



U. S. Department of Education

Project Abstracts for New Grantees for FY 2009

Funded under Title V, Part B
Promoting Postbaccalaureate
Opportunities for Hispanic
Americans (PPOHA) Program
(CFDA Number: 84.031M)

Office of Postsecondary Education
Washington, DC 20006-8517

Introduction

The Promoting Postbaccalaureate Opportunities For Hispanic Americans (PPOHA) Program is authorized under Title V of the Higher Education Act of 1965, as amended. The purposes of the program are to: expand postbaccalaureate opportunities for, and improve the academic attainment of, Hispanic students; and (2) expand the postbaccalaureate academic offerings as well as enhance the program quality in the institutions of higher education that are educating the majority of Hispanic college students and helping large numbers of Hispanic and low-income students complete postsecondary degrees.

In order to receive a grant under the PPOHA program, an institution of higher education must offer a postbaccalaureate certificate or postbaccalaureate degree program and have applied for and been designated as an eligible institution. The Notice Inviting Applications for the Designation as an Eligible Institution was published in the Federal Register on January 21, 2009 (74 FR 3579). In addition to basic eligibility requirements, an institution must have at least 25 percent enrollment of undergraduate full-time equivalent (FTE) Hispanic students at the end of the award year immediately preceding the date of application.

The Promoting Postbaccalaureate Opportunities For Hispanic Americans Program awards Individual Development Grants (one eligible Hispanic-Serving Institution). The maximum award amount for Individual Development Grants is \$575,000 per year. The grant period is 5 years.

The Promoting Postbaccalaureate Opportunities For Hispanic Americans Program supports many institutional activities that include: purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes; construction, maintenance, renovation, and improvement of classrooms, libraries, laboratories, and other instructional facilities, including purchase or rental of telecommunications technology equipment or services; purchase of library books, periodicals, technical and other scientific journals, microfilm, microfiche, and other educational materials, including telecommunications program materials; support for low-income postbaccalaureate students including outreach, academic support services, mentoring, scholarships, fellowships, and other financial assistance to permit the enrollment of such students in postbaccalaureate certificate and postbaccalaureate degree-granting programs; support of faculty exchanges, faculty development, faculty research, curriculum development, and academic instruction; creating or improving facilities for Internet or other distance education technologies, including purchase or rental of telecommunications technology equipment or services; collaboration with other institutions of higher education to expand postbaccalaureate certificate and postbaccalaureate degree offerings; and other activities proposed in the application submitted pursuant to section 514 that (A) contribute to carrying out the purposes of this part and (B) are approved by the Secretary as part of the review and acceptance of such application.

The Notice Inviting Applications for new awards for fiscal year (FY) 2009 was published in the Federal Register on June 18, 2009. The deadline for the transmittal of applications was July 20, 2009. As required by the Department of Education, applications for grants under the FY 2009 Hispanic-Serving Institutions grant competition were submitted electronically using the department's Internet-based application system (e-Application) via <http://e-grants.ed.gov>.

As our nation's population becomes more vibrant and diverse, the Promoting Postbaccalaureate Opportunities For Hispanic Americans Program is committed to ensuring that underrepresented students have equal access to optimal education and training. In a global economy, future contributions of these students will be significant to the overall competitiveness of our nation. This paper summarizes the abstracts for new awards funded under the FY 2009 appropriation.

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P031M090004

Woodbury University, CA

ABSTRACT

Woodbury University is a private, nonprofit Hispanic-Serving University located in southern California. The University offers Bachelor's degrees in Architecture, Arts, Fine Arts, and Science and Master's degrees in Architecture, Architecture / Real Estate Development, Business Administration, and Organizational Leadership, all organized in the four Schools of Architecture; Business; Media, Culture and Design; and Trans-disciplinary Studies. The mission statement reflects this broad scope of programming: "Woodbury University is committed to providing the highest level of professional and liberal arts education. The integrated nature of our educational environment cultivates successful students with a strong and enduring sense of personal and social responsibility. We prepare innovative learners adept at communicating and willing to cross the boundaries of knowledge in a rapidly changing and complex world."

Woodbury practices "liberal" admissions, accepting most students who apply and many who reflect area disadvantage; 89 percent receive financial aid and 54 percent receive Pell Grants. Los Angeles County is 47 percent Hispanic with far higher rates of poverty and lower levels of income and education than Caucasians', and Woodbury is committed to extending opportunity to these and other low-income residents.

The proposed Promoting Postbaccalaureate Opportunities for Hispanic Americans project will create new options in the institution's existing Master of Architecture program, create services to support graduate students' success, and build infrastructure to increase access and instructional effectiveness. The institution will also conduct ongoing evaluation of the project to ensure the achievement of its objectives. Evaluation will produce results for each of the Department of Education's Key Performance Measures (graduate enrollment / graduation and cost-effective program operation) which will be collected and reported as requested during and after funding.

P031M090005

California State University, Bakersfield, CA

ABSTRACT

California State University-Bakersfield (CSUB) is the only four-year public institution of higher education within a 100-mile radius of Bakersfield offering accessible graduate education to Hispanics. California State University-Bakersfield serves a region of California that is on the frontlines of the national crisis in Hispanic under preparedness for and underrepresentation in graduate degree completion.

Over the life of the grant, the project components will include:

1. A graduate education Web site and informational materials that engage the Hispanic community;
2. A graduate student center and other strategies to develop an inclusive learning community for graduate students, with centralized support on campus and a strong online support system;
3. Streamlined admissions and pathways through graduate degree completion;
4. A teaching/learning/research center in the library which serves as a multipurpose resource for graduate faculty development and for faculty-student-community interaction;
5. A full model of community engagement for California State University-Bakersfield's graduate education program which supports the university mission and goals as a Hispanic-serving institution;
6. Models of structured learning experience for students and faculty which are collaborative, build learning community, communities of practice and include community representatives;
7. A strong, structured, multipurpose network of community partnerships and a best practice Hispanic-Serving Institution community assessment capability directly linked to the project objectives ; and
8. A much stronger graduate program assessment system which uses learning outcomes and community input to evaluate programs in terms of responsiveness as well as traditional academic quality, and also uses new graduate student tracking.

The project objectives related to Title V, Part B performance indicators are:

- a. **To increase enrollment** of Hispanic students in California State University-Bakersfield's graduate programs by 15 percent over the five-year grant period (3 percent increase each year) and to sustain improved enrollment rate after the grant period with no additional federal cost.
- b. **To increase learning** by Hispanic s students in California State University-Bakersfield's graduate programs (as demonstrated through successful course completion of redesigned courses with newly embedded learning outcomes) by 15 percent over the five-grant period (incremental annual increases will be achieved after each course is redesigned.)
- c. **To increase degree completion** of Hispanic students in California State University-Bakersfield's graduate programs by 15 percent over the five-year grant period (3 percent increase each year) and to sustain improved completion rate after the grant period with no additional federal cost.

P031M090007

Northeastern Illinois University, IL

ABSTRACT

Northeastern Illinois University (NEIU), the only four-year public Hispanic Serving Institution (HSI) in the Midwest, is proposing the expansion and enhancement of the College of Business and Management (COBM) Master of Business Administration (MBA) and Master of Science in Accounting (MSA) programs to better serve the needs of the Hispanic student population as well as other underrepresented groups, many of whom may be from low-income backgrounds.

The overall goal of the project is to increase the number of Hispanics, students from other underrepresented groups and students from low-income backgrounds who enroll in and graduate from Northeastern Illinois University's Master of Business Administration and Master of Science in Accounting programs.

Over the life of the grant, the proposed project will:

1. provide faculty development in the areas of teaching and research;
2. expand access to the MBA and MSA programs through the development of online graduate course offerings;
3. expand College of Business and Management academic offerings by hiring new faculty; and
4. provide financial assistance to low-income College of Business and Management graduate students.

In addition, Northeastern Illinois University will progress toward the goal of business education accreditation through the Association to Advance Collegiate Schools of Business (AACSB). Of the 470 business schools accredited by the Association to Advance Collegiate Schools of Business, only 22 are HSIs. When it receives Association to Advance Collegiate Schools of Business accreditation, Northeastern Illinois University will be the only Association to Advance Collegiate Schools of Business - accredited Hispanic-Serving Institution in the Midwest. This improvement will ensure an excellent business education for all College of Business and Management students.

As a result of this project, we anticipate an annual increase of 10 percent in enrollment of Hispanic students, students from other underrepresented groups, and students from low-income backgrounds into Northeastern Illinois University's Master of Business Administration and Master of Science in Accounting programs. We also anticipate that the number of Hispanic students, students from other underrepresented groups, and students from low-income backgrounds who graduate from Northeastern Illinois University's Master of Business Administration and Master of Science in Accounting programs will increase by 10 percent each year beginning in year three.

P031M090011
Heritage University, WA

ABSTRACT

Heritage University, a private, four-year, postsecondary institution located in Toppenish, Washington, was founded in 1982 to extend access to higher education throughout underserved areas of rural, south central Washington State. Its graduate programs in education further the University's access mission by offering graduate programs in education to residents of communities made up of large Hispanic farm worker labor forces. High seasonal unemployment and international competition has created economic disadvantage for these communities' residents. Heritage University is committed to extending its postbaccalaureate educational offerings so as to improve the employment opportunities of the Hispanic residents who live in our service areas. To increase the number of Hispanic teachers and administrators in area schools is a priority of Heritage's graduate programs.

Over the life of the grant, Heritage University proposes to:

1. Develop an online program delivery that increases access to graduate teacher education programs for residents of its rural, isolated communities;
2. Revise the curriculum so as to better integrate multicultural learning content and instruction strategies;
3. Convert three of the graduate programs—Masters of Education (MEd), Masters of Teaching (MIT) and Early Childhood Education (ECE) endorsement program—to online distant/blended education delivery and to revise the courses offered in these programs so they are more culturally relevant to the students enrolled in the schools of our service areas; and
4. Develop online services that support Hispanic, low income, rural students in completing postsecondary education degrees, i.e. equipping sites with internet accessible computers, providing online advising, registration, and financial aid services and developing online courses to help students pass the basic skills tests mandated by the state for teaching certification.

Heritage University proposes ongoing evaluation of its proposed project that will produce results mandated by the Department of Education's Key Performance Measures. The institution will assess the project by measuring a) the number of full-time degree-seeking graduate students enrolled, b) the number of master's degrees awarded, and c) the federal cost per successful outcome (i.e. master's degree or post baccalaureate certificate awarded).

P031M090012

University of Puerto Rico - Rio Piedras Campus, PR

ABSTRACT

Located in the Río Piedras region of San Juan, Puerto Rico, the University of Puerto Rico-Río Piedras (UPR-RP) is the flagship campus of the 11-unit University of Puerto Rico system. The University of Puerto Rico-Río Piedras enrolls 15,186 undergraduate and 3,467 graduate students. 99.7 percent of the students are Hispanic and most students at the graduate and undergraduate levels are officially low-income. The University of Puerto Rico-Río Piedras has experienced significant declines in graduate school enrollment in recent years (15 percent decrease between 2003 and 2008) particularly in its master's level programs (25 percent decrease; down 631 student). Comprehensive internal and external analysis revealed significant institutional weaknesses and gaps that are contributing to these low performance rates. They include: a graduate curriculum that is in a very traditional format and not conducive to the lifestyle, learning styles, and needs of current and potential students. Furthermore, the University of Puerto Rico-Río Piedras lags far behind its counterparts in the effective use of distance education technology and support services for graduate students are minimal.

Over the life of the grant, the institution proposes a comprehensive project for: ***Expanding Graduate Education and Achieving Success for Hispanics at UPR- Río Piedras through Distance Education*** focused on:

1) **Expanding Access to Postbaccalaureate Education through Distance Education:** the University of Puerto Rico-Río Piedras will convert 28 graduate courses, including 21 in critical STEM fields to online and/or hybrid delivery thereby expanding access to existing courses and corresponding degree programs to low-income, working, otherwise time-constrained or disadvantaged students. To facilitate curriculum conversion, we will upgrade distance technology and provide faculty with extensive professional development to ensure successful integration of distance learning pedagogy.

2) **Design and Implementation of a Graduate Student Learning Commons (GSLC):**

Modeled after best practices, the Graduate Student Learning Commons will support and encourage collaborative learning, provide online access and information on resources available both on and off campus including 24/7 access to resources via a Virtual Center, graduate student professional development seminars/workshops, enhancement of English communication skills, as well as faculty coaching and peer mentoring support. To assist low-income graduate students, the University of Puerto Rico-Río Piedras will award a minimum of 50 Fellowships over the five-year grant period. Recipients will be required to maintain a minimum GPA and develop/implement a Plan of Study inclusive of a set of expectations, responsibilities, and engagement in research activities.

P031M090018

Inter American University of Puerto Rico Barranquitas Campus, PR

ABSTRACT

The purpose of this project is to provide opportunities of graduate studies for Hispanic students from the rural area of Puerto Rico at Inter American University of Puerto Rico-Barranquitas Campus (IAUPR-BC). The project will strengthen the capability of Inter American University of Puerto Rico-Barranquitas Campus to develop the following new graduate programs: Master of Art in Education with concentration in Teaching Sciences at the Elementary Level, Master of Art in Education with concentration in Teaching Mathematics at the Elementary Level, and Master in Sciences Plant Biotechnology.

Over the life of the grant, goals and objectives will be accomplished by:

1. the implantation of the preceding new graduate academic programs;
2. recruitment and graduation of at least 45 students;
3. incorporation of instructional materials and technology;
4. use of problem-based approach in the curriculum;
5. acquisition of modern instrumentation and materials to sustain the laboratory learning experiences;
6. special student learning experiences through training as laboratory and teaching assistants;
7. faculty training in pedagogical and experimental techniques to improve their teaching skills; and
8. construction of a new laboratory for graduate programs in plant biotechnology and teaching sciences at the elementary level.

This project will provide a unique graduate academic opportunity to Hispanic students from the rural area of Puerto Rico.

ABSTRACT

Mercy College, a private, non-sectarian Hispanic Serving Institution located in Dobbs Ferry, New York serving a diverse student population of 5,390 undergraduate (27.4 percent Hispanic; 25.3 percent African American) and 3,653 graduate students (17.5 percent Hispanic; 21.6 percent African American), has developed a Promoting Postbaccalaureate Opportunities for Hispanic Americans (PPOHA) Title V, Part B program designed to fulfill the college's mission to provide transformational, high-quality higher education to students, including a large Hispanic graduate student population. A thorough examination of the strengths and weaknesses of the college's graduate programs and services needed to meet the needs of graduate students, has resulted in the proposed G-PACT project that seeks to substantially improve the academic attainment of Mercy College's graduate students while providing the academic, social, interpersonal and financial support needed to enable more students and in particular Hispanic graduate students to successfully complete their degrees.

The Activities to be implemented through this project are all focused on significantly improving retention and degree completion rates for the largely low-income, first-generation graduate students while fully preparing them for rewarding careers with the professional skills, confidence, presence, and assertive edge needed to succeed in today's highly competitive world. Over the life of the grant, the proposed PPOHA project will involve the following Activities as outlined below:

Activity 1: To develop Graduate Student Centers at both the Dobbs Ferry and Bronx Campuses that will serve as an academic and student support resource and enable students to engage one another in an active learning environment.

Activity 2: To develop a comprehensive Graduate Student Support and Success Program modeled on the College's successful undergraduate PACT program and focused on increasing graduate student retention and degree attainment. This Activity will focus on offering workshops and seminars on various topics including developing leadership skills, building interpersonal and cultural competency skills for the workplace, resume preparation, interviewing techniques and utilizing ePortfolios to measure graduate students' progress.

Activity 3: Provide a distinct Graduate Faculty Development program. The Faculty Development activities will provide for a series of thematic training activities concerning the distinct needs of graduate faculty. This activity will also include resources for instructional designers to infuse online courses in education and health with simulations and web 2.0 experiences and the development of online tutorials that will train faculty to incorporate writing and communication skills across the graduate curriculum.

Activity 4: Improve retention rates of Hispanic graduate students. This activity will include the development of a graduate student peer tutoring program, the acquisition of subject/course specific software for success with taking standardized tests, the hiring of part-time graduate writing and research specialists and a dedicated scholarship program for low-income graduate students to facilitate full-time study and degree completion.

Activity 5: Ensure effective Program Management and a comprehensive Project Evaluation. This activity will focus on hiring a dynamic program coordinator to implement and oversee all project activities and the hiring of an external evaluator to develop assessment tools, establish methodologies, and work with the project leadership team to achieve project outcomes.

P031M090020

New Mexico Institute of Mining and Technology, NM

ABSTRACT

New Mexico Tech (NMT) is a state-supported, co-educational, Hispanic-serving research institution (26.3 percent Hispanic undergraduates) offering undergraduate and graduate degrees in science, engineering, and technology-related fields. One of only three research institutions in the state and the only Science, Technology, Engineering and Mathematics (STEM) institution, New Mexico Tech offers 24 undergraduate degrees, 17 Master's degrees (Engineering Management; Master of Science for Teachers, Master of Science in fifteen other Science, Technology, Engineering and Mathematics areas), and Ph.D. degrees in twelve engineering and science fields. Located in the small town of Socorro (population 9,000), New Mexico Tech enrolls students from across the state, the nation, and the world. Just over half (52 percent) of its graduate students are from New Mexico, and 38.3 percent are minorities (10.3 percent Hispanic).

Although six of the state's top ten fastest-growing occupations are projected to be in Science, Technology, Engineering and Mathematics areas, a situation tied to the presence of Sandia National Laboratories, the U.S. Air Force Test and Evaluation Center, and Los Alamos National Laboratory, New Mexico is near the bottom in income and educational attainment, with 29.3 percent of residents living in poverty and the percentage of New Mexicans aged 24-64 with a bachelor's degree expected to decline over the next decade. New Mexico Tech's graduate enrollment has nearly doubled in the last decade, approaching 600 students. Its infrastructure, however, has not kept up with this growth (outdated technology, for instance). Another issue is that despite some slow growth over the past five years, the proportion of Hispanics in the graduate student body (10.3 percent) is far below their representation in the state (44.1 percent) or even in the undergraduate student body (26.3 percent). Inadequate outreach to Hispanic students and inadequate services to support retention contribute to this complex issue.

Over the life of the grant, New Mexico Tech proposes to undertake a three-pronged approach to address these issues:

1. Updating technologies: (1) Implement Banner Workflow to link the graduate school to the Management Information System already in place for the undergraduate school; (2) Develop six new Learning Lab Smart Classrooms to support both technologically-enriched face-to-face instruction and distance learning; (3) Create Learning Spaces in all 14 graduate departments.

2. Redesigning curricula: (1) Train faculty and graduate fellows in new pedagogies that take advantage of technologically-advanced classrooms; (2) Develop 10 Learning Communities linking Technical Communications with entry-level graduate engineering and science classes to improve writing, speaking, and formal presentation skills; (3) Infuse communications and presentation skills into higher-level graduate courses to reinforce these skills throughout the students' whole graduate school experience.

3. Developing a Center for Graduate Studies: (1) Provide an organizational center for faculty training on advising, mentoring, and using instructional technologies; (2) provide ESL instruction to graduate students whose first language is not English; (3) offer tutoring in writing and special Thesis/Dissertation Workshops; (4) offer workshops on Critical Reading; (5) organize and monitor outreach to Hispanic undergraduates.

Overall objectives call for a 50 percent increase in Hispanic students, and an increase from an average of 53.2 percent completion within 3 years for the last 3 cohorts of Hispanic Master's students to an average of at least 60 percent.

P031M090022

Universidad Metropolitana, PR

ABSTRACT

Universidad Metropolitana-Campus is a four-year private institution located in San Juan, Puerto Rico.

Over the life of the grant, a single project is proposed: ***Increasing the Number of Graduate Students in Northern Puerto Rico***

The project will focus on addressing the needs of disadvantaged Hispanic individuals from Puerto Rico who could be prospective candidates for graduate school or who are already enrolled in graduate school. It will also include the faculty from the graduate schools. The project will improve graduate student success by providing student support services, a comprehensive faculty development program to prepare faculty to integrate methodologies as well as assistive technology, the universal design and assessment into the curriculum, a research center to support both students and faculty in their research endeavors, and a well-structured student tracking system for graduate students.

Sample of key measures: a) At least 1,000 students will visit the Center for Graduate Studies by 2014, 200 per year; b) At least 1,500 students will receive graduate student comprehensive support services by 2014, 300 per year; c) 80 percent of full-time and voluntary part time professors will be offered and complete professional development activities and will attend workshops offered; d) 80 percent of faculty will have revised courses after they have taken the workshops in the Successful Teaching component that includes teaching methodologies training, research, assessment, and assistive technology and the universal design workshops.

P031M090023
University of LaVerne, CA

ABSTRACT

The University of La Verne, located in LaVerne, California in eastern Los Angeles County, is confronting its need for Hispanic and low-income graduate students to catch up to mainstream persistence and completion. Hispanics are 32 percent of graduate students (54 percent of undergraduates).

Undergraduates are in parity with the demographics of eastern LA County region. La Verne has a long history of serving Hispanics. According to the most recent issue of The Hispanic Outlook in Higher Education (May 4, 2009), La Verne ranks number four among California private universities for awarding master's degrees to Hispanic students. In the spirit of La Verne's mission, improving success with Hispanics and other underrepresented students in graduate programs is at the heart of this project.

Over the life of the grant, The University of La Verne will develop a two-part strategy:

Part 1:

- 1) Graduate students need support with writing and statistics skills, financial aid, mentors, career ladder development, and a solid orientation to graduate school. A Graduate Success Center will centralize otherwise fragmented or non-existent services especially tailored for graduate students: direct aid packages, tutoring, mentoring, employment development services, research discussions--a real community of learners.
- 2) Faculty need re-assigned time or stipends to update and strengthen curriculum and learn how to integrate learning technology into their content and delivery methods; they will pilot new curricula and methods with real students in real classrooms.

Part 2:

- 1) Three degrees will be strengthened by updating curricula and testing innovative methods:
 - a) Certificate in Teaching Technology will strengthen the teacher education program,
 - b) Certificate in bi-lingual/bicultural school counseling will shape the MEd-Counseling degree to fit the Hispanic population in K-12 schools (over 70 percent);
 - c) Intensive track of the M.B.A: Multi-Cultural Management, which will address local and global needs for professionals who can work within any organizational culture.
- 2) After faculty preparation time in Year one, student cohorts will enter each program and proceed as a group to complete the certificates and new M.B.A. track. Years two-five: faculty will pilot new curricula and methods with each cohort, and with formative assessment they will refine and strengthen each program before they are formally institutionalized in graduate programs.

P031M090024

Mount St. Mary's College, CA

ABSTRACT

Mount St. Mary's College's Doheny Campus, where graduate programs reside, is located in downtown Los Angeles. Historically, the small, four-year liberal arts college has been far more inclusive of high-risk students than similar colleges in the Los Angeles area. The institution would like to increase support services for students and address current problems that include:.

- 1) Students' vulnerability to financial debt, conflicting priorities of school and family and work, inadequate writing and statistics skills, limited orientation to graduate school expectations, no centralized infrastructure for graduate student support and slow completion rates;
- 2) Faculty time is limited so that technology and cultural fluency resources are under-utilized across the curriculum. Instructional delivery relies primarily on traditional methods; and
- 3) Three Master's degrees warrant strengthening or updating by a committed, expert faculty.

Over the life of the grant, Mount St. Mary's College proposes one activity in two parts:

Part 1: Improve persistence and completion of graduate students through the support services of a Graduate Transition Center which will provide direct student aid, tutors, professional employment planning, mentoring, community of learners, and comprehensive orientation. Data on Center users and students with faculty mentors will drive Center improvements throughout the project

Part 2: Strengthen and update three degrees: 1) Master of Science-Nursing hybrid track for nursing administration, 2) Master of Science-Counseling-Psychology administrative track for non-profit management, and 3) Master of Science-Education for K-12 Teachers: Integrated Technology across the curriculum.

All degree curriculum changes will occur in the first year; graduate students will begin the degree hybrids together as cohorts in Years two-five, when faculty developers and cohort data will drive refinements in each program.

P031M090027

Sul Ross State University, TX

ABSTRACT

Sul Ross State University, a Hispanic-Serving Institution, is a public, regional comprehensive university located in Alpine, Texas. As a public, comprehensive, open door institution, **Sul Ross is the sole source of higher education in a vast, remote region.** At the gateway to “Big Bend Country,” Sul Ross operates one branch campus (Rio Grande College) and two satellites to serve its rurally-isolated, low-income population spread across an 18-county, sparsely populated service area. The region is culturally rich, but inhabited by impoverished people along the 1,200-mile Texas-Mexico border who have historically looked to Sul Ross for education that may lead to a new way of life. Virtually all of its students come from this economically and educationally disadvantaged region.

While Sul Ross State University is committed to fulfilling its comprehensive mission of access and success for area residents, funds have not been available to resolve documented institutional gaps and weaknesses in curricula, services and infrastructure, which threaten the ability to expand access to graduate education and increase student success. Students need distance education options for graduate education to be more accessible, but the institution’s present degree programs are unable to fill this need, and its resources are insufficient to invest in the faculty release time and technical support necessary for converting degree programs to distance delivery. Furthermore, there is inadequate bandwidth and server capacity to deliver significantly more distance courses.

Over the life of the grant, the following project is proposed: “***Puertas Abiertas,***”(Open Doors) The purpose of “***Puertas Abiertas***” is to increase Hispanic and other low-income students’ attainment of graduate degrees and provide new pathways to these degrees for students in our vast region through distance education. The project will:

1. expand existing degree programs in four high-demand fields (Education, Agriculture, Business and English/Communication) by offering distance options;
2. update and expand the distance education infrastructure;
3. provide faculty development in distance instructional techniques/ technology;
4. develop a new Graduate Student Center that will provide pro-active graduate support services; and
5. provide direct support to students through fellowships.

Importantly, the project includes a comprehensive evaluation plan.

P031M090028

Carlos Albizu University-Miami Campus, FL

ABSTRACT

Carlos Albizu University (CAU)-Miami, located in one of the most highly Hispanic communities in the nation, is an open-access, private, nonprofit specialized university that serves approximately 700 graduate students each year. Overall, 65 percent of students are Hispanic, 75 percent work over 20 hours per week, and 87 percent are financial aid recipients. The university provides five master's level programs and one doctoral level program in the areas of psychology, business administration, and education. Originally a graduate institution, Carlos Albizu University-Miami now also serves undergraduates; however the majority of its offerings are graduate programs and 62 percent of its enrollment is graduate students. Since its establishment in 1980, Carlos Albizu University-Miami has provided south Florida residents postbaccalaureate education opportunities founded on sensitivity to the needs and socio-cultural characteristics of the area's Hispanic population. The South Florida region served by Carlos Albizu University-Miami is a vast metropolitan area that encompasses Miami-Dade County, which has a population of 2.4 million (62 percent Hispanic) that includes a large proportion of immigrants from Latin America and the Caribbean.

While Carlos Albizu University-Miami is committed to fulfilling its mission of access and success for all students, gaps and weaknesses within its physical and technological infrastructure have hindered its capability to provide flexible and convenient access to graduate programs. Enrollment has outpaced classroom capacity; the current technology infrastructure is inadequate (network, hardware, software); and the university must compete with an ever increasing number of online degree opportunities that offer the ease, flexibility, and convenience that so many graduate students seek.

Over the life of the grant, the following project is proposed:

A Virtual Graduate Campus: Promoting Postbaccalaureate Participation

The project will:

1. Develop an academic immersive, bilingual (English/ Spanish) Virtual Graduate Campus (VGC) designed to provide a single point of entry for distance delivery of instruction and required support services;
2. Enhance the technology infrastructure of the university to support the needs of the Virtual Graduate Campus; and
3. Provide training and support for faculty in effective practices for converting new courses and enhance existing online courses for three in-demand postbaccalaureate degree programs.

P031M090038

Texas A&M University-Kingsville, TX

ABSTRACT

Texas A&M University-Kingsville (TAMUK) is a state-supported institution serving an area of rural south Texas bordering Mexico. The university serves an area approximately the size of West Virginia, ranging from San Antonio to the Mexican border. Texas A&M University-Kingsville is designated as a minority-serving institution, with 62 percent of its student population being Hispanic. Texas A&M University-Kingsville's 15-county primary service area has a population of approximately 1.35 million and is characterized by poverty, high unemployment and welfare rates, substandard living conditions, and high ratios of under-served and disadvantaged citizens.

Over the life of the grant, the following activities are proposed:

Activity 1. Supporting Graduate Student Success at Texas A&M University-Kingsville. To enhance graduate student success, cohorts of master's and doctoral students will be supported by graduate scholarships. These scholarships will alleviate pressures many students encounter as they attempt to finance their graduate education. In addition, graduate students will receive professional development aimed at helping them develop knowledge, skills and abilities in preparation for the workforce upon degree completion. They will have access to seminars, lectures and assistance with graduate admissions and employment processes. Finally, they will develop professional presentation skills as they participate in research symposia on campus and at the Texas A&M University System Pathways to the Doctorate annual research competition.

Activity 2. Building Capacity in Graduate Education at Texas A&M University-Kingsville. To build graduate education capacity, funds are requested to develop intelligent graduate education classrooms and upgrade scientific equipment in graduate education and research laboratories. In addition, campus-wide initiatives supporting graduate education programs in all Texas A&M University-Kingsville colleges will be supported. These include annual licensing fees for the Texas Digital Library and software, engagement funds supporting a new Javelina Research Symposium on the Texas A&M University-Kingsville campus and support for scholarship recipients attending and competing at the annual Texas A&M University System Pathways to the Doctorate symposium.

Upon completion, increased numbers of graduate students will be successful in master's and doctoral programs and Texas A&M University-Kingsville capacity to support graduate education will be strengthened. Data will be collected to assess project success as follows: 1) Number of students enrolled in master's and doctoral degree programs compared to rolling three-year enrollment average; 2) Participant rate of progression toward graduate degree completion compared to graduate students not receiving PPOHA scholarships; 3) Participation in workshops for PPOHA graduate students; 4) Frequency of participant presentation at regional / national meetings or publication of scholarly work; 5) Number of classrooms upgraded annually with instructional technology; 6) Increase in annual expenditures for scientific equipment in graduate education laboratories; 7) Demonstration of knowledge, skills and abilities gained through workshop participation; and 8) Employability at completion of degree.

P031M090041

Cal State L.A. University Auxiliary Services, Inc., CA

ABSTRACT

California State University, Los Angeles (CSULA) is one of the largest Hispanic-serving universities in the country. California State University, Los Angeles is in the top 10 percent of U.S. institutions producing Hispanic undergraduates and ranks 8th in the nation for Hispanic Master's graduates. However, in stark contrast to the 47 percent national average acceptance rate for Hispanic applicants to AAMC-accredited medical schools in 2008, only 20 percent of California State University, Los Angeles graduate/postbaccalaureate applicants are successful in gaining admission to a medical school. Furthermore, while the overall campus is 53 percent Latino, only 30 percent of graduate/postbaccalaureate students are Hispanic. Thus, a substantial need to develop and improve California State University, Los Angeles programs aimed at increasing the number of competitive Hispanic applicants to pre-health professions programs exists.

Highlighting the problem of underrepresentation, Hispanic Americans constitute 15 percent of the nation's population but comprised only 7.7 percent of students accepted to medical school in 2008. Forty-two federally designated Health Professional Shortage Areas (HPSAs) exist in Los Angeles and 62 percent of them are within the California State University, Los Angeles service area. Thus, California State University, Los Angeles is uniquely positioned to develop programs addressing this problem. Of students admitted to the California State University, Los Angeles Postbaccalaureate Certificate Program for Pre-Health Professionals (PCPHP), only 15 percent gained acceptance to a medical school.

Over the life of the grant, a program composed of three interconnected components to expand and improve the California State University, Los Angeles Postbaccalaureate Certificate Program for Pre-Health Professionals as a mechanism for addressing Latino under-representation in healthcare is proposed.

Component One – Increasing Postbaccalaureate Certificate Program for Pre-Health Professionals outreach and capacity. We will expand the Postbaccalaureate Certificate Program for Pre-Health Professionals from a current limit of 10 students per year to 30 students per year. Of these 30 students, 20 will be from underrepresented or low-income backgrounds.

Component Two – Health Careers Advisement Office (HCAO). Services for Title V-B Postbaccalaureate Certificate Program for Pre-Health Professionals participants will be expanded and improved to encompass an in-residence summer academy, student skills workshops, a weekly healthcare seminar series, and a culminating Healthcare Mini-symposium. Most services developed will be available to all California State University, Los Angeles pre-health professions students.

Component Three – Postbaccalaureate Certificate Program for Pre-Health Professionals and Master of Science degree student course offerings. Course offerings that are most useful to the institution's pre-health professions students will be expanded, updated, and improved. All California State University, Los Angeles pre-health professions students will benefit.

P031M090043

University of St. Thomas, TX

ABSTRACT

The University of St. Thomas (UST) is an independent Catholic university located in downtown Houston, Texas. The area is economically depressed with the Hispanic population lagging significantly behind the white non-Hispanic population in most indicators. UST is fully accredited by the Southern Association of Colleges and Schools. The University of St. Thomas offers 30 undergraduate programs, 8 masters programs (with the largest in the schools of education and business), and one doctoral program. All academic programs are fully grounded in the liberal arts. Enrollment has been steadily declining since 2004. As of fall 2008, the undergraduate student headcount was 1,583, with 32.3 percent of enrolled students reporting Hispanic ethnicity. The graduate enrollment was 880 with 24.5 percent reporting Hispanic ethnicity.

The institution is currently faced with challenges including a declining enrollment that has resulted in lost revenue and lost opportunities for students. Enrollment, graduation and retention rates are unsatisfactory in our masters programs; the most recent four-year retention rate for our graduate programs is 67.2 percent. Access to the University of St. Thomas' masters programs is limited by inflexible scheduling resulting from over-reliance on face-to-face courses. Furthermore, the curriculum is technologically impoverished. The academic technology infrastructure is weak, placing the university at a disadvantage with respect to its competitors, limiting options for course format and delivery, and in turn limiting access to students. The University is perilously close to a self-perpetuating downward spiral of shrinking revenues and shrinking services (both academic and otherwise) that threaten the university's long-term stability.

Over the life of the grant, to increase access for graduate students and to increase enrollment revenue, we will: 1) Develop masters courses in education for online delivery in dual language instruction, special education, and administration. By increasing access to and completion of these programs, UST will not only increase enrollment but can also help to fill the critical shortages of P-12 masters-level educators in these areas; 2) Infuse the masters in education program with technology; 3) Develop and pilot an institution-wide Graduate Student Success Center that is specifically designed to provide assistance with graduate-level writing, research, and issues of academic/work/life balance; and 4) Develop and pilot procedures for graduate student fellowships. The University of St. Thomas' master's education graduates are leaders who will train other teachers and thus have an influence far beyond a single classroom. The project will impact the educational pipeline for Hispanics at virtually every level.

The overall project outcomes are: (1) to increase enrollment of Hispanics and low-income students in UST graduate programs; and (2) to increase graduation rates in our masters programs. In accomplishing these outcomes, we will also have a positive impact on P-12 education in the region.

P031M090045

University of Texas at Brownsville and Texas Southmost College, TX

ABSTRACT

The University of Texas at Brownsville and Texas Southmost College (UTB/TSC) is a public four-year university that serves more than 17,000 students, over 90 percent of whom are Hispanic coming from the Rio Grande Valley (RGV) region in south Texas. While Rio Grande Valley is a region of tremendous potential for growth in terms of human capital (the first in the nation) and in terms of contributions this population can make to the state and the nation, such potential cannot be realized without the intellectual and educational resources that have been historically lacking. The region is still plagued with a dismaying poverty rate of 36.5 percent in 2008. There is an extremely urgent need in Rio Grande Valley to provide affordable postsecondary education, and produce high-quality graduates with promising employability, in order to bring radical changes to the local economy.

To respond to such severe regional situations as well as the national imperative to promote postsecondary education for Hispanic Americans, The University of Texas at Brownsville and Texas Southmost College proposes a project to improve its graduate programs in computer science (CS) and math as an effort to expand postbaccalaureate educational opportunities for Hispanic Americans and contribute to the bootstrapping of regional economy. The project aims to (1) improve the retention and graduation rates of Hispanic and low-income graduate students in computer science and math; (2) improve the employability including the ability for Ph.D. study of Hispanic and low-income students upon their graduations; (3) attract more Hispanic and disadvantaged students to enter into Science, Technology, Engineering, and Mathematics fields.

Over the life of the grant, the project will integrate proven best practices including: (1) **course development** consisting of online course development to facilitate convenient access to these courses and improve students' retention rate, and new course development and course redesign in emerging areas such as bioinformatics, cyber security and distance education in mathematics that will greatly benefit students' future employment and/or further academic careers; (2) **faculty mentored research** to engage students in research and keep them motivated and focused on their graduate study to prompt success; (3) **high-school outreach and teaching activities** to build linkages among computer science or math students towards teaching in high schools and motivate them to pursue a teaching career, as well as to attract more high school teachers/students to pursue computer science and math undergraduate/graduate degrees; (4) **summer internship program** to enable students to get first-hand industry experience through internships and to be more employable upon graduation; (5) **invited speaker series** where successful minority students, scholars and industry leaders will be invited as role models to the University of Texas at Brownsville and Texas Southmost College to have dialogues with our participating students to inspire them to pursue advanced study in Science, Technology, Engineering, and Mathematics; (6) **teaming graduate students with undergraduate students** in research project as well as in regular academic life through "buddy-mentoring" in order to not only develop the leaderships of graduate students but also engage undergraduate students to strengthen and widen the pipeline in computer science and math through graduate degrees.

Upon successful execution of the project, we anticipate the project outcomes to be significant increases in enrollment, retention and graduate rates, as well as immediate employment rates in the computer science and math graduate programs. We also anticipate an increased portion of our graduates to go on to pursue Ph.D. degrees.

P031M090049

Nova Southeastern University, FL

ABSTRACT

Nova Southeastern University (NSU), a private, not-for-profit HSI based in Ft. Lauderdale-Davie, Florida, is a highly-rated provider of degree opportunities for Hispanic and other underrepresented students, particularly for those pursuing postbaccalaureate degrees. Nova Southeastern University currently ranks first in the number of Doctoral Degrees awarded to Hispanics, but despite this notable achievement, a major attrition problem exists in graduate programs at the College of Education, particularly among Hispanic/Latino students: in recent years, attrition rates have ranged from 52 percent-72 percent.

Nova Southeastern University believes that it can produce a high number of Hispanic graduates even under current challenging circumstances. In support of the Promoting Postbaccalaureate Opportunities for Hispanic American program performance outcomes, Nova Southeastern University's measurable project objectives will involve: reducing the percentage of Nova Southeastern University Hispanic/Latino postbaccalaureate Education majors who drop out; increasing by a minimum of 20 percent the completion rate of Hispanic/Latinos enrolled at Nova Southeastern University as declared majors in postbaccalaureate Education programs (with a corresponding increase in enrollment); designing a more seamless baccalaureate to doctorate curriculum through curriculum realignment; and designing a new doctoral concentration addressing Hispanic-Serving Institution Leadership development.

Over the life of the grant, outcomes will be achieved through a strategic combination of **curriculum changes** (exploring the creation of a new Foundations of Graduate Studies in Education course, Direct Doctorate in Education program, and Doctoral Concentration in Strategic Transformation Leadership for Hispanic-Serving Institutions), and **student support services** (a new Education Fellows Program, the expansion of Doctoral Completion Intervention workshops, a new Student Support Web Portal, a new Innovations Lab for Faculty Development, a new Office of Graduate Student Support, and expansion of Mentor Training for faculty, field associates, and advanced graduate students). Activities will address roadblocks such as duplicative courses/content, no scaffolding of critical graduate skills, inadequate graduate student support services, and insufficient ability of faculty to establish meaningful connections with students.

P031S090050

University of Texas-Pan American, TX

ABSTRACT

University of Texas-Pan American (**UTPA**) seeks external funding to enhance the institution's ability to build and sustain comprehensive, student-centered graduate programs in STEM (Science, Technology, Engineering, and Mathematics) fields. This objective serves to fulfill the university's vision of becoming a premier learner-centered research institution and its goal to optimize institutional effectiveness and efficiency consistent with high quality organizational standards. The three counties of Cameron, Hidalgo, and Willacy directly served by University of Texas-Pan American have a Hispanic population of more than 85, 89 and 97 percent respectively. These counties are also the ones with the lowest median annual income in Texas.

One focus of the University of Texas-Pan American's strategic plan is to increase the level of graduate education at the university, both in terms of student enrollment and program offerings. However, student attrition in the graduate programs is a challenge for the university, particularly in the Science, Technology, Engineering, and Mathematics fields. Some of the factors could be attributed to the systemic and structural problems such as limited access to available resources, lack of sense of community within the departments, limited opportunities for networking and faculty training. Student attrition rates of graduate cohorts at the university in Science, Technology, Engineering, and Mathematics fields from fall 2004 through fall 2006 indicate a high rate of attrition in the first year which shows the need for more support in the beginning of the program.

Over the life of the grant, to address these issues and to enhance experiential learning for low-income, first-generation graduate students, University of Texas-Pan American proposes the following activities:

Activity 1: to develop and implement a strategic plan to transform graduate education at University of Texas-Pan American. This will be a two-year project during which a consulting team from the Council of Graduate Schools will evaluate the university's policies and procedures related to graduate education and make recommendations based on best practices to strengthen existing and future graduate programs. The key outcome measure will be a high-quality and comprehensive graduate handbook to be completed by year two.

Activity 2: Creation of University of Texas-Pan American Graduate Resource Center (GRC) by the end of year one. This center will provide guidance and resources to faculty on sustaining and enhancing existing graduate programs and to develop graduate curriculum that promotes experiential learning, research activities and student participation in research proposals and national conferences; Research and Teaching Assistantship for graduate students, resources for writing quality research papers, theses and dissertations.

Activity 3: Support for Science, Technology, Engineering, and Mathematics students from low-income Hispanic students to attract more of this socio-demographic group into the Science, Technology, Engineering, and Mathematics fields. A key outcome measure will be increased student participation in research projects in Science, Technology, Engineering, and Mathematics studies and a five percent increase in graduate students in Science, Technology, Engineering, and Mathematics fields over the next five years.

P031S090051

Texas A&M University-Corpus Christie, TX

ABSTRACT

Texas A&M University-Corpus Christi proposes a program to expand postbaccalaureate educational opportunities and expand postbaccalaureate academic offerings and enhance program quality for target populations. The program consists of four goals and seven objectives that address four underlying components: (1) Postbaccalaureate Students; (2) Faculty Development; (3) Research Engagement; and (4) Resources and Services.

Over the life of the grant, the following project is proposed: ***Continuing the Title V Pipeline in Graduate Studies.*** The program goals are:

1. To increase the number of postbaccalaureate students who will succeed academically and obtain their postbaccalaureate degrees in programs of their choice by creating a postbaccalaureate retention and completion strategy;
2. To increase the quality of classroom and laboratory instruction through a graduate faculty development component aimed at enhancing the teaching and pedagogical skills of the faculty;
3. To increase the research engagement component of graduate studies in their selected areas of discipline and within their career path in order to enhance their critical thinking and analytical inquiry skills, prepare students for careers after graduation and increase retention and completion; and
4. To increase the quality and quantity of instructional offices, labs, classrooms and other resources, including technology, related to graduate studies.

P031S090052

Carlos Albizu University-San Juan Campus, PR

ABSTRACT

Carlos Albizu University (CAU)-San Juan is a private, nonprofit specialized university located in the heart of historic Old San Juan, Puerto Rico. The institution has a strong history of serving graduate students since its founding as a professional school of psychology in 1966. Today, the school enrolls nearly 900 students, 79 percent of whom are graduate students. Overall, 98 percent of our graduate students are Hispanic, 83 percent are female and 66 percent are in need of financial aid. Carlos Albizu University-San Juan serves the densely populated island of Puerto Rico with four million inhabitants (98.6 percent Hispanic). A large proportion of students are residents of the San Juan metropolitan area, which has a population of 2.6 million. San Juan and the island at large are highly disadvantaged areas, with high unemployment and a median household income that is less than half that of the United States (\$20,579/ San Juan; \$18,191/PR; \$50,007/U.S.).

A number of challenges hinder the university's ability to expand access to postbaccalaureate programs: instructional space constraints; deficiencies in technology infrastructure; inadequacy of classrooms and lab facilities; and limited technical support personnel. These serious obstacles pose a formidable constraint because costs to take necessary steps to overcome these problems are beyond the financial resources of the university.

Over the life of the grant, the following activities are proposed in order to address the institution's challenges:

1. Integrate learning (SMART) technology into classrooms;
2. Develop a state-of-the-art speech-language pathology instructional clinic;
3. Develop a computer lab equipped with relevant software programs and applications;
4. Equip a multi-media conference room to include videoconferencing capability; and
5. Provide professional development opportunities to faculty on effective use of instructional technology.

Expected outcomes appropriate to the project are related to: (1) expanding the capacity for enrolling more Hispanic and disadvantaged graduate students in high-demand programs; (2) bringing 21st century technology learning tools to the graduate classroom; and, (3) developing required resources for national accreditation of the Speech-Language Pathology degree program.

P031M090054

Florida International University, FL

ABSTRACT

Florida International University, a four-year, urban, research, Hispanic-Serving Institution (HSI), awarding bachelors and masters degrees to Hispanics in the United States seeks to involve 85 Hispanic students in the completion of postbaccalaureate degrees.

Over the life of the grant, the following program is proposed: *The Creating Latino Access to a Valuable Education (CLAVE) program.*

The institution will recruit Hispanics in order to complete a Doctor in Education and master's degrees in the following areas: Educational Administration and Supervision, Urban Education, and Higher Education Administration. The program will recruit and select 10 Hispanics in order to complete a Doctor in Education degree with a specialization in Educational Administration and Supervision. In addition, 20 Hispanic teachers from low-performing urban schools in Miami-Dade County, Florida, will be selected to complete a master's degree in Urban Education. The program will also offer five Hispanic students tuition scholarships and graduate assistantships in order to complete a master's degree in Higher Education Administration.

The proposed project has been conceptualized based on the identified professional development needs of Hispanic teachers in the district and our local student population. Consistent with the measurable objectives derived from these needs, the program evaluation will be accomplished through two approaches:

1. process evaluation, which measures how efficiently and timely the objectives are being accomplished; and
2. performance evaluation, which addresses the effects of the program on the participants, their students, schools and communities.

The Creating Latino Access to a Valuable Education (CLAVE) project will be implemented through the collaboration of Florida International University and Miami-Dade County Public Schools, the fourth largest school district in the United States. These institutions constitute an excellent combination since all have gained national recognition in serving the needs of linguistically and culturally diverse students.