

2008 Annual Performance Report

Riverside Community College - Moreno Valley

Name of College/University

P031S030020

PR Award Number

121901

Unit Identification

Primary contact information:

Name Maureen Chavez

Title Project Director

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

Fifth year

Grant Year

Branch Campus Reporting IPEDS Data for Individual Campus:

No Yes Not applicable

Partnering institution(s) (if applicable)

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.

Title V successfully completed its fifth year with the continuation of improving student learning and student success. Title V pilot projects have continued to facilitate higher students success and retention rates. Most notably, the “fast track” developmental English courses have experienced significant increases of 30% or more in success and retention rates while the college has moved forward in institutionalizing the course offering. Title V, in coordination with faculty, was also successful in institutionalizing development English “fast track” courses. The college is consistently offering “fast track” Eng 60A and Eng 60B courses tied into learning communities each semester. Title V also piloted an ESL Supplemental Instruction (SI) project over the Summer sessions conducted by a qualified ESL instructor. The SI project served approximately 60 ESL students who were not prepared for beginning level ESL courses at the college. The SI project served as an ESL immersion project with 28 students persisting to ESL 51, the institution’s beginning ESL course. The institution is now working with the ESL faculty in the development of a non-credit ESL immersion program for students that are not ready for the traditional ESL program.

The on-going assessment and evaluation of pilot projects allowed Title V to provide the institution with successful models addressing developmental education as well as the foundation for making significant systemic changes over the five-year grant. The college has also approved funding to institutionalize the position of the Title V Outcomes Assessment Specialist providing the college with an on-site data contact easily accessible to its constituents. The full-time developmental education counseling position was approved, recruited, and hired, institutionalizing the position. In addition, the institution has appointed a basic skills faculty coordinator to better serve the developmental education faculty, disciplines, and students. The project’s Task Force Committee was integrated into the Campus Student Equity committee. This merger institutionalized the commitment of MV to serving traditionally underrepresented students through specialized services with an emphasis on increasing student academic success and persistence and improving graduation and transfer rates. Furthermore, Riverside Community College _ Moreno Valley has institutionalized pilot project learning communities into the new On Course! learning community program. The college offers basic skills learning communities every semester.

Title V played a key role in establishing and participating in a regional P-20 Council integrating the regional P-20 faculty. Faculty workgroups meet monthly to discuss articulation efforts, curricular issues, and student success. CalPASS, a data sharing consortium between local school districts and colleges, was initiated through Title V and continues to grow for P-20 councils to utilize student data in making more informed decisions.

Title V has impacted Riverside Community College- Moreno Valley Campus through addressing the diversity of our students, their academic preparation, and their learning through institutional change; Creating a culture of research, assessment, evaluation, training, and pedagogical revisions such that they are interwoven into the fabric of the institution.

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

Title V has enhanced the implementation of the mission through initiating and participating in the assessment of and changes in teaching strategies, faculty development, and facilitating student centered and active learning approaches that are appropriate for the diverse student body we serve. Title V provided tools and resources to the institution that paved the way for systemic change. Title V actively participated in the accreditation process, contributing to the Strategic Planning Committee and subcommittees, developing student learning outcomes and Service Area Outcomes to support the mission and the institution’s academic and student services goals, and providing important institutional data that was included in evidence for accreditation.

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

If your institution has experienced any unexpected outcomes as a result of this grant, that affect for better or worse its capacity to fulfill the goals of the legislation, tell us about them here.

Title V at Riverside Community College, Moreno Valley has experienced unexpected outcomes in year five (5) as a result of this grant. The grant has provided the institution invaluable data on the success of learning communities and supplemental instruction/tutorial pilot projects, allowing faculty and administration to evaluate alternative developmental education strategies proven to be successful. This process has assisted the institution in implementing the State’s Basic Skills Initiative (BSI) and appropriately allocating funds to successful projects and activities. The institution, committed to student success, integrated the pilot projects conducted through Title V into the BSI operational plan, moving pilot activities

from developmental to operational. The Basic Skills Committee, now a standing committee of the Academic Senate, will work in coordination with Title V through the BSI to continue developmental activities while institutionalizing successful pilot projects. The institution's commitment to developmental education affects its capacity to fulfill the goals of the legislation for the better. The significant increase in student success and retention has proven to faculty not previously involved with Title V development projects, that alternative strategies work and address the needs of students. The institution is currently reviewing two additional institutionalization proposals outlining successful strategies that have met the goals of the grant and are to become operational by Fall 2009.

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

This project has brought together faculty, counselors, administrators, and staff from Riverside Community College, Moreno Valley Campus and local school districts. Title V has served enrolled students focusing on increasing retention, student learning, graduation, and transfer rates yet it is difficult to schedule the time to research and work with Title V Project Director's across the country. Title V at Riverside Community College, Moreno Valley suggests reinstating the Annual Title V Project Director's Meeting. Meetings generally focused 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, especially for first year Project Director's and institutions. In addition, this meeting provided a venue for Project Director's to discuss Title V at length. The opportunity for new Project Director's to hear from more experienced Project Directors in direct relation to what's expected and tips in implementing their projects provided a strong foundation for success. However, the most important and valuable sessions provided at the Project Director's Meeting were the information and presentations 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, and build 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:: **Achieving Student Success**

Total \$ spent on this activity during the current reporting period: \$396,806.00

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.	396,806.00	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	396,806.00	100%

Process Measures for “Achieving 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>57</u> End % completion <u>83</u> Application Objective % <u>10</u>	

Did the course completion rate of students using counseling services increase?	Yes
<i>If yes:</i> Start % completion <u>59</u> End % completion <u>85</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.

Has the average number of credits completed by students increased?	Yes
<p>Cohort: <u>Fall 07 - Spring 08 Title V Eng 60A -B Students</u> <i>If yes:</i> Initial # <u>6</u> Final # <u>9</u> Goal <u>1</u></p> <p><i>I would like to provide a brief supporting statement:</i> The average number of credits completed by students in the Title V English 60A/B was 9.37 as compared to 6.35 of non-title V English 60A and B students.</p>	
Has the average GPA of students increased?	Yes
<p>Cohort: <u>Fall 07 - Spring 08 Title V Eng 60A -B Students</u> <i>If yes:</i> Initial GPA <u>152</u> Final GPA <u>205</u> Goal <u>50</u></p> <p><i>I would like to provide a brief supporting statement:</i> The overall GPA of students enrolled in Title V Eng 60A/B courses was 2.05 as compared to the overall GPA of 1.52 for non-Title V Eng 60A/B students</p>	
Has the retention rate of students who received tutoring services increased?	Yes
<p>Cohort: <u>Fall 2007 Title V Eng 60a & 60B Students</u> <i>If yes:</i> Initial rate <u>31</u> Final rate <u>82</u> Goal <u>10</u></p> <p><i>I would like to provide a brief supporting statement:</i> Rates are in percentages. The retention rate for Title V Eng 60A students into 60B was 82%. The retention rate from Eng 60A to Eng 60B for non-Title V students was 31%.</p>	
Has the average number of credits completed by students who received academic counseling increased?	Yes
<p>Cohort: <u>Spring 2008 Eng 60A and 60B students</u> <i>If yes:</i> Initial # <u>6</u> Final # <u>10</u> Goal <u>1</u></p> <p><i>I would like to provide a brief supporting statement:</i> The average number of credits completed by students in the Title V Eng 60A/B courses was 10.23 as compared to 6.33 of non-title V Eng 60A students</p>	

Has the average number of credits completed by students who received tutoring services increased?	Yes
<p>Cohort: <u>Fall 2007 Eng 60A and 60B students</u> <i>If yes:</i> Initial # <u>6</u> Final # <u>10</u> Goal <u>1</u></p> <p><i>I would like to provide a brief supporting statement:</i> The average number of credits completed by students in the Title V Eng 60A/B courses which included tutoring services was 10.31 as compared to 6.37 of non-Title V Eng 60A students.</p>	
Has the average GPA of students who received tutoring services increased?	Yes
<p>Cohort: <u>Fall 2007 Eng 60A/B Students</u> <i>If yes:</i> Initial GPA <u>108</u> Final GPA <u>201</u> Goal <u>50</u></p> <p><i>I would like to provide a brief supporting statement:</i> The overall GPA of students enrolled in the Title V Eng60A/B which included tutoring services, was 2.01 as compared to the overall GPA of 1.08 for non-Title V Eng 60A students.</p>	
Other, please specify: Has the success rate of the targeted population of students increased with participation in alternative curricular pathways	Yes
<p>Cohort: <u>Title V Basic Skill Courses Spring 2005 - Spring 2008 Students</u> <i>If yes:</i> Initial # <u>55</u> Final # <u>72</u> Goal <u>10</u></p> <p><i>I would like to provide a brief supporting statement:</i> Rates are in percentages. The baseline course success rate for non-Title V Math, Reading, English was 55%. The success rate for Title V basic skill Math, Reading, and English courses from Spring 2005 to Spring 2008 was 72%.</p>	
Other, please specify: Has the success rate of students who participated in other student services programs increased?	Yes
<p>Cohort: <u>Title V Basic Skills Spring 2005 - Spring 2008 Math and English Students</u> <i>If yes:</i> Initial # <u>54</u> Final # <u>72</u> Goal <u>10</u></p> <p><i>I would like to provide a brief supporting statement:</i> Rates are in percentages. The baseline course success rate for non-Title V Math and English was 54%. The success rate for Title V basic skill Math and English students participating in student service programs from Spring 2005 to Spring 2008 was 72%.</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: Achieving Student Success

Narrative Supporting Completed Objectives

Below are statements with data and references to goals stated in the grant application as appropriate to document the objectives that were "completed" during each year of the grant.

Activity Objective(s)	Evidence of Completion
To increase the percentage of targeted students successfully completing developmental reading, writing and ESL courses through increased access to alternative curricular pathways.	Title V increased the basic skills success rate from 55% to 72% through specific cohorts implementing alternative curricular pathways over the grant period.
To increase low income, high risk student success in gateway basic skills courses through increased access to resource support, such as computer-based instruction, tutorials, and collaborative learning.	Over the five-year grant period, tutorial services increased the number of tutors by 10%, increasing access and usage by 10% each year.
To significantly increase the number of Communications faculty members familiar with differences in learning styles especially as influenced by gender, ethnicity and cultural background.	Communications faculty have implemented in-class learning style inventories and have developed and conducted multiple faculty development workshops on integrating learning styles into your classroom. Basic Skill English faculty have developed various assignments addressing the learning styles and diversity of their students.
To increase contact with local high schools with high rates of enrollment of targeted students to facilitate sharing of mutual curricular and student success issues.	A regional P-20 council has been established and institutionalized. The council includes three local K-12 school districts and MVC addressing articulation and transition from high school to college.
Academic Success: To markedly impact the success rates in basic skills level courses for low income, high risk and Hispanic students.	The overall success rates in basic skills level courses increased from 55% to 72% over the grant period.
College Transition: To increase the number of students making a smooth transition to college.	Summer college readiness courses (GUI 45 and 48) are scheduled each summer to bridge students from high school to college. In addition, GUI courses are now offered on the high school campuses
Enhanced Learning: To critically develop the methods and processes to empower student learners to achieve success in reaching their goals.	Extensive Academic Success Workshops (offered on a onthly basis) and expanded college success courses (Guidance courses) have been institutionalized providing students the tools for success and opportunity to acheive their educational goals.
Financial Aid: To increase the numbers of targeted students receiving financial aid.	The instution had a 19% increase in the number of students receiving financial aid.
Career Development: To continue the development of career awareness for targeted students.	Additional career inventories have been added to the curricula (Guidance 47). Improved workshops w/guest speakers have been implemented and an increase in Guidance 47 (Career development) course offerrings has ocurred over the grant period.
High School Articulation: To notably improve the articulation efforts between subject matter, teachers and college faculty.	The institution initiated the first CALPass Consortium, improving articulation with local K-12 districts and the college. English and Math faculty councils meet on a bi-mothly basis developing curricula, services. A full scope-of-work has been developed in support of the consortium.
Transfer: To begin to make a significant, positive impact in raising the transfer rate for low income, high risk students.	The institution maintains its transfer levels with the RCC being noted as 6th in ranking for transfers among community colleges in California for Hispanic students.

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	50000.00	310514.00	230422.00	49083.00	30000.00	30000.00	No
Fringe Benefits	14590.00	90527.00	39072.00	10954.00	15000.00	15000.00	No
Travel	0.00	3000.00	8482.00	0.00	5000.00	5000.00	No
Equipment	0.00	0.00	0.00	0.00	20000.00	20000.00	No
Supplies	0.00	2478.00	100314.00	0.00	6806.00	6806.00	No
Contractual	0.00	0.00	0.00	0.00	0.00	0.00	No
Construction	0.00	0.00	0.00	0.00	0.00	0.00	No
Other	0.00	2500.00	18513.00	0.00	0.00	0.00	No
Endowment	0.00	0.00	0.00	0.00	0.00	0.00	No
Total	64590.00	409019.00	396803.00	60037.00	76806.00	76806.00	

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.

The institution is expending Title V grant funds at the expected rate with minimal carry over of \$76806 into the 08/09 budget period of the institution's no-cost extension year. The institution has allocated all funds for the 08/09 no-cost extension to support pilot projects the college is expected to institutionalize. Funds will be used to complete activities as the institution is currently moving towards systemic change through the integration of successful Title V pilot projects.

There are no significant changes to the budget and no modifications of project objectives and activities. Funds were moved between budget lines as needed to carry out the objectives and goals of the Title V grant. The institution has continued to contribute non-Federal funds in support of institutionalizing successful basic skills learning communities and additional activities. Non-Federal expenditures reflect the institution's costs for basic skills pilot projects during the 07/08 project period including the instructor's salary, benefits, and Health & Welfare. Due to the institution's definition of equipment vs. supplies, funds were moved from the equipment and other line items to reconcile supply budget lines. The institution defines supplies as any item below \$200, whereas, items above \$200 are considered equipment. The supply line for the 07/08 budget is being reported as to reflect the alignment with the Federal legislation definitions where equipment is any item \$5,000 and over while supplies are any item \$4,999 and under.