

**Fund for the Improvement of Postsecondary Education (FIPSE)
FY 2008 Comprehensive Program (CFDA 84.116B)**

New Grant Awards by Grantee Name

Oregon Health & Science University (Oregon) - P116B080063

Title: Clinical Education Redesign and Evaluation Project

Offers evaluation data on a new approach to clinical education currently being piloted by the Oregon Consortium for Nursing Education (OCNE). The new clinical education model was specifically designed to help nursing students gain the competencies needed for today's complex practice; better utilize faculty, staff nurse, and student time in the curriculum while achieving enhanced outcomes; and increase capacity in clinical education sites. The project provides evaluation that will help expand the model from the seven current projects in three community colleges and the Oregon Health & Science University to all 13 institutional participants in the consortium and over 100 clinical partners. Findings will be shared with other schools around the United States.

FY 2008 Award: \$328,843

Total Estimated Award (3 years): \$597,654

Contact: Maggie M. Lynch, Oregon Health & Science University, 3455 SW U.S. Veterans Hospital Road, Portland, OR 97239, 503-494-6271, lynchmag@ohsu.edu

Rutgers, The State University of New Jersey (New Jersey) - P116B080098

Title: Developing Leaders for New Jersey's Science-Based Industries: Creating a Statewide System of Professional Science Master's Degrees

Establishes an innovative statewide system of Professional Science Master's (PSM) degree programs to address the critical skills gap problem in U.S. and New Jersey biotechnology-based industries. Rutgers will create the first PSM degrees available in New Jersey and add substantially to the national supply of graduates capable of integrating science and business to commercialize bioscience research. Rutgers' PSM system will be a vital component of the wider Bio-1 WIRED (www.bio-one.org) strategy to build a coordinated workforce and economic development system for New Jersey's biotechnology sector.

FY 2008 Award: \$600,000

Total Award (4 years): \$600,000

Contact: David Finegold, Rutgers, The State University of New Jersey, 3 Rutgers Plaza, ASB III, New Brunswick, NJ 08901, 732-445-5993, dfinegold@smir.rutgers.edu

University of Arizona (Arizona) - P116B080013

Title: Preparación Online – Building Teacher Capacity for Latino Academic Success and Readiness for Higher Education Through Online In-Service: National Dissemination of Innovative Secondary Curriculum

Provides teacher in-service training to address pervasive Latino educational underachievement and under-representation in postsecondary education. Both are believed to have their roots in the failure of school cultures to value and cultivate the students' unique bilingual and bicultural proficiencies as educational strengths. As the Latino population grows, this failure to capitalize on its heritage will further marginalize this population, limiting access to higher education and employment, with profound implications for our society. Through previous translation and interpretation (T&I) FIPSE projects (including *Preparación*, featured on NPR's *Morning Edition*, February 1, 2008), The University of Arizona (UA) National Center for Interpretation Testing, Research and Policy has amassed substantial empirical evidence, consistent with current extensive research, that curricular reform focused on T&I has a remarkable impact on Latino students' performance. Based on established successes, UA proposes to develop online in-service training for teachers nationwide in the content and delivery of the locally tested, multimedia T&I curriculum units developed under previous FIPSE grants for integration into existing high school Spanish curricula. This will provide a cost-effective and broadly available mechanism for dissemination of a teacher-driven, rapid-student-impact curricular reform opportunity for Latino students throughout the United States. High Latino-enrollment schools and districts in Arizona, Nevada, Texas, and Illinois have enthusiastically committed to implement and test *Preparación Online*.

FY 2008 Award: \$328,843

Total Estimated Award (4 years): \$599,995

Contact: Roseann Dueñas González, University of Arizona, Geronimo Building, 2nd Floor, P.O. Box 210432, Tucson, AZ 85721, 520-621-3615, rgonzale@u.arizona.edu

University of California, Riverside (California) - P116B080112

Title: CHASS Connect

Expands and evaluates a comprehensive first-year transition program for freshmen in the largest college, the College of Humanities, Arts, and Social Sciences (CHASS) of the University of California, Riverside. The project includes development of a model program that is supported by experimental research findings and replicable on other campuses. It contains a well defined plan for the dissemination of program materials and information. Student persistence, success, and timely graduation are not only local issues but are felt nationwide. The project staff intend to expand and evaluate the CHASS Connect program, a year-long comprehensive set of transition courses for freshmen that are structured with interdisciplinary course content, foster a sense of

community, and offer assistance with the transition from high school to college through personal and academic support and peer mentorship.

FY 2008 Award: \$514,875

Total Award (4 years): \$514,875

Contact: David Fairris, University of California, Riverside, 900 University Avenue, Riverside, CA 92521, 951-827-7750, david.fairris@ucr.edu

University of Maryland University College (Maryland) - P116B080026

Title: A Web-Based Mentoring Program Creating Industry-Academe Synergy

Establishes an industry-academic relationship to enhance Professional Science Master's (PSM) programs. The University of Maryland University College (UMUC) will develop an industry guided Web-based professional development plan that is integrated throughout the PSM program. UMUC will design, develop, test, implement, and disseminate a collaborative model that utilizes industry mentors as contrasted with mentoring offered by academics. Industry mentors and mentees will use online tools, including an electronic Industry Guided Professional Action Plan (E-PAP) tool, from the time students begin the program until they graduate, with assistance provided by graduates of the program. This collaborative model with industry is expected to result in students being better prepared for the job market, a higher retention rate, and a higher level of student satisfaction. Institutions will be able to create a curriculum that aligns more appropriately with industry needs.

FY 2008 Award: \$599,557

Total Award (4 years): \$599,557

Contact: Rana Khan, University of Maryland University College, 3501 University Boulevard East, Adelphi, MD 20783, 301-985-7679, rkhan@umuc.edu

University of Texas at El Paso (Texas) - P116B080100

Title: Development and Evaluation of an e-Based Bio-Manufacturing Laboratory for Engineering Education

Partner: Arizona State University (Arizona).

Establishes two geographically separated virtual teams between the University of Texas at El Paso and Arizona State University, collaborating on a biomanufacturing project via the Internet. A realistic visual representation of a remote laboratory will be developed along with the integration of an intelligent rapid prototype simulator and an e-based tutoring system to provide necessary information to remote users. The project aims to overcome current limitations in online biomanufacturing laboratory education in order to support a Professional Manufacturing Engineering Master Degree program in both

schools. Successful completion of the project will lead to excellence in advanced engineering education and online learning. The cost-effective model laboratories reduce duplication of expensive laboratory resources.

FY 2008 Award: \$328,843

Total Estimated Award (4 years): \$599,060

Contact: Bill Tseng, University of Texas at El Paso, 500 West University, El Paso, TX 79968, 915-747-7990, btseng@utep.edu