



Title V News

Fall 2001

Title V Highlights

Year One at a Glance

Conference Attendance

Cerritos College
Learning Communities Conference,
March 2001

American Association of Colleges
and Universities (AACU) Learning
Communities Conference
Providence, Rhode Island,
March 2001

2001 Learning Communities
Summer Institute at
The Evergreen State College
Olympia, Washington,
June 2001

- ◆ ESL 122 Field Trip to Santa Cruz Island in April
- ◆ Title V Spring Retreat for Faculty and Staff at Asilomar, April 22-24, 2001
- ◆ Title V PowerPoint Presentations to Executive Committee, Faculty Senate, and Classified Senate
- ◆ Alicia Vargas, Title V Tech Support, Becomes PCC Staff Development Coordinator
- ◆ Counseling Workshops - Lucy Serrano
- ◆ Faculty Field Trip Handbook - Dave Douglass
- ◆ Faculty Tech Training - PowerPoint & the Tegrity Cart
- ◆ Year One Evaluation Completed

New Title V Projects in Development

Summer Bridge/First-Year Experience
Nursing Block
Title V Handbook
Title V Website

Title V Workshops for Fall 2001:
Diversity Training, Learning Outcomes Assessment, PowerPoint, and Digital Videotaping

PCC Learning Communities to Grow with Title V Grant

In October 2000, PCC received a Title V Hispanic-Serving Institutions grant from the US Department of Education to encourage collaboration and community building among faculty and students.

PCC's five-year project, *Establishing Communities of Teachers and Learners*, promotes active, experiential, and interdisciplinary learning. Its principal goal is to increase the retention, success, and transfer rates of Hispanic as well as at-risk students enrolled in basic skills math, English, ESL, and other GE courses.

For the duration of the grant period, faculty, administrators, and staff will develop and implement a variety of learning community models and student cohorts. Title V courses may also include service learning, instructional technology, field trips, collaborative

assignments, guest speakers, tutoring, mentoring, and/or study groups.

Six faculty implemented six courses in Spring 2001 - two each in math, English, and ESL. The number of Title V students doubled in Fall 2001 and will continue to grow each semester.

All faculty, staff, and administrators are welcome to visit the Title V office, located in the Teaching & Learning Center (V103), to find out more about PCC's Title V program.



V-103 — Where Students Can Get Some TLC

During the Fall 2000 semester, personnel from Facilities, MIS, Computing Services, and Purchasing worked hard to transform the former Sign Arts studio into the home of the Teaching and Learning Center (the TLC). Title V and MESA staff moved into their offices in February 2001, and students quickly followed.

Title V faculty and staff, led by Alicia Vargas, designed the TLC to encourage collaboration among stu-

dents and teachers. Students work at state-of-the-art computers stations to complete class assignments and research activities. They also use the Center for presentations and guest speakers; study groups, tutoring, meetings, and workshops; and conferences with their Title V instructor and the Title V counselor. For some students, the TLC is a home on campus - a place to socialize with their classmates, teachers, and the Title V staff.

ESL Students Camp and Study on Remote Island

In what class can a student learn to set up a tent, keep warm in a sleeping bag, transport a dozen eggs over choppy seas without breaking one, and use modals correctly? In an ESL 122 Title V class!

For my Spring 2001 project, I created a project-based, interdisciplinary ESL course that focused on issues of California history and survival. The students read *Island of the Blue Dolphin*, and the course culminated in three days of camping on Santa Cruz Island.

Rough seas, heavy wind and rain, and back-breaking work tested the mettle of

the brave student campers but never dampened their spirit. Dave Douglass, Shelagh Rose, Brock Klein, and student-biologist Anna Noice nobly assisted me by facilitating activities, lecturing, cooking, and carrying very heavy objects.

The students, my colleagues, and I learned about history, geology, biology, oceanography, literature, grammar, and, of course, camping and survival. All of us came back to PCC exhausted but at the same time, exhilarated by our learning adventure. One student wrote in his course evaluation, "I learned lots of

things, how to build a tent, how to keep warm in a sleeping bag. I got to know classmates that I didn't even talk to in the classroom. I also learned that we have to help each other when we have a hard time doing something. It's all things that I could not learn in the classroom."

by Mary-Erin Crook



"I took this same class, with the same teacher, last year and failed. This year, the class and the teacher are so different. I think I have learned so much this past semester... I will probably get an A- or an A!"

– Title V student



Mentors Inspire and Empower! The Title V Peer Mentoring Program

Time flies when you are starting a new job with a new program! It has been seven months since I came on board at PCC, and we are already in our second semester of Title V. During these first months, I've had the opportunity to interact with our students and learn about their needs and academic goals. I have also found out that many of them are the first in their families to attend college. While some students have a strong support system at home, others lack support both at home and on campus. This is

primarily why I became interested in putting together a peer-mentoring program.

One of the goals of the Title V Peer Mentoring Program is to build student learning communities so students can create social networks to provide support and direction for one another. Another goal of the program is to provide role modeling for academic and personal success. English, math, and ESL students who have a cumulative grade point average of 2.8 or better and who have passed

a Title V class with a grade of "B" or higher can volunteer to be mentors.

Students will be paired with a mentor according to their study schedules and possibly by gender, age and ethnicity preference. At the end of each semester, I will be recruiting new mentors for the following semester. At the beginning of each semester, during Title V orientation, I will encourage students who can benefit from the program to work with a mentor.

by Lucy Serrano

Year-One Evaluations Yield Positive Results

The initial findings of the Title V Evaluation Team are good and suggest that the Title V program has exceeded staff and faculty expectations. Todd Blickenstaff and Wei-I Wang, from the Office of Institutional Research and Planning, and Tina Christie, the program's external evaluator, interviewed and surveyed faculty and students in Title V courses about the staff, the TLC, course content, and counseling services.

Most notable are the results indicating that Title V student report: 1) reduced feelings of fear about engaging in college-level courses; 2) increased feelings of connectedness to the college, faculty, as well as peers; 3) increased motivation to

excel in class; and 4) increased academic performance.

The strong emphasis on the connection between, and application of, what was being learned in the classroom to real life positively affected not only students' academic motivation but also their academic performance. Our quantitative data indicate that Title V students outperformed their non-Title V peers. Perhaps more importantly, our qualitative data indicate that Title V students perceive themselves as stronger academically than they were before they entered the program and in comparison to their non-Title V peers. A full evaluation report of Title V's inaugural year will be available in September 2001.

Faculty and Staff Head North for Spring Retreat

Twenty-two sleepy faculty and staff loaded three PCC vans very early Sunday morning, April 22, and caravanned north to the Asilomar Conference Grounds in Pacific Grove, just outside of Monterey. During the three-day Title V Spring Retreat, they discussed learning communities at PCC; the theoretical and practical issues surrounding instructional field trips; and best-practices models in architecture, geology, and ESL.

Brock Klein, Mary-Erin Crook, Dave Douglass, and Coleman Griffith made presentations, and Sherry Hassan and Barbara Salmon led workshops. Wei-I Wang administered first-year Title V faculty surveys, and retreat coordinator, Dave Douglass, led a GPS activity on the beach. Attendees got T-shirts, competed viciously for prizes, and even had time for a little socializing.

Everyone returned with a better understanding of Title V and the value of field trips. They also came back with new friends from different departments and divisions. Stay tuned for news of Title V Spring Retreat 2002!



"It's my first semester here, and I was not really looking forward to going to college because I was kind of scared of the courses. But when I got the Title V class, it motivated me."

– Title V student

How Can Faculty Join Title V?

Faculty interested in participating in Title V must submit a brief, informal proposal outlining a project that includes a variety of community-building strategies (e.g., paired or blocked courses, service learning, field trips, guest speakers, peer mentoring). They are welcome to visit the TLC and discuss their proposals with the Title V staff prior to submission.

To encourage the development of student cohorts, applicants must agree to participate in the Title V program for a minimum of two semesters. Assistance is available to all participants and includes staff and faculty support in design-

ing and implementing learning community projects, use of the TLC and its resources, and a stipend at the end of each semester.

The Title V Advisory Board will review all proposals and make final decisions. They will give special consideration to projects targeting basic skills and other courses that address the needs of Hispanic and at-risk students. To ensure proper planning and timely inclusion in the *Schedule of Classes*, applicants should plan to implement their projects at least one semester after acceptance.

Faculty and Administrators Learn About Learning



Brock Klein, Rosemary Aragon, Amy Ulmer, Lucy Serrano, Sabah Alquaddoomi, Lynn Wright, Todd Blickenstaff, and Lou Rosenberg gathered with participants from 20 other colleges and universities for five days in June at The Evergreen State College in Olympia, Washington for the First Annual Learning Communities Summer Institute.

The goal of the Institute was to strengthen innovative approaches to college teaching and learning. The PCC team read, attended workshops, reflected on past learning community

efforts, and worked with resource faculty to develop a comprehensive plan for the proposed Summer Bridge and First-Year Experience.

The Evergreen State College is set on one thousand acres of lush forest at the edge of Puget Sound. It rained almost every day, but that didn't interfere with hikes or a traditional salmon barbecue and clambake on the last day of the conference.

The Institute will send a consultant team to PCC sometime in 2002 to provide on-site support.

The Title V Team

Members of the Title V Advisory Board and Staff are working together to ensure that:

- ◆ *the project objectives are achieved in a timely manner and in accordance with both federal and institutional policies*
- ◆ *open communication is established and maintained between Title V staff and PCC's Executive Committee, faculty, and students*
- ◆ *formative evaluation guides participants and ensures the quality of the project*

Staff

Brock Klein, *Project Director/Activity Director*
Pat Canonizado, *Secretary*
Lucy Serrano, *Counselor*
Alicia Vargas, *Instructional Technology Support*
Dave Douglass, *Experiential Learning Support*
Krista Goguen, *Library/Research Support*
Lou Rosenberg, *Service Learning Support*

Advisory Board

Grover C. Goyne, *Dean of External Relations*
Jackie Jacobs, *Vice President for Instruction*
Rosemary Aragon, *Interim Dean of Math*
Amy Ulmer, *Dean of English, ESL, and Foreign Languages*
Maria Jung, *Educational Technology Specialist*

A Student Comments on Title V

Gina Gonzalez, English 400, Dr. Lynn Wright, Spring 2001

This is my first semester here at PCC and I love it...In the middle of the semester we were moved into Title 5, a lab that is offered to students who are enrolled in a Title 5 class...I met Lucy Serrano, who is the counselor but seemed more like a friend trying to help me out in my studies. Right away I felt that I should be open with her, just to make it easier for her to help me...Brock Klein is the director of the lab. He not only explained material to us, but he also did lecturing and projects. Brock helped us with a project named "Who I Was Before and Who I Am Now." If you come in the lab, you will see the projects on the wall...At the beginning of this project the only two people that I would talk to was Lionia Gonzalez (my sister) and Liz Cano (my friend), but after the project I talked to mostly everyone in the class. Title 5 helped everyone to become open with each other...Pat Canonizado let us come in and work on our assignments. She let me sit there without a time limit. This was helpful to me since I have children, and I did not have to worry about them not letting me study...A nice lady by the name of Jennifer Garson Shapiro was the instructor for our book project. We created our own book of "Words of Wisdom." Alicia Vargas was the person who worked with us



next. Alicia showed us how to do PowerPoint...Everyone tried to help us so that we could have this project done by the end of the semester...Like I said before, the lab was helpful and fun. This was a good way of studying and not falling back on assignments. If I had a choice in taking one Title 5 class every semester, I would take it. This is a good way of not getting bored in class. So I highly recommend an English Title 5 class. And most of all, to those that are just entering PCC, I recommend that you try Dr. Wright. She's "Just Right."

For Helping to Make Year One a Success, Special Thanks to —

Sarah Aldas, Rosemary Aragon, Todd Blickenstaff, Harry Bloodgood, Bob Cody, David Cuatt, Bill Farmer, Rodolfo Arnica, Mark Glanzman, Grover Goyne, Coleman Griffith, Sherry Hassan, Don Holthaus, John Lindemann, Ed Martinez, Ramona Nale, Jeannie Nishime, Brigitte Norsworthy, Gary Potts, Jesus Ruiz, Barbara Salmon, Jack Schulman, Jude Socrates, Terri Tschirgi, Amy Ulmer, Rick van Pelt, Odessa Walker, Mark Wallace, Wei-I Wang, Chuck Ward

Fall 2001 Faculty

Grayr Andreasyan, Yu-Chung Chang, Mary-Erin Crook, Maria Faccuseh, Irene Jai, Cathy Johnson, Rob Lee, Manuel Perea, Shelagh Rose, Ellen Shockro, Michelle Toby, Krista Walter, Lynn Wright, Yoshi Yamato



THE TITLE V STAFF

L-R: Dave Douglass, Alicia Vargas, Krista Goguen, Brock Klein, Pat Canonizado, Lucy Serrano, Cecilia Garcia



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