

TITLE V LEARNING COMMUNITIES



SUPPORT SERVICES
ADMINISTRATIVE REVIEW

2002-2006

DM DEL MAR
COLLEGE

2004/05
Rec 10/22/07

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TITLE V LEARNING COMMUNITIES

2002—2006

Mission of Title V Learning Communities

The mission of the Title V Project Learning Communities group is to effectively and completely achieve the stated objectives and goals in each of the College's two grant applications with the U.S. Department of Education to ensure that it continues in good standing. The unit has managed and coordinated the College's initial Individual Title V Grant which was from September 2000 to September 2006. Recently overlapping with the Individual Grant, Del Mar College has entered into a Cooperative Title V Grant with Texas A&M University—Corpus Christi from September 2004 through September 2009.

The first grant, Individual Title V Grant, had three activities which consisted of Learning Communities, Faculty and Staff Development, and Information Technology. In the second grant, Cooperative Title V Grant, the College is responsible for the first two Components. According to Title V guidelines, the ultimate goal of Title V is lasting change through institutionalization.

Individual Title V Grant— Increasing Hispanic Retention and Success through Learning Communities

By helping the three Activities meet their objectives, the Program ensures that the College will continue to receive the entire allocation of Federal funds (1.3 million dollars).

In meeting the objectives of the first Activity, *Learning Communities*, the Grant is directly involved in the College's Goal A of helping create a Learning-Centered Environment: "Del Mar College is a learning-centered institution that will provide high-quality educational opportunities to student and community needs." Objective A.3 is met by Learning Communities: "Provide instructional and student support resources and services that enhance educational success opportunities for all students."

The first Activity meets two of the College's seven purposes:

- To provide student support services, including a continuing program of counseling and guidance, to assist students in achieving their individual goals.
- To provide opportunities to increase intellectual capacities; to develop aesthetic awareness; to expand the dimensions of personal, social, ethical and cultural development and to develop civic responsibility and qualities essential to good citizenship.

The second Activity, *Faculty and Staff Development*, also addresses the College's Goal A.4 by helping: "Create a culture and encourage excellence in teaching, administration, and services through appropriate professional development activities."

The third Activity, *Information Management*, speaks to the College's Goal D Technology: "Del Mar College will assess and develop its use of information technology to support lifelong learning and innovation."

Cooperative Title V Grant– Opening the Pipeline: Closing the Gaps

Attaining the objectives of the Cooperative Title V Grant with neighbor institution Texas A&M University–Corpus Christi, the Program serves the College's students more effectively. These efforts directly address the College's mission of being "dedicated to providing educational opportunities for students to archive their dreams."

Cooperative Title V Component 1 addresses one of the College's seven purposes: "To provide educational activities for workforce and economic development; and form community and academic initiatives in cooperation with area independent school districts, other institutions of higher education, area industries, and area military bases; and to encourage and provide cultural activities, both independent of, and in cooperation with, organizations and groups in the community."

Meanwhile, Component 2 is also involved with Learning Communities. As in the first grant mentioned above, this part of the Cooperative Grant is directly involved in the College's Goal A of helping create a Learning-Centered Environment: "Del Mar College is a learning-centered institution that will provide high-quality educational opportunities to student and community needs." Objective A.3 is likewise met by Learning Communities: "Provide instructional and student support resources and services that enhance educational success opportunities for all students."

Component 2 meets two of the College's seven purposes:

- To provide student support services, including a continuing program of counseling and guidance, to assist students in achieving their individual goals.
- To provide opportunities to increase intellectual capacities; to develop aesthetic awareness; to expand the dimensions of personal, social, ethical and cultural development and to develop civic responsibility and qualities essential to good citizenship.

Discussion of Title V Learning Communities Unit Plans

Individual Grant – Increasing Hispanic Retention and Success through Learning Communities

For the grant's first five years, the Project Director supervised three professionals who directed the three Activities. These three individuals all had substantial responsibilities with outside departments – the English Department, the Teaching and Learning Center, and the Information Technology Department.

It was due in large part to these individuals' commitment to the grant goals and to the College that these objectives were achieved. The College incurred the costs of the first two Activities, as the entire grant funds were for technical enhancements. The large part of the funds was to purchase and to implement the new Student Information System (SIS) to replace the previous outdated system. Some funds were also used for training expenses and for technical enhancements for the Teaching and Learning Center.

A one-year extension was requested and was approved by the Department of Education in order to use carryover Federal funds. These funds were used to purchase and to implement the Luminis Emergency and Event Notification platform. The College students and staff now know it as MyDMC.

Cooperative Grant – Opening the Pipeline: Closing the Gaps

This Grant has just completed its second of five years. This is a collaborative effort between Texas A&M University–Corpus Christi and Del Mar College to help in the retention, the success and the transfer of College students with the goal being for them to complete a bachelor's degree. This also aids in meeting the State of Texas' goal of 'Closing the Gaps'; an effort to increase the number of Texas students who complete their high school experience and enter higher education and complete their undergraduate studies.

Del Mar College and Texas A&M University–Corpus Christi have joined in a five-year Department of Education-funded grant to directly address the educational needs of the Coastal Bend. This has developed a collaborative effort with three components to work together on creating a seamless pipeline to decrease high school dropouts and increase high school graduation to encourage students to enroll in Del Mar College (DMC) and to transfer to Texas A&M University–Corpus Christi (TAMUCC).

The first component is a joint effort between the two institutions to work in GO Centers established in area high schools throughout the Coastal Bend. These Centers are student centered and student operated to serve as an oasis of information about the college-going process without being a recruitment effort aimed at a specific institution. DMC and TAMUCC students work at these sites to provide information and to motivate secondary students to complete their studies and to submit complete applications to several postsecondary institutions.

In the second component, DMC seeks to create a positive first step to the college with an effective summer bridge program for GO Center students and other area high school students. This positive experience can be maintained through the Learning Communities concept of linked classes with a healthy dose of academic intervention and counseling and advising by professionals and by peer mentors.

The third component represents TAMUCC working with DMC to complete the pipeline. This is to be accomplished by improving the course transferability and the articulation of students transferring from DMC. The intent is to have a binding agreement to aid students' retention and success.

All components also include a curriculum alignment effort in which several 'conversations' are held among faculty from the area public schools, DMC and TAMUCC. These meetings will continue throughout the life of the grant.

In year one (2004-2005), the Math Curriculum Alignment attracted 15 school districts with a total of 568 participants to include two area Colleges and Universities. This Curriculum Alignment was in partnership with P-16 Education Improvement Consortium (PEICS) and Achievement in Mathematics Success (AIMS). PEICS and AIMS supplied stipends for some of the event participants which allowed numbers to be significant.

In year two (2005-2006), the Curriculum Alignment emphasis was to host English conversations. Conversations attracted 10 school districts with a total of 160 participants to include two area Colleges and Universities.

Title V Learning Communities Unit Goals

2002-2003

Goal B-Obj. 3:

Evaluate and expand partnerships and educational alliances.

Unit Goal:

Activity I will increase the number of developmental and college-level faculty and counselors teaching Learning Communities (LC) pairs and/or clusters.

Expectation:

Three developmental education faculty, nine college-level faculty and one counselor/intervention specialist will have in place a plan to regularly teach six LC paired courses.

Results:

In Fall 2002, two developmental education faculty, ten college-level faculty and the Intervention Specialist planned their courses and taught in the Learning Communities. 70.2% of students in these LC classes completed the semester. Six linked pairs were taught.

In Spring 2003, three developmental education, fourteen (14) college-level faculty and the Intervention Specialist planned and taught their courses. 65.1% of students in these LC classes completed the semester. Ten linked pairs were taught.

Goal D-Obj. 2:

Improve the technological skills of students, faculty and staff.

Unit Goal:

Activity II-The Teaching and Learning Center will increase the number of LC faculty who have been trained via workshops in the topics of cultural awareness, teaching/learning methodologies, instructional technology, and the new PLUS 2000 Student Information System (SIS) system.

Expectation:

Ten Learning Communities faculty will plan to implement a learned methodology or technology in a LC semester course.

Results:

In Spring 2004, over 400 faculty and administrative staff attended workshops offered by the Teaching and Learning Center.

Goal D-Obj. 2: Improve the technological skills and literacy of students, faculty and staff.

Unit Goal: Activity III -The IT Department will increase by 20 % the upgrade, speed, accuracy and efficiency to access pertinent data, student records and the new PLUS 2000 SIS Faculty/Advisor Web.

Expectation: By 2003 the PLUS 2000 SIS will installed and will be 100% available to all faculty, staff and students.

Results: The implementation was postponed, with prior approval from the Department of Education, at the request of the College President. Reorganization of the College was imminent and would impact the programming of the SIS.

2003-2004

Goal B-Obj. 2: Strengthen educational alliances and partnerships to promote success from early childhood through university-level studies.

Unit Goal: To assist Title V students successfully complete their semester educational goals and to foster student retention by providing a variety of counseling and intervention services.

Expectation: 80% of students in Title V paired classes will complete the paired courses they are enrolled in.

Results: In Fall 2003, ten Learning Communities (LC) classes consisting of eight pairs and two clusters were offered. Eleven of the courses were developmental and eleven were college-level. A total of fifteen faculty members collaborated to teach these LC classes. 85.4% of the students in these LC classes completed the semester. In Spring 2004, eight Learning Communities (LC) classes consisting of six pairs and two clusters were offered. Six of the courses were developmental and twelve were college-level. A total of thirteen faculty members collaborated to teach these LC classes. 86% of the students in these LC classes completed the semester.

2004-2005

Goal A-Obj. 3: Provide instructional and student support resources and services that enhance educational success opportunities for all students.

Unit Goal: Activity I will increase the number of developmental and college-level faculty teaching Learning Community (LC) pairs and/or clusters.

Expectation: Six developmental education faculty, nine college-level faculty and one counselor/intervention specialist will have in place a plan and will teach six LC paired courses.

Results: In Fall 2004, six developmental education faculty, ten college-level faculty and the Intervention Specialist planned their courses and taught in the Learning Communities. Also, 80.2% of students in these LC classes completed the semester. Eight linked pairs were taught.

[CORRECTION: In Fall 2004, eight Learning Communities (LC) classes consisting of seven pairs and one cluster were offered. Six of the courses were developmental and eleven were college-level. A total of thirteen faculty members collaborated to teach these LC classes. 80.2% of students in these LC classes completed the semester.]

In Spring 2005, six developmental education, fourteen (14) college-level faculty and the Intervention Specialist planned and taught their courses. Also, 78% of students in these LC classes completed the semester. Ten linked pairs were taught.

[CORRECTION: In Spring 2005, nine Learning Communities (LC) classes consisting of seven pairs and two clusters were offered. Six of the courses were developmental and fourteen were college-level. A total of sixteen faculty members collaborated to teach these LC classes. 78% of students in these LC classes completed the semester.]

Goal A-Obj. 4: Create a culture to support and encourage excellence in teaching, administration and services through appropriate professional development activities.

Unit Goal: Activity II-The Teaching and Learning Center will increase the number of LC faculty who have been trained via workshops in the topics of cultural awareness, teaching/learning methodologies, instructional technology, and the new PLUS SIS system per Grant application.

Expectation: Twelve (12) Learning Communities faculty will be trained in the above topics and will have a plan to implement a learned methodology or technology in a LC course.

Results: Attendance was limited as individual sessions were conducted which directly addressed the needs/requests of the individual teachers of LC courses.

[CORRECTION: Only those sessions requested by Learning Communities faculty were offered; therefore, fewer individuals attended compared to previous years.]

Goal D-Obj 4: Expand technology-based instructional and student support services.

Unit Goal: Activity III -The IT Department will increase by 20 % the upgrade, speed, accuracy and efficiency to access pertinent data, student records and the new PLUS 2000 SIS Faculty/Advisor Web.

Expectation: All College full-time faculty and advisors will be trained on the new PLUS 2000 Student Information System (SIS) for the Fall 2004 Semester.

Results: The use of the new SIS was successful by the student body which was seen as the main beneficiary of this effort. Faculty, advisors and support staff have eventually become proficient in its use.

Goal A-Obj. 2: Assure academic quality across the curriculum for occupational preparation.

Unit Goal: To provide the process and situation in which the College's Programs and Departments may properly exhibit that they all meet the requirements of the Texas Coordinating Board's Institutional Effectiveness measures.

Expectation: The Assistant to the Vice President of Instruction will complete all the necessary tasks within the necessary timelines to ensure that the CB Site Visit is conducted in an appropriate and efficient manner.

Results: The College was found to be in compliance.
Fourteen programs received exceptional status.
The Coordinating Board's Visiting Team Leader, Dr. David Couch, declared the College site visit was "the best organized".

2005-2006

Goal A-Obj. 3: Provide instructional and student resources and services that enhance educational success opportunities for all students.

Unit Goal: To assist Cooperative Title V students in successfully completing their semester educational goals and to foster student retention by providing a variety of counseling and intervention services.

Expectation: 78% of students in Cooperative Title V paired classes will complete the paired courses they are enrolled in.

Results: In Fall 2005, four learning communities (LC) classes all consisting of pairs were offered. Six of the courses were developmental and two were college-level. A total of seven faculty members collaborated to teach these LC classes. 82% of the students in these LC classes completed the semester.
In Spring 2006, four learning communities (LC) classes consisting of two pairs and two clusters were offered. Four of the courses were developmental and six were college-level. A total of six faculty members collaborated to teach these LC classes. 82% of the students in these LC classes completed the semester.

Goal A-Obj. 1: Assure academic quality across the curriculum for transfer preparation.

Unit Goal: The Assistant to the Vice President of Instruction will continue to inventory and to expand articulation agreements with area higher education institutions.

Expectation: The Assistant will continue to act as the contact person in the transfer guide process with Texas A&M University-Corpus Christi (TAMUCC). He will also contact additional institutions of Higher Education to investigate if courses and programs have changed to determine if new agreements need to be revised.

Results: The DMC/TAMUCC transfer guide is being reviewed by DMC faculty. Results are being sent to TAMUCC.

The transfer guide will be ready in July 2006. The Director has made some initial contacts but needs to complete the process in the next month.

Goal A-Obj. 3: Provide instructional and student support resources and services that enhance educational success opportunities for all students.
Unit Goal: To explore the establishment of a "Leadership Del Mar College Program" similar to Leadership Corpus Christi for DMC students.
Expectation: The Assistant will meet with the Vice President of Student Development to determine what steps are needed.
Results: The importance and the willingness and desire by the College in this area will need to be determined.
More serious work needs to be carried out, if the College does deem this a desired pursuit.

Goal A-Obj. 3: Provide instructional and student support resources and services that enhance educational success opportunities for all students.
Unit Goal: Components 1 and 2 will complete their tasks and meet their respective deadlines.
Expectation: Both Components will meet their stated Grant objectives and deadlines.
Results: Objectives were met at this point, sometimes ahead of schedule.
There is a need to continue monitoring College Grant budgets due to confusion about "carry-over funds". These are funds which were not spent in the assigned fiscal year and are available to be spent in the next year. This leads to some confusion on our part.

Goal A, Obj. 3: Provide instructional and student support resources and services that enhance educational success opportunities for all students.
Unit Goal: The coordinators for Components 1 and 2 will be hired, and all activities will be implemented by December 2005 as required by the Grant.
Expectation: All activities and positions will be in place by the required date.
Results: Arranged for the correct portion of Grant funds to pay part of the Component 1 Coordinator's salary. All student assistants were also hired.

Goal A, Obj. 3: Provide instructional and student support resources and services that enhance educational success opportunities for all students.
Unit Goal: All GO Centers and office spaces for both Components will be designated and approved by the May 2006 target date.
Expectation: All centers and offices will be designated and approved.
Results: The Learning Communities/Cooperative Grant offices were consolidated on the third floor of the Venters Building allowing for more efficient interaction.

Goal A, Obj. 3: Provide instructional and student support resources and services that enhance educational success opportunities for all students.

Unit Goal: The Component 1 Coordinator, working with his TAMUCC counterpart, will be able to increase the number of GO Centers in area High Schools by 30% by the end of the grant period as required by the Grant.

Expectation: Baseline number of GO Centers is five, so at least one additional Center must be opened annually.

Results: Five new GO Centers were opened at the area High Schools surpassing the Grant objective.

Goal A, Obj. 3: Provide instructional and student support resources and services that enhance educational success opportunities for all students.

Unit Goal: Component 2 will offer four pairs of linked Learning Communities (LC) courses as required in the Grant.

Expectation: The Learning Communities/Component 2 will offer at least four pairs of linked courses in the Fall 2005 semester and the Spring 2006 semesters.

Results: Four LC linked classes were offered in the Fall 2005 semester and in the Spring 2006 semester. Preparations are ongoing for the next academic year.

Goal A, Obj. 3: Provide instructional and student support resources and services that enhance educational success opportunities for all students.

Unit Goal: Component 2 will coordinate curriculum alignment workshops several times during the scholastic year 2005-2006 to include area high school teachers as well as College and University faculty.

Expectation: The component staff will coordinate several meetings and workshops throughout the school year.

Results: Two area-wide English workshops were held with suitable attendance in November and February with a third workshop scheduled for July. A Math workshop was held on June 9 with an attendance of over 300 teachers.

Title V Learning Communities Evaluation

Each of the two Title V Programs contracted with individual external experts to conduct extensive evaluations. Dr. Santos Martinez, Vice President of Coastal Bend College, was the evaluator for the Individual Grant Project in August 2002. Dr. Juan Armendariz, of the Alamo Community College District, is the current evaluator for the Cooperative Grant project.

Individual Grant – Increasing Hispanic Retention and Success through Learning Communities

Dr. Santos Martinez is the Vice President of Student Services at Coastal Bend College in Beeville, Texas. Prior to his current post, he served as the Title V Director and Testing Counselor as well as the Title III Coordinator at the same institution.

In response to a concern by Dr. Martinez about determining measurements to report results of the efforts of Learning Communities/linked classes, the Activity 1 director proceeded to develop tables showing comparisons every semester between Learning Communities linked courses to the parallel college courses.

Dr. Martinez made a suggestion about orienting the college community about our activities. Subsequently, the director and staff offered orientation sessions over several Convocations.

Dr. Martinez noted staffing issues which focused on the location of the counselor and staff. He suggested a compromise which would be possible if counselors located in and working out of the counseling office could carefully document interventions with Learning Communities participants. This approach was deemed as the solution to a counselor being physically located in the building serving Activity I. His concern was that any substantive deviation from the approved grant document in terms of counselor staffing could be considered a "change in scope" and would require consultation with the program officer. His feeling was that this was the most serious issue that could endanger the grant. This concern echoed staff concerns and resulted in ongoing meetings with the Director of Counseling about locating the Learning Communities/Title V counselor both in the Counseling Office and in the Learning Communities suite.

The use of an advisory committee was suggested to periodically review project activities and to provide a broader perspective of progress. This was not done to any substantive extent but will be an integral part of future grants.

During the exit dialogue, Dr. Martinez asked the project director and Title V staff to think globally and view the entire project in relation to the college community. Specifically, the intent is to ultimately institutionalize key staff positions including an Intervention Specialist in the Counseling Department and a Curriculum Coordinator to manage Learning Communities in future pairings. Staff was asked to investigate the kind of help they would need from other college units to make the project even more effective. The purpose was to lead the team to think in broader terms and to clarify for themselves what help others could and would provide.

In summary, Dr. Martinez expressed positive comments about the quality and commitment of the Title V staff as well as having a well informed perspective relative to the status of the Title V project and to the measures that will be used to determine project effectiveness. Indications were that the project enjoyed support from administration, faculty and students.

Cooperative Grant – Opening the Pipeline: Closing the Gaps

In January of 2006, the Cooperative Grant Project received high marks after a three-day evaluation visit by Dr. Juan Armendariz from San Antonio. This review by an external source is a valuable exercise in that it provides essential information and advice to project staff. Dr. Armendariz has extensive experience as a field reader for several grants including the National Science Foundation, the U.S. Department of Education Texas Telecommunications Community Center and the City of San Antonio. He also has more than fifteen years of teaching experience at the undergraduate and graduate level.

The main highlights of Dr. Armendariz' report found that the DMC part of the Cooperative Grant was outstanding in four areas. Those four areas include the enthusiasm of the staff; the support by the College administration based on its commitment/allotment of the Title V offices; the diversity of educational and work experience backgrounds of the staff; and the overall success of the program in its early years. He was impressed with the Vice President's interest, involvement and presence. He was also impressed and appreciated the professionalism and the commitment of the staff and the building and physical facilities afforded to the Title V Program by the "very noteworthy" Administration. Dr. Armendariz finds a lot of promise at Del Mar College.

Title V Learning Communities Success

The Title V Program unit has successfully carried out its mission of meeting the Grant's objectives. The Learning Communities has continued to offer selected pairs of linked classes. The students in these links receive directed intervention through the Intervention Specialist. The 62 students who received this service the past academic year attained a 2.54 grade point average. Students in linked classes are being retained to completion at a higher rate than parallel College classes. Student surveys indicate an increase in understanding how to access resources with overall favorable anecdotal comments about how Learning Communities has helped them.

More public secondary school students are being exposed to the college-going experience through the grant's GO Centers in Component 1. The initial goal was 50 students; yet, the final count was 200. Another objective dealt with the increase in number of GO Center participants enrolling at postsecondary institutions. The goal was to increase the number of students by 3% each year. The initial figure rose from 60 to 130 in one year with the written goal being 200 by the end of the life of the grant.

Changes Based On Evaluation

The External Evaluator of the Individual Grant noted that the counselor was not being appropriately assigned to the grant efforts in the manner in which it was written in the grant application and a meeting with the Director of Counseling was recommended.

After the subsequent meeting and discussion, the intervention specialist was duly assigned to both the Title V Office and the Counseling Office.

The external evaluator of the Cooperative Grant is still in the process of completing the final evaluation although he did express that we need to continue to emphasize and to remind the College that the entire Learning Communities effort is to be institutionalized.

Title V Learning Communities Unit Functions

The principal day-to-day functions of the unit consist of constant interaction with students, Learning Communities (LC) faculty, and staff. Communication with faculty teaching LC classes is essential to monitor student progress. In addition, the staff continually utilizes the Student Information System (SIS) when monitoring student retention. Students enrolled in LC classes come into the office seeking assistance for laptop loaner checkout service and/or information pertaining to Supplemental Instruction (SI) sessions. During the 2005-2006 academic year, Title V served 165 students enrolled in LC classes with 112 computer laptop checkouts. Staff meetings, both formal and informal, are held frequently to plan, share information, and implement projects. Training is coordinated for student peer mentors and student SI leaders throughout the semester to provide on-going support services to students enrolled in LC classes.

The Intervention Specialist provides students with individual career guidance and academic advising. An education plan, also known as a Preliminary Course Plan (PCP), is completed with each student on his/her degree/major. Students complete a VARK Learning Styles Inventory which allows the Intervention Specialist to provide interpretations of learning styles to individual students while emphasizing their strongest learning style. Cooperative Title V (CT-5) faculty refer at-risk students to the Intervention Specialist by utilizing an Early Warning System (EWS) through e-mail, telephone calls or personal conversations. The Intervention Specialist in turn utilizes e-mail and telephone calls to faculty along with telephone calls, letters and e-mail to students for intervention. The Intervention Specialist uses EWS interventions for those students not keeping appointments to complete their PCPs and/or VARK interpretations.

In addition, the Intervention Specialists makes student referrals for personal counseling, one-on-one tutoring, faculty advising, special services, financial aid, community agencies and other referrals as needed.

Along with the principal day-to-day functions, there are several on-going activities used to promote Title V Learning Communities to Del Mar College (DMC) staff and students. A Title V website was created and is continually maintained. On this website, student and faculty portfolios from previous classes are available for anyone to view. Each semester a Title V Newsletter is created and distributed to all DMC through electronic means. The Student Organization Information booklet has been distributed to over 200 students. This encourages students to become involved in student organization. Research shows that participation in student organization enhances retention. Over 500 bookmark information packets created each semester are available to distribute at the Title V booth during New Student Orientation. These Title V information packets are distributed to classes at the end of the semester to advertise enrollment in next semester's LC classes. A Title V Display Board created each semester and displayed in the DMC Harvin Student Center aids in promoting the next semester's LC classes. Title V hosts a Summer Bridge event for area high school graduates encouraging DMC enrollment. A Student/Faculty/Staff Title V Handbook, which serves as a faculty and student associate training guide and provides Title V information, is created annually for quick reference, training, and information about the program and program requirements.

Title V Learning Communities Clientele

The principal clientele served includes the following:

- High School Students through GO Centers and DMC Title V Summer Bridge Program
- DMC students enrolled in Cooperative Title V (CT-5) Learning Community (LC) linked courses
- DMC Students not enrolled in Learning Communities classes
- Perspective students contacted through Outreach Activities (i.e. GearUp, GED, and College Nights)
- DMC Faculty not currently participating as Learning Community Faculty
- Faculty and staff of surrounding South Texas Independent School Districts, Community Colleges, and Universities - Curriculum Alignment Conversations

Services Provided To Clientele

GO Center Students:

- The number of area GO Centers established by the Cooperative Title V Grant totals 18. At these 18 GO Centers, 425 students have received services.
- For the 2006 Summer Bridge Program, 57 applications were received and screened for eligibility. Staff selected 27 students that met eligibility. Of these 27 students, 15 attended the three-day Summer Bridge Program with 14 students actually enrolling in the DMC 2006-2007 School Year.

Students enrolled in CT5/LC linked courses:

- The Individual Title V Grant enrolled and served 1,153 students in Learning Communities linked courses during the Fall 2001 semester through the Spring 2005 semester. Services received include, but are not limited to, VARK Inventory and Interpretation, Preliminary Course Plan, Pre-/Post Surveys and intervention as needed.
- A minimum of two developmental and two college-level linked Learning Communities classes are made available in the current Cooperative Title V Grant. As of Fall 2005, the current grant has 251 students who have enrolled in Learning Communities. Services received include, but are not limited to, Peer mentoring, Supplemental Instruction, VARK Inventory, Preliminary Course Plan, Pre-/Post Surveys, intervention as needed and laptop computer checkout.

DMC Students not enrolled in Learning Communities classes:

- Supplemental Instruction (SI) sessions can also be attended by students not enrolled in a Title V linked class.
- The Intervention Specialist sees approximately 125 DMC students per month in liberal arts or with undeclared majors and first-time college students through the Counseling Department.
- Students are identified and given information about the Title V Program through New Student Orientation and during GED graduation reaching approximately 250 students per semester.
- Training for student associates includes: SI Leaders, Peer Mentors, and Title V office assistance. Since Fall 2005, Learning Communities (LC) has trained 9 student associates.
- SI training has been provided for 6 DMC SI Leaders and 5 National Science Foundation Grant SI Leaders.

DMC Faculty not currently participating as Learning Community Faculty:

- Professional development for interested faculty was provided by the Teaching and Learning Center (TLC) through the first Title V Grant. An average of 12 Diversity/Cultural Awareness and Sensitivity, 35 Teaching/Learning Methodologies, and 30 Instructional Technology training sessions were provided annually by the TLC. In Spring 2004 alone, over 400 faculty attended various training sessions.
- Faculty has also been reached through Summer Academy activities, approximately 280 faculty and staff.
- Title V presence has been established through DMC Developmental Education Council (DEC) by Title V staff serving on the Council and various Council committees.

Faculty and staff of surrounding South Texas Independent School Districts, Community Colleges, and Universities - Curriculum Alignment Conversations:

- Math Events, 568 total participants:
 - Pre-K Roadmap 2 Mathematics Conference, November 29, 2004 96
 - “Continuing the Conversations” Summit, April 21, 2005 210
 - “ME by the Sea” Workshop, June 10, 2005 262
- English Events, 160 total participants:
 - First English Conversation, November 29, 2005 61
 - Second English Conversation, March 2, 2006 32
 - English Summer Summit, July 7, 2006 67

Title V Learning Communities Personnel

Administrative/Professional/Technical (APT) positions, full-/part-time status,
Masters degree required:

- Title V Director, Rudy Duarte
- Curriculum Coordinator, Agnes Flores
- Intervention Specialist, Veronica Gutierrez (0.75)
- Counselor, Gary Merchant (0.25)
- Activity I Coordinator, Jaime Arredondo (0.25)
- Activity I Director/Learning Communities Administrator (2005-2006),
Mike Anzaldua

Office positions, full-/part-time status:

- Special Support Services I, Mark Couteau (0.5)
- Office Assistant, Liza Lara
- Administrative Aide, Mary Reynoso
- Student Workers, 15

Adequate Staff to Support the Unit

The Director feels that some measure of clerical support is necessary to ensure that all aspects of the College and Department of Education required procedures and details are carried out in a prompt and complete manner.

Specialized Skills to Support the Unit

The unit staff is well qualified to conduct its responsibilities. The technical person exhibits all necessary skills and adds a welcome addition to the unit's capabilities. The Intervention Specialist has a master's degree in Counseling. The Curriculum Coordinator has over twenty years experience managing programs and is currently pursuing a doctorate in Curriculum and Instruction.

Title V Learning Communities Professional Activities

The staff participates in the following Professional Organizations:

- International Mentoring Association; 1 Member
- International Reading Association: also Local Chapter; 1 Member
- National Coalition Building Institute; 1 Member
- American Association of Registrars and Admissions Officers (AACRAO);
1 Member
- Chi Sigma Iota, Counseling National Honor Society; 1 Member
- Texas Association of Adult Literacy Council; 1 Board Member/Treasurer
- Texas Association of Registrars and Admissions Officers; 1 Member

- Texas Association of Chicanos in Higher Education (TACHE); 6 Members
Project Director served as State South Regional Representative for 4 years and as President of Local Chapter for a 2-year term
- Texas State Reading Association: also Local Chapter; 1 Member
- Gulf Coast Counseling Association; 1 Member
- Fund for the Improvement of Postsecondary Education (FIPSE) Grant Committee; 2 Members
- Teen Leadership of Nueces County; 1 Member
- Del Mar Kiwanis International; 1 Member, 1 President Elect/Board Member
- Developmental Education Council; 2 Members, 1 Associate Member
- President's Staff Council; 1 Member
- Instructional and Student Development Council; 1 Member
- Del Mar ALEx Committee; 1 Member
- Strategic Enrollment Management Committee; 2 Members
- Summer Academy Planning Committee; 3 Members

Honors, Awards, or Recognition

The Title V Grant Project Team was awarded the Del Mar College Program of Excellence and Innovation Award at the September 2003 Board of Regents meeting.

The Title V Intervention Specialist was declared an honored member of the Empire Who's Who among Executives and Professionals 2005 Edition and also of the 2005 Chi Sigma Iota, Counseling National Honor Society.

Projects, Presentations, or Publications

2002

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| April | Development of the College's Recruitment and Retention Strategic Plan |
| May | Development of a Partnership Agreement with the West Oso Independent School District to increase the college-going rates of their graduates |
| June | Coordinated initial project activities for the Del Mar NOW T.V. program;
Developed project proposal and presented to President's staff |
| July | Development of core content for College's companion publication piece |

2003

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| Spring | Articles for Learning Communities Newsletter: "Privileges for Paired and Clustered Classes", "Intervention: An Early Warning System"
Article for Counseling Newsletter: "Title V Learning Communities and Office of Recruitment and Outreach Working Together"
Reading Program Review Committee |
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