following information documents the institution's experience with the grant as reported during the current reporting period.

Tell us about any challenges that you have had during the reporting period or that you anticipate in the coming year which may affect your ability to meet the goals of your grant. Include, if applicable, your institution's plans to meet these challenges.

Riverside Community College, Moreno Valley Title V Cooperative grant has had a successful second year. However, our institutions have faced and overcome some challenges during the 07/08 funding year. Overall, the partnership institutions have experienced a tremendous increase in proposal requests for pilot projects and research projects focusing on increasing student success through professional development and alternative curricular pathways, including the Faculty and Educational Leadership Internship Project. With the expansion of activities, the partnership is considering additional support staff to provide improved services to faculty, staff, and students meeting the needs of the institutions and the grant goals and objectives. Because of the different policies and procedures at each partner institution, processes take additional time and must be approved by administration and when required, governing Boards. Due to specific cut-off dates and approval processes, an initial delay of projects may occur. At this point, our partnership has moved forward with the Title V Cooperative grant and begun to fulfill the legislative intent with a strong strategic plan. Nevertheless, our institutions support the grant and its activities while continuing full implementation of Title V. Currently all Title V goals and objectives are on-schedule. There are no known obstacles that will negatively affect our partnership's ability to meet the goals of our grant.

How would you improve or change the Program (e.g., customer service, allowable activities, regulations, statute)?

Because the Title V Cooperative grant at Riverside Community College _ Moreno Valley is an assertive approach to institutional change and builds upon research and literature, including best practices, the partnership suggests reinstating the Annual Title V Project Director's Meeting. The meeting's focus was on grant administration in terms of organizational structure, staffing, institutional support, changes/prior approvals, compliance, training and guidance on how to complete the Annual Performance Report, and a general overview of the legislation. The information disseminated to Project Director's and the institution's Administration was invaluable. This meeting provided a venue in that new Project Director's and grant awardees were exposed to the ins and outs of the program, what the expectations were, and that grant management is the key to success. Many new Cooperative partnerships and Project Director's could benefit from an Annual Project Director's Meeting for these reasons alone. However, the most important and valuable sessions provided at the Project Director's Meeting were the information and presentation in direct relation to best practices and successful Title V projects. The continuation of the Title V Project Director's Meeting would bring practitioners together to discuss their challenges and successes, building relationships of cooperation and coordination. In addition, the Annual Meeting provided a venue to meet with and build a rapport with the dedicated Program Officers we work with year round.

The Program is successful and creates pathways for institutions to implement systemic change while improving student learning and student success. The reinstatement of the

Annual Project Director's Meeting would provide pathways for those implementing the changes and making a difference at their institution to embrace the Program at a National level and gain exposure to the many successful programs that exists throughout the country.

Section 2: Enrollment by Race and Ethnicity (2-Year Institutions)

Total number of full-time and part-time degree/certificate seeking students as of October 15, 2007. [Note: This information was obtained from Part A of the most recent IPEDS Fall Enrollment Survey.]

Enrollment by Race and Ethnicity as of October 15, 2007

Undergraduates	Total Number Enrolled			Students enrolled for credit who received Pell Grants
	Degree/certificate seeking students			
	Full-Time	Part-Time	Total	
Nonresident alien	41	32	73	6
Black, non-Hispanic	104	315	419	403
American Indian or Alaskan Native	6	8	14	12
Asian or Pacific Islander	64	146	210	113
Hispanic	244	783	1027	675
White, non-Hispanic	168	571	739	259
Race/ethnicity unknown	27	95	122	71
Grand Total	654	1950	2604	1539

Section 2: Enrollment by Age and Gender (2-Year Institutions)

Total number of undergraduate students, by age and gender, enrolled as of October 15, 2007. [Note: The information for this table was obtained from Part B of the IPEDS Fall Enrollment Survey for the most recent year available.] Because these data are taken from the IPEDS survey, the IPEDS definitions for full-time and part-time students is used.

Enrollment by Age and Gender as of October 15, 2007

Under-grads	Total Number Enrolled				Total Students		Grand Total
	Full time		Part time		Male	Female	
Age/Gender	Male	Female	Male	Female	Male	Female	
Under 18	34	67	213	339	247	406	653
18-19	410	557	482	562	892	1119	2011
20-21	217	271	384	473	601	744	1345
22-24	127	135	424	474	551	609	1160
25-29	102	123	496	452	598	575	1173
30-34	40	65	409	315	449	380	829
35-39	15	57	346	254	361	311	672
40-49	19	64	381	424	400	488	888
50-64	10	21	135	169	145	190	335
65 and over	1	0	6	11	7	11	18
Grand Total	975	1360	3277	3473	4252	4833	9085

Section 2: Awards and Degrees Conferred

The total number of awards and degrees conferred at the institution between July 1, 2007 and June 30, 2008. Note that categories for awards reflect definitions used in IPEDS.

Number of associate degrees conferred:	<u>386</u>
Number of awards conferred for programs of less than 1 year:	<u>413</u>
Number of awards conferred for programs of at least 1 year but less than 2 years:	<u>401</u>
Total number of awards/degrees your institution conferred:	<u>1200</u>

Section 2: Accreditation

Institution's primary accrediting agency.

- Southern Association of Colleges and Schools
- The Higher Learning Commission of the North Central Association
- New England Association of Schools and Colleges
- Middle States Association of Colleges and Schools
- Western Association of Schools and Colleges
- Northwest Association of Schools and Colleges
- Other (please specify)

Section 3: Grant Activities and Focus Areas

Grant activity carried out during this reporting period in your grant application:: **Improved Student Learning and Student Success**

Total \$ spent on this activity during the current reporting period: \$675,501.00

Focus Area: *Student Services and Outcomes*

Title V Legislative Allowable Activities [Note: All listed activities are directly from the legislation.]	Dollars Spent	% of Dollars
Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes.	0.00	0%
Construction, maintenance, renovation, and improvement in classrooms, libraries, laboratories, and other instructional facilities.	0.00	0%
Support of faculty exchanges, faculty development, curriculum development, academic instruction, and faculty fellowships to assist in attaining advanced degrees in the fellow's field of instruction.	0.00	0%
Purchase of library books, periodicals, and other educational materials, including telecommunications program materials.	0.00	0%
Tutoring, counseling, and student service programs designed to improve academic success.	675,501.00	100%
Funds management, administrative management, and acquisition of equipment for use in strengthening funds management.	0.00	0%
Joint use of facilities, such as laboratories and libraries.	0.00	0%
Establishing or improving a development office to strengthen or improve contributions from alumni and the private sector.	0.00	0%
Establishment or improving an endowment fund.	0.00	0%
Creating or improving facilities for Internet or other distance learning academic instruction capabilities, including purchase or rental of telecommunications technology equipment or services.	0.00	0%
Establishing or enhancing a program or teacher education designed to qualify students to teach in public elementary schools and secondary schools.	0.00	0%
Establishing community outreach programs that will encourage elementary school and secondary school students to develop the academic skills and the interest to pursue postsecondary education.	0.00	0%
Expanding the number of Hispanic and other underrepresented graduate and professional students that can be served by the institution by expanding courses and institutional resources.	0.00	0%
OTHER ACTIVITIES--PLEASE DESCRIBE IN SIMILAR DETAIL	0.00	0%
Total Expenditure For This Activity	675,501.00	100%

Process Measures for “Improved Student Learning and Student Success”

The following information depicts what the grantee has accomplished in the LAA categories for this Activity.

LAA Category: *Tutoring, counseling, and student service programs designed to improve academic success.*

Did the number of tutors increase?	Yes
<i>If yes:</i> Start # <u>137</u> End # <u>177</u> Application Objective # <u>13</u>	
Did the quality of tutors increase?	Yes
<i>No standardized data elements</i>	
Did access to tutors increase?	Yes
<i>No standardized data elements</i>	
Did the number of counselors increase?	Yes
<i>If yes:</i> Start # <u>6</u> End # <u>7</u> Application Objective # <u>1</u>	
Did the number of students using tutoring services increase?	Yes
<i>If yes:</i> Start # <u>1101</u> End # <u>1223</u> Application Objective # <u>110</u>	
Did the number of students using counseling services increase?	Yes
<i>If yes:</i> Start # <u>13604</u> End # <u>14982</u> Application Objective <u>1360</u>	
Did the academic attainment of students using tutoring services increase?	Yes
<i>If yes, methodology used:</i> Teacher survey Test scores Class observation	
Did the course completion rate of students using tutoring services increase?	Yes
<i>If yes:</i> Start % completion <u>49</u> End % completion <u>59</u> Application Objective % <u>10</u>	

Focus Area: Student Services Outcomes (2- and 4-Year Institutions)

This section depicts institutional outcomes that can be categorized in the Student Services and Outcomes focus area. Information is provided on the measures that the grantee felt were *most reflective of their activities supported by Title III/V funds* for the current reporting period. Grantees were required to answer at least two of the measures questions.

Other, please specify: has the course retention rate increased for basic skills math students?	Yes
<p>Cohort: <u>Spring 2008 Title V 90 A - C Math Module Students</u></p> <p>If yes:</p> <p style="padding-left: 20px;">Initial # <u>72</u></p> <p style="padding-left: 20px;">Final # <u>100</u></p> <p style="padding-left: 20px;">Goal <u>10</u></p> <p><i>I would like to provide a brief supporting statement:</i> Rates are in percentages. The course retention rate for students enrolled in math 90 A - C was 100% compared to the equivalent math 63.</p>	
Other, please specify: Has the success rate increased for Math 90A -C modules?	Yes
<p>Cohort: <u>Spring 2008 Title V 90 A - C Math Module Students</u></p> <p>If yes:</p> <p style="padding-left: 20px;">Initial # <u>26</u></p> <p style="padding-left: 20px;">Final # <u>72</u></p> <p style="padding-left: 20px;">Goal <u>10</u></p> <p><i>I would like to provide a brief supporting statement:</i> Rates are in percentages. 72% of math 90A - C students successfully completed their math modules compared to 26% of math module students in Fall 2007.</p>	

Section 4: Project Status

Continued funding requires evidence of substantial progress towards meeting the activity objectives. Below is a list of objectives for each activity carried out over the current reporting period of the grant.

ACTIVITY: Improved Student Learning and Student Success

On-Schedule Activity Objectives

Improving learning and increase student persistence transfer and graduation rates with a special emphasis on low income and Hispanic students.

Assisting faculty in improving understanding of students and learning and developing more appropriate instructional methods to improve student learning and success

Reorganizing, integrating and strengthening the curriculum in English as a Second Language and mathematics to better address the needs of the targeted population.

Increasing student learning through revised and expanded tutoring and creation of a Supplemental Instruction (SI) Program.

Increasing the numbers of targeted students who pursue careers in teaching at community colleges by providing an internship program.

Section 4: Budget Summary

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8
Budget Categories	Carryover Balance from Previous FY	Actual Budget	Expenditures	Non-Federal Expenditures	Carryover Balance	Next Year's Actual Budget	Changes (Y/N)
Personnel	225000.00	456814.00	195716.00	6908.00	120007.00	461055.00	No
Fringe Benefits	80000.00	122214.00	39526.00	1529.00	60000.00	124836.00	No
Travel	10000.00	12500.00	21250.00	0.00	10000.00	12500.00	No
Equipment	0.00	0.00	0.00	0.00	100000.00	0.00	No
Supplies	7144.00	60098.00	252094.00	0.00	50000.00	42386.00	No
Contractual	0.00	35500.00	0.00	0.00	0.00	34000.00	No
Construction	0.00	0.00	0.00	0.00	0.00	0.00	No
Other	3000.00	3238.00	166915.00	0.00	0.00	3238.00	No
Endowment	0.00	0.00	0.00	0.00	0.00	0.00	No
Total	325144.00	690364.00	675501.00	8437.00	340007.00	678015.00	

Section 4: Budget Summary Narrative

This section provides an explanation of budget changes, particularly the use of funds from cost savings, carryover funds and other expanded authorities changes to the budget including a description of any significant changes to the budget resulting from modifications of project activities.

There are no significant changes to the budget for the 07/08 project year. Funds were moved between budget lines as needed to carry out the objectives and goals of the Title V Cooperative grant. As a result of reorganization to better serve the Title V Cooperative grant objectives and goals, some project and activity expenditures were shifted and as a result initially delayed in implementation. Institution staff, faculty, and administrators, along with partner institutions personnel, were reassigned to better serve the legislation. A new process for proposal requests was instituted to provide sufficient justification and validity to all Title V Cooperative activities and pilot projects. Therefore, there is \$340007 in carry over funds from the 07/08 funding year. Carryover funds for the 07/08 funding year have been reallocated to the personnel, fringe benefits, travel, and supply budget lines. Carryover funds will be used to increase Title V support staff (faculty and staff) and activities (faculty development, internship, and basic skill instructional activities) while increasing the support of these developmental projects meeting the goals and objectives outlined in the proposal. A complete strategic and expenditure plan has been developed and approved through the Title V Cooperative grant partnership and Advisory Committee.