

Title V – Hispanic Serving Institutions

DESCRIPTION/SERVICES: A) The Title V Bilingual Counselor services include: provide educational advising, counseling and career development; community outreach; conduct ESL orientations; work closely with faculty teaching ESL and gateway English/Math courses to monitor student progress; develop educational plans; facilitate specialized workshops to enhance Hispanic student retention and persistence. B) To improve academic programs for students via enhancement of the instructional technology in both the Math and “English As A Second Language” (ESL) computer labs; increasing student success in courses across the curriculum by faculty participation in “culturally-sensitive pedagogy” via the Train-the-Trainers Program; increasing student persistence in “gateway” English 6/50 and Math 10/50 courses by offering RAM JAM review sessions for students; C) funding toward the development and implementation of Student Learning Outcomes for institution; D) resources to the Writing Center including funding and Tutor participation in the “culturally sensitive pedagogy” training.

COLLEGE-WIDE STUDENT SERVICES INTEGRATION/COORDINATION W/OTHER PROGRAMS:

Title V Bilingual Counselor collaboratively works with Student Services departments including: Admissions & Records, Assessment Center, Calworks/CARE, EOPS, DSPS, Financial Aid, TRIO Programs to develop and implement student success strategies/programs. Faculty participation across multiple disciplines in Culturally Sensitive pedagogy training. Victor Valley College has met state and federal requirements for the development and implementation of Student Learning Outcomes. Successful collaboration from English and Math faculty in coordination of RAM JAM review sessions offered to students through all semesters. In addition, funding for Instructional Aides servicing ESL students along with Math tutors and one Instructional Assistant III for the Math Lab utilized by students are also provided by the grant.

Title V – Cooperative Grant (Victor Valley College, Copper Mountain College and Taft College)

DESCRIPTION/SERVICES: The partnership grant goal is to increase student success skills and low persistence/transfer rates in completion of BA/BS degrees as a cost effective solution for all 3 colleges. A) Transform Basic Skills Programs by strengthening the alignment of pre-collegiate and college-level courses and reducing gaps between the entrance skills testing and course exit tests; improving under-prepared students’ skills and persistence. The K-16 Bridge Program has to develop and strengthen the K-16 curriculum alignment by expanding the collaboration networks amongst the K-16 faculty, staff and administration at each of the 3 colleges. K-16 Bridge program academic services to students include: access to personal My Mentor account site, online career assessment, access to Accuplacer assessment, links to financial aid and mock college registration, assistance in the college enrollment/application process and priority registration. B) Cohort communities: the Learning Communities facilitate increased course completion rates by students. A variety of Learning Communities “linked” courses are offered in the Fall/Spring semesters to students.

COLLEGE-WIDE STUDENT SERVICES INTEGRATION/COORDINATION W/OTHER PROGRAMS:

The Learning Communities component facilitates instructors from multiple disciplines to develop course assignments, activities and lessons that complement each other to make the learning environment more integrated for the students by forming a “community” of instructors and students that will continue to work together after the courses have been completed. All three colleges continue to work collaboratively with the K-16 Bridge Program as the program is being expanded to include service to students entering from the 4th grade level and is also being translated into Spanish. The K-16 Bridge Program partners include: The Lewis Center for Educational Research, Victor Valley College, The Snowline School District, EUREKA the California Career Assessment System, and Victor Valley Elementary School District.

Title V – Hispanic Serving Institutions (HSI)

Title V – Cooperative Grant (Victor Valley College, Copper Mountain College and Taft College)

Integration with Student Equity & Strategic Planning.

Increasing access and course completion (retention) in ESL and Basic Skills, degree and certificate completion and underrepresented students' transfer rates are within the scope of the Title V (HSI & COOP) grant objectives.

Enhancement of the alignment of basic skills/pre-collegiate courses by means of revising course names, renumbering course sequence, revising course curriculum, incorporating co-requisites to ensure lab support for basic skills students and prerequisites for higher level courses, and keeping area high schools informed on progress. The Title V HSI Bilingual Counselor is working with ESL (English As A Second Language) faculty to provide Title V Jam Sessions (intensive study review 3-week and 6-week sessions toward increasing course completion/retention in ESL courses); consistent with grant objective #2 (Title V HSI).

Title V COOP grant, Part #2; The K16 Bridge Program serves as an “access” mechanism in which underrepresented students can transition from their designated high desert area high school to a postsecondary institution “education” specific toward degree and certificate completion and eventual transfer to 4-year university increasing transfer rates. In addition, both partner colleges, Copper Mountain College and Taft College in the Title V Cooperative grant are also moving forward with adoption and implementation of the K16 Bridge Program to increase access to their respective communities.

Title V COOP grant, Part #2; The Fall 2007 semester at VVC was instrumental in implementation of the first 3 Learning Communities: Heroes-English course strand, 50/50 Odds-English/Math course strand, and The American Compromise-History/English course strand. Hispanic and underrepresented low-income students enrolled in the learning communities' strands have the opportunity to connect with their fellow peers as a cohort community by completing assignments, activities and lessons integrated to complement each course within the learning community strand. As partnerships between the faculty and students are formed, student persistence and retention will be tracked.

Working with Business Office to monitor expenses and reporting, MIS reporting.

Assigned Title V (HSI & COOP) staff that work on tracking and monitoring grant expenses meet with Business Office staff on a regular basis to verify that the Title V grant (HSI & COOP) expenditures are consistent with grant objectives, college district fiscal guidelines as well as federal* expenditure guidelines. Verification of grant budget and grant expenditure information is provided via meetings and review from Fiscal/Business Office staff prior to submittal of Title V grant (HSI & COOP) Annual Performance Reports to the Department of Education.

Procedures and requests for MIS reporting are complied with by the Title V grants (HSI & COOP).

*Legislation: Higher Education Act of 1965, as amended, Title V, Sections 501-518.

Regulations: Title 34, Part 606; Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 74, 75, 77, 79, 81, 82, 84, 85, 86, 97, 98, and 99.