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Introduction

The Hispanic-Serving Institutions Division administers the Developing Hispanic–Serving Institutions (DHSI) Program which is authorized under Title V of the Higher Education Act of 1965, as amended. The purposes of the program are to expand educational opportunities for, and improve the academic attainment of, Hispanic students, and to expand and enhance the academic offerings, program quality, and institutional stability of the colleges and universities that educate the majority of Hispanic students and help large numbers of Hispanic and other low-income students complete postsecondary degrees.

In order to apply for a grant under Title V programs, an institution of higher education must have applied for and been designated as an eligible institution. The notice announcing the FY 2022 process for designation of eligible institutions, and inviting applications for waiver of eligibility requirements, was published in the *Federal Register* on December 16, 2021 (86 FR 71470). 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 DHSI program supports many institutional activities that include purchase of equipment for education and research; improvement of instruction facilities (construction, maintenance, renovation); faculty and staff development; curriculum revision and development; purchase of educational materials; student support services; community outreach programs; establishment or increase of an institutional endowment fund, and more.

Note: The Higher Education Opportunity Act of 2008 (HEOA) as amended, section 503(b) was expanded to include: innovative and customized instruction courses designed to help retain students and move the students into core courses; articulation agreements and student support programs designed to facilitate the transfer of students from two-year to four-year institutions; and providing education, counseling services, and financial information designed to improve the financial and economic literacy of students or their families. The list of authorized activities in section 503(b) was also amended to use the term “distance education technologies” in place of “distance learning academic instruction capabilities.”

The Notice Inviting Applications for new awards for fiscal year (FY) 2022 was published in the Federal Register on April 6, 2022 (87 FR19904). The deadline for the transmittal of applications was February 6, 2022. Applications for grants under the FY 2022 Developing Hispanic–Serving Institutions program grant competition were submitted electronically using Grants.gov and they were reviewed by a panel of three external grant reviewers.

This year, 205 grant applications were received; 186 were reviewed; and 78 grants were awarded. The maximum award size per grant award is \$600,000 per year for a period of 5 years. Total funding for new awards was \$45,727,609. Below are the abstracts for the newly funded grant projects.

Concordia University Irvine (“CUI”)

CUI is a private, Christian university in Irvine, CA. CUI enrolls 1,337 undergraduate students and over 2,200 graduate and non-traditional students. The university consists of six schools: Christ College (theology, philosophy, and church careers), the School of Arts and Sciences, the School of Business and Economics, the School of Education, the School of Health and Human Sciences, and the Townsend Institute (counseling and leadership); and offers 30 undergraduate majors and 60 specializations, 16 graduate programs, an online bachelor’s degree in Organizational Leadership, and an accelerated bachelor’s degree in nursing. In 2014, CUI added its first doctoral program, Educational Leadership; a Ph.D. in Counselor Education and Supervision was launched in 2021.

CUI is located in Orange County, California, which has a Hispanic population of over 1 million. Many of the Hispanic and low-income students who chose to attend CUI are first generation college goers with little exposure to the opportunities and services available at the university. This Title V project, *Avanzando: Access and Success*, is designed to address the needs of these students.

The purpose of the *Avanzando: Access and Success* project is to build institutional capacity to increase the number of Hispanic and low-income students attaining postsecondary degrees. The project has four goals:

- Increase enrollment and early success of Hispanic and low-income students
- Increase the number of Hispanic and low-income transfer students and create a sense of “belonging” on campus.
- Increase retention rates for Hispanic and low-income students by utilization of expanded student services
- Increase graduation rates for Hispanic and low-income students.

Project goals will be accomplished through student-centered activities including the a) construction of a student success center, b) expansion of Summer Bridge and year-long programs for underserved and first-generation students c) provision of success coaching, tutoring and career counseling and d) professional development for faculty staff to ensure success of all students in a welcoming, inclusive and supportive environment.

Concordia University Irvine is requesting **\$3,000,000** over five years to support the project initiatives.

Access and Success addresses Competitive Preference Priority Number 1: Meeting Student Social, Emotional, and Academic Needs and Competitive Preference Priority 2: Increasing Postsecondary Education Access, Affordability, Completion, and Post-Enrollment Success.

Project Abstract

Antelope Valley College: 3041 W. Avenue K, Lancaster CA 93536
Project Director: Christos Valiotis, Dean of Mathematics, Science and Engineering (MSE)
Project Title: <i>A Serving-Minded Math & Computational Science Pathway</i>
AVC is an accredited, public, two-year community college in Lancaster, California, a high-desert community in the westernmost region of the great Mojave Desert (Antelope Valley) 70 miles northeast of Los Angeles. AVC enrolls nearly 16,000 students annually, of which 59% are Hispanic. AVC has more than doubled our Hispanic student enrollment in the past decade from just 26% in 2009. AVC’s service area is an expansive, nearly 2,000 square miles, positioning AVC as the only accessible gateway to college for the majority of high school graduates in the region. The proposed project will accelerate our trajectory toward a new, research-based HSI model of student success – one that emphasizes “servingness” and builds on the cultural assets of Hispanic students. Dr. Gina Garcia defines “servingness” as providing Hispanic students not only an equitable education experience, but one which is culturally informed and culturally enhancing.
CDP Goals: Goal #1. Academic Programs - <i>A Transition-Minded Approach to Serving:</i> Develop a more accessible and effective STEM pathway, including in-demand Mathematical & Computational Sciences (MCS) career paths with emphasis on closing academic achievement gaps for Hispanic and other low-income students; Goal #2. Institutional Management - <i>A Holistic, Retention-Minded Approach to Serving:</i> Improve servingness to Hispanic and low-income students in STEM pathways through improved advising, early career experience, and co-curricular supports which support holistic well-being (cultural wealth, mental health, financial literacy, sense of belonging) in and out of the classroom; Goal #3. Fiscal Stability - <i>An Intersegmental & Cross-Sector Approach to Serving:</i> Increase institutional capacity to leverage strong organizational and industry partnerships for sustained and measurable increases in institutional effectiveness at scale.
Objectives: Obj. 1.a: <i>Strengthen existing outreach efforts and create new onramps</i> to STEM programs including new MCS career paths; Obj. 1.b: <i>Servingness Approach to FYE:</i> Enhance successful FYE program by adding a STEM FYE that provides a strong foundation for STEM success by addressing barriers disproportionately impacting Hispanic and other underrepresented students; Obj. 2.a: <i>Second-Year Experience:</i> Enhance Second Year Experience (SYE) program by adding a STEM focus that holistically integrates career & transfer planning and work-based learning opportunities; Obj. 2.b: <i>Foster academic mindset development and sense of belonging</i> by providing multiple opportunities for student engagement with the support of peer coaches and faculty trained in inclusive teaching; Obj. 3.a: <i>Collaborate with faculty at partner institutions to align outcomes</i> in individual courses, as well as program outcomes, for majors in the MCS track to produce a robust articulation agreement with guaranteed admission; Obj. 3.b: <i>Establish an MCS academic & industry liaison council</i> that includes industry partners and other education institutions (high school, community colleges, 4-year universities).
All project strategies and activities have been designed to meet both Competitive Preference Priorities (#1 & #2) as described in the NIA. The ways in which our project services meet the CPPs include: Academic Advising Intrusive advising across educational sectors with tailored guidance and accelerated pathways to completion (CPP 1; CPP 2.a.2). Career Readiness Incorporate career-building and giving Hispanic students tools to become competent professionals (CPP 2.b, d). Mentoring Peer, faculty, and other mentorship helps students’ problem solve and feel a sense of support and belonging (CPP 1.a.1, 2; 2.b, d). Culturally Responsive welcoming, supportive, and inclusive environment (CPP 1.a.1, 2, 3). Developing a Mathematical Sciences Pathway A new high-need and high-earning degree pathway will increase postsecondary access for Hispanics (CPP 2.a, b, c, d). Mental Health Interventions Addressing the mental issues affecting students mainly due the pandemic (CPP 1.a.1, 2, 3)

Rio Salado College Title V Abstract

Established in 1978, Rio Salado College (RSC) is one of ten individually accredited colleges in the Maricopa County Community College District (MCCCD). Located in Tempe, AZ, RSC was established as a “college without walls” to serve nontraditional students at a variety of locations. RSC enrolled 8,000 students in distance learning and in-person classes in its first year and has grown significantly over the past four decades. In 2020-2021, RSC served more than 37,000 students, of which, more than 23,000 were online learners. The college offers 600+ online classes and 135+ degree and certificate programs. RSC is a Hispanic Serving Institution with Hispanic enrollment at 26.4% in 2020-2021. In addition, 70.7% of students were Pell-eligible and 45.1% were first-generation students.

RSC will address the Department of Education’s Title V program by implementing the Avanzar Project. This project will improve outcomes for Hispanic and underserved students through a three-pronged approach to deploy Student Success Coaches as “solution guides,” enhance and expand Diversity, Equity, Inclusion, and Belonging (DEIB) best practices, and enhance academic success programming. This approach will allow students to move ahead (“avanzar”) in their educational journeys.

RSC will also address Competitive Preference Priorities (CPP) 1 and 2. CPP 1 will be addressed by success coaches helping students improve their social, emotional, and academic development, and by improving RSC’s DEIB practices. CPP 2 will be addressed by increasing completion and success for underserved students through academic success programs, such as financial literacy training, time management, reading strategies, exam prep, and test-taking strategies.

ABSTRACT

Located in historic and scenic Hudson Valley, Rockland Community College (RCC) is 25 miles northwest of New York City. RCC is the only public institution of higher education in Rockland County and has served as an educational resource for Rockland since 1959. In addition to a main campus in Suffern, RCC operates an extension in Haverstraw, the Herbert Kurz Automotive Technology Center in Orangeburg, and the Hospitality and Culinary Arts Center in Nyack, making RCC education accessible throughout the county. RCC functions under the auspices of the State University of New York (SUNY) and is sponsored by Rockland County.

The *Realizar en RCC* project was thoughtfully developed to provide increased evidence-based strategies and support to increase student retention, completion, and transfer goals. It was guided by the four major strategic directions identified by a comprehensive institutional inquiry conducted between November 2021 and January 2022: 1) INCREASE career readiness and guarantee work-based learning 2) DESIGN and implement stackable pathways 3) MAKE learning and skills visible to learners and employers 4) LAUNCH a student milestones approach for success. Responses to Competitive Preference Priorities 1 and 2 demonstrate how the project aligns to these considerations.

Realizar en RCC is comprised of four interrelated components: 1) Greater efficiency and coordination around RCC student support services 2) Model the Accelerated Study in Associate Programs (ASAP) in order to increase the number of students who complete their degree in 150% (3 years) 3) Strengthen Data Infrastructure and Utilization in order to become a more data-informed institution, particularly around student engagement, retention, persistence, and completion, and 4) Provide Faculty and Staff professional development and training opportunities around holistic student advising, technology-enabled advising tools, and greater data literacy.

Abstract

Vocational Identity and Talent in Academic Learning (VITAL): A Five-Year Plan for Student Success at California Lutheran University

Goals: (1) Increase retention and completion rates of Hispanic and low-income students by developing a personalized, proactive advising model that intentionally connects academic programs to meaningful university-sponsored employment opportunities and is grounded in DEIJ principles. (2) Increase retention and completion rates of Hispanic and low-income students by providing a robust peer mentoring program, financial literacy support, and flexible online learning options. (3) Increase fiscal stability by establishing an endowment that will contribute to institutionalization of high-quality student employment opportunities.

Expected Outcomes: An array of outcomes will result from the VITAL project, as follows:

Student outcomes:

- Improved persistence and degree completion rates among Hispanic and Low-income students; More students are able to describe & take action toward their own vocational pathways (social mobility); First-year and transfer students will navigate campus resources more confidently and will become more knowledgeable about how to get help for social-emotional concerns; Cal Lutheran remains a top-choice university among post-traditional students who prefer remote coursework; Improved knowledge about how to cover the cost of college

Faculty/staff outcomes:

- More faculty and staff on campus receive DEIJ training toward relational, student-facing objectives; More visible connections between degree areas and potential career pathways

University-level outcomes:

- Stronger financial standing for the university; Institutionalization of the expectation for internships; Institutionalization of VITAL's most impactful practices

Contributions to research, policy, and practice: VITAL will contribute to the body of knowledge among practitioners who are invested in improving persistence and graduation rates among Hispanic and low-income students.

Population to be served: Hispanic students and low-income students of all backgrounds, and other undergraduate, post-traditional, and transfer students at Cal Lutheran will be served by the project.

Primary activities to be performed: Activities include asset-based mindset training for faculty/staff; training for faculty/staff in DEIJ; expand student internship opportunities; intensive mentoring of Hispanic and low-income students; expand online courses; and financial literacy workshops. No subrecipient activities will occur. We have submitted responses to Competitive Preference Priority #1 and #2.

PROJECT ABSTRACT: Pasos Hacia el Futuro

Located in an area with high poverty and low educational attainment, College of the Mainland (COM) is a public community college in the suburban and rural region between Houston and Galveston, Texas. COM serves 4,181 students pursuing certificates, associate degrees, transfer credits, and a new bachelor's degree in nursing. COM is a proud Hispanic Serving Institution (HSI) with 35% Hispanic students.

Pasos Hacia el Futuro: Improving Achievement through Culture, Community, and Care is a comprehensive, cost-effective plan. **Goal 1: Institutional Cultural Changes.** Make transformative changes to the institutional culture both on campus and in the community to improve enrollment and retention trends for underrepresented students and to foster a sense of inclusion for students, families, and community members. **Goal 2: Strengthen Student Support Services.** Strengthen student support services surrounding work-based learning and mental health to increase educational outcomes and post-graduation success.

Research-Based Strategies: *Pasos Hacia el Futuro* is supported by strategies rated Tier 2 Moderate Evidence, as well as additional strategies rated Promising, by the What Works Clearinghouse. The following proven and promising strategies will yield project goals: - Create Center for Hispanic Culture, - Create community outreach programs, - Provide real-world learning equipment, - Develop articulation agreements, - Increase proactive advising techniques, - Increase work-based learning supports, - Provide additional mental health services, - Develop virtual New Student Orientation. Funding for these strategies is needed to improve engagement, belonging, and outcomes for students. Four objectives will be tracked and measured annually.

Objective 1.1 The number of degree-seeking Hispanic students enrolled at COM will increase 2% annually, from 1057 to 1166. **Objective 1.2** Fall-to-fall retention rates for Hispanic students will increase by one percentage point annually, from 64% to 68%. **Objective 2.1** The percentage of first-time-in-college, Hispanic students enrolled at COM graduating within three years of enrollment will increase from 29% to 32%. **Objective 2.2** The number of Hispanic students earning a workforce degree will increase each year by two percent, from 219 to 242.

Competitive Preference Priority 1: *Pasos* will meet student social, emotional, and academic needs by substantially increasing access to on-campus mental health services as well as leveraging community support for basic needs assistance. **CPP 2:** *Pasos* will increase postsecondary education access, affordability, completion, and post-enrollment success by utilizing a grant-funded, full-time data analyst to conduct robust evaluation of the grant, related student services, and student post-college outcomes to inform changes and future plans.

Contact: Deborah Fregia, Title V Director, College of the Mainland – 1200 N. Amburn Rd, Texas City, TX 77591. 409-933-8801. dfregia@com.edu

ABSTRACT

California State University Channel Islands (CSUCI) is located in Camarillo, CA, a rural suburb 60 miles northwest of Los Angeles in Ventura County. It is the newest university in the California State University system, opened in 2002. It was founded on a student-centered mission emphasizing learning within and across disciplines through integrative approaches and community service, with multicultural and international perspectives.

CSUCI is applying for U.S. Department of Education Title V grant funding to implement SOAR (Student Outreach, Academics, and Retention) at CI, which has three distinct activities that will work together: Channel Your Potential, Channel Your Passion, and Channel Inclusive Excellence. A total of \$2,996,465 is being requested. Specific activities are:

Activity 1: The **Channel Your Potential** outreach activity will raise awareness about pathways to college through culturally-responsive community outreach and increase students' and parents' university readiness by building relationships with community and educational partners. Additionally, students will be provided with resources about college readiness, financial aid and paying for college, understanding different majors, career readiness programming, and the overall benefits of a college education.

Activity 2: The **Channel Your Passion** retention activity will build students' academic skillsets and sense of academic efficacy and motivation, while also increasing a sense of connection to the university. It will include a cohort model made up of students who have experienced a negative course outcome in the previous semester, as well as incoming transfer students who may need additional support as they transition from a community college to CSUCI. A thematic focus will also include preparation of first-generation college students to become successful "first-generation professionals" with culturally relevant career development and post-graduate outcomes support curriculum.

Activity 3: The **Channel Inclusive Excellence** professional development activity will provide faculty/staff with opportunities to learn about equity-based best practices and implement new practices into work with students. It will also include support for faculty/staff leadership in facilitating inclusive, equitable and just programs and policies building on existing efforts to advance anti-racist professional development to further our Hispanic-Serving Institution mission.

SOAR at CI has been established with 5 objectives designed to improve the success of the university's Latinx students. These are:

1. Increase in Latinx student desire to attend college
2. Increase Latinx student retention
3. Increase number of students transferring from regional partner, Oxnard College
4. Increase Latinx and Low-income student graduation rate
5. Provide project services to target population

CSUCI is responding for this project to both Competitive Preference Priority 1 and Competitive Preference Priority 2. The project has incorporated student support for social, emotional, and academic needs (CPP 1) and will increase academic access, affordability, completion, and post-enrollment success (CPP 2).

Project Title: *Pioneering Greater Access for Hispanic Students Through Enhanced Student Support*

Institutional Profile/Demographics: Wayland Baptist University (WBU) is a private liberal arts institution with a tradition of over 100 years in higher education in a rural and diverse region of Texas. WBU is a highly diverse institution, with 65% identifying as an ethnic or racial minority. Of undergraduate students, 38% identify as Hispanic and 37% are eligible for a Pell grant. WBU also offers programs through external campuses in three locations in Texas, as well as in New Mexico, Arizona, Alaska, and Hawai'i, that cater to the specific needs of working adults and military students. The total enrollment at all WBU campus locations is 3,444, while the total undergraduate enrollment is 2,639 (Fall 2021). During the 2020–2021 academic year, WBU awarded 46 associate degrees, 678 bachelor's degrees, 386 master's degrees, and one doctoral degree, resulting in 1,111 total degrees awarded. The Title V project will focus on improving outcomes for undergraduate students, especially Hispanic students, pursuing bachelor's degrees across all WBU campuses.

Significant Problems:

- **Academic Performance Gaps:** Hispanic students have lower academic success, persistence, and graduation rates compared to White/non-Hispanic students.
- **Lack of Specific Academic Supports for Hispanic Students:** Increased support for Hispanic students is needed to address students' academic and financial needs and improve academic performance.
- **Lack of Support for Integrated Information Technology Systems:** WBU has insufficient student information technology systems to effectively track student progress and provide just-in-time support to students experiencing academic issues.

Project Design: WBU's Title V project includes implementing two overarching activities supporting its strategic goals to meet the critical needs of WBU's Hispanic students:

Activity One – Improved Support for Hispanic Students. Strategies include (a) hiring bilingual outreach and financial aid staff to improve navigation of the college enrollment and financial aid process; (b) hiring student success and coaching staff and using a case management approach supported by early alert software; and (c) Institutional capacity to implement culturally responsive instruction and communication through faculty and staff professional development. Competitive Preference Priority #1 will be addressed in Activity One.

Activity Two – Expansion of Information Systems to Improve Student Success. Strategies include (a) scaling up technology and staff training to improve enrollment management, communication, engagement, and retention throughout the student lifecycle, and (b) hiring a Retention Data Specialist to facilitate the design and implementation of a strategic retention and graduation program, along with a data warehouse and dashboard, that will improve the use of data to close identified achievement gaps and significantly improve the retention and graduation for Hispanic students. Competitive Preference Priority #2 will be addressed in Activity Two.

Expected Outcomes: The proposed activities create new opportunities for improving academic performance outcomes for Hispanic students, increasing fall-to-fall retention, and improving four-year graduation rates for students seeking bachelor's degrees. WBU requests **\$2,992,545** for the five-year program.

Competitive Preference Priorities (CPPs): WBU will address both **CPP #1: Meeting Student Social, Emotional, and Academic Needs** and **CPP #2: Increasing Postsecondary Education Access, Affordability, Completion, and Post-Enrollment Success.**

ABSTRACT

Applicant Institution: Angelina College (Lufkin, Texas)

Project Title: *AC Cares – College Access, Retention, Engagement, Success*

Target Population: Angelina College (AC) is a public community college located in a region of Texas referred to as Deep East Texas. AC serves a vast rural area (approx. 10,000 sq. mi.) that encompasses 13 counties and more than 40 school districts (total population over 470,000). AC’s widespread service area is a disadvantaged region characterized by low income, low educational attainment levels, and high poverty levels. AC students (Fall 2021 enrollment: 2,874) are 32% Hispanic, 56% Pell grant recipients, and 48% first generation in college.

Project Services/Activities: Angelina College proposes the following services/activities to address problems identified through a rigorous analysis process:

- ❖ *Establish a Multi-Pronged Support System* – AC will develop and pilot robust services [tutoring, peer mentoring, faculty mentoring, and personal/mental health counseling (provided by a community partner)], to promote student success and program completion through targeted academic and personal support strategies.
- ❖ *Integrate Professional Development* – AC will develop and implement evidence-based professional development for faculty mentors and other faculty/staff.
- ❖ *Facilitate Early Intervention to Support Student Success* – AC will develop a robust early alert system with strong predictive analytic tools to facilitate identifying at-risk students and providing timely interventions.
- ❖ *Create New Academic Programs* – AC will develop two AAS programs (Network Administration and Software Development), creating new pathways in relevant, high-demand computer information technology fields.
- ❖ *Improve Instructional Facilities* – Modern, industry-standard equipment will support the new programs, while providing dynamic learning opportunities for AC’s students.
- ❖ *Prepare Students for IT Certifications* – Relevant CIT curricula (from the (Network Administration program) will be aligned with recognized IT credentials to further open doors of employment for graduates of that program.

Anticipated Results: Five-year outcomes for the project include an increase in enrollment [+200], increased retention rate [to at least 40%], and an increased number of degrees awarded [at least 40 additional degrees per year].

Proposed Budget: The five-year budget for this Title V project is \$2,999,868.

Competitive Preference Priority-1 (1) and (2) - Yes: AC will implement peer mentoring and faculty mentoring strategies to help meet student social, emotional, and academic needs through intentional and targeted approaches that will foster a sense of belonging and inclusion, as well as integrate evidence-based practices for advancing student success. The Student Support Coordinator will create a comprehensive structure for peer mentoring and faculty mentoring to maximize the support provided to students who are struggling to succeed in postsecondary education.

Competitive Preference Priority-2 (c) and (d) - Yes: AC will also implement strategies that will allow the College to collect, analyze, and proactively utilize a vast amount of data to guide student success efforts. Additionally, the institution will integrate credit-bearing academic undergraduate courses focused on career by developing two new associate degree programs in computer information technology fields.

Abstract

This project proposes to build the *Hub for Advancing Learning Opportunities (HALO)* at Inter American University of Puerto Rico, San Germán campus (IAUPR-SG), to strengthen our academic programs, institutional management, and fiscal stability. Efforts will be combined to improve wraparound services to Hispanic underserved students, advancing professional development of faculty and staff, and establishing dynamic reporting and decision-making through team-based analytics. Inter American University of Puerto Rico is one of the largest higher education institutions in Puerto Rico with approximately 38,000 students on 11 campuses. San Germán as the founding campus of the Institution, serves a 100% Hispanic population of 3,710 students with low retention and graduation rates, while facing the mental health and related challenges posed by the COVID-19 pandemic, and a number of national emergencies. The campus is in the southwestern region of Puerto Rico, with a surrounding service area that includes several rural municipalities with a population with a high percentage of families living below the poverty level, and high undereducated adult population rates.

A strategic review informed by a thorough SWOT analysis led to propose the creation of this project with highly qualified staff and a quality budget that utilizes and leverages resources to achieve the project goals and objectives. HALO has four branches/activities: HALO Enhanced Counseling, HALO Student Support, HALO Teaching, and HALO Analytics. These are designed to improve retention and graduation rates, student mental health and a sense of belonging, academic innovation and professional development opportunities alongside the use of team-analytics tools for accelerated decision-making, fiscal stability, cost-control, efficiency and efficacy, which are expected to have a significant impact on student success in college and beyond.

NVC HSI Title V Project Abstract

Napa Valley College (NVC) is an open access two-year public community college located in the rolling hills of Napa Valley. Established in 1942, NVC serves Napa County and its surrounding regions by providing comprehensive Associate Degrees, Career Educational Opportunities and Certificates, and Four-Year University Transfer Pathways. NVC enrolls approximately 7,000 students annually, with 46% identifying as Hispanic or Latinx.

In 2020, Napa Valley College found itself poorly equipped for the dramatic shift to online learning. Plagued by technological failure and a lack of Distance Education opportunities, NVC has suffered enrollment decline in the past two years – most notably among students identifying as Hispanic/Latinx, First Generation, and Economically Disadvantaged. Since returning to in-person services following COVID-19 protocols, the demand for more flexible scheduling and online offerings from students has continued to remain high. NVC seeks to develop a more robust online experience for students that is engaging while still being sensitive to the adverse impacts online learning places on certain groups while also continuing to provide flexibility in how its students can follow their educational pathways.

Through the proposed Title V Project Napa Valley College will develop multiple ambitious but reasonable objectives to support the academic success of students - particularly in this new online environment, while also assisting them develop and maintain a sense of social and emotional well-being. To accomplish these objectives, NVC proposes the following activities:

- Development on a training academy for Napa Valley College and the surrounding regions that provides training and learning for faculty and staff in opportunities to develop their classroom environments to engage modern learners in culturally relevant and inclusive ways.
- Begin the development of Napa Valley College as a Trauma Sensitive School through expanded trainings in Social and Emotional Learning that seek to heighten the understanding of faculty and staff around the role trauma, including culture trauma, can play in the success of students and develop strategies to create an environment where students feel safe and free to be themselves.
- Fully develop NVC's Exploration Pathways into a Guided Student experience through the use of faculty-driven embedded support structures called 'Círculos' and student success focused technology that will monitor student progress and engage them in structured and educationally-relevant support activities – including a Círculo dedicated to monitoring the educational outcomes of Hispanic/Latinx students.
- Build a 'Virtual Valley' for students to experience the college online through a series of integrated online services including an adaptive student dashboard.
- Renovate classrooms to ensure NVC instructors have the necessary classroom technology to engage students, while offering flexible scheduling opportunities that will allow students to attend online and in-person.
- Increase data fluency and awareness across campus through a Data Coaching program, supplemented by the development of a new data platform for better access to meaningful data for all members of the institution.

Through these activities, Napa Valley College will improve the educational outcomes of its Hispanic/Latinx and economically disadvantaged students.

ABSTRACT

Title: UST CHART Project: Coaching Hispanics for Academic Retention and Transformation
Project Director: Dr. Poldi Tschirch **Evaluator:** Dr. Amaury Nora

The UST CHART Project (Coaching Hispanics for Academic Retention and Transformation) will create a new culture of data-driven, high-touch student success services across the entire UST campus. The implementation of a data analytics system will allow faculty and staff to establish timely, high-quality qualitative and quantitative data for analysis, such as data on individual student academic performance, academic/social/emotional experiences, mentoring, persistence, retention and completion. Students struggling in courses identified as having high failure rates will be identified early, tracked and coached using the new, campus-wide data analytics. Faculty and staff will also notify at-risk students about academic challenges any time during the semester, and provide immediate support interventions.

The CHART project will feature a Project Director, Project Manager/Lead Coach, Student Success Coach and an ELL/Student Success Coach. The CHART staff will provide one-on-one student coaching and wrap-around, proactive (intrusive) counseling to meet student emotional and academic needs and increase retention and graduation rates among Hispanic and low-income students. The ELL/Student Success Coach will also provide writing support and services for Hispanic and low-income students struggling with writing-intensive courses. Students with disabilities and/or learning differences will be supported by new assistive technology and served by specially-trained Peer Mentors who themselves have disabilities.

The CHART project will provide focused, wrap-around support services for freshmen, sophomores and transfer students and feature proactive counseling focused on the best practices from Bettinger and Baker's coaching theory (2011), a theory that meets the evidence of "strong evidence of effectiveness" by the U. S. Department of Education's NCES *What Works Clearinghouse*. Faculty and program staff will be trained to deliver these wrap-around coaching techniques to students, providing culturally-appropriate advising focusing on cultural assets and impactful coaching support.

Student peer mentors will provide another layer of support to students in the Title V program. Three students with disabilities will be trained each year as designated peer mentors for students with disabilities and/or learning differences, further encouraging and fostering a community of inclusion. Assistive technology will be obtained to support students with disabilities. The Office of Counseling/Wellness Services will provide services to any students desiring mental health services and support. Finally, an endowment component requiring a 1:1 match will create a new endowed scholarship fund for Hispanic and low-income students.

This project will be directed by Dr. Poldi Tschirch, who has served as a Project Director on several successful DHSI and Title V grants. The program will be evaluated by Dr. Amaury Nora, a life-long researcher and expert evaluator in the field of Hispanics in higher education.

Meets Competitive Preference Priority 1 and 2: The CHART Project meets CPP 1: *Meeting Student Social, Emotional, and Academic Needs* and CPP 2: *Increasing Postsecondary Education Access, Affordability, Completion, and Post-Enrollment Success*

Strong Supporting Theory Used: Bettinger and Baker (March 2011). *The effects of student coaching in college: An evaluation of a randomized experiment in student mentoring.*

Total number of students served by this project: By September 2027, at least 3,660 students will participate in this grant, at an average cost of \$920 per student.

Project Abstract - Title V Project: Positioning for the Future with Equity-Focused Strategies

1. **Applicant institution:** San Jacinto Community College District, Pasadena, Texas
2. **Project Title:** Positioning for the Future with Equity-Focused Strategies
3. **Abstract**
 - a. **Target Population:** Located within the Houston metropolitan area, San Jacinto College serves over 31,500 students, 64% of whom are Hispanic, with more than 68% of students seeking associate degrees and 26% attending full-time (Fall 2021). There are high numbers of both low-income and Hispanic students in the school districts the college serves; of their combined student population, 76.5% are Hispanic and 77.8% are economically disadvantaged (2020-21).
 - b. **Project Goals and Proposed Activities & Services:**

Academic Program Goal 1: Increase retention and completion through a campus culture that enhances equity and promotes student success.

 - Increase mental health support and programming and awareness resources
 - Offer visible, financially supported, and impactful DEI programs for students

Academic Program Goal 2: Strengthen workforce-related efforts to assure successful transition from academic studies to a fruitful career.

 - Scale up the Education and Workforce coordinator model to Business & Technology programs/students; provide internships
 - Apply new processes to streamline and promote transition toward degree-seeking pathways for Health Science students

Institutional Management Goal 3: Provide professional development for faculty and staff that advances a culture of resiliency and sustainability and promotes an equity focus and commitment.

 - Offer the ACUE Inclusive Teaching for Equitable Learning credential
 - Create and implement a DEI Certificate program for faculty and staff

Fiscal Stability Goal 4: Close equity gaps and access to higher education through enhanced financial resources.

 - Strengthen the scholarship award oversight, processes, and systems
 - Raise funds for the Promise @ San Jac endowment
4. **Select Outcomes:** Increase 3-year graduation rates for all FTIC students from 24% to 30%; increase the percentage of health sciences non-credit program Hispanic students that transition into a credit program from 48% to 53%; increase the number of internships available for Business & Technology students by 60; 75% of full-time faculty members complete professional development training; increase the San Jacinto College Foundation Promise @ San Jac Endowment; increase the percentage of enrolled students awarded scholarships from 5.3% to 8.3%; over 200 students benefit each year from DEI programming.
5. **Competitive Preference Priorities addressed:**

CPP 1: San Jacinto College will foster a sense of belonging and inclusion for underserved students with objectives using the SJC Diversity, Equity, and Inclusion Council work to improve student DEI programming. Activities also include (a) student services of mental health support and awareness through peer support groups and additional counselor availability; and (b) faculty and staff professional development around inclusive teaching and learning and a DEI Certification initiative.

CPP 2: Activities will support the development and implementation of student success programs that integrate multiple comprehensive and evidence-based services or initiatives, for advising on structured/guided pathways, career services, and student financial aid. Key components addressed are advising and other strategies to help students transition from noncredit to credit programs; improved career services with a focus on the final semester of technical programs and internships, and quality continuous improvement for streamlined scholarship processes.



ABSTRACT

Fresno City College
Beyond Basic Needs
Improving Outreach and Enrollment.
Completion and Retention; and Sustainability and Engagement

SUMMARY: Fresno City College (FCC) is a fully accredited California two-year college located in the heart of the state’s Central Valley. As a Hispanic Serving Institution with an enrollment of more than 36,000 students, FCC requests a grant (\$3,000,000 over five years) from the U.S. Department of Education to implement its Beyond Basic Needs program. This program is designed to ensure that students on the main campus have access to expanded academic and non-academic supports – in one physical location - that exceed the general definition of “basic needs” – as well as being able to scale out to provide the same access to students on the one current satellite campus and two future satellite campuses. The project will also leverage outside partnerships and our own internal research to create systems that help us ensure that our services and offerings are representative of the evidenced-based needs of students and steeped in best practices of colleges engaged in this work across our region, state and nation.

PRIMARY GOAL & OUTCOMES: To increase the number of Hispanic and low-income students that enroll, persist, and succeed to meet the requirements for certificate/degree and/or transfer to a four-year university within two to three years. Project outcomes include a 25% increase in the number of Hispanic and low-income students who enroll, a 15% increase in persistence rates for full-time and part-time students, and a 30% increase in the number of students receiving a degree or certificate.

COMPONENT #2: STUDENT SUPPORT STRATEGIES: To increase the enrollment, success, and persistence of students through expanding and centralizing academic and non-academic services into a singular Basic Needs Center on the main campus and a new Mobile Basic Needs Center to provide comparable services to all three satellite campuses and the communities that surround them.

COMPONENT #2: OUTREACH STRATEGIES: To leverage community non-profit and private sector partners to increase student access to paid internships and volunteer opportunities to help them gain needed hands-on experience in their chosen field of study, thereby reducing barriers to post-educational career attainment and success.

COMPONENT #3: SUSTAINABILITY & ENGAGEMENT: To develop in collaboration with campus Institutional Research Department to establish a robust system of high-quality data collection and analysis, and provide term and annual data on persistence, retention, completion, and post-college outcomes, through Tableau, Qualtrics, and SIS for transparency, accountability, and institutional improvement.

Arizona Christian University (ACU) is a regionally accredited, private, non-profit Christian liberal arts university. With over 50 areas of study, a 17:1 student/faculty ratio and an average class size of 15, ACU is an ideal place for students seeking personalized education and spiritual formation. ACU is proud to be ranked among the nation's Best Colleges by U.S. News & World Report and is recognized as a top undergraduate teaching institution.

ACU's Title V project, *The Esperanca Project*, will assist the university's growing Hispanic and low-income student population with a variety of students services delivered through a centralized Student Success Center. In addition, the university will provide an extensive professional development program for faculty and staff aimed at building a more welcoming and inclusive campus. ACU will enhance institutional strength and fiscal stability by improving the enrollment, retention, graduation and transfer rates of Hispanic and low-income students.

The Esperansa Project has a series of objectives aimed at increasing student success:

- Increase enrollment of Hispanic and low-income students by 10% in five years.
- Increase the number of Hispanic and low-income students involved in orientation by 100%
- Increase first to second year retention rates for Hispanic and low-income students from a baseline of 45% to 60% by September 2027.
- Increase the total number of Hispanic and low-income students receiving student services by 50% over the five-year period.
- Increase feelings of "belonging" through faculty and staff asset-based mindset professional development.
- Increase the number of Hispanic and low-income students who graduate within six years from a baseline of 24% to 32% by 2027.

ACU seeks a total of \$3 million over five years for this project.

ACU addresses Competitive Preference Priority Number 1: Meeting Student Social, Emotional, and Academic Needs and Competitive Preference Priority 2: Increasing Postsecondary Education Access, Affordability, Completion, and Post-Enrollment Success

PROJECT ABSTRACT

COMUNIDADES DE CONEXIONES: Strengthening Bakersfield College's Hispanic-Serving Early College Pathways Program

Bakersfield College (BC) will employ the following three interconnected strategies to implement and scale the equity-minded interventions identified by *Excelencia* in Education as holding the most promise to increase attainment of Hispanic students, filling essential gaps to connect students to a seamless, inclusive path to higher education via a Hispanic-Serving approach to Early College:

STRATEGY 1: CONNECTION & BELONGING—Addressing Hispanic Early College student disconnection and disengagement following COVID-19; **STRATEGY 2: MENTORSHIP & HOLISTIC SUPPORT**—Addressing siloed supports that lead to siloed experiences and feelings of disconnection among Hispanic Early College students; **STRATEGY 3: CAPACITY & INFRASTRUCTURE**—Addressing a shaky infrastructure that impedes scalability and sustainability of Hispanic-Serving Dual Enrollment/Early College Efforts.

➤ **Goals related to Comprehensive Development Plan:** *Goal #1: Academic Programs:* Foster a sense of belonging among prospective and current Early College students through early, frequent, and sustained connection to Early College pathways beginning in the 7th grade; *Goal #2: Institutional Management:* Utilize culturally responsive, equity-minded cohort management strategies to actively case manage Hispanic and low-income Early College students to utilize academic supports, improving persistence and timely completion; *Goal #3: Fiscal Stability:* Increase student outcomes and close equity gaps to ensure alignment with state-mandated performance-based funding focused on student equity and student success.

➤ **5-Year Objectives to be accomplished by Sept. 30, 2027**

- Increase Early College enrollment by 10%, from 7,200 (2020-21) to 7,920
- Increase EC Summer Academy participation from 31 students (2021) to 500 students (2027)
- Improve EC course success rates from 79% (2020-21) to 85% (2026-27)
- Increase EC cohort retention rates from 70% (2020-2021) to 82% (2026-2027)
- Increase the number of high school students earning associate degrees from 102 to 400 (2021-27)
- Increase EC associate degree completion rate from 54% (2021) to 60% (2027)
- Increase the number of EC students who meet with a Counselor to complete a graduation petition and discuss post-secondary plans from 7% (2020-21) to 100% (2026-27)
- At least 25 Aspiring Faculty and 15 BC dual enrollment faculty mentors participate in the Aspiring Faculty Mentorship Program
- Increase verification of post-secondary college enrollment or job placement for Early College graduates from 89% (Spring 2018) to 100% (2027)
- Reduce number of unsuccessful course registrations among Early College students in a semester by 50%, from 600 (fall 2021/spring 2022 baseline average) to 300 (2027)
- At least 10,000+ students entering their data into DualEnroll.com per year
- Collect survey input from at least 1,200 students and their parents per year

Project Addresses Competitive Preference Priorities (CPP) #1 & #2: *CPP #1:* Foster a positive, inclusive, and identity-safe environment for Hispanic and other underserved Early College students through intentional, early, ongoing, and sustained efforts to connect students to their peers, college personnel, and their programs of study beginning in the 7th grade; *CPP #2:* Increase postsecondary education access, affordability, completion, and post-enrollment success by setting Hispanic and other underserved Early College students up for success.

Project Abstract

The goals of the **Title V *Proyecto Puentes*** project are to strengthen enrollment, persistence, graduation, and transfer for Hispanic and low-income students at Oxnard College (OC) in Ventura County, CA.

The ***Proyecto Puentes*** project design reflects evidence-based methods and strategies shown to have strong promise in increasing postsecondary enrollment, retention/persistence, transfer, certificate, and degree completion outcomes for Hispanic and low-income students, like those that comprise the majority of OC's students. ***Proyecto Puentes*** (Project Bridges) will build the bridge between each milestone on the student's academic journey.

High Need for the Project: Over 74% of our enrolled student population are Latino/a, 97% qualify for Pell, California Promise scholarships, or both. A 2021 OC Student survey revealed that over 42% of the parents of OC students were not high school graduates. 61% of Hispanic students surveyed in 2021 indicated that **neither their mother nor father** graduated from high school. So, this project is highly relevant to our community's needs.

The project's activity objectives focus on strengthening OC's **academic programs** by expanding our capacity to offer pre-college counseling, summer bridge programs, enhanced dual-credit services and clarified transfer pathways. ***Proyecto Puentes*** (Project Bridges) will build the bridges our students need to confidently move from enrollment to completion to transfer. We will also strengthen our **institutional management** through evidence-based professional learning and equity-centered practices that generate a stronger sense of belonging for Hispanic and low-income students.

The project responds to Competitive Preference Priority 1 through evidence-based organizational learning for Oxnard's faculty and staff that will enhance students' sense of community and belonging, strengthen instructional effectiveness, and advance Oxnard College's Educational Master Plan *Goal 3: Advance social justice and equity-minded practices, and Goal 2: Enhance student success*, particularly the objective to close all student equity gaps.

The project responds to Competitive Preference 2 through expanded academic and transfer counseling activities of the project that will reduce the time and cost of earning postsecondary degrees. This will occur in the form of pre-college and embedded advising and counseling services, clarified transfer pathways and systems, and the creation of a Transfer Liaison position.

The Title V ***Proyecto Puentes*** investments and activities will enrich our students' experiences as they explore, choose, plan, and pursue their programs of study within OC's Guided Pathways framework (Lahr & Jenkins, 2022). We anticipate a successful implementation will yield increased enrollment (5%), retention (5%), persistence (5%), completion (5%) and transfer (5%) for Hispanic and other low-income degree seeking students. These students are the project's **primary focus** and **target population**.

The project requests \$3,000,000 to support the five-year project from October 1, 2022-September 30, 2027.



PROJECT ABSTRACT

Center for Access, Support & Achievement (CASA): Building a comprehensive support network for student success and completion

Butte College of the Butte-Glenn Community College District (BC) is a regionally accredited, comprehensive community college located in the Northern Central California Valley, 90 miles from Sacramento, California and equal distance from the towns of Chico, Paradise and Oroville. It cannot be overstated how the November 2018 Camp Fire, the August Complex and North Complex Fires of 2020, and the Dixie Fire of 2021 continue to negatively impact the region and the lives of our students, faculty and staff. The Camp Fire surrounded the campus, closing the college for 18 days. The region and the college are still struggling to recover. As of spring 2021, enrollment was down 19% from spring 2020. With a prior 15% decline in enrollment immediately after the fire, a growing Hispanic population of 31% and an alarming 54% of the student body receiving financial aid, the college serves an increasing number of academically challenged students that severely test its ability to reach and maintain the levels of student progression and goal completion that it strives to achieve.

CASA will implement the three primary components (see below) to increase the number of Hispanic and low-income (H/LI) students that enroll, persist through transfer-level math and English, and complete transfer requirements for a successful transition to a four-year university within no more than four years. CASA will provide clearly structured and intrusive student advising, financial literacy training and a robust professional development plan to help underrepresented students obtain the skills and knowledge necessary as they progress through to a certificate or an associate degree and transfer. Project outcomes for H/LI students include a 10% increase in the number who enroll with a plan to complete a degree or certificate, 10 percentage point increase in persistence, a 19% increase in completion of transfer-level math and English, a 20% increase in students who complete within 200% time and a 40% increase in transfer rates.

The three primary CASA components are as follows:

Component One: Increase the enrollment and financial literacy preparation for Hispanic and Low-income Students.

Component Two: Completion and retention strategies to increase course success and progression in transfer-level math and English, and to improve the time to completion for degree/certificate and transfer.

Component Three: Professional development and sustainability to improve cultural pedagogy and course alignment to Guided Pathways and increase the college's resource development capacity to strengthen fiscal stability.

CPPs—CASA will address both *CPP#1 (Meeting Student Social, Emotional, and Academic Needs)* and *CPP#2 (Increasing Postsecondary Education Access, Affordability, Completion, and Post-Enrollment Success)*.

Abstract

Esperanza College was founded in 2000, when Eastern University, a comprehensive private Baptist university of more than 3,600 students located in the metropolitan Philadelphia area, responded to the call to partner with one of the nation's largest Hispanic community development organizations, *Nueva Esperanza, Inc.* (Esperanza), to launch an Eastern University branch campus in the heart of Hispanic North Philadelphia. Based in Hunting Park, Nueva Esperanza, Inc has served this community for more than three decades, with an expressed commitment to strengthening Hispanic communities and an emphasis on building an "opportunity community" - a city marked by quality schools, safe streets, thriving cultural expressions and small businesses – in an area with the highest concentration of Hispanic residents, which had long experienced divestment and limited academic opportunities.

Esperanza College, Philadelphia's only Hispanic-Serving Institution (HSI) and one of just two HSIs in the state, serves a highly underserved urban community where 49.1% of residents are Hispanic, more than half (50.2%) of whom live in poverty. Among Hispanic adults aged 25 and above, just 7.1% hold a bachelor's degree. EC's students reflect the community's underserved socio-economic demographics, 67% are Hispanic, 53% are first generation in college, 90% are low-income, and 56% come from families with annual household incomes of less than \$20,000.

Mission-driven to serve as a gateway to postsecondary potential for Latino, underserved students, EC recognizes opportunities to increase access to and success in postsecondary education opportunities through online programming. EC proposes ***Interactive and Inclusive: Equitable Access to Online Learning Programs for Underserved Latinos***, a Title V HSI project with the following Action Plan:

Action Plan 1: Expanding Curricular Access and Improving Instructional Quality

- *Revise and/or Convert 46 existing courses to online delivery and Develop 6 new courses for online delivery, resulting in:*
 - 100% of General Education Core courses available for online delivery
 - Three in-demand degree programs available for 100% online delivery
 - Associate of Arts in Early Childhood Education
 - Associate of Science in Business
 - Associate of Science in Esports Management
- *Faculty training to ensure effective delivery of online instruction and to facilitate online course design that guarantees inclusiveness.* Content will include 1) Quality Matters Principles of Online Course Design, 2) Peralta Online Equity Rubric to promote inclusive and equitable learning, 3) Inclusive Course Design Models, and 4) Theoretical Approaches for Fostering Inclusion & Representation

Action Plan 2: Promoting Success via Virtual Support and Outreach Services

- *Develop/implement the following Online Support Services:* 1) Online learning Readiness Assessment, 2) Online Success Coaching, and 3) Online New Student Orientation
- *Develop/implement the following Outreach Services:* 1) Community Informational/Referral Sessions, 2) Outreach Advisory Group, and 3) Career Mentoring

This proposed project addresses both Competitive Preference Priority 1 (Meeting Student Social, Emotional, and Academic Needs) and CPP 2 (Increasing Postsecondary Education Access, Affordability, Completion, and Post-Enrollment Success) for the 2022 competition. Esperanza College requests \$2,997,072 to implement this comprehensive five-year HSI Project

ABSTRACT***“Empowering Hispanic students for academic success by enhancing programs and restructuring student support services”***

EDP University of Puerto Rico, a Hispanic-Serving Institution proposes a Title V Project to improve student performance and thereby increase the institution's retention, completion rates and productivity. The Project addresses Competitive Preference Priority 1 (Meeting Student Social, Emotional, and Academic Needs) and Competitive Preference Priority 2 (Increasing Postsecondary Education Access, Affordability, Completion, and Post-Enrollment Success). The Activity intends to: (a) strengthen academic support services through the provision of intensive tutoring services for at-risk students in a positive, inclusive, and identity-safe climate (CPP1); (b) establishment of One-Stop Student Support Center that will allow for integrating multiple comprehensive and evidence-based services or initiatives, such as academic advising, structured/guided pathways, and career services (CPP2); (c) establishment of a Learning Commons to promote collaboration; (d) strengthen the teaching-learning environment through the establishment of a Crime Scene Investigation Lab to expand experiential learning and allow students and faculty to conduct research, clinical practices, and simulations; (e) instructional laboratory upgrades to enhance the instruction of the Fashion Design and Interior Design programs; (f) provision of evidence-based professional development opportunities designed to build asset-based mindsets for faculty and staff on campus and that are inclusive with regard to race, ethnicity, culture, language, and disability status (CPP1); (g) improved early alert system; (h) reduce time-to-degree completion by minimizing course withdrawals and course failures; and (j) introduce effective teaching techniques in the core and second-level curriculum to improve student outcomes. The proposed strategies will bolster students' academic outcomes, improve retention, and graduation rates, foster improved grades, and increase student satisfaction.

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Performance measures will include, but will not be limited to, increasing the number of 1) students receiving multiple comprehensive student support services; 2) students receiving tutoring services to enhance their academic achievement, 3) students in good academic standing, 4) faculty participating in professional development opportunities, 5) faculty incorporating asset-based approaches into their teaching strategies, and 6) fashion design instructional classrooms equipped with state-of-the-art, industry-standard equipment. Sample of other key measures by the end of the grant period: a) at least 75% of students receiving tutoring will approve basic Math, Spanish and English courses with a GPA of “C” or better; b) at least 90% students will receive tutorial services in the targeted disciplines as recorded by attendance data; c) 85% of faculty participating in professional development will incorporate asset-based approaches in teaching and learning; d) two crime scene labs supporting the instruction of the Criminal Justice in Forensic program; e) fashion design instructional classrooms equipped with state-of-the-art, industry-standard equipment; and f) increase the number of Hispanic students completing postsecondary education. The **Activity budget** dedicates 30 % to personnel; 5% to fringe benefits); 11 % to consultants who will be key resources in delivering the activities and services to participating students and faculty; 13 % for equipment and supplies; 1% for travel; 30% for construction; and 2% for other costs. Of the \$3,000,000 request, approximately 8% will be dedicated to **project management and evaluation.**

Ranger College

Ranger, Texas

Ranger College is a two-year public college located in Ranger, Texas. Ranger College serves over 3,000 part-time and full-time students and awards the Associate of Arts, Associate of Science, and Associate of Applied Science degrees. Ranger College offers dual-credit college classes to students in over 40 different high schools in its service region in rural north central Texas. In addition to Ranger's main campus, the college provides comprehensive course offerings in satellite campuses in Brown County and in Erath County. Ranger serves portions of five rural counties in north-central Texas. This region has some of the lowest average income and educational attainment levels in the state. All five of the counties have poverty rates above the state average.

Ranger College is requesting a total of \$3,000,000 over five years for this project, **Ranger REACH**, to improve educational outcomes for Hispanic and low-income students. Specifically, Ranger will increase enrollment of underserved students, increase retention and graduation rates and provide more opportunities for Hispanic and low-income students to transfer to four-year institutions.

The activities of **Ranger REACH** include the construction of Pathway Centers at all three campuses, the addition of success/career coaches and expansion of tutoring programs to assist underserved students. Ranger will enhance its new student "6 x 6" initiative by revamping orientation and the bridge program to include more families and Spanish language sessions. Underserved students will be presented with a full array of academic, wraparound and career services through the programs of this Title V project. Further, Ranger will institute a series of faculty and staff development aimed at improving the campus culture of belonging through asset-based mindset training.

Ranger REACH program has four overarching goals:

- **Goal #1** Increase enrollment and early success of Hispanic and low-income students.
- **Goal #2** Increase Retention Rates for Hispanic and low-income students.
- **Goal #3** Increase Hispanic and low-income students' sense of "belonging" on campus
- **Goal #4:** Increase graduation and transfer rates for Hispanic and low-income students.

Ranger is addressing Competitive Preference Priorities #1 and #2 in this application.

Project Abstract

Project Title: *Reversing the Covid Tide: A Responsive, Flexible Student Support Program for Increased Enrollment and Graduation Rates in Puerto Rico*

Target Area: Increase the number of Hispanic and low-income students who have access to and complete articulated high need degrees in Puerto Rico's Metro Region area that is one of the most economically disadvantaged in the nation, where educational attainment is low.

Project Goals

G1: Develop institutional capacity to respond to current and future pandemics and disasters, through innovative and relevant degree pathways (Psychology) with embedded and flexible student service programs (such as B-WELL-Building Wellness and E-Learning Leaders) (GRPA e).

G2: Expand focus on retention, persistence and graduation by adopting research proven student support programs that coordinate academic and student support strategies that facilitate Hispanic student transition through upper division studies in high demand fields (GPRA b).

G3: Strengthen college capacity for offering opportunity equity for all students through stronger outreach to high school students, and career-center learning and internships.

Project Objectives

O1: Increase overall institutional enrollment by 10% over 2021 baseline (6730 students) and restore enrolment in the Psychology degree pathway to pre-covid levels (2018 enrollment=378 students).

O2: Increase by 10% points the percentage of Hispanic first-time, full-time degree-seeking undergraduate students who were in their first year of postsecondary enrollment in the previous year and are enrolled in the current year who remain in a degree/ credential program (GPRA b - retention). (2021 baseline: 74%).

O3: Increase by 15 points the percentage of Hispanic, full-time degree-seeking undergraduate students graduating within six years of enrollment with a degree (GPRA a – native baccalaureate graduation). (2021 baseline: 33%)

O4: Serve at least 400 Hispanic students annually, who participate in B-WELL services and participate in e-learning course offerings and who persist to complete a degree or credential (GPRA a - completion).

O5: At least 200 students will participate in internships and Undergraduate Research Experiences.

O6. 100% of Metro faculty will receive professional development in mental and emotional health first aid interventions.

All project strategies and activities have been designed to meet both **Competitive Preference Priorities (#1 & #2)** as described in the NIA.

Strategies and Activities that meet the CPPs include:

Holistic Student Support System and Academic Advising Intrusive advising across educational sectors with tailored guidance and accelerated pathways to completion (CPP 1; CPP 2.a.2).

Career Readiness Incorporate career-building and giving Hispanic students tools to become competent professionals (CPP 2.b, d).

Peer Coaching Peer coaching, and other mentorship helps students' problem solve and feel a sense of support and belonging (CPP 1.a.1, 2; 2.b, d).

Culturally Responsive welcoming, supportive, and inclusive environment (CPP 1.a.1, 2, 3).

Modernizing High-need degree pathways New high-need and high-earning degree pathways will increase postsecondary access for Hispanics (CPP 2.a, b, c, d).

Mental Health Interventions Addressing the mental issues affecting students mainly due the pandemic (CPP 1.a.1, 2, 3)

Faculty Professional Development to help faculty identify students at risk experiencing social, behavioral and mental health problems (CPP 1.a.1, 2, 3)

Abstract: Transforming Hispanic STEM Undergraduate Education by Imparting Socio-Emotional and Experiential Learning Skills.

Inter American University of Puerto Rico Barranquitas Campus (IAUPR-BC) is one of the eleven campuses of the Inter-American University of Puerto Rico System (IAUPR), the largest non-profit hispanic private higher education system in Puerto Rico. Of the IAUPR-BC students, most come from economically challenged family backgrounds, and this grim situation has worsened in the face of natural disasters, and most recently due to the Covid-19 pandemic. For these disadvantaged students, their investment in higher education in terms of time, effort and money deserves to be matched by an institution offering them highest quality education, particularly so that this education works as a tool to rebuild the economic strength of families and communities and strengthen the STEM workforce. In general, too, the modern student seeks to engage in a university education that adequately prepares them for professional success. However, it is extremely challenging for smaller higher-education institutions such as IAUPR-BC to bring about any major changes and improvements because of institutional weaknesses and financial limitations. Particularly, the institution almost exclusively depends on tuition funds, and therefore, low retention rates coupled with very few recognizable sources of external revenue have led to significant problems.

This ambitious Developing Hispanic Serving Institution (DHSI) Title V project at IAUPR-BC aims to engage students of STEM programs in academic courses and co-curricular activities that are designed to help them achieve their educational and career goals. Also, crucial to enhancing this educational experience are mentoring and counseling facilities and support systems that meet specific student needs. Project Activity 1 aims to increase student retention and success by a strong peer mentoring and counseling approach and the transformation of student services. This goal will be achieved by updating STEM courses with English Learning Skills, providing tutorial services, engaging students in experiential research learning activities. An on-campus STEM Innovation Laboratory Center will be established to bolster hands-on experiences of students and provide them with an immersive scientific environment. Faculty mentors will be appointed in addition to dedicated tutorial services for students. With its improved facilities, the campus will also provide exciting internship opportunities for K-12 students from local school. Students will have improved access to mental health counseling and a daycare facility will be set up to support students and faculty. Project Activity 2 will increase student work preparedness by work-based training experiences and early alert mentoring systems. Partnering with industries on the island, the university will provide internship opportunities to 30 students. To further enhance professionally relevant experiences for students, 20 professional development workshops will be organized.

The implementation of these planned activities will help overcome institutional weaknesses and significant problems, while simultaneously enabling the successful attainment of the objectives of the proposed project. Finally, as these proven strategies help achieve the project goals, IAUPR-BC will ensure that they are institutionalized and sustained after the grant period ends.

IAUPR-BC requests a five-year total of \$3,000,000.00 for this DHSI Title V Project.

Institution: National University

Project: Accelerating Curricular Change and Enhancing Student Support (ACCESS)

National University (NU) is a non-profit, predominantly online institution of higher education with its headquarters located in San Diego, California. As San Diego's largest private nonprofit university, NU enrolled 29,964 (14,330 undergraduates) students in the 2020-21 academic year. The university supports a diverse student body with flexible academic programs intended to meet the needs of both traditional and non-traditional students. NU's undergraduate students currently have a median age of 29 and are 30% Hispanic/ Latinx, qualifying it as a Hispanic-Serving Institution (HSI). Approximately 21% of undergraduate students are Pell recipients.

NU proposes a Title V DHSI grant Project entitled **ACCESS**, which will address systemic barriers to student success and educational affordability through **three project components** and **seven activities**.

Component 1: Creating an Inclusive Learning Environment

Activity 1A: Intentional curriculum review supporting students who are historically denied access, underrepresented, or otherwise marginalized in higher education, focusing on asset-based and culturally responsive learning and assessment strategies and opportunities which may increase the sense of belonging among Hispanic/Latinx students.

Activity 1B: College-wide diversity, equity, and inclusion training for full- and part-time faculty, including assessment of attitudinal and teaching method changes.

Activity 1C: Ensure diverse applicant pools and limit bias in faculty hiring through intentional job listings and updating interview panel standards within the college.

Component 2: Ensuring Equitable Outcomes

Activity 2A: Systematically assess readiness and engagement in General Education courses to provide immediate triage and support for students.

Activity 2B: Developing a faculty mentoring program for those academic programs showing the greatest equity gaps between Hispanic/Latinx students and the highest performing peer group.

Component 3: Reducing Educational Costs

Activity 3A: Prioritize the development of articulation agreements between National University and other Hispanic-Serving Institutions (HSI) to reduce credit waste for NU's large population of transfer students.

Activity 3B: Prioritize the adoption of Open Educational Resources (OER) during curriculum review to reduce student expenses, especially those which are less predictable.

Undertaking these activities will result in increased retention, more units earned, decreased time to degree completion, more students transferring into NU, improved general education course pass rates, and the provision of grant-funded services to 60,000 students.

NU is responding to both **Competitive Preference Priority (CPP) 1: Meeting student social, emotional, and academic needs**; and **CPP 2: Increasing postsecondary education access, affordability, completion, and post-enrollment success**.

To properly develop and implement the proposed activities, NU requests a total of \$3,000,000 in Title V DHSI funds over five years.

PROJECT ABSTRACT

California State University, Bakersfield (CSUB) serves over 9,000 undergraduate students, with 63% identifying as Hispanic, 65% receive Pell grants, and 42% are First Generation. Moreover, 39% of CSUB students transferred from a California Community College. CSUB is the only four-year institution of higher education within a 100-mile radius, serving a vast region encompassing Kern, Tulare, and Inyo counties, and parts of Los Angeles and Kings counties. Through this project, *Puedes! Caminos, Cariño, y Carreras in a Post-Pandemic Era*, CSUB will deploy the following three interconnected strategies to implement and scale the equity-minded interventions identified by *Excelencia* in Education as holding the most promise to increase attainment of Hispanic students, filling essential gaps to realize a seamless pathway to regionally high-demand, high-wage careers:

Strategy #1: Access & Pathways - CSUB will expand access for Hispanic students through multiple points of connection to educational and career pathways. Prospective Hispanic students, current high school dual enrollees, and transfers from key community college partners will benefit from a coordinated, community-wide commitment to improving higher education access and onboarding.

Strategy #2: Support & Care - CSUB will deploy a multidimensional approach to serving Hispanic students' cognitive, emotional, social, and basic needs in a post-pandemic era. This includes improved advising, early career and research experiences, and co-curricular supports which honor cultural wealth and foster a sense of belonging in and out of the classroom.

Strategy #3: Culture & Capacity - CSUB will drive a college culture shift to embrace the identity of an Hispanic-Serving Institution through intentional analysis of existing structures, policies, and practices that inadequately meet our standard of servingness while investing in faculty and staff cultural-competence.

5-Year Objectives to be accomplished by September 30, 2027

- **1.a:** Increase overall Hispanic student enrollment from 5,772 (63%) to 6,500
- **1.b:** Increase Dual Enrollment annual enrollment from 1084 to 1300
- **1.c:** Increase dual enrollment course offerings per term from 45 sections to 60 sections
- **2.a:** Reduce Hispanic student DFW rates from 75.3% to 65%
- **2.b:** Increase dual enrollment success from 89.1% to 93%
- **3.a:** Increase first-time Hispanic student fall-to-fall retention from 74.5% to 80%
- **4.a:** Increase Hispanic native freshmen 4-year graduation rate from 27% to 35%
- **4.b:** Increase Hispanic native freshmen 6-year graduation rate from 47.7% to 53%
- **5.a:** Increase Hispanic transfer student 2-year graduation rate from 44% to 50%
- **5.b:** Increase Hispanic transfer student 4-year graduation rate from 78.6% to 83%
- **6.a:** Restore utilization of the Food Pantry from 2,511 to 11,595
- **6.b:** Restore utilization of mental health services from 540 to 959
- **7.a:** At least 100 students annually attend the Summer Bridge
- **7.b:** At least 20 students annually complete an internship
- **7.c:** At least 400 college employees, including at least 200 faculty members complete a project-sponsored professional development certificate

Competitive Preference Priorities (CPPs # 1 & #2)

The project is also intentionally designed to address both Title V Competitive Preference Priorities (CPPs). The CPP strategies are not auxiliary elements of the project design but are integrated in the overall design to fundamentally advance CSUB's ability to meet the stated objectives to address the persistent problems disproportionately affecting Hispanic and low-income students in the region.

CPP #1: Address social, emotional, and academic needs by fostering a positive, inclusive, and identity-safe environment for Hispanic and other underserved students through intentional, early, ongoing, and sustained efforts to connect students to their peers, college personnel, and their programs of study.

CPP #2: Increase postsecondary education access, affordability, completion, and post-enrollment success by setting Hispanic and other underserved students up for success in high-demand, high-wage careers.

ABSTRACT

Sacramento City College has developed **Caminos de la Ciudad**, a project designed to create a seamless transition from Freshman Seminar to the second semester of college, while providing a continued pathway and support to students as they enroll in a major course and complete both English and math in their first year of college. This grant will help the college build capacity for and implement the third and fourth pillars of Guided Pathways: Help students stay on their path; and Ensure that learning is happening with intentional outcomes.

SCC's overarching goal with this grant is to resume where its Guided Pathways project ended and to provide an additional clear pathway for students, particularly those who are Latinx and/or low-income, to succeed in their community college classes and on to transfer or meaningful work. The college's focus on the next steps of Guided Pathways is grounded in the institutional goal to provide SCC students with a place to learn, grow, belong, and find and pursue their academic, career, and life paths. Caminos de la Ciudad will allow SCC to expand that commitment to ensure that students can find their path and remain on it successfully as they move toward graduation, transfer, and/or career achievement. The project has five measurable objectives:

Objective 1: By Sept. 30, 2027, increase the persistence (Fall to Spring) rate of first-time-in-college (FTIC) Hispanic/ Latino and/ or low-income students by 8 percentage points.

Objective 2: By Sept. 30, 2027, increase the retention (Fall to Fall) rate of first-time-in-college (FTIC) Hispanic/ Latino and/ or low-income students by 5 percentage points.

Objective 3: By Sept. 30, 2027, improve the transfer-ready number of first-time-in-college (FTIC) Hispanic/ Latino and/ or low-income students by 56 percent.

Objective 4: By Sept. 30, 2027, increase the number of awards (degrees) earned by first-time-in-college (FTIC) Hispanic/ Latino and/ or low-income students by 72 percent.

Objective 5: By Sept. 30, 2027, increase second-year course success rates of first-time-in-college (FTIC) Hispanic/Latino and/ or low-income students by 3 percentage points.

SCC is seeking \$2,998,227 over five years to implement this project. This represents 33% for project management and evaluation (Project Director, Administrative Assistant, Research Analyst, and External Evaluator); 50% for other salaries and fringe benefits; 3% for travel; 6% for supplies; 4% for construction; 3% for contractual (professional development trainers); and 1% for other.

SCC is responding to both competitive preference priorities as outlined in the Request for Proposals. The project clearly includes elements that will both meet student academic, social, and emotional needs; and increase postsecondary education access, affordability, completion, and post-enrollment success.

PROJECT ABSTRACT

Azusa Pacific University (APU) is a four-year accredited faith-based university committed to excellence in higher education. The main campus, located in the diverse Southern California area, is approximately 26 miles from Los Angeles. The undergraduate student body of APU numbers nearly 4000 with 28% being low-income who are also first-generation and 57% coming from student communities (Hispanic/Latinx, Black, Native Hawaiian/Pacific Islander, American Indian/Alaska Native, or bi/multi-racial) who have historically had inadequate access to higher education. The relatively large number of Hispanic/Latinx students on campus, including a 5% increase in their already high enrollment numbers over the past 5 years, provides a unique opportunity for the APU “*Advancing Student Achievement and Success*” project to improve our student success and retention rates.

The targeted population for APU’s Title V Grant is Hispanic/Latinx students, low-income students, and adult/returning/transfer students. The Grant outlines several areas of APU’s strengths and also describes various weaknesses in meeting the needs of Hispanic/Latinx students, low-income students, and adult/returning/transfer students. These descriptions include challenges with high rates of D/F/W grades, providing adequate mentoring/role models via upper class students, and providing robust academic advising, particularly to the adult student population. Additional challenge areas include data collection and management, faculty engagement with culturally responsive curriculum and pedagogy, and retention tracking. This grant proposal clearly documents challenges that must be addressed on campus and how APU plans to address these issues with Title V funding.

The Key Overall Goals and Measurable Objectives include: a) increasing student retention and graduation rates through the use of improved academic advising models, upper class Learning Assistants, and a Summer Bridge Program; b) improving organizational infrastructure and student tracking data systems through the development of a Student Success Network and implementation of student retention software (Stellic); and c) enhancing the student experience in the classroom via faculty development programs focused on justice, equity, diversity, and inclusion (JEDI), curricular/GE revisions inclusive of culturally responsive pedagogies, and mentorship skill development. A unique remodel of engaging learning spaces will also be implemented, as well as making important advances to APU’s endowment profile.

Competitive Preference Priorities 1 and 2: The APU Advancing Student Achievement and Success project will also address competitive preference priorities (CPP) 1 and 2. CPP 1, Meeting Student Social, Emotional, and Academic Needs, is addressed through the implementation of a Learning Assistants Model, whereby peers will work with first and second year students to coach and advise them about college success behaviors, reach out to marginalized students, and offer encouragement and referrals to counseling when appropriate. Academic Success Coaches and the Summer Bridge program will be utilized, and faculty will be trained on recognizing students in need, utilizing engaging pedagogy, and identifying appropriate referral behaviors. CPP 2, Increasing Postsecondary Education Access, Affordability, Completion, and Post-Enrollment Success, is addressed through the establishment of a Student Success Network on campus, a group of faculty and student services professionals who will work under the leadership of the Title V Grant Program Director. CPP 2 will also be addressed through the use of a retention software tool (Stellic) which will allow all campus personnel to have more robust data on each student, to connect and communicate with students, and will allow the APU campus leadership to utilize aggregate and disaggregated data to improve student retention.

The overarching goal of the College of Southern Idaho (CSI) Title V (Strengthening Hispanic Serving Institutions) Program is to increase the immediate “go-on” to college rate for Hispanic students in the Magic Valley while improving student attainment, institutional “servingness”, and student sense of belongingness.

To accomplish this goal, the program has three primary objectives and nine key activities.

Objective 1: Improve the immediate “go on” to college rate from Jerome High School from 41% to 50% by the end of the grant. This will be accomplished by (1) Reestablishing the CSI Latinos in Action (LIA) Committee; (2) Integrating with and providing additional support services to the established high school based LIA organizations, including through a multi-year bridge program; (3) Implementing a “parent education” program designed to assist families of prospective students; (4) Providing wrap around services for participant families.

Objective 2: Enhance institutional learning and professional development – This will be accomplished by (5) Hosting multiple community and student listening sessions (6) Implementing student testimonios and showcases; (7) Providing a series of professional development events for faculty and staff throughout the year.

Objective 3: Create Culturally Responsive Curriculum and Pedagogy – This will be accomplished by (8) Creating a new program major (60 credits) focused on developing the skills of Heritage Spanish Speakers; (9) Strengthening 10 General Education courses with culturally responsive pedagogy.

Competitive Priority #1: – This priority is specifically addressed in Activities 1, 2, 4, 6, and 7

Competitive Priority #2: - This priority is specifically addressed in Key Activities 2, 3, and 4.

COLUMBIA BASIN COLLEGE PROJECT ABSTRACT

Title: Closing Equity Gaps through Faculty Professional Development, Completion Coaching, and an Equity Center

Contact Person for the Title V Proposal: Dr. Rebekah Woods, President, Columbia Basin College, 2600 N. 20th Ave., Pasco, WA 99301; 509.547.0511, rwoods@columbiabasin.edu.

Institutional Background: Columbia Basin College (CBC), founded in 1955, is an open-door, public community college in Washington State serving both Franklin and Benton Counties. CBC's main campus is in Franklin County, which is one of only three counties in Washington with a majority-Hispanic population. Hispanic residents represent 53% of the Franklin County population (and 31.4% of the total two-county CBC service population). CBC is one of the few designated Hispanic-Serving Institutions (HSIs) in the State of Washington, and Hispanic students now represent nearly 44% of CBC's student population through its academic/transfer, workforce, and adult basic education (transition) programs. CBC enrolls more Hispanic students than any other community or technical college in Washington.

Competitive Preference Priorities (CPP): CBC will address CPP #1 (a.1) by fostering a sense of belonging and inclusion for underserved students through development of an Equity Center and CPP#1 (a.2) by expansion and improvement of an evidence-based completion coaching model. CBC will address CPP #2 (b and d) through its completion coaching activity and Equity Center activity and CPP #2 (c) by increasing institutional research capacity through improvement of predictive analytics and effectiveness.

Goal: The goal of this project is to increase diverse students' retention and sense of belonging and improve their academic, social, and emotional success, from enrollment through completion.

Activities: The project has four activities: (1) faculty professional development and course and curriculum redesign; (2) predictive analytics and effectiveness; (3) improving student retention through completion coaching; and (4) implementation of an Equity Center. No subrecipient activities are included.

Key Outcomes: Ten measurable objectives focus on reducing gaps between First-Time-Entering College (FTEC) Hispanic and not-Hispanic students in fall-to-fall retention and completion/transfer. In addition, the project will address CBC's 10-year institutional objectives by reducing gaps between Hispanic and not-Hispanic students' attainment of 30 credits within the first year, completion of a college-level English course within one year, and completion of a college-level mathematics course within one year. The project also includes measures to increase attainment of these outcomes for all FTEC students to raise institution-wide student success of key indicators.

Contributions to Research, Policy and Practice: This project contributes to the body of research focusing on the efficacy of an Equity Center in improvement of Hispanic, low-income and underrepresented student success outcomes including academic, social, and emotional success.

Population to be Served: The entire CBC student body will be served. Fall 2021-22 enrollment statistics: 6,632 headcount, 44% Hispanic, 44% White, 12% Not-White/Not-Hispanic.

Five-Year Project Budget: \$3,000,000

Project Abstract

Dominican University of California (“Dominican”) is a private university in San Rafael, California. In fall 2020, Dominican had 1,374 undergraduate students, including 354 transfer students. Ninety-one percent of students were from California, 6% were from other states, and 3% from other nations. 100% of incoming first-year students received financial aid, 68% identified as ethnically diverse and 23% were the first in their family to attend college. Dominican is a Minority Serving Institution and many of its students are from low-income families.

Dominican’s deep commitment to historically underserved students is embedded in all work across the institution and continues to strengthen year after year in order to meet the needs of our increasingly diverse student population. This dedication can be seen at each point throughout a student’s trajectory, from access and enrollment, through their time as a student at the university, and during the transition from life at Dominican to post-graduation. Created as an access and equity program to promote success and central to the university, the Dominican Experience enables all students to engage in high-impact practices that deliver a network of full support to nurture deep learning and achievement. This innovative program facilitates social mobility through equitable access to connections and experiences for all students regardless of background or socio-economic status and is rooted in well-established research demonstrating the benefits of engagement in high-impact practices for underserved students in particular. In addition to the components of the Dominican Experience, the university offers a range of programs, services, and community partnerships designed to increase higher education opportunities for low-income, minority, and historically underrepresented students, with a growing group of institution-wide initiatives in place to support this work.

Dominican has requested a total of \$2,998,354 over five years for this project, *Vida Dominican*, to improve educational outcomes for Hispanic and low-income students. Specifically, Dominican will increase enrollment of underserved students, increase retention and graduation rates and provide more opportunities for Hispanic and low-income students to transfer to the university. Dominican will provide student services and other programs at four key points in the student’s trajectory: Access, Connection, Success, and Completion. The strategies proposed by Dominican to improve outcomes for Hispanic and low-income students include construction of the Center for the Dominican Experience, the addition of Integrative Coaches, new peer mentors, a program to introduce local underserved students to the university, and a summer bridge program. In addition, Dominican will build an increasingly welcoming and inclusive campus and heighten underserved students’ sense of belonging by offering expansive professional development opportunities for faculty and staff that include teaching and relational development strategies from an asset-based mindset.

Dominican addresses Competitive Preference Priority Number 1: Meeting Student Social, Emotional, and Academic Needs and Competitive Preference Priority 2: Increasing Postsecondary Education Access, Affordability, Completion, and Post-Enrollment Success.

Long Beach City College CASA Program Abstract

Long Beach City College (LBCC) is the ninth largest college in the California Community College System, serving 34,463 students in 2020-21. The College is a minority-majority serving institution with Latinx-identifying students representing 53% of the student population. In 2020-2021 68% were economically disadvantaged and received some form of need-based financial aid. The College holds two federal minority-serving institution designations and is both a Hispanic Serving Institution (HSI) and an Asian American/Native American/Pacific Islander Serving Institution (AANAPISI).

The Community Advancing Student Achievement (CASA) Program will expand the scale of services designed to address the critical basic need insecurity faced by many of LBCC's Hispanic and low-income students and the barriers it poses to their academic, professional, and personal success. The CASA Program will provide low-income Hispanic participants with direct aid, service referrals, and critical job placements to address their housing and food insecurities. To ensure long-term success for participants, CASA will connect them with integral support that include mental health, career, completion, and transfer services. Additionally, the Program will create an inclusive, compassionate, and welcoming environment for participants by providing several ways for faculty, staff, and administrators to participate in professional development that will foster approaches to services that are trauma-informed, culturally-responsive, and asset-based.

Through the creation of network of support that addresses students' basic needs and connects them with key academic, social, and professional services, the CASA Program will achieve the following long-term goals: 1) Increase LBCC's capacity to address the basic needs and mental health of Latinx and low-income students so that they are able to achieve their educational goals; 2) Create a continuum of care that supports Latinx and low-income students experiencing basic need insecurity so that they feel valued throughout the process of completing their educational goals; 3) Ensure Latinx and low-income students are prepared to transfer to a 4-year university; and 4) Provide short- and long-term career supports that ensure Latinx and low-income students have stable income and are prepared for the workplace.

This proposal addresses both of the solicitation's two Competitive Preference Priorities (CPPs). CASA will address *CPP#1: Meeting Student Social, Emotional, and Academic Needs* through fostering a sense of belonging and inclusion for underserved students who are experiencing the stress and trauma of basic need insecurity. As reflected in the name of the program, the Community Advancing Student Achievement is intentionally designed to welcome participants into a community of support that empowers their success by removing barriers, reducing stress, and supporting connections with key College services. The Program will be staffed with service providers who have the professional experience to support participants and are able to provide individualized services and referrals that are responsive to their unique needs and challenges. To ensure participants access the CASA's holistic support system, program staff will provide warm referrals to ensure that students have identified contacts throughout the College to support their progress and growth. The CASA Program addresses *CPP#2: Increasing Postsecondary Education Access, Affordability, Completion, and Post-Enrollment Success*, through the development and implementation of a student success program that integrates academic advising, career services, and services that meet students' basic needs. Participants will be supported by CASA staff specializing in basic needs insecurity, mental health, career development (including immediate job placement and long-term career support), and academic advising focusing on completion and transfer.

The College of Mount Saint Vincent (CMSV, or the Mount) is a nonprofit, independent, four-year college that meets the U.S. Department of Education's designations as both a minority-serving institution (MSI) and a Hispanic-serving institution (HSI). CMSV is located in the Bronx, New York, and because the majority of CMSV students live in the New York City (NYC) metropolitan area or in lower Westchester County, the college is an important resource for undergraduate students from high-need and underserved backgrounds. More than 1,130 of the college's undergraduates (49.5%) are Pell Grant recipients. Hispanic students account for 33% of all undergraduates, while Black students account for 17%, and Asian students comprise 6%.

The academic, institutional, and fiscal weaknesses detailed in CMSV's Comprehensive Development Plan suggest two significant problems that CMSV proposes to address through Project Mount: 1) Low-income students and students in STEM majors achieve lower levels of academic success (as measured by graduation rates) than their peers; and 2) A lack of infrastructure including technology, automated processes, and environments and culture to promote evidence-based practices poses barriers to student and institutional growth.

In response to the first significant problem, CMSV proposes to develop a suite of new resources and supports to ensure that Hispanic and low-income students overcome struggles in STEM areas and develop exceptional analytical and quantitative skills while at CMSV. Specifically, CMSV will create support modules for 15 gateway and advanced STEM courses, and it will establish two new positions to provide real-time assistance to students: a quantitative and analytical skills specialist, housed in the existing academic resource center, to provide personalized and group tutoring to students in any major; and an academic success coach-advisor providing holistic student support including career guidance and preparation to low-income students in any major.

In response to the second significant problem, CMSV proposes to expand opportunities for high-impact undergraduate research by creating a vibrant new faculty research fellowship program involving students and peer mentors. This faculty research program will be accelerated with new laboratory equipment and supplies, and it will be sustained with a new research/internship endowment targeting Hispanic and low-income participation. As required, CMSV will match the federal contribution to this endowment with institutional funds. CMSV also proposes to secure new degree auditing and document management systems, which will save staff time, streamline the transfer of students from the many HSI community colleges in the area, and reduce administrative costs, thereby increasing financial sustainability.

Project Mount is clearly aligned with CMSV's strategic plan, which was recently revised and remains in effect until 2025. The project will be guided by a steering committee including college leadership, project personnel, and various faculty. CMSV's proposed activities also address both Competitive Preference Priorities. The project meets student social, emotional, and academic needs by providing "wraparound" services and by broadening opportunities for high-impact academic practices. The project will increase postsecondary education access, affordability, completion, and post-enrollment success by strengthening relationships with a large network of community colleges in the area, many of which are designated as HSIs, and by establishing a suite of new academic supports and services to promote post-enrollment success leading to graduation.



ABSTRACT

Project Title: *Promoting Academic Success through Student Support*

Introduction/Service Area: Inter American University of PR, Bayamón Campus (IAUBC) is a private, nonprofit, four-year HSI located in Bayamón (part of the greater San Juan metro area). IAUBC serves an economically distressed area with high levels of poverty and low educational attainment. A large proportion of Bayamón's population lives in poverty (34%) and residents earn 41% of what U.S. residents earn (\$26,853 vs. \$64,994). IAUBC's Fall 2021 undergraduate enrollment was 3,675, 99% Hispanic and 81% Pell grant recipients.

Institutional Problems: At this juncture, IAUBC is unable to respond to demand for programs sorely needed in Puerto Rico and to strengthen and expand academic support services for students with severe academic needs. The primary problems center around several key areas: gaps in career and technical education programming, institutional academic support systems that are limited in scope, the absence of critical resources to support students in challenging courses, and inadequate academic support targeted at entering students with at-risk characteristics.

Proposed Solutions: IAUBC's significant problems will be strategically addressed through this Title V Activity. We intend to create targeted programs of study and student support services:

- Two new Associate of Science degree programs (Electrical Engineering Technology and Surveying Engineering Technology) with a lab for each new program;
- A comprehensive, multi-dimensional tutoring program, to encompass individual, group, and lab-embedded tutoring as well as Supplemental Instruction (SI);
- A faculty professional development regimen to support SI, resulting in a more effective and comprehensive SI approach;
- A mentoring program, to complement academic support with personal student support, especially for students who have been negatively impacted by the COVID-19 pandemic;
- Digital learning modules to provide additional academic support in highly-challenging courses through engaging supplementary resources accessible through any device;
- A summer bridge program to pave the way for a successful university experience for new entering students with identified at-risk characteristics.

Anticipated Results: Expected outcomes at the completion of the five-year project include increased enrollment (+215); increased retention rate (+5 percentage points); increased number of degrees awarded (+56); and a minimum of 80 students in the pipeline to receive an associate degree in one of two fields that are experiencing severe labor shortages in Puerto Rico (Electrical Engineering Technology and Surveying Engineering Technology).

Proposed Budget: The five-year budget for this Title V project is \$2,999,803.

*This Title V application addresses **Competitive Preference Priority 1** (Meeting Student Social, Emotional, and Academic Needs), part (a-1) and part (a-2). The application also addresses **Competitive Preference Priority 2** (Increasing Postsecondary Education Access, Affordability, Completion, And Post-Enrollment Success), part (c) and part (d).*

Project Abstract

Interamerican University of Puerto Rico-Fajardo: Parque Batey Central, Calle Unión, Fajardo, 00738
Project Director: Prof. Irma Morales, irma.morales@fajardo.inter.edu,(787) 863-2390 ext. 2381
Project Title: Adelante! Attracting, Retaining, and Graduating Hispanics Through a Holistic Student Support Program
Target Area: Increase the number of Hispanic and low-income students who have access to and complete articulated high need degrees in Puerto Rico’s Eastern Region area that is one of the most economically disadvantaged in the nation, where educational attainment is low.
Project Goals G1: Redesign the Speech and Language (SLP) and Criminal Justice (CJP) programs G2: Expand focus on <u>retention, persistence and graduation</u> by developing a Holistic Student Support Program (HSSP) G3: Strengthen <u>college capacity</u> for offering opportunity equity for all students through stronger outreach to high school students, and career-center learning and internships.
Project Objectives O1: Increase by at least 50% the number of Hispanic full-time degree-seeking undergraduate students enrolled in the redesigned SLP, CJP, and SWP. O2: Increase by 10% points the percentage of Hispanic first-time, full-time degree-seeking undergraduate students who were in their first year of postsecondary enrollment in the previous year and are enrolled in the current year who remain in a degree/ credential program O3: Increase by 15 points the percentage of Hispanic, full-time degree-seeking undergraduate students graduating within six years of enrollment with a degree O4: Serve at least 500 Hispanic students annually, who participate in grant-supported services or programs and who persist to complete a degree or credential.
All project strategies and activities have been designed to meet both <u>Competitive Preference Priorities (#1 & #2)</u> as described in the NIA. Strategies and Activities that meet the CPPs include: Academic Advising Intrusive advising across educational sectors with tailored guidance and accelerated pathways to completion (CPP 1; CPP 2.a.2). Career Readiness Incorporate career-building and giving Hispanic students tools to become competent professionals (CPP 2.b, d). Mentoring Peer, faculty, and other mentorship helps students’ problem solve and feel a sense of support and belonging (CPP 1.a.1, 2; 2.b, d). Culturally Responsive welcoming, supportive, and inclusive environment (CPP 1.a.1, 2, 3). Developing new degree pathways New high-need and high-earning degree pathways will increase postsecondary access for Hispanics (CPP 2.a, b, c, d). Mental Health Interventions Addressing the mental issues affecting students mainly due the pandemic (CPP 1.a.1, 2, 3)

Applicant: Santa Barbara City College

Project Title: *La Experiencia en SBCC* (The SBCC Experience)

About SBCC: Santa Barbara City College (SBCC) is a comprehensive community college serving the south coast of Santa Barbara County in California. In Fall 2021, the student population was 14,045 (5,290 full-time equivalent). That population includes 54% minority students (39% Hispanic) and 35% low-income.

Project Summary: SBCC is developing a project for this Title V grant competition that will assist more students – especially those who are Hispanic and low-income – in earning a degree through the development of an innovative first-year experience program and supporting activities, including professional development and mental health/social-emotional programming. These activities will help SBCC to improve metrics related to the success of its Hispanic student population. The FYE program will group students into cohorts (or houses) based on SBCC’s six Guided Pathways meta-majors. Key elements of *La Experiencia en SBCC* include support for student academic achievement and emotional well-being. All elements of the program design support first year students holistically. Key elements include culturally responsive and trauma-informed seminars and curriculum, multimodal assignments and assessment supported by a learning lab, and wrap-around student services, specifically designed to support LatinX and low-income students to succeed through their first year at SBCC, and beyond. This project is designed to provide ongoing support for students while also providing faculty with valuable training through on-campus workshops and travel to off-campus conferences related to FYE, equity, and student belonging.

Project Objectives: SBCC has established four project objectives. Each will be supported by performance indicators that will illustrate how the college expects to meet its five-year targets.

Objective 1: By Sept. 30, 2027, SBCC will improve the fall-to-fall retention rate for Hispanic students by six percentage points.

Baseline: 66% Goal: 72%

Objective 2: By Sept. 30, 2027, SBCC will increase the percentage of Hispanic freshman students who pass all of their courses with a C or better by seven percentage points.

Baseline: 66% Goal: 73%

Objective 3: By Sept. 30, 2027, SBCC will decrease the average time to degree completion for Hispanic degree-seeking students from 7.1 to 6.0 semesters. Baseline: 7.1 semesters

Goal: 6.0 semesters

Objective 4: By Sept. 30, 2027, serve 10,000 students with grant-funded services.

Baseline: 0 Goal: 10,000

Project Cost: The total funding requested for *Experiencia en SBCC* is \$2,998,651. This represents funding for project management, oversight, and evaluation (33%); salaries and fringe benefits for faculty and staff who will work directly with students (34%); travel and professional development expenses (13%); equipment and supplies (14%); and construction (6%).

Competitive Preference Priorities: SBCC is responding for this application to both CPP 1 and CPP 2.

TEXAS TECH UNIVERSITY DEVELOPING HSI, TITLE V, PART A. ABSTRACT

Texas Tech University (TTU) requests **\$3,000,000** to fund its Developing HSI, Title V, part A **Sirviendo Estudiantes: Moving Texas Tech from Hispanic Enrolling to a Hispanic Serving Institution (Sirviendo Estudiantes)** for a five-year period (September 1, 2022 – August 31, 2027) to meet the proposed objectives and activities at a cost of **\$600,000** per year.

The **proposed goals** of TTU's Sirviendo Estudiantes will consist of (1) Developing a Holistic Advising, Retention, and Student Success Interventions and Cultural Responsiveness Model (2) Enhance Student Success Course Outcomes to focus on the needs of Hispanic, low-incomes, and minoritized students (3) Increase Hispanic Undergraduate Student Retention (4) Increase Hispanic Undergraduate and Graduate Student Graduation. The **Project Outcomes are:** (1) 25% increase in interventions and cultural responsiveness (2) 15% increase enrollment into Student Success courses with 95% retention of enrolled students from first-year to second-year, and 50% of Academic Colleges Participating in the Student Success Course Model with Credit Toward Major (3) 90% of undergraduate Hispanic students will persist from the first-year to the second-year (4) 80% of undergraduate Hispanic students will persist from the second-year to the third-year and from the third-year to the fourth-year (5) 55% of Undergraduate Hispanic Students Will Graduate Within Four-Years (6) 67% of Undergraduate Hispanic Students Will Graduate Within Six-Years (7) 5% increase of Master's and Doctoral Degrees by Hispanic students.

The Sirviendo Estudiantes Project will provide the TTU community with enhanced academic advising, retention support, and student success model with an assets-based, integrated approach. The plan includes advising, peer mentorship; information on financial aid; assistance in completing financial aid applications; financial literacy; and support for applying for graduate school enrollment, faculty mentorship, graduate school bridge program, professional development for faculty and staff, curriculum enhancements. Moreover, the focus will provide support for students' diverse academic and non-cognitive needs to ensure that they persist, succeed and graduate from TTU and are prepared for their next phase.

The **Comprehensive Development Plan** for Sirviendo Estudiantes Project at TTU addresses the weaknesses and problems of the institution and how this Project will help to institutionalize efforts. The Project will achieve objectives through a comprehensive delivery of services plan outlined in the **Project Design and Activity Objectives**. The plan will be implemented by qualified and experienced staff detailed in the **Key Personnel** and funded by a **Budget** that is reasonable, cost-effective, and adequate in relation to the objectives. Finally, the outcomes of all Sirviendo Estudiantes Project objectives will be monitored throughout each year and evaluated through the implementation of an appropriate formative and summative **Evaluation Plan**.

This application will address the following two (2) Competitive Preference Priorities:

Competitive Preference Priority 1: Meeting Student Social, Emotional, and Academic Needs.

Competitive Preference Priority 2: Increasing Postsecondary Education Access, Affordability, Completion, and Post-Enrollment Success



ABSTRACT

REEDLEY COLLEGE UNIFYING THE DIVERSITY OF OUR STUDENTS (UNIDOS) *(Increasing STEM Enrollment, Persistence, Completion and Transfer)*

Reedley College (RC) is a fully accredited California two-year college located in the small rural community of Reedley in the heart of the California Central Valley. As a Hispanic Serving Institution with an enrollment of more than 18,000 students, 71% of students are Hispanic, and 61% are low-income. RC requests a grant from the U.S. Department of Education to implement its *Unifying the Diversity of Our Students (UNIDOS)* STEM program.

ACTIVITY: *Unifying the Diversity of Our Students (UNIDOS)* (\$3,000,000 over five years) Strategies will increase the number of Hispanic and low-income students that enroll in STEM pathways, persist, complete a STEM pathway, and succeed in meeting the requirements for certificate/degree and/or transfer to a four-year university within two to three years. Reedley College will partner with Fresno State University for the purpose of meeting the articulation and transfer model Absolute Priority.

Project outcomes include: *a 25% increase in the number of low-income Hispanic students who enroll in a STEM pathway, a 10% increase in the persistence of low-income and FTIC Hispanic students enrolled in STEM pathways, a 25% increase in the number of certificates and Associate Degree for Transfer (ADT) degrees conferred, and a 20% increase in the number of Hispanic and low-income students who transfer in a STEM field of study.*

To meet the performance outcomes, four (4) supporting strategies will guide the implementation of the proposed strategies:

- **Component One:** Outreach for Increased Enrollment to increase STEM enrollment in Guided Pathways, improve success and preparation for Hispanic and low-income students through enhanced first-year experience strategies, Student Educational Planning, and innovative mobile STEM lab outreach strategies to rural communities.
- **Component Two:** Academic and Student Support Strategies to increase course persistence in STEM introductory and transfer-level math courses, and to improve completion for ADT Degree/Certificate and Transfer through embedded and intrusive tutoring, STEM advising and mentoring, early alert, and counseling.
- **Component Three:** Expanded Educational and Laboratory Capacity to strengthen STEM capacity and transfer preparation for low-income STEM students, improve lab facilities and upgrade equipment, develop new STEM course offerings, degree and certificate options, and create alternative course delivery options.
- **Component Four:** Increased Articulation and Transfer Efforts to improve STEM course alignment to Guided Pathways and Vision for Success goals, expand articulated STEM pathways, dual admission, Professional Development and Instructional Design support.

The project application *addresses both competitive preference priorities.*

ABSTRACT

Merritt College is a public, two-year Hispanic Serving Institution in Oakland, CA, located in Northern California on the east shore of the San Francisco Bay. The college is one of 116 California Community Colleges. Merritt Community College is a densely populated and diverse community with an increasingly complex and demanding economy.

Merritt College proposes the **Aspira Project**, which will outreach, prepare, and guide more Hispanic and low-income students to improve representation in higher education, advance their educational attainment, and increase career placement in high-demand industries in the region.

Merritt College's Title V grant project, will overcome weaknesses and gaps in service identified through ongoing assessment and analysis and will put into place innovative structures that are "high impact practices" designed to create enriching academic opportunities that foster student success. These high impact practices will be informed by the Guided Pathways research and will include: 1) the development of a bilingual outreach and dual enrollment program, 2) peer-mentoring program that connects Hispanic students to matched peers, 4) a robust tutoring program for high need courses, 5) centralized retention programs including bilingual academic advising and transfer/career advising, and 6) professional development for faculty and staff in culturally responsive curriculum, pedagogy, and practice. The Project meets the Competitive Preference Priorities 1 and 2.

The purpose of the **Aspira Project** is to build institutional capacity to increase the number of Hispanic students earning certificates and attaining postsecondary degrees. The project will facilitate improvement in access, persistence, retention, and completion outcomes. Project Goals include: 1) Increase access and enrollment; 2) Increase academic success and retention; 3) increase graduation and transfer rates; 4) increase career placement rates; 5) implement a professional development program to increase culturally responsive curriculum, pedagogy, and practices.

Merritt College is requesting **\$2,980,033** over five years to support the **Aspira Project** initiatives and activities.

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Lone Star College-Kingwood
Title V, Part A, Developing HSI Program- Mi Familia, Mi Futuro

Project Abstract

Lone Star College-Kingwood (LSC-KW) requests \$2,174,425 to implement the DHSI Program-Mi Familia, Mi Futuro. Following a comprehensive SWOT analysis, a cost-effective five-year plan addresses a single activity objective to “*improve postsecondary degree attainment of Hispanic, low-income and other underserved students by reducing student and institutional barriers.*” The program design provides a theory of change illustrating the progression of addressing critical needs, leveraging identified strengths, supported by three evidence-based activity components:

- **Activity Component #1: Strengthen and Align Outreach, Enrollment, Student Support, and Academic Pathways** to the changing community and workforce.
 - **Method:** Research, intentional and strategic planning, and evidence-based practices.
 - **Outcome:** Increase the LSC-KW full-time student enrollment by eleven points over baseline (11,692- 0%) by 2027.
- **Activity Component #2: Establish A College Access Center** to advance student persistence, completion, and transfer for Hispanic, low-income, and underserved students.
 - **Method:** Strengthen access and equitable and accessible academic and student programs.
 - **Outcome:** Increase the Fall to Fall persistence of LSC-KW FTIC students by fifteen percentage points over the baseline (47%) by 2027.
- **Activity Component #3: Build and Foster a Diverse, Equitable, and Inclusive Campus Culture**, advancing success, completion/transfer for Hispanic and other underserved students.
 - **Method:** Enhanced professional development, evidence-informed practice, equity-focused learning outcomes, and modernized technology and infrastructure.
 - **Outcomes:** Increase the first-time, full-time LSC-KW students who complete (certificate) or graduate (*with a degree*) within 3 yrs. by fifteen percentage points over the *baseline* (37%) by 2027; and increase the first-time, full-time LSC-KW students who transfer within 6 yrs. to a 4-yr IHE by twenty percentage points over the baseline (17%) by 2027.

An integrated mixed-methods approach to the program evaluation will monitor the progress in meeting or exceeding the program objectives. As a first-time awardee, LSC-KW requests funding to procure an external project evaluator for project year three to provide an independent analysis of the project strengths and recommendations for improving service quality and meeting project goals and sustainable ‘best practices’ strategies.

LSC-Kingwood has elected to address all DHSI Competitive Preference Priorities (CPP):

Competitive Preference Priority #1: Meeting Student Social, Emotional, and Academic Needs

Competitive Preference Priority #2: Increasing Postsecondary Education Access, Affordability, Completion, and Post-Enrollment Success.

Abstract

The **Cultivamos Excelencia** HSI Title V part A Project will build a transfer receptive culture¹ for Hispanic/Latinx and low-income community college students to thrive in their transfer pathways to the University of California, Santa Cruz and beyond, opening opportunities to graduate studies. Community college is the most common starting institution for Latinx students beginning their higher education journey. Transfer pathways also offer students a chance to re-engage with higher education if they left due to personal, family, or career needs, which were amplified by the Covid-19 pandemic. UCSC, a national leader as a Hispanic-Serving Research Institution, seeks to create systemic change that will improve and streamline these pathways and the lives of our local community college Latinx, first generation and low-income students and address issues of inequities of transfer, graduation and advancing to graduate studies rates.

During the last year a team of UCSC faculty and staff researchers analyzed data related to transfer students of color outcomes, transfer literature, UCSC transfer student survey data, and transfer student best practices and convened a Transfer Champion workgroup consisting of faculty and staff to process the data results. The Transfer Champion workgroup made 11 recommendations, six of which are addressed via these three primary components with also respond to both competitive preference points:

1. Create a **Community College Partnership Program** that will focus on building relationships early-on with students via mentorship² and programing focusing prior to transfer, upon admissions, and through their transition to UCSC that cultivate a sense of belonging and personal relationships with staff and faculty at UCSC. Programs will focus on students in our local community colleges such as Cabrillo, Hartnell, San Jose City College, in programs such as Puente.
2. Deepen our understanding as faculty and staff of our transfer pathways and Latinx transfer students' lived experiences. Departments will take action to streamline transfer pathways to improve **Transfer Coherence** welcoming our transfer students and connecting them to the opportunities available at a research university.
3. Expanding the **graduate pathway** with research and graduate school pathway mentoring, support during the graduate and research internship application process, and connecting transfer students to paid research opportunities.

When taken together Cultivamos Excelencia will increase the number of newly enrolled Latinx transfer students by 10%; Increase the number of degrees awarded to Latinx transfer students by 5%; Increase Latinx transfer student's sense of belonging by 5%; Increase Latinx transfer student's intention to attend graduate school by 3%; Increase our capacity as practitioners to serve our transfer students of color.

Funds requested: UC Santa Cruz is requesting \$3 million over five years (10/1/2022-9/30/2027) to support the three Cultivamos Excelencia project components.

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¹ Herrera, A., & Jain, D. (2013). Building a transfer-receptive culture at four-year institutions. *New Directions for Higher Education*, 2013(162), 51-59.

² Bettinger, Eric, and Rachel Baker. "The Effects of Student Coaching in College: An Evaluation of a Randomized Experiment in Student Mentoring. NBER Working Paper No. 16881." National Bureau of Economic Research (2011)

PROJECT ABSTRACT

California State University Monterey Bay (CSUMB). This project catalyzes efforts to increase institutional capacity to connect with students early, often, and sustainably through a serving-minded approach for a high-demand, high-wage career in Mechatronics Engineering. This comprehensive approach addresses identified problems and opportunities by deploying three interrelated strategies designed to attend to Hispanic students' holistic needs along an academic and career pathway. **STRATEGIES: #1: High-Demand, High-Wage Pathways:** 1.a. *Engineering Pathway:* Create a Mechatronics degree at CSUMB and ensure equitable enrollment and completion. All STEM degrees will be mapped, with courses that foster students' sense of belonging and self-concept. 1.b. *Holistic Support Ecosystem:* Promote persistence through STEM pathways through wrap-around support services designed to holistically support students in the cognitive and affective domains of learning. **#2: Career-Focused, Experiential Learning:** 2.a. *Internships & Co-Operative Education:* Develop internships and co-operative education positions at local businesses and on campus and embed opportunities for participation into STEM programs. Embed undergraduate research opportunities throughout the Mechatronics pathway; 2.b. *Career-Focused Supports:* Offer industry and career focused workshops, lectures, presentations, and events to expose STEM students to the array of opportunities related to their majors, within the context of their education. **#3: Institutional & Industry Partnerships:** 3.a. *Community College Engagement:* Provide consistent engagement and presence on community colleges (CC) to increase equitable transfer and strengthen pipelines into CSUMB's Mechatronics degree; 3.b. *Regional STEM Support Network:* Establish a network of STEM support across education and industry to support intersegmental articulation and strengthen alignment. **GOALS: #1 (Academic Programs):** Develop and scale regionally a high-demand, high-wage Mechatronics pathway supported by curricular maps, support services, and physical facilities. **#2 (Institutional Management):** Create a whole-college, whole-community commitment to Hispanic-servingness to holistically support students in accessing and utilizing academic and co-curricular supports. **#3 (Fiscal Stability):** Increase student outcomes and close equity gaps to ensure viability, reduce financial impact on students, and ensure strong external stakeholder relations. **5-YEAR OBJECTIVES to be accomplished by September 30, 2027:** Enroll at least 24 freshmen students annually (Hispanics proportionately represented) in Mechatronics; Halve the representation gap between (1) the percent of Hispanic engineering majors and (2) percent of all Hispanic undergraduates within 5 years; Enroll at least 24 upper-division transfer students (Hispanics proportionately represented) in Mechatronics; Increase the number of transfer students from CC to CSUMB STEM pathways by 20%; Increase the number of Hispanic students transferring into STEM pathways to full parity with their representation among all CSUMB undergraduates; Increase first-year retention rates of Hispanic first-time, full-time degree-seeking students (FT-FTF) enrolled in the STEM pathway by 10 points; Increase 6-year graduation rates of Hispanic FT-FTF in STEM degrees; Achieve a statistically significant increase in Hispanic students' sense of belonging in STEM as measured by the CSUMB Experience Survey. **COMPETITIVE PREFERENCE PRIORITIES (CPP #1 & #2):** The project is intentionally designed to address both Title V CPPs. **CPP #1:** Holistically serve Hispanic and other underserved students' social, emotional, academic, and career development along a high-demand, high-wage engineering pathway. **CPP #2:** Improve on-ramps from K-12 and regional CC to CSUMB by partnering with educational entities, promoting the socioeconomic benefits of the engineering/STEM programs as relevant to the strengths and needs of Hispanic students, their families, and their communities.

Northeastern Illinois University (NEIU), a comprehensive public state university in Chicago, proposes **IMPACTOS: Improving Multiple Pathways for Academic and Career Thriving of Students**. The project has three goals: (1) Improve student success by advancing strategies that target students' social and academic needs, (2) Strengthen pathways from enrollment to graduation and post-graduation success, and (3) Improve academic program delivery for flexible learning. The **IMPACTOS** project will serve Hispanic and other low-income students in all majors (with the exception of STEM majors) from their first year to graduation. Hispanic and low-income STEM majors are currently being served through NEIU's HSI grant ARCOS, which incorporates similar strategies. Through **IMPACTOS**, NEIU will establish a peer-to-peer support program, professional development for faculty and staff, an industry advisory committee, an internship program, student centered career development with two pathways (credit bearing and non-credit bearing), coordinated career support, a career readiness framework, a formalized system of high-quality data collection, and the technology infrastructure to deliver flexible (hybrid) learning.

As a result of the proposed Title V program, NEIU anticipates the following outcomes: Students will demonstrate an improved sense of belonging, as demonstrated by pre- and post-program surveys; NEIU will increase the percentage of students retained from their first to second year from 60.8% to 64.2%; NEIU will increase the percentage of students retained from their second to third year from 45.8% to 49%; 35% of NEIU faculty and staff will have participated in professional development opportunities and, by Year 2, 30% of faculty will implement cultural mentoring and career competencies within and outside of their classroom; NEIU will increase the percentage of students that graduate in six years from 19.9% to 22%; 75% of students who completed an internship will be employed in their field within six months of graduation; 100 students will have earned a career readiness certificate, and 5% of all students will participate in credit-bearing courses each year; NEIU will have a formalized system for high-quality data collection to track post-graduate outcomes of 10 cohorts and use data to inform programmatic decisions; NEIU will adapt 20 classrooms to provide flexible learning and train 25 faculty members in flexible learning pedagogy and technology.

Finally, **IMPACTOS** will address Competitive Preference Priority 1 (CPP1) by creating a positive, inclusive, and identity safe climate; CPP2 (c) by enhancing data collection; and CPP2 (d) by implementing a multi-year experiential learning program, with the flexibility to work with students at any level of preparation, potentially taking students from their first through their senior year, or supporting students that have already begun their academic path.

Project Abstract

Sul Ross State University (SRSU), established in 1917, serves two-third of the 1,200-mile Texas-Mexico border via four campuses. Its campuses in Del Rio, Eagle Pass, and Uvalde collectively comprise the SRSU Rio Grande College (RGC), which offers junior-level, senior level, and graduate-level coursework in Teacher Education, Business Administration, Humanities, and Natural and Behavioral Sciences. Through a unique partnership, SRSU-RGC is co-located with Southwest Texas Junior College (SWTJC), and all students who enroll at SRSURGC must have earned a minimum of forty-two (42) transferable semester credit hours.

Through this project, entitled Creating a Culture of Care at Sul Ross State University – Rio Grande College, SRSU is committed to implementing a project that will significantly expand educational opportunities for, and improve the academic attainment of, Hispanic students. This project will achieve three overarching goals: 1) Ensure that SRSU-RGC provides an environment in which students can thrive; 2) Increase enrollment and the number of degrees and credentials awarded; and 3) Provide academic programs and services that meet the current and future needs of the regional workforce. To achieve these goals, the Creating a Culture of Care project will attain the following measurable outcomes: Improve National Survey of Student Engagement (NSSE) student response scores across several critical categories to 75%; Increase the number of degrees and certificates awarded annually from a baseline of 238 to 300; Increase Fall headcount enrollment from a baseline of 840 to 1,000; Increase the annual one-year persistence rate from a baseline of 68.2% to 75%; Improve degree completion among transfer students from a baseline of 47.9% to 65%; Increase the percentage of graduates working or enrolled one year after graduation from a baseline of 71.2% to 75%; Increase the percentage of teacher education majors who pass their teaching certification exams at graduation from a baseline of 21.6% to 50%; Increase the number of internship opportunities available to SRSURGC students to 25; Develop new programs in Cybersecurity, Hospital Administration, Finance, and Accounting, and enroll at least 20 students annually in each; At least 85% of faculty will indicate that they feel confident and competent using technology and working in online environments, and report an increased awareness of asset-based mindset.

Additionally, the project will address both CPP-1 and CPP-2, fostering a sense of belonging and inclusion for underserved students and increasing postsecondary education access and reducing the cost of college by creating clearer pathways for students between institutions and making transfer of course credits more seamless and transparent.

The budget requested (\$2,990,971) reflects reasonable and justified expenses to achieve these objectives. The personnel category is the largest (43%) and includes a project director, Directors for Online Education and Distance Learning and Career Services, a Counselor, and three (3) Retention Specialist Advisors who will be embedded on-site at SWTJC.

Project Ánimo - Hartnell College

Project Ánimo is an evidence-based, multipronged approach to improving the academic success and college experience for Hispanic and low-income students at Hartnell College. By expanding access to dual enrollment opportunities, implementing student support teams using a case management approach, integrating academic supports and equity-based systemic reforms that are customized to meet the needs of disadvantaged students, the activities in this proposal expand Hartnell's capacity to increase student access to early college programs and deliver high-impact services to assist HSI students in being successful in college. A \$2,999,767 5-year program of integrated academic supports and capacity-building activities that will impact 8,000 to 12,000 Hispanic and low-income students annually by 2027, Project Ánimo will:

Strategy 1: Increase access, enrollment, and early college success of Hispanic and low-income students through expansion of the dual enrollment program.

Strategy 2: Increase student persistence and completion through an integrated academic support system designed for Hispanic and low-income student success, including the implementation of student success teams, case management advising, and other student support.

Strategy 3: Strengthen the academic infrastructure that supports Hispanic and low-income students and reduce institutional barriers to student success through equity-based systemic reforms, including culturally competent faculty professional development and new research tools to support data-driven decision-making.

Project Ánimo's objectives include:

- **1. Increase Access/Enrollment:** By 2027, there will be a 50% increase in the number of Hispanic and low-income degree-seeking students enrolled at Hartnell.
- **2. Decrease Time to Completion:** By 2027, there will be a 23% decrease in the average number of years for Hispanic and low-income students to complete a degree or certificate or transfer.
- **3. Decrease Credits to Degree:** By 2027, there will be a decrease in the average number of units earned per degree completed by Hispanic and low-income students.
- **4. Expand Dual Enrollment:** By 2027, there will be a 455% increase in the number of Hispanic and low-income degree-seeking students enrolled in dual enrollment courses.

Project Ánimo satisfies both Competitive Preference Priority #1 by *implementing several evidence-based practices for advancing student success for underserved students, and Competitive Preference Priority #2* through the *development and implementation of student success programs that integrate multiple comprehensive and evidence-based services or initiatives.*

The University of Texas at San Antonio (UTSA) has exceeded all expectations, becoming one of the largest, most diverse public universities in Texas and the second-largest university in The University of Texas System. As a premiere Hispanic-Serving Institution (HSI), UTSA has excelled at providing research and education opportunities to all students, addressing the unique needs and building upon the strengths of our Hispanic student body. Despite these accolades, UTSA is facing a serious challenge retaining and graduating Pell-Eligible, First-Generation and Hispanic students due to “stop-outs” caused in large part, by the COVID-19 (SARS-CoV-2) pandemic. This proposal has identified key barriers for UTSA students as ones that affect retention and graduation, which mirror the goals that this grant would support: Financial Fluency, Mental Health Well-being, and Persistence and Retention.

Goal 1 (Financial Fluency) of the proposal will move students from financial literacy to financial fluency post COVID-19. **Goal 2 (Mental Health Well-being)** will facilitate the mental health well-being of students to address the persistence and retention of UTSA students (**Goal 3 Persistence and Retention**). La Reforma: FRoM COVID-19 to Graduation will further UTSA’s Strategic Plan of having 75% of all undergraduate students participate in some form of experiential learning by the time they graduate.

Key Words: Hispanic, First-Generation, COVID-19, Financial Fluency, Mental Health

Project Abstract

Chandler-Gilbert Community College (CGCC), one of the ten colleges in the Maricopa County Community College District (MCCCD), is a public 2-year institution of higher education.

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Project Title: *¡Éxito! Podemos Imaginar Contigo (EPIC)*

Target Population: CGCC Students—Hispanic and Low-Income students in particular

Abstract: CGCC is a Hispanic-Serving Institution (HSI), accredited by the Higher Learning Commission, that serves over 17,000 students annually. With over 70 academic programs and two campuses throughout the greater Phoenix, Arizona metropolitan area, the College's mission is to create learning experiences and growth opportunities designed for its diverse communities. Its purpose is to expand educational opportunities for, and improve the academic attainment of students, Hispanic students in particular; and, to expand and enhance the academic offerings, program quality, and institutional stability of the College. The program's purpose will be accomplished through the following realistic, thoughtfully planned Goals and Objectives:

Goal 1 Academic Programs: INCREASE POSTSECONDARY EDUCATION ACCESS, AFFORDABILITY, COMPLETION, AND POST-ENROLLMENT SUCCESS (CPP 2)

Activity Objective 1.1: Increase the number of underserved dual enrollment students by 11%. [Baseline: 19%; Target: 30%]

Activity Objective 1.2: Increase the number of underserved students who enroll in and complete postsecondary education program by 5%. [Baseline: 30%; Target: 35%]

Activity Objective 1.3: Increase student engagement by 150%. [Baseline:98; Target: 245]

Goal 2 Institutional Management: MEET STUDENTS SOCIAL, EMOTIONAL, AND ACADEMIC NEEDS (CPP 1)

Activity Objective 2.1: Increase sense of belonging and inclusion for underserved students by 0.3 points. [Baseline: 5.22; Target: 5.52]

Activity Objective 2.2: Expand Capacity of Institutional Planning and Research Office by increasing the number of Researchers by 33%. [Baseline: 3; Target: 4]

Goal 3 Fiscal Stability: EXPAND FINANCIAL RESOURCES TO EFFECTIVELY ADDRESS EMERGING NEEDS AND OPPORTUNITIES.

Activity Objective 3.1: Increase Financial Resources through creation of an Endowment with a 1:1 College match. [Title V: \$100,000; College: \$100,000]

Activity Objective 3.2: Increase the number of Hispanic and Low-Income students participating in Financial Literacy-related workshops by 30%. [Baseline:0; Target:30%]

CGCC request less than \$600,000 per year to efficiently and effectively implement the project, for a total of \$2,996,263 over the 5-year grant period. Afterwards, the College has clear plans to institutionalize successful practices and specific personnel to ensure lasting institutional change.

ABSTRACT

Northern New Mexico College in Espanola, New Mexico, proposes the *El Centro* Title V project. The project's goals are to **1)** Expand institutional capacity to support and guide dual enrollment/dual credit (DE/DC) and transfer students successfully into post-secondary academic and career pathways; **2)** Strengthen academic quality and institutional management through the creation of a new **Center for Teaching and Learning** that advances evidence-based organizational learning, and **3)** strengthen our fiscal stability through increased enrollment, retention, persistence, transfer, graduation and career placement success for Hispanic and low-income students as a result of the integrated activities of the project.

This proposal responds to **Competitive Preference Priority 1** through the creation of a Center for Teaching and Learning "*El Centro*" that will be a new conduit for campus-wide, evidence-based professional learning and development. From their analysis of a nationally representative sample of U.S. colleges, Brady and Gopalan (2019) report that **low levels of a sense of belonging early on are extremely predictive of later persistence.**

As envisioned, "*El Centro*" will generate opportunities for learning principles and practices of effective academic, social and emotional learning that also support and inspire postsecondary engagement and success for Hispanic and low-income students. The intended outcome of this activity theme is to create the foundation for a community of practice at Northern that supports a stronger sense of belonging for Hispanic students, who are 74% of our enrolled population, and low-income (Pell-eligible) students who are more than 54% of students.

The proposal responds to **Competitive Preference Priority 2** through strategies and activities that increase post-secondary success for dual credit/dual enrollment and transfer populations. The Title V project will deliver expanded outreach, advising, counseling, and academic support services to DE/DC students, representing a growing percentage (19%) of Northern's enrollment. The project will also strengthen and expand Northern's pre-college Summer Bridge systems and support strategies, as informed by Berger et al. (2014), Castleman et al. (2014), and Murphy et al. (2010), such as expanded summer counseling and advising, and highly engaging college orientation experiences so that DE/DC students can affordably and successfully pursue post-secondary programs of study. These activities will also contribute to students' sense of belonging at Northern, especially for low-income and first-generation college and minoritized students who have experienced incredibly disruptive impacts on learning these past several years.

We expect the project's outcomes to yield an overall increase of 10% in enrollment, retention, persistence, transfer, and completion success over the five-year project for Hispanic and low-income students who comprise the majority of Northern's enrolled population. These students are the project's **primary focus and target population.**

ABSTRACT

Colorado State University-Pueblo (CSU-Pueblo) is a state-funded, four-year, public university located in Southern Colorado, Pueblo County. CSU-Pueblo is a regional comprehensive, Hispanic Serving Institution (HSI), providing educational access to a region high in poverty and unemployment. CSU-Pueblo sits among in 9 opportunity zones, which indicates the severity of the region’s economic development needs.

CSU-Pueblo’s Title V grant project, *La Distancia*, which the Spanish word for “the distance” proposes to support students who need to pursue higher education online or from a distance. *La Distancia* will provide support structures that will enable students to go “the distance” and achieve a college degree. *La Distancia* will overcome weaknesses identified through ongoing assessment and analysis and will put into place innovative online outreach systems that will increase access to higher education and online advising and support structures that are “high impact practices” designed to create enriching academic opportunities the foster success for our highly diverse student population. These high impact practices will be informed by the Guided Pathways research and include the following services for online students: 1) the expansion of outreach to students to increase access, 2) proactive and intrusive academic advising to support retention, and 3) expanded online course offerings which will reduce time to degree completion.

La Distancia will also fund the development of a robust Diversity, Equity, and Inclusion (DEI) program on campus designed to foster an identity safe environment and increase students’ sense of belonging. A major component of the DEI program is professional development for faculty and staff in culturally responsive pedagogy and practices.

The purpose of the *La Distancia* Project is to build institutional capacity to increase the number of Hispanic and low-income students attaining postsecondary degrees and facilitate access, persistence, retention, and completion. Project Goals include (1) Increase retention rates, graduation rates, and degree attainment by removing obstacles and supporting students in online courses, (2) Provide advising and intervention strategies that support success, (3) Expand online course and program offerings, and (4) Implement DEI programming and professional development. The project proposes the following measurable and significant outcomes: (1) increase the number Hispanic and low-income students accessing higher education; (2) increase number of Hispanic and low-income students retaining through the first year; (3) increase the graduation rates of Hispanic and low-income students, and (4) increase the number of faculty and staff who are trained in culturally responsive pedagogy and practices.

CSU-Pueblo is requesting **\$2,966,151** over five years to support the *La Distancia* initiatives and activities.

Competitive Preference Priorities: *La Distancia* addresses Competitive Preferences 1 and 2.

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PROJECT ABSTRACT

*“Camino al Bienestar: A Model Health Career Pathway
as a Route to Success for Hispanic Students in the Calumet Region”*

Calumet College of St. Joseph (CCSJ) is a Catholic institution dedicated to the academic, spiritual and ethical development of undergraduate and graduate students. For 70 years since our founding, we have been dedicated to enhancing the social and economic mobility of first-generation college students. CCSJ is among the most diverse liberal arts colleges in the Midwest and is one of only two Hispanic-Serving Institutions (and the first HSI recognized) in the state of Indiana. Nearly half of CCSJ’s freshman cohorts, over the past five years, are first generation college students; half of our student body each year qualifies for federal Pell grants; over 34% of our students are Hispanic. CCSJ is eager to strengthen our institution to better serve our resilient, ambitious Hispanic students as they strive to move forward – and upward – in life. **GOAL 1: Connections to High-Demand, High-Wage Careers in Health Services:** CCSJ will put career-first in all outreach and onboarding efforts to help Hispanic students and their families connect to the value of a Calumet education in healthcare-relevant programs. **GOAL 2: Healing: Holistic Support, Wellness & Belonging:** CCSJ will improve servingness to Hispanic students through a holistic approach to supporting our students in a post-pandemic era. This includes improving wrap-around resources that address several dimensions of wellness and foster a sense of belonging in and out of the classroom. **GOAL 3: Capacity & Infrastructure:** CCSJ will address institutional need for a focused and intentional college-wide effort to foster a serving-minded culture focused on Hispanic student belonging and success.

5-Year Objectives to be accomplished by September 30, 2027:

- First-time & transfer students will receive an individualized pathway at registration
- Entering students will be able to identify key elements of their pathway from entry to career on a standardized assessment delivered in the GENL 100 class.
- Retention from first semester freshman year (F1) to sophomore year will improve.
- Retention of Hispanic students in Health Services programs will improve.
- The percentage of first-time CCSJ students completing at least 60 degree-applicable units in Health Sciences programs by the beginning of their third year at CCSJ will increase.
- Students in Health Services programs will participate in an internship or practicum in their field of study in their junior and senior years.
- Students who utilize Counseling will express satisfaction.
- Students will express satisfaction on expanded online learning options.
- Students will express increased satisfaction with culturally competent communications on campus
- 5 classrooms and 3 labs will be redesigned to provide a learner-centered environment.
- An institutional IT audit will identify requirements for a learner-centered environment.
- Conversion to a cloud-based ERP will provide updated business office functionality that facilitates communications with students regarding financial requirements and assistance.
- A web app to coordinate student communications across key institutional departments (Academics, Advising, and Financial Aid) will be implemented.

COMPETITIVE PREFERENCE PRIORITIES (CPPs): The project is intentionally designed to address both CPPs – **CPP #1:** Focusing on providing health and holistic wellness services to students to increase resiliency and promote success in college and the workplace, we will expand a college culture shift that advances Calumet’s *Hispanic-Serving* identity by enhancing student support and increasing cultural-competency among faculty and staff. **CPP #2:** Focusing on preparing students for jobs in health services, we will develop and implement a coordinated campus-wide initiative that reflects an institutional priority and commitment to equitable degree completion and upward socioeconomic mobility in the high-growth, high-demand jobs in Health Services identified for the state and the region. We will achieve this goal through a learner-centered and integrated model of instruction and support.

ABSTRACT

Miramar College is a public, two-year, Hispanic-Serving Institution located in San Diego, California. Miramar enrolls 15,000 students with 66% of color, including 30% Hispanic. Among the obstacles for our targeted population are high level of poverty and low educational attainment. Hispanic families have the highest poverty rates and lowest median family income, and 70% of Hispanic residents do not have a bachelor's degree.

The *STEM Éxito Project* represents a comprehensive, systemic approach to improve STEM access and success for Hispanic and low-income residents in our region. The project goals include: 1. Create a STEM Guided Pathway to degree completion; 2. Improve persistence, graduation, and transfer rates in STEM; 3. Increase the efficacy of faculty to improve teaching & learning. The goals will be accomplished through two components:

Component 1: STEM Guided Pathway to reduce student time and cost to graduation and transfer to four-year institutions.

Component 2: Strengthen institutional infrastructure to improve STEM access and academic success.

Activities within each of the components include: Bridge-to-College Pathways, Peer-Led Team Learning, Academic Progress Monitoring with Early Alert, Integrated Support System with Proactive Counseling, Transfer Planning Services, 15 to Finish Campaign, Faculty-to-Student Mentoring, Equity-Minded Professional Development, Research/Internship Opportunities.

The Project will have measurable and significant outcomes in three areas: (1) increases in the numbers of Hispanics and low-income students attaining STEM degrees, (2) increases retention, graduation, and transfer rates through proactive counseling and high-impact educational practices, (3) increase the capacity of faculty to teach effectively to Hispanic and low-income students through equity-based practices.

Amount Requested: Miramar College is requesting \$2,779,955 over five years to support the two programmatic components and the project management and evaluation activities.

Competitive Preference Priorities: The *STEM Éxito Project* addresses Competitive Preference Priorities #1 and #2.

Contact: Michael Odu, Vice President of Instruction. 619-388-7350, modu@sccd.edu

Abstract

Big Bend Community College (BBCC) is a comprehensive public community college serving a large (4,601 sq. mile), rural district in central Washington State with a population noted for high poverty (12%, Hispanic is 46%) and low postsecondary education levels (17%, Hispanic is 7%). The percentage of high school graduates from school districts served by BBCC that enroll in postsecondary education immediately after graduating is 54% in comparison to a statewide average of 60%. The Chronicle of Higher Education identified the region served by BBCC as an “educational desert” due to low levels of educational attainment and limited or no access to Bachelor’s degree education within 70 miles. Many area residents, including Hispanic, are place bound, especially those who are adults, work full-time, and care for dependents

Title: The HEART Project (Healthcare, Enrollment, Academic Retention, and Technology) with three activities:

Goal and Population to be Served: The project seeks to increase enrollment, retention, persistence, and completion for Hispanic and underserved students.

Activity 1: Increase postsecondary access for underserved students will implement a comprehensive outreach effort designed to enroll recent high school graduates and adult students by taking college admissions services to residents of remote communities and hosting educational events for potential students and their families in communities across the college’s service district. Additionally, BBCC will work with partner school districts and employers to bring complete college programs and support services to outlying communities. All three strategies support Competitive Preference Priority 2 (CPP 2).

Activity 2: Address academic needs of underserved students will include four implementation strategies. The first is expanding the offering of health care programs to communities across the college’s service district. The second is developing pathways from high schools to college through expanded dual enrollment articulations and advising tools and resources (CPP 2). Third is created pathways from the BBCC adult education program to college programs through contextualized courses, co-enrollment in college classes, and an expanded advising model. Fourth is integrating instruction and academic supports through learning communities, common course frameworks in Canvas, and bilingual learning support, which supports Competitive Preference Priority 1 (CPP 1).

Activity #3: Meet social needs and support success of underserved students will also include four strategies and all support CPP 1. The first strategy is to upgrade instructional spaces with instructional technology and network cabling. The second is to provide new students with supports including laptops, technology literacy training and college success skills. Third, the project will provide space for student support services and peer supports designed to strengthen the sense of community among students. Fourth, it will include the development and implementation of a second year advising and support model designed to enhance student progression and completion.

Outcomes: The expected project outcomes are an increase in the number of recent high school graduates, adults, and residents of rural communities enrolling at BBCC, an increased number of completers in BBCC healthcare programs, an increases percentage of high school graduates with dual credit and adult basic education students who enrolling in BBCC after earning a high school diploma, and increases in student course success, retention, persistence, and completion.

Year 1 Budget Request: \$600,000

Abstract

Elmhurst University of Elmhurst, Illinois will establish *La Promesa Azul (The Blue Promise): Creating Opportunities and Enhancing Resources to Assure and Sustain Success for Hispanic and Underrepresented Students at Elmhurst University*, a Title V Developing Hispanic-Serving Institutions (DHSI) Program, to enroll and support Hispanic and underserved students to graduate at a rate equal to the rate for all Elmhurst undergraduate students. Project goals respond to a comprehensive review of institutional strengths, weaknesses, and problems as formulated with input from 79 stakeholders, including students, faculty and staff members, and administrators. La Promesa Azul goals are to: (1) establish the Elmhurst Center for Excellence and Achievement/ Centro para la Excelencia y el Logro; (2) ensure that every Elmhurst student receives robust transition to college support by strengthening the first-year seminar (FYS) program and pedagogy through faculty development initiatives and curricular revisions; and (3) increase underserved students' participation in high-impact practices (HIPs) by increasing access and removing obstacles.

To achieve these goals, Elmhurst will (1) renovate Cureton Hall to establish the Center/ Centro, which will serve as a central multi-service hub for academic, social, and emotional engagement and support; (2) hire a coordinator to facilitate community engagement and linkages with external stakeholders, including Hispanic community-based organizations; (3) hire a Wellness Case Manager to provide bilingual, wraparound support for the academic, financial, and practical needs Hispanic and low-income students and their families encounter; (4) develop a series of bilingual videos, posters, and resources for Spanish-speaking students and families; (5) establish a faculty development training program on culturally responsive pedagogy (CRP), HIPs, and supporting the college transition for underserved students; (6) develop a FYS instructor certification training program and train 15 to 20 faculty members; (7) review and revise the FYS program to incorporate CRP, and enhance support for the transition to college; (8) develop and pilot a FYS bootcamp to support the transition to college for 30 incoming "high-support" students; (9) establish a \$1 million endowed HIP Fund (including Title V and institutional matching funds), to underwrite costs associated with participating in internships, study away programs, undergraduate research, and service learning for underserved students; (10) provide HIP participant support funds for at least 50 Hispanic and low-income students to complete internships, research, service learning, or study away programs; and (11) provide bilingual informational sessions to increase awareness among students and families about the value and transformational nature of HIPs.

These activities will be carried out by a Title V DHSI project team that includes a Title V director, Center director, Wellness Case Manager, and Coordinator of High Impact and Community Partnerships, working in close coordination with three implementation teams (HIPs, Faculty Development/FYS, and the Center) composed of Elmhurst faculty and staff members. The Center will further be guided and supported by an Advisory Council of internal and external stakeholders, students, and alumni.

As a result of the La Promesa Azul (The Blue Promise) Title V DHSI program, Elmhurst will increase the percentage of Elmhurst Hispanic and low-income students who participate in HIPs; support Hispanic students to persist from the 1st year to the 2nd at the same rate as all undergraduates; and support Hispanic students to attain a 6-year graduation rate that is equal to the rate for all Elmhurst undergraduates. La Promesa Azul (The Blue Promise) will address Competitive Preference Priorities 1 and 2.

Abstract

Western Texas College (WTC), a comprehensive two-year public institution, located in the West Texas town of Snyder. WTC serves a 10-county state-designated district comprised of a highly socioeconomically disadvantaged and underserved community. Within the WTC service area, 34.1% of residents are Hispanic, 14.6% of all individuals live in poverty and 19.9% Hispanic residents are below the poverty line. Educational attainment rates are low with just 15% of adults and a mere 4.9% of Hispanic adults have attained a bachelor's degree.

With a Hispanic student population of 41.9%, WTC students are reflective of these socio-economic characteristics of the service area. Almost half (48.6%) of all students and 56.7% of Hispanic students are low-income; 81.3% of all (88.5% of Hispanics) are first-generation in college. Devoted to the improving the lives and livelihood of its community, WTC has embraced its role as a Hispanic-Serving Institution and has actively sought to implement programs and services to assist this underserved population.

As part of the *Texas Pathways* initiative, a state-wide plan spearheaded by the Texas Association of Community Colleges (TACC) based on the Guided Pathways framework developed by Community College Research Center (CCRC) and the American Association of Community Colleges (AACC) and focused improving student's ability to 1) Connect, 2) Enter, 3) Progress, and 4) Succeed, WTC engaged in a comprehensive process of self-analysis. Results illuminated WTC's poor performance in relation to a set of Key Performance Indicators established by Texas Pathways providing evidence for the fact that WTC students are not adequately progressing through the college experience.

In response to this, WTC developed a plan to address major institutional deficiencies which culminated in the development of this Title V HSI Project: ***Guided Pathways to Success*** with the following initiatives.

- ***Onboarding to Degree Completion:*** Over the course of five years, WTC will develop a Guided Pathways Center and implement a Guided Pathways Coaching process to guide student from first enrollment, persistence to degree completion, and baccalaureate transfer or career field entry. To accomplish this, WTC will develop a set of Onboarding activities for first time students (self-assessment tool, guided pathways resource toolkit, and individualized guided pathways plans). Industry professionals will collaborate with WTC to engage student in focused career exploration within the fields of STEM, Health/Social Sciences, and Business/Technical Programming.
- ***Customized Data Analytics for Improved Student Success:*** WTC will implement a new Student Information System, correcting its current deficiencies in student data access and reliability. Capabilities for student planning, degree audit, customized data dashboards, and student ePortfolios will be developed, pilot tested, and implemented. Faculty, staff, and students will be provided training on use of the new SIS and its capabilities.

This proposed project addresses both Competitive Preference Priority 1 (Meeting Student Social, Emotional, and Academic Needs) and CPP 2 (Increasing Postsecondary Education Access, Affordability, Completion, and Post-Enrollment Success) for the 2022 competition.

Western Texas College requests \$2,999,839 to implement this comprehensive five-year Hispanic Serving Institutions Project.

Abstract

The University of Central Florida (UCF) is a public research university invested in unleashing the potential within every individual; enriching the human experience through inclusion, discovery, and innovation; and propelling broad-based prosperity for the many communities we serve. Located in Orlando, Florida, UCF is the largest institution in the State University System (SUS) of Florida and currently serves more than 70,000 students seeking undergraduate, graduate, and professional degrees. Nationally known for our 2+2 articulation agreement with our six state college partners (DirectConnect to UCF), UCF is committed to student success through accessible learning pathways and inclusive excellence.

The purpose of Project **POTENCIAL** (**P**romoting **O**pportunities that **E**nhance **N**avigation, **C**ompletion, **I**nclusion, and **L**earning) is to expand and enhance institutional capacity to increase timely graduation rates for Hispanic and low-income students, thus driving their social mobility.

Through intentional practices and strategic partnerships, we will collectively align efforts with Priority 1 of our newly developed 2022-2027 strategic plan: “Student Success and Well-Being,” and two related key goals: (1) Accelerate undergraduate progression and graduation; reduce interferences that cause hardship or delay; and (2) Enrich the student learning experience for the development of career and cultural competencies.

Project Objectives

By 2027, UCF will...

1. Increase participation of Hispanic transfer and low-income students in internships and undergraduate research by 5%
2. Increase the number of Hispanic low-income FTIC and transfer students graduating in 4 years and 2 years respectively by 5%
3. Increase the percentage of Hispanic students expressing a “great sense of belonging” at UCF by 15%
4. Increase the number of faculty participating in professional development by 525%

Project Activities

- 1a. High-Impact Practice Scholars Program
- 1b. High-Impact Practice Course Designations
- 3a. Conexiones Student Success Coaching
- 3b. Conexiones PeerKnights Coaching
- 3c. Office of Hispanic/Latino Student Success
- 4a. HSI Faculty Fellows Cohort Program
- 4b. HSI Track @ Summer Faculty Development Conference
- 4c. Ginsburg Center for Inclusion and Community Engagement

Project POTENCIAL addresses both **Competitive Preference Priority 1: Meeting Student Social, Emotional, and Academic Needs** and **Competitive Preference Priority 2: Increasing Postsecondary Education Access, Affordability, Completion, and Post-Enrollment Success**.

The total budget investment for Project POTENCIAL is \$2,997,633 over five years.

Title: INspiring, Valuing, and Empowering Success Together (INVEST)

Indiana University Northwest (IUN) is a public, comprehensive university with an enrollment of 3,460 students. As a regional campus of Indiana University (IU), IUN's campus is in Gary, just 30 miles southeast of Chicago, and provides affordable, quality education to students primarily from the state's second-largest urban area. IUN plays an essential role in educating the region's residents, promoting economic prosperity, and enriching arts and culture. As IU's most diverse campus, 27% of IUN's students are Hispanic, and 45% are low-income. **INVEST** will strengthen IUN's ability to improve outcomes for all students, especially Hispanic and low-income students.

Project Goals Based on the Comprehensive Development Plan

INVEST's four goals are to 1) improve retention and 6-year graduation rates and students' sense of belonging; 2) improve instruction to encourage active, asset-based learning and the delivery and integration of student support services; 3) build a culture of student success through strong leadership, systematic assessment, and effective communication; and 4) improve IUN's fiscal health by stabilizing tuition revenue. INVEST incorporates evidence-based practices, including a commitment to building a culture of student success and servingness.

Project Strategies

Strategy 1: Building faculty and staff excellence through professional development to develop cultural competence and asset-based pedagogical knowledge and resources to improve teaching and learning that optimizes student outcomes.

Strategy 2: Implementing student success interventions including a health professions summer bridge program, a financial literacy module in the first year seminar, and a Career Exploration Week, to support students who traditionally experience lower levels of student success at IUN.

Strategy 3: Enhancing infrastructure to support pedagogical and student services improvements by developing active learning classrooms, creating a Student Success Center to integrate support services, and establishing an Office of Student Success to build a culture of student success.

Long-Term Outcomes

- Increased fall-to-fall retention and 6-year graduation rates for all students, and especially Hispanic and low-income students
- Improved teaching and learning grounded in active learning and cultural competence
- Enriched campus culture built on equity and inclusion to support a diverse student body
- Enhanced delivery and integration of student support and wrap-around services

Competitive Preference Priorities (CPP) Addressed

CPP 1: Meeting student social, emotional, and academic needs

INVEST will foster a strong sense of community belongingness through asset- and equity-based professional development for faculty and staff and support for student affinity groups to facilitate meaningful connections and community service opportunities.

CPP 2: Increasing postsecondary education access, affordability, and completion

INVEST will establish a high-quality data collection and analysis system and develop a Student Success Center and Resource Hub to improve support services delivery and integration.

Total Five-Year Budget Request: \$3,000,000

Los Angeles Pierce College
Abstract Form
ED-GRANTS-040622-001

Project Title: Alcanzando Las Estrellas (Reaching for the Stars)

Population Served: Pierce is located in the Los Angeles San Fernando Valley (SFV) which is home to more than 1.8 million residents of which 49% are males and 50.7% are women. The SFV ethnic segmentation shows 42.2% of the population is Hispanic. Of the “speaking” population (residents who are at least 5 years of age), 59.1% speak a language other than English with 24.9% identifying that they speak English “less than very well,” representing 436,396 residents who are English Language Learners (ELL). Moreover, the poverty rate for SFV is higher at 14.3% when compared to LA County at 14.1%. As the data will show, in 2021, 3,912 students graduated high school in our service area of which 2,457 were Hispanic. In the fall of 2021, 5,345 (34.79%) of all Pierce students were Hispanic, and the retention rate for Hispanic students was 0.83. This rate is lower than that of White-.89; Asian-0.88; Native American-0.87; and students who identify as two or More Races-0.87.

Project Goals: Goal 1: Increase access and retention, for Hispanic and low-income students at Pierce by expanding dual enrollment agreements and course offerings; Goal 2: Increase the number of Hispanic students enrolling in and successfully completing structured program pathways in a) transfer-level composition courses, b) lower division college transfer and c) high-wage STEM-related majors; Goal 3: Improve the transition and success of Hispanic and low-income students in college by improving the delivery of inclusive and empathetic student support services and creating a greater sense of connection and belonging on campus; and Goal 4: Provide Hispanic and low-income students with a) hands-on training, job shadowing and internship opportunities, to ensure job readiness and b) enhance university transfer opportunities for the baccalaureate.

Major Activities: Using research-based approaches, Los Angeles Pierce College will: 1. Create a dynamic dual enrollment program with two structured academic pathways: a) ESL to transfer English and b) general education lower division to transfer requirements; 2. Cultivate an inclusive, equity-minded learning environment and student support services through targeted professional development; 3. Enhance a sense of community and belonging through a) a career and academic pathway community (CAP) program and b) Hispanic-themed student activities and workshops; and 4. Collaborate with local universities and industry partners to ensure successful transition to a baccalaureate program and a career.

Expected Outcomes: 1. Increase retention and degree or certificate completion by expanding dual enrollment and creating pathways to success. Increase agreements with high school partners, increase dual enrollment course offering, and guide students in Pierce’s feeder schools with higher education opportunities; 2. Pathways: Increase the number of Hispanic students who a) enroll in and successfully complete a transfer-level composition course following an Accelerated English as a Second Language to English Pathway (AEP) program alternative with web, workshop, counseling, tutorial, and online enhancements b) enroll in and successfully complete lower-level general education requirements for transfer and c) enroll in high-wage STEM-related majors; 3. Enhance Hispanic student engagement with Pierce by providing culturally responsive, consolidated, and integrated support services for Hispanic students by establishing an Hispanic-themed Cohort Support (HCS) for academic success and achievement, and by strengthening the Guided Pathways, Career and Academic Pathway (CAP) success teams; 4. Collaborate with local universities and industry partners to ensure successful transition to a baccalaureate program and a high wage career.

Mitigating the Burden of the Covid-19 Pandemic on Hispanic-Student Success

The goals of *Mitigating the Burden of the Covid-19 Pandemic on Hispanic-Student Success* at The University of Texas at El Paso (UTEP) are to: 1) increase the number of academic departments that engage students in curricular and co-curricular practices grounded in evidence, inclusive teaching, and equitable learning; 2) adopt knowledge- and data-driven approaches to advance departmental student-success goals; and 3) improve student-support structures to include students' academic, social-emotional, and basic needs. The project's strategic actions are expected to lead to systemic change in teaching and learning, resulting in increased Hispanic-student success. It will further contribute to the knowledge base of how best to support Hispanic students in higher education, especially contributing to the literature on Hispanic servingness and transformational change in higher education.

Primary activities include cohort-driven faculty professional development in evidence-based practices using a diversity, equity, and inclusion lens; scale up of UTEP Edge, a research- and evidence-based programmatic approach promoting Hispanic student active involvement in curricular and co-curricular high impact practices, leading to an increase in students' social belonging and lifelong success; departmental involvement in data-informed strategic actions to increase student achievement and success; and expansion of holistic student support services to mitigate housing and food insecurities and promote social and emotional health and well-being. Successful implementation of the comprehensive project will increase student success through cohort-driven professional development, data-driven decision making, and expansion of socio-emotional services that will situate UTEP to extend the model to other Hispanic-Serving Institutions facing similar issues. In particular, the proposed activities define systemic structures to mitigate the effects on higher education of the COVID-19 pandemic.

ABSTRACT

The **Advanced Recovery and Data Analysis (ARDA) Program** at Texas A&M International University (TAMIU) will provide resources and program innovation to a Hispanic Serving Institution with an 89.3% Hispanic and 76% low-income student population. The proposed Title V initiative, **The TAMIU ARDA Program**, will increase the number and quality of well-prepared Hispanic students completing undergraduate degrees at TAMIU. As such, this program will serve a vital role in decreasing the educational disparities endemic in the South Texas region.

The TAMIU ARDA centers on access, inclusivity, and post-enrollment success to address both competitive priorities. The primary objective of the TAMIU ARDA is to provide a supportive learning environment and meet students' holistic needs. The centerpiece of this research project will be enhanced data analysis at the institutional, programmatic, and classroom levels narrowing in on student success metrics like enrollment, retention, and graduation rates.

Within this framework, other specific activities and goals for the **TAMIU ARDA Program**, which all seek to improve student wellness, retention, and completion at TAMIU, include the following:

- Meetings students' holistic needs by enhancing student counseling and wellness outreach.
- Using transformational professional development to develop a campus culture that builds the essential values of diversity, equity, and inclusion.
- Using technology to improve student learning outcomes and increase external grant submissions from faculty.
- Greatly expanding strategic outreach to promote STEM fields and improve learning outcomes in STEM bottleneck courses (General Chemistry, University Physics, Calculus). Improve D/F/W rate in these courses by 20% from baseline over a five-year period and increased second-year retention rates by 5%.
- Develop a model transfer program in computer-related fields between Laredo College and TAMIU.
- Over a five-year period, the **TAMIU ARDA Program** will act as a catalyst to increase the university's first-year retention rate by 3%.

Competitive Preference Priority 1: The **TAMIU ARDA Program** will address this priority by meeting students' social, emotional, and academic needs. Specifically, **TAMIU ARDA** will increase the availability of student counseling and wellness programs. TAMIU's First-Year Success Program will be enhanced by the addition of the Ready Education app empowering greater social connections and support. Professional development focusing on diversity, equity, and inclusion will improve student learning outcomes and foster a more welcoming student environment.

Competitive Preference Priority 2: Another centerpiece of the **TAMIU ARDA Program** is the development of a model transfer program in computer-related fields between Laredo College and TAMIU that involves curriculum realignment, bridge boot camps, and professional development. The **TAMIU ARDA Initiatives** focus on STEM outreach and course enhancement. More broadly, the emphasis on technology will improve student learning and engagement in lectures using courseware (Top Hat) that facilitates real-time pedagogical adjustments by instructors.

Title V: Developing Hispanic-Serving Institutions Program
PATHWAYS TO SUCCESS: CREATING OPPORTUNITIES IN THE ARTS AND HUMANITIES

This proposal is put forward by California State University, San Bernardino in cooperation with Norco College and San Bernardino Valley College. This proposal was developed by the Title V Planning Committee which includes administrators, faculty, and students from each of the institutions. If awarded, the project would fund approximately \$3,000,000 over five years.

California State University, San Bernardino (CSUSB), a four-year and graduate university, Norco College, a public two-year college in the Riverside Community College District, and, San Bernardino Valley College (SBVC), a public two-year college in the San Bernardino Community College District are neighboring Hispanic-Serving Institutions in southern California's Inland Empire region. The populations served by CSUSB, Norco College and SBVC are concentrated in Riverside and San Bernardino Counties—an area that has seen tremendous growth with the outward expansion of the greater Los Angeles metropolitan area. The two counties are now home to more than four million people, including large proportions of Latino and low-income residents, more than 50% of whom are Latino, nearly 40% speak a language other than English at home, and only approximately 10% of Latinos have earned a bachelor's degree or higher.

CSUSB, Norco College and SBVC have entered a joint effort to serve Hispanic and low-income residents by providing *access to education; support for their academic success, and opportunity* to obtain skills leading to careers in the arts and humanities, disciplines that are often overlooked with the current focus on STEM disciplines. Our “Pathways to Success” project has the following goals:

GOAL 1: Enhance and expand on career readiness efforts for Hispanic and low-income students studying in the arts and humanities. To address weaknesses associated with inadequate student access to programs offering current career opportunities and to address inadequate provisions for professional development in career and technical fields, we propose implementing career readiness activities including career readiness workshops and course units, job fairs, and establishing regional employer partnerships linking students to potential employment.

GOAL 2: Create additional resources and programs for Hispanic and low-income student to promote academic success in the arts and humanities. To address disproportionate rates of success and severely limited resources, we propose student success initiatives including asset-based teaching, peer mentoring, family outreach. With the aim of accelerating student academic success, this evidence-based approach is designed to instill a sense of belonging in students, ensure access to campus resources, and validate and grow student knowledge.

GOAL 3: Design and expand opportunities for Hispanic and low-income students in the arts and humanities to participate in high-impact practices on campus and in the community. To address inadequate funds for programs and inadequacy of specialized program resources, we propose for students and faculty to work collaboratively on interdisciplinary, cross-campus, and/or co-curricular projects initiated in their courses. Additionally, we propose enhanced, paid internships for students to provide them will specific, career-relevant skills. These targeted, high-impact practices are designed to enhance academic community involvement and improve student success.



Rio Hondo College Title V: Invention/Social Entrepreneurship “*CUMBRES*” Abstract

Rio Hondo College (RHC) is a state-funded, two-year, public college located in the city of Whittier, California. As a Hispanic Serving Institution with 81% of its student population identifying as Hispanic, RHC served 17,241 students in FY 2020-202. Student population is made up of 28% full-time students and 72%, part-time students. Over 56% of RHC students are considered high need, low-income, first-generation college students. RHC’s five-city service area has a population of 303,137 with an unemployment rate of 9% and 16% of residents live in poverty. The highest levels of economic insecurity and unemployment factors within the state due to the pandemic have been found in the Los Angeles region, where unemployment factors have greatly impacted students and their families and contributed to the likelihood of increased rates of food and housing insecurity. The target populations for the project are high school students and adult learners 24+ with only a high school degree or some college.

RHC’s Title V grant project, “*CUMBRES*” (Communities **U**niting to **M**odel and **B**uild **R**egional **E**ntrepreneurial **S**uccess), is an Innovation/Social Entrepreneurship (IvE/SE) Pathway designed to weave together five strategies to attain two interrelated goals: 1. Improve Associate of Science (AA). Associate Degree for Transfer degree (ADT) and/or Certificate of Achievement attainment for Hispanic, low-income students by creating collaborative outreach and student support programs designed for first time students and adult learners; and 2. Design an social entrepreneurial ecosystem based on invention education curriculum by creating transfer pathways designed to monitor and achieve invention education and social entrepreneurship goals, and developing shared collaboration and accountability tools.

The development of an IvE/SE Pathway- *CUMBRES*- will maximize outreach and student support efficiencies and create an entrepreneurial mindset for Hispanic, low-income high school students and nontraditional adult learners. *CUMBRES* will employ five strategies to accomplish the stated goals: (1) **Engage**: deepen and expand community outreach services and engagement activities to high school students and adult learners (25+) (2) **Enroll**: increase faculty proficiencies through professional development in the area of IvE using the entrepreneurial mindset as the basis to produce a new degree for transfer curriculum and a certificate of achievement in Invention and SE strengthening articulation agreements with 4-year institutions’ SE degree programs; (3) **Connect**: provide mentoring, tutoring, affinity/Latinx student club, and basic needs wrap around services to increase retention and completion; (4) **Produce**: create a Makerspace Lab to support the IvE curriculum as part of the IvE/SE certificate and degree program, providing opportunity for students to expand and strengthen the technical skills needed in a 21st Century workforce; and (5) **Knowledge Share**: create focused *Data Warehouse Tools* and dissemination strategies leading to an annual “State of IvE/SE” Report and with an external researcher and ethnographer who studies innovative educational environments conduct a single-case design study that will examine outcome variables for students and faculty during the course of the funding period. Together, these five strategies will improve efficiency while strengthening institutional effectiveness in engaging and educating Hispanic, low-income traditional and non-traditional students, assisting them to reach the summit of their education and career goals.

RHC is requesting **\$2,999,995** over five years to support *CUMBRES* strategy implementation, knowledge generation, and best practices dissemination.

Competitive Preference Priority: *CUMBRES* addresses **CPP #1:** Meeting student social, emotional, and academic needs; and **CPP #2:** Increasing postsecondary education access, affordability, completion, and post-enrollment success.

NORTHEAST TEXAS COMMUNITY COLLEGE PROJECT ABSTRACT

Contact Person for the Title V Proposal: Dr. Ron Clinton, President, Northeast Texas Community College; 903-434-8100, ext. 8101; rclinton@ntcc.edu.

Institutional Background: Northeast Texas Community College (NTCC) is one of 50 public, open-access community colleges in Texas. The small College is located on 375 acres in a rural setting of gently rolling hills, streams, rivers, and farms, in the picturesque and historic Chapel Hill area. The main NTCC campus is located approximately equidistant between the county seats of the three counties which make up the NTCC district: Daingerfield (Morris County), Mount Pleasant (Titus County); and Pittsburg (Camp County). Over 36% of the service area population is minority.

Competitive Preference Priorities. NTCC will address CPP #1 (a) creating a positive, inclusive, and identity safe climate through (1) fostering a sense of belonging and inclusion for underserved students, and (2) implementing evidence-based practices for advancing student success for underserved students. Strategies include a LatinXcellence Center with success coaches (evidence-based) and high school transition coaches (evidence-based). NTCC will address CPP #2 (b) through its high school transition coaches, summer boot camp, and success coaches. It will meet CPP #2 (c) by increasing institutional research capacity through hiring of a director of planning, institutional effectiveness, and research position. The College will meet CPP #2 (d) through all project activities.

Goal: The goal of this Title V project is to increase diverse students' sense of belonging and identity development and their academic, social, and emotional success, from enrollment through completion.

Key Outcomes: The project has four activities: (1) Implementing a LatinXcellence Center with success coaches; cultural competency and equity training; and mental health services; (2) transitioning underserved students to college; (3) improving planning, institutional effectiveness, and research; and (4) improving student financial support. Ten measurable objectives focus on improving enrollment, fall-to-fall retention, degree completion, remediation of student outcomes through improved data leadership and analysis, and expanding financial supports for students through expansion of exemplary programming and resource development capacity-building.

Contributions to Research, Policy and Practice: This project contributes to the body of research focusing on the efficacy of a LatinXcellence Center in the improvement of Hispanic, low-income and underrepresented student success outcomes including academic, social, and emotional success.

Student Body Characteristics

Fall 2021 Headcount Enrollment: 2,954. **Ethnicity:** White-49.2%; Hispanic/Latino-34.2%; Black or African American-10.3%; Asian-1%; American Indian or Alaska Native-0.7%; 2 or More Races-2%; Non-Resident Alien: 2.3%.

Five-Year Project Budget: \$3,000,000.

Our Lady of the Lake University

The *Rethink to Retain: IDEA in Action* project centers around embedding the concepts of Inclusion, Diversity, Equity, and Accessibility (IDEA) to enact systemic change and improve retention of first- and second-year students at a private HSI in Texas. With campuses in San Antonio, Houston, and the Rio Grande Valley, Our Lady of the Lake University serves an average of 2,550 students annually, including 1,300 undergraduates – 78% of which are Latinx, 44% will be the first in their families to graduate from college, and 58% receive the Pell grant. As an institution dedicated to truly serving Latinx students, we recognize that enrollment numbers do not equate to inclusion, equity, or accessibility, and investment is needed to be able to build capacity to address these critical areas.

Specifically, using an IDEA lens, this project will improve student success through **infusion of high-impact practices in the first- and second-year experience, focused faculty development and leadership opportunities, and development of collaborative learning spaces.**

OLLU will create a positive, inclusive and identity-safe climate (**CPP 1**) by developing research-backed high-impact strategies for student success, such as: implementing a cohesive, holistic First and Second Year Experience program; integrating coaching into advising practices; supporting peer mentoring; and engaging families.

In partnership with experts in the field, OLLU will provide ongoing, evidence-based professional development opportunities designed to build asset-based mindsets for faculty, staff, and campus administration that are inclusive regarding race, ethnicity, culture, language, and ability. Data collection, analysis, and sharing (described in CPP 2) will ensure transparency and accountability for implementing action plans informed by this training.

OLLU will increase postsecondary access, affordability, completion, and success for underserved students (**CPP 2**) by establishing a robust system of data collection, analysis, and dissemination; to include data on IDEA integration, OLLU Advise Early Alert system, and program assessment; in addition to data on persistence, retention, completion, post-college outcomes, and other measures. Creating a data-driven campus culture will increase transparency and accountability, and lead to overall institutional improvement.

An external evaluator will determine whether the proposed activities have been completed on time, implemented appropriately, and utilized as intended (process evaluation); quantify developmental growth in students across the lifespan of the grant and provide real-time feedback about the overall performance of grant activities (formative evaluation); and capture the full impact of the grant on Latinx and low-income students (summative evaluation).



**Title V Developing Hispanic-Serving Institutions (DHSI) Program
Cañada College
Path to Completion (P2C) Project**

Cañada College is a public, two-year college located in Redwood City, California, midway between San Francisco and San Jose in the Silicon Valley. The College is a member of the California Community College system and is one of three colleges in the San Mateo County Community College District (SMCCCD). Cañada College’s mission is to engage and empower students in transforming their lives and communities through quality education. The College offers general education courses for transfer to four-year institutions, associate degrees, as well as career technical education certificates and degrees. In 2021-22, Cañada College served 9,861 unique students with over half attending part-time (61%) and the majority were female (60%). Hispanic students made up 33% of enrollment and more than 51% of students who received financial aid in 2021-22 were Hispanic. While many students initiate their higher education journey at Cañada, too few complete it. The proposed Title V Path to Completion (P2C) Project seeks to address several systemic barriers to higher education attainment for current and future students.

GOALS: **AP Goal 1:** Ensure student access to relevant and transformative student services and programs that are inclusive, diverse, equitable, and antiracist. **AP Goal 2:** Remove barriers to student access, success, and completion through continuous assessment. **IM Goal 1:** Create a sense of belonging among all community members through teaching, learning, and services. **IM Goal 2:** Ensure educational practices reflect fundamental importance of individualized learning experiences, shared building of knowledge, and promoting social justice at Cañada College. **FS Goal:** Support the College’s values and promote access, continuous innovation, and excellence in teaching and learning through well-managed resources.

OBJECTIVES: The objectives related to the goals and CDP problems are designed to measure changes in the following: percent of part-time students retained (Obj. 1); percent of part-time students who complete an education plan (Obj. 2); fall-to-fall retention for Hispanic students (Obj. 3); degree completion for Hispanic students (Obj. 4); overall transfer rates (Obj. 5); sense of belonging (Obj. 6); the number of faculty who complete a Certificate in College Teaching & Learning (CTL-HSI) (Obj. 7); success rates of Hispanic students in courses taught by HSI fellows (Obj. 8); number of students reached through the proposed Financial Support Program (Obj. 9); and the number of students who take at least 7.5 units to increase eligibility for financial aid and access to various support programs (Obj. 10).

STRATEGIES: Goals and objectives will be accomplished through implementation of three comprehensive strategies that will expand the College’s capacity to better serve Hispanic, low-income, and other students—**Strategy 1:** Engage students in a Second-Year Experience (SYE); **Strategy 2:** Create a culture of HSI “Servingness”; and **Strategy 3:** Improve the financial stability of students.

Competitive Preference Priorities: The proposed project addresses both priorities.

Total Requested: \$2,669,824

Palo Verde College

Blythe, California

Palo Verde College (PVC) proposes a Title V Developing Hispanic Serving Institutions grant entitled “*The ALOE Project* ¹”, aimed at improving educational outcomes for Hispanic and low-income students through enhanced student services. PVC is a public 2-year college that supports an exemplary learning environment with high quality educational programs and services and is currently the college of choice for thousands of students of all ages and backgrounds. Students attend classes from early morning to late evening and weekends taking advantage of a wide variety of courses including career and technical, transfer, developmental, and continuing education.

PVC serves a student body of almost 7,000 students. Approximately 1200 of those are on the main campus in Blythe. The remaining student body are either remote in-service learners or are in prison. Palo Verde College is unique in that a substantial portion of its student body are individuals who are incarcerated in the California State Prison System. This program offers mostly correspondence instruction at the local Ironwood and Chuckwalla Valley State Prisons and to inmates at 24 other California correctional institutions.

The ALOE Project seeks to raise retention and graduation rates for Hispanic and low-income students. In addition, enrollment of both on-campus and incarcerated students will be increased through the activities of this project. Finally, PVC will also increase the number of students who transfer to a four-year institution upon completion of their associates degrees.

PVC will accomplish these goals through a variety of strategies including the construction of a new Academic Achievement Center. New success coaches will be housed in the Center and will provide day, evening, and weekend services to meet the needs of both the full-time and part-time student body. Traditional students will benefit from an expanded summer bridge program and incarcerated students will experience an enhanced orientation program and greater access to textbooks and other educational materials that will assist them on the pathway to degree completion. The entire college community will benefit from faculty and staff development programs aimed at creating a more welcoming and inclusive campus.

PVC seeks a total of \$3 million over five years for this project.

PVC addresses Competitive Preference Priority Number1: Meeting Student Social, Emotional, and Academic Needs and Competitive Preference Priority 2: Increasing Postsecondary Education Access, Affordability, Completion, and Post-Enrollment Success.

¹ Apoyo (support) Lograr (achieve) Orgullo (pride) Esperanza (hope). The Aloe Vera plant has the spiritual benefits of healing, uplifting energy and attracting good luck.

ABSTRACT

New Mexico State University (NMSU)–Doña Ana Community College (DACC) is a two-year, public community college located in Las Cruces, New Mexico. The college resides on the border of Mexico and has a Hispanic student population of 86%.

DACC's Title V grant project, the Spanish word for "Excellence," or *Excelencia* will overcome weaknesses identified through ongoing assessment and analysis and will put into place innovative advising and support structures that are "high impact practices" designed to create enriching academic opportunities that foster success for our highly diverse student population. These high impact practices will be informed by the Guided Pathways research and include: 1) the development of a robust regional outreach program, 2) onboarding services such as summer bridge and new student orientation, 3) proactive and intrusive academic advising, 4) co-curricular and co-requisite supports for developmental, gateway, and high DFW courses, 5) alignment of student learning outcomes and curriculum with in-demand industry needs, 6) enhancement of articulation agreements with local educational partners, 7) development of student health and wellness services, 8) development of a robust Diversity, Equity, and Inclusion program, and 9) faculty development in culturally responsive practices and pedagogy.

The purpose of the *Excelencia Project* is to build institutional capacity to increase the number of Hispanic and low-income students attaining postsecondary degrees and facilitate access, persistence, retention, and completion. Project Goals include (1) Increase access, retention, transfer, and graduation rates by removing obstacles, supporting Hispanic and low-income students, (2) Improving access to higher education through outreach to local school districts, (3) Improving advising infrastructure and articulation agreements as well as providing advising and intervention strategies that support success, (4) Expand co-requisite and co-curricular support structures for developmental and gateway courses including summer bridge, multiple measures assessment and accelerated courses, (5) Expand career-aligned pathways through the alignment of curriculum with in-demand industry needs.

The Project meets the Competitive Preference Priorities 1 and 2. The Project will have measurable and significant outcomes: (1) increase the retention rate for Hispanic and low-income students; (2) increase the transfer rates of Hispanic and low-income students; (3) increase the graduation rates of Hispanic and low-income students; (4) increase the number of faculty who are trained in culturally responsive pedagogy; and (5) increase the job placement rate of graduates into high demand industries.

DACC is requesting **\$2,928,863** over five years to support the *Excelencia* initiatives and activities.

Contact: Ike Ledesma, Vice President for Student Services, Doña Ana Community College – 2800 Sonoma Ranch Blvd, Las Cruces, New Mexico 88011. (575) 527-7531.
iledesma@dacc.nmsu.edu

Abstract:

The overall plan of SDSU's Building Bridges between Community and Careers: A New Type of HSI (here on referred to Building Bridges) is a project whose aim is to position SDSU Imperial Valley (SDSU-IV) campus to be instrumental in addressing the community and regional workforce needs by facilitating pathways through San Diego State University (SDSU) to successful careers in Nursing, Public Health, and STEM education. The overall goal is to increase the number of students who enter careers that meet the region's workforce needs by earning globally competitive degrees in Healthcare and STEM education. The proposed program aims to achieve this goal by leveraging the regional unique cultural wealth of a bordertown (US-Mexico and CA-AZ) student population, to facilitate greater educational access with an approach that is culturally and linguistically affirming (Garcia, Nuñez, & Sansone, 2019).

This program will strengthen and build capacity in the institution's ability to facilitate careers in Healthcare and STEM by adapting and implementing high-quality evidence-based practices and professional and workforce development activities that include outreach and recruitment, undergraduate applied experiences, enrichment activities (i.e., workshops, panels, information sessions, and skills development), culturally affirming wrap-around student support, and multi-dimensional mentoring approaches.

All of the project activities and services are grounded in research and best practices (refer to Table 4) for improving student engagement, persistence, retention, and graduation and meet the Developing Hispanic Serving Institutions program goals and the competitive priorities as detailed below. **(Competitive Priority 2)**

We are proposing a program that will be comprehensive in its attempt to improve students' social, emotional, academic, and career development by providing coordinated support led by the student success and Healthcare/STEM Retention Specialist deployed in Student Affairs and connected to the Cross Cultural Center and the Office of HSI and Regional Affairs. This structure facilitates our ability to focus on underserved students, and to ensure that the approach is one guided by the goal of creating a positive, inclusive, and identity-safe climate at SDSU-IV that fosters a culturally and linguistically affirming environment for underserved students that benefits all students. **(Competitive Priority 1)**.

The focus on HS outreach will include academic advising and counseling, with a focus on making choices about college credit and their articulation more transparent, to create clearer pathways for students **(Competitive Priority 2)**. In addition, our proximity to the US/Mexico border, the proportion of low income, first-generation, and Hispanic students in the available pipeline not only highlights the need for support but also our potential to scale up our efforts to increase enrollment and completion of college degree among underserved students.

The logic model below provides a more detailed summary of SDSU's project proposed services and activities, which component addresses competitive and program priorities, the anticipated results and outcomes that will be measured, evaluated, and overall program goal objectives.

ABSTRACT

Applicant: University of Puerto Rico-Rio Piedras Campus
Dr Josue Hernandez, josue.hernandez3@upr.edu
Director, Division of Continuing Education and Professional Services (DECEP)

Proposed Project: Strengthening the Social, Emotional, and Academic needs of STEM Hispanic Students in Puerto Rico

Institution / Target Area / Population Served: The University of Puerto Rico’s Rio Piedras Campus (UPR-RP), founded in 1903, is the oldest and largest of the 11 campuses of the University of Puerto Rico (UPR), a state-supported, Hispanic-serving system. UPR-RP academic offerings include 68 undergraduate programs, 41 master’s degrees, and 15 doctoral programs, as well as postgraduate certificates and a continuing-education program. UPR-RP is recognized in the Carnegie Classification of Institutions of Higher Education® as a Doctoral University: High Research Activity (one of only 135 U.S. universities to receive such designation). UPR-RP serves approximately 14,932 students annually whose profile¹ is 95% Hispanic. Recent figures show 11,657 undergraduates and 3,275 graduates. This population makes the UPR-RP the largest degree-granting institution in the Caribbean. Of these, 55% are first generation, and predominantly low-income students. UPR-RP students are educated at an institution committed to academic quality and financial accessibility. They attend the most affordable university on the island, with students paying \$124 per undergraduate credit; \$190 per graduate credit; and, \$200 per doctoral credit in 2020. After 48 months since the hurricanes, student enrollment has leveled and showed a slight increase over the same period last year. It was expected that enrollment would reach pre-Maria level during the Fall of 2022. However, this was offset due to the Pandemic March 2020 to present which has shown a decline in enrollment. UPR Rio Piedras students and staff have shown a high degree of resiliency in the recuperation process after Irma and Maria, the Earthquakes, and the pandemic.

Project Activities and Services: The proposed activity supports the implementation of a Robust STEM Academic Support System and, a *Wellness and Social Emotional Student service for undergraduate* students learning skills development (Social Emotional Students Services Center) and a summer bridge program responding to Competitive Preference Priority #2.

UPR-Proposes the following activities and services:

Establish Robust Academic Support System - These student-centered services will infuse support strategies associated with persistence and success (tutoring, coaching/advising, English-skills training, and a bridge program for junior/senior high school students).

Academic Programs - Develop and On-line Teaching and Learning Center to deliver faculty professional development in course design, and social and emotional teaching responsive practices.

Institutional Management - Expand focus on enrollment, retention, persistence, and graduation by developing an Integrated STEM Academic Support System informed by the Artificial Intelligence Dynamic Early Warning System Model.

Enhance STEM Instructional Facilities - This infrastructure improvement will support the new programs, while providing dynamic learning opportunities with modern equipment.

Strengthen University Capacity - for offering higher education opportunities for all students through stronger outreach to high school students, career-centered learning, and internships.

Goals and Expected Outcomes:

O1: Increase overall freshman enrollment by at least 10% above baseline (2021 Baseline: 2145). (*GRPA a*)

O2: Increase by 10% points the percentage of Hispanic first-time, full-time degree-seeking undergraduate students who were in their first year of postsecondary enrollment in the previous year and are enrolled in the current year who remain in a degree/credential program (*GPRA b - retention*). (2021 baseline: 82%).

O3: Increase by 15 points the percentage of Hispanic, full-time degree-seeking undergraduate students graduating within six years of enrollment with a degree (*GPRA a – native baccalaureate graduation*). (2021 baseline: 58.7%)

O4: Serve at least 500 Hispanic students annually, who participate in grant-supported services or programs and who persist to complete a degree or credential (*GPRA a - completion*).

Year 1 Budget Request: UPR-RP Request for first year is for \$600,000.

ABSTRACT

The **School of Nursing (SON) at The University of Texas Health San Antonio (UT Health)**, a Health Research Institution and a Hispanic-Serving Institution, educates highly qualified, culturally competent nurses. The School of Nursing is one of five schools at UT Health San Antonio, the only academic health science center in South Texas and chief catalyst for San Antonio's thriving health care and biosciences sector. Since 1969, the SON has educated nurse leaders, clinicians, scientists, and teachers to serve the diverse and underserved population of South Texas. The SON enrolls over 700 baccalaureate nursing students, of whom 56% are Hispanic, 38% are first-generation, 39% are Pell Eligible, and over 82% are women. By the end of this project, the SON will have graduated over 1,960 Hispanic, BSN-prepared nurses entering our healthcare system to fulfill our vision of 'making lives better by promoting health as an act of social justice.'

To successfully meet the demand for frontline nurses during a global pandemic, respond to a national nurse and nursing faculty shortage, support the wellbeing of future nurse leaders, and address the lack of nursing student success data, the SON proposes a project designed to provide a comprehensive strategy for nursing students where they will share in high-impact experiences that facilitate holistic support. *APOYO: Supporting and Advancing Student Nurses in South Texas* has a holistic focus on the development of nursing students through faculty-to-student mentorship in clinical and research pathways, peer mentorship, financial literacy, mental health wellness, academic support, and lastly an emphasis on building a data hub for Hispanic Nursing Student Success.

This project will yield meaningful, measurable outcomes through two primary activities:

- **Activity 1: Mentorship to Enhance Nursing Students** by increasing Hispanic nursing student engagement through two distinct faculty-to-student mentorship pathways – *an undergraduate research pathway* through research experiences and scholarly activities and a *clinical mentorship pathway* through knowledge translation and clinical practice, and
- **Activity 2: Wellness Support to Advance Student Nurses** by supporting Hispanic student nurses through wellness and resilience programs including *mental health services, financial health literacy, and campus employment* and by increasing student persistence to graduation through the development of a *nursing student success data warehouse*.

The project objectives include:

- Increase Hispanic/ low-income student engagement in research mentorship and clinical mentorship pathways.
- Expand Hispanic student nurse's wellbeing through mental health counseling and wellness programs.
- Increase financial health through financial aid advising and a financial literacy program.
- Advance Hispanic nursing student success through Peer Mentoring, Supplemental Instruction, and Tutoring.
- Build a nursing student success data hub by collecting and analyzing pertinent data to increase data-driven decisions.

The *APOYO* project addresses Competitive Preferences **1 a2** (*evidence-based practices for advancing student success*), **2c** (*system of high-quality data collection and analysis*), and **2d** (*development and implementation of student success programs*). The School of Nursing at UT Health San Antonio is requesting **\$2,997,990** of funding to achieve these objectives over the five years of the project.

San Antonio College's (SAC) 2022-2027 Title V Developing Hispanic-Serving Institutions Individual Proposal Abstract: The "Apoyo" Project

SAC – one of the largest community colleges in Texas – educates approximately 17-20,000 students each semester in San Antonio, Texas, the nation's seventh-largest city located 150 miles north of the U.S./Mexico border. In San Antonio, 64.7% of all 1.43 million residents are Hispanic and 73.6% of all residents 25 and older have less than a bachelor's degree. In the neighborhoods that surround our campus, one-third to one-half of all families have incomes below poverty.

More than half of all SAC students in Fall 2021 were Hispanic, low-income, and/or first-generation-in-college, and approximately 26% graduate within three years because of the many barriers they face, perpetuating low educational attainment and poverty in San Antonio. The *Apoyo* project will help reverse this trend by significantly increasing our institution's capacity to provide the guidance, engagement, and academic support Hispanic and low-income students need to succeed in higher education. Funding will allow SAC to:

- ...stand up a first-year experience that is comprehensive and provides academic and social support, and is inclusive and culturally responsive to our student population;
- ...provide a comprehensive peer advising model to include academic advising and financial literacy that increases support at every step (pre-college, entrance, retention, and completion) in a student's community college experience; and,
- ...increase enrollment by seeking the large number of college "stop outs" in San Antonio, Texas, by providing specialized outreach and additional services and referrals.

Apoyo will serve as a catalyst for long-term improvements that will address the disproportionately low rates at which Hispanic and other low-income students achieve, persist, and succeed at SAC. The innovative strategies we employ in our Activity Components will directly address our institution's weaknesses and will pave the way for systemic changes that will enable SAC to achieve its institutional goals and objectives. Every *Apoyo* intervention is designed to help our majority underrepresented students successfully navigate the first-year experience and receive the academic advising, social support, and mentorship needed for eventual graduation and/or transfer.

By the end of the project: **1)** at least 50% of all students and 52% of all Hispanic students will remain enrolled in college; **2)** at least 21,000 students, including at least 17,500 Hispanic and/or low-income students, or approximately two thirds of the entire student population, will receive direct student services annually via at least one hour of peer academic advising and financial literacy education; **3)** at least 35% of all first-time-in-college (FTICs) and at least 35% of all Hispanic FTICs will earn a degree or certificate from the college within three years; **4)** at least 32% of all students and at least 32% of all Hispanic students will transfer from SAC to a four-year institution within two years; and, **5)** overall semester enrollment for SAC will have increased 10% to at least 19,330 students including at least 16,141 Hispanic students.

PROJECT ABSTRACT

<i>Avanzamos: Advancing Dominican University from Hispanic-Enrolling to Hispanic-Serving</i>
<p>Dominican University (DU), located in River Forest, Illinois, ten miles west of Chicago, is a private, non-profit Catholic university that serves both resident and commuter students from the Chicago suburban area. We have served primarily first-generation college students since 1901. The Chicago area is home to over 2 million Hispanics and ranks 6th in the nation in the Hispanic population. In Fall 2021, over 63% of our undergraduate students were Hispanic.</p>
Project <i>Avanzamos</i> Strategies
<p>Strategy #1: <i>Connection & Purpose.</i> DU will equip students to make informed decisions about their educational and career pathways from entry through to completion and career launch. Career-relevant learning, exploration and discovery through courses and work-based experiences will benefit Hispanic students. Strategy #2: <i>Support & Belonging.</i> DU will improve “<i>servingness</i>” to Hispanic and low-income students through improved wrap-around, asset-based supports that foster belonging. Proven-effective case management strategies attuned to Hispanic students’ strengths and needs will ensure that students persist and complete. Strategy #3: <i>Community & Ecosystem.</i> DU will catalyze an institutional culture shift to advance its identity as a <i>Hispanic-Serving</i> Institution. Professional development will increase faculty and staff cultural-competence, community relations, and data-driven decision-making capacity.</p>
Comprehensive Development Plan Goals
<p>Goal #1 (<i>Academic Programs</i>): Actualize a coordinated campus-wide initiative that integrates career considerations and experiential learning into the Dominican University academic experience by strengthening connections between learning goals, workplace skills, and social mobility. Goal #2 (<i>Institutional Management</i>): Drive an institutional culture shift to advance DU’s <i>Hispanic-Serving</i> identity, as well as increase diversity and cultural-competency among faculty and staff by establishing an Office of Hispanic-Serving Initiatives, enhancing professional development to increase cultural competency; instilling campus-wide equity-mindedness. Goal #3 (<i>Fiscal Stability</i>): Adapt and sustain an evidence-based model of student advisement that adequately serves DU students’ needs, increases student outcomes, closes equity gaps, ensures equitable persistence and completion, leading to increased enrollment and tuition revenue.</p>
Competitive Preference Priorities (CPP) addressed in <i>Avanzamos</i> Project
<p>We will address CPP #1 by 1) fostering <i>a sense of belonging and inclusion for underserved students</i> as we provide wrap-around, culturally relevant support services and establish an Office of Hispanic Serving Initiatives (OHSI) to strengthen and sustain our HSI identity; 2) <i>implementing evidence-based practices for advancing student success</i> as we re-envision our advising practices; and 3) <i>providing evidence-based professional development to faculty and frontline staff.</i> CPP #2 will be addressed as we 1) <i>increase the number and proportion of underserved students who enroll in and complete postsecondary education programs</i> by means of the aggressive reshaping of our campus culture around the educational and career aspirations of Hispanic and other underserved students through curricular redesign, enhanced career guidance and experiential learning opportunities, and community outreach; by 2) <i>establishing a system of high-quality data collection and analysis, covering both traditional academic outcomes (e.g., persistence, retention, completion, and post-college outcomes) and non-academic outcomes (e.g., sense of belonging, clarity in career plans, campus climate measures),</i> fostering intentional research-to-practice feedback loops connecting the OHSI efforts of action research, community engagement, and policy advocacy; and 3) <i>supporting the development and implementation of student success programs that integrate multiple comprehensive and evidence-based services or initiatives</i> by implementing an intrusive, integrated advising system to meet students’ various needs: concerns about housing, mental health, childcare, transportation, financial aid, and access to technological devices will be addressed, ensuring that students are holistically supported to benefit from the ample academic and career development learning and growth available to them through a DU undergraduate education.</p>

Title V HSI Abstract SQ3C NMSU Grants

New Mexico State University Grants (NMSU Grants) is a public, two-year branch campus Hispanic Serving Institution (HSI) in Grants, NM. NMSU Grants along historic Route 66 is the only community college serving a rural area in Cibola County, located 275 miles northeast of its parent campus, New Mexico State University – Las Cruces. NMSU Grants is a majority-minority institution with an HSI/NASNTI designation with 27% Hispanic students and 43% Native American students. New Mexico ranks last in the nation for K-12 education, and the test scores at Grants High School are below the state’s average.

NMSU Grants’ Title V grant project, **SQ3C, or Student Quality in Culture, Comprehension and Completion** is a comprehensive initiative to streamline and expand proactive advising for the Hispanic, Native American, and low-income students. Adopting a Guided Pathway Model will streamline, simplify and customize the onboarding process, increasing application conversion. Advising will assess risk factors and match students to campus resources. The project also has a reading comprehension component to support English Language Learners as they negotiate specialized terminology and academic discourse.

Program goals include 1) implementing an inclusive Guided Pathways model, with program maps designed to streamline course selection for degree completion along with co-curricular programs and post-graduate career opportunities; 2) re-designing the advisement process through the role of a case manager for proactive advisement and point-of-contact; 3) creating study space equipped with technology and text-to-speech software; 4) redesigning courses for accessibility, inclusion and diversity; 5) provide professional development; and 6) design institution-wide assessment to support the implementation of Guided Pathways model.

The program will have measurable and significant outcomes including: (1) increasing the fall-to-fall first time full-time persistence rate of Hispanic and low-income students; (2) increasing the graduation rate of Hispanic and low-income students, (3) ensuring degree-seeking students are in guided pathways, (4) decreasing average credit hours accumulated before associate degree completion, (5) increasing the 3-year completion rate, (6) increasing reading efficiency and comprehension, (7) increasing the number of faculty trained for course accessibility and inclusion and the Guided Pathways model.

NMSU Grants is requesting **\$2,427,905** over five years to support **SQ3C** program initiatives and activities.

Competitive Preference Priority: SQ3C addresses Competitive Preferences 1 and 2 (Meeting Student Social, Emotional, and Academic Needs and Increasing Postsecondary Education Access, Affordability, Completion and Post-Enrollment Success).

Institution: Universidad del Sagrado Corazon
Unit: School of Arts, Design and Creative Industries (hereafter the School)
Project Title: Strengthening Teaching of the Arts through Student (STARS): Retention & Graduation to Foster Creative Disciplines as Economic Drivers of Success
Competitive Preference Priorities 1 & 2: Yes **Funding Requested:** \$2,999,802

Sagrado proposes to address the continuing institutional challenge of improving retention and graduation rates through the following three main components: (1) Direct and specialized support for students to develop skills that will help them in their professional career (CPP2), from the perspective of academics within the artistic and creative disciplines. (2) Faculty development and curricular enhancement that will help professors and instructors incorporate career development and international exposure in their courses as well as mentorship and coaching skills for students with artistic/creative mindsets (CPP1). (3) Improve Sagrado’s infrastructure by remodeling academic spaces and incorporating a multispace classroom to effectively provide for better experiences and resources to improve student progress and outcomes. Through the investment of Title V Program funding to address needed support for Sagrado’s newest academic offer through the School, by the end of the 5-year project implementation, the attainment of the following goals and sustainability beyond 2027 is proposed:

Goal 1: Improve the retention and graduation rates of the School so that more students are better prepared to enter the creative economy labor market. (Academic Programs). **Objective 1.1:** Increase total graduation rate for the School by 5% by the end of the 5-year project period when compared to 2021 Baseline. **Objective 1.2:** Increase 1st year retention rate by 10% by the end of the 5-year project period when compared to 2021 Baseline. **Objective 1.3:** Achieve a total of 50% of students receiving career development coaching by 2027. **Goal 2:** Improve faculty performance through training, resources, and support structures for teaching, mentoring and coaching to develop creative projects with students. (Academic Programs). **Objective 2.1:** 85% of total faculty at the School will participate in the Faculty Development Program. **Objective 2.2:** 50% of total faculty will apply new teaching methodologies and strategies to School courses. **Objective 2.3:** At least 15% of the School faculty will work in special creative projects developed with students. **Goal 3:** Improve the School’s student’s academic performance and the development of skills through the establishment of new spaces and renovation and/or refurbishment of existing ones so they have the adequate study/practice spaces. (Institutional Management). **Objective 3.1:** Improve the acoustics of three (3) practice rooms. **Objective 3.2:** Construct one (1) multispace room for the students of performing arts programs. **Objective 3.3:** Equip other creative disciplines academic programs with much needed equipment, specialized instrumentation, or needed materials and supplies.

The “Faculty Development”, “Development of Technical Skills” and “Career Advising” components of the proposed project will adapt the “coaching” protocols established by the *Success Boston Coaching* and *InsideTrack* models, specifically by providing coaching and mentorship to students at the School. The student profile of Sagrado student’s is like that of those of the prior studies, with the exception that Sagrado students are mainly Hispanics. Coupled with the career development activities, it is expected that the student desiring to lead a professional career in the arts or creative disciplines will achieve the foundations to lead to primary pathways of economic success.

PROJECT ABSTRACT

The University of Texas Permian Basin (UTPB) is the largest Hispanic-Serving Institution in a 500-mile radius from El Paso to Dallas/Fort Worth. UTPB serves a diverse student body of more than 4,100 undergraduate students per year, **32%** of whom are Hispanic, and **77%** are first-generation in college or low-income. UTPB's Title V Developing Hispanic Serving Institutions project, *Students' Thoughtful Response to Educational Attainment and Mentorship (STREAM)*, addresses the region's K-12 teacher shortage by implementing evidenced-based and high-impact strategies, activities, and services that will increase enrollment, persistence, completion, and placement rates of Hispanic and low-income students in UTPB's Education Preparation Program.

STREAM Goals:

Goal 1) Increase the enrollment of Hispanic, male, first-generation, and low-income students in teacher education programs by fostering deeper engagement with local school districts, community colleges, Hispanic families, and rural communities.

Goal 2) Improve the retention and graduation rates of Hispanic, first-generation, and low-income students through enhanced student services and expansion of paid teacher residency programs.

Goal 3) Prepare students to meet Texas Technology Teaching Standards by expanding access to cutting-edge instructional technology resources and equipment.

The STREAM project will have the following measurable and significant outcomes:

- Increase the number of Hispanic, first-generation, and low-income students in the Education Preparation Program (EPP) by engaging in targeted outreach activities with local high schools, Hispanic families, and rural communities.
- Increase the number of students transferring from two-year colleges into the Education Preparation Program by expanding articulation agreements and outreach activities.
- Increase the number of students retained and graduating from the Education Preparation Program through case management advising services.
- Increase the number of students passing teacher education credential tests by providing peer tutoring.
- Expand paid teacher residency program to rural school partners.
- Provide high-impact and assets-based professional development to meet Hispanic and low-income students' social, emotional, and academic needs.
- Design, equip, and support high-tech classrooms that prepare Education Preparation Program students to use cutting-edge technology in their teaching careers.

The project narrative includes both Competitive Preference Priorities (CCP1). **CCP1: Meeting Student Social, Emotional, and Academic Needs** describes how continuous, intensive professional development and a community of practices will improve pedagogy and services to meet students' needs. **CCP2: Increasing Postsecondary Education Access, Affordability, Completion, and Post-Enrollment Success** includes targeted outreach, 2+2 agreements, case management advising, peer tutoring, and mentoring that will improve outcomes for Hispanic and low-income Teacher Preparation Program students.

The project's overall five-year budget of **\$2,995,537** represents a cost-efficient approach that will support personnel, fringe benefits, supplies, technology, professional development, external evaluation, and the establishment of an endowment fund.

Cabrillo College (Aptos, California) is a comprehensive, public two-year community college serving Santa Cruz County with the main campus at Aptos and a Center in Watsonville. With 43% Hispanic enrollment in FY2020-21, the college serves high-need students from the Pajaro Valley where families struggle with persistent poverty and low educational levels.

Proposed Project: Cabrillo College proposes *Abriendo El Camino: Connecting & Supporting High School Students into Structured College & Career Pathways*, a five-year Developing Hispanic Serving Institutions project. Activities and services include the following:

1. Build infrastructure to expand dual enrollment (DE) by: 1) bringing in a subject matter expert to guide key stakeholders around the removal of institutional barriers; and 2) revising dual enrollment procedures to improve the student experience.
2. Increase CCAP dual enrollment course offerings as part of dual enrollment agreements;
3. Create clear program maps for career and academic programs, which guide students from Cabrillo’s feeder schools with higher education course offerings;
4. Provide professional development for dual enrollment faculty / teachers and staff that is culturally responsive, equity-minded, active learning based;
5. Help dual enrollment (DE) students acclimatize to the culture of higher education with students supports (embedded tutoring, intrusive advising/counseling support);
6. Connect DE students to Cabrillo’s career guidance course (CG 51) on career exploration;
7. Increase information sharing to parents of dual-enrolled students so they are informed of college expectations, support structures, & means to affordably finance college;
8. Serve dual enrollment completers in learning communities to bridge high school students to Cabrillo; starts in the last semester of high school, continues through summer bridge program, and into Fall semester to ensure seamless college transition;
9. Increase PD participation of faculty/ teachers, counselors, and staff who are designing student support for dual-enrolled students.

Project Addresses the Following Priorities

CPP1: Expanding advanced professional training through a *Professional Development Academy for Dual Enrollment* for our current and prospective faculty and high school teachers working on dual enrollment courses (Tomasello, Carpenter, Call, Behme, & Moll, 2005).

CPP2: Connecting high school students to structured career pathways which starts with dual enrollment and integrates students supports which are adopted from CUNY’s Accelerated Study in Associate Programs (ASAP) model (a WWC Promising Practice).

Outcomes - Five-year outcomes (by September 2027) include: Obj 1.1) an increase in dual-enrolled students by 100%; Obj 1.2) increase in the DE student’s use & knowledge of processes by 10%; Obj 1.3) increase in course offerings by six (6) DE courses, resulting in 500 DE students; Obj 1.4) create three structured DE academic pathways; Obj 1.5) increase success rate of DE course by 10% ; Obj 2.1) increase by 10% points the PVUSD college-going rate from 68% to 78%; Obj 2.2) increase students’ Fall to Fall persistence rate by 5% points; Obj. 2.3) increase students who complete AA/AS degree or cert. by 100 students; Obj 2.4) increase # of students who transfer by 65; Obj. 2.5) at least 50 faculty / teachers participate in PD Academy on dual enrollment, culturally inclusive pedagogy, and equity-mindedness.

PROJECT ABSTRACT

Confianza, Cultura, Cariño y Comunidad: Humanizing MiraCosta's Network of Care to Propel Students to Academic and Career Success

MiraCosta College (MCC), San Diego County, CA, was founded in 1934 as a department within the Oceanside High School District. Since then, MCC has grown enrollment to over 20,000 students annually, over 40% of whom are Hispanic. San Diego County is home to 3.3 million residents whose backgrounds and needs are diverse and whose contributions are essential to the region's overall success. MCC will deploy the following three interconnected strategies to implement and scale the equity-minded interventions identified by research as holding the most promise to increase attainment of Hispanic students, filling essential gaps to realize a seamless pathway to careers in regionally high-demand, high-wage careers:

STRATEGY 1: CONEXIONES Y CARRERA

Beyond Academic Onboarding—Intentionally introduce and reinforce career concepts to move beyond basic exploration to career preparation and attainment for Hispanic students. Ensure students are equipped to make informed decisions about their educational and career pathways throughout and upon completion of their pathway, supported by experiential and work-based learning opportunities with support from faculty, staff, and students.

STRATEGY 2: CARIÑO Y CONFIANZA

Beyond Academic Support—Improving the network of care to increase retention of Hispanic and other low-income students. Utilize culturally responsive, equity-minded cohort management strategies to actively case manage Hispanic and low-income students to utilize academic supports, improving persistence and timely completion.

STRATEGY 3: CULTURA Y COMUNIDAD

Beyond Hispanic-Enrolling—Drive a college culture shift to embrace the identity of a Hispanic-*Serving* Institution, increasing diversity and cultural-competence among faculty and staff.

5-Year Objectives to be accomplished by September 30, 2027: ***Increase:*** Total number of on-ramp certificate students from 2,517 to 3,000; Hispanic on-ramp certificate student enrollment from 42% to 45%; Credit-bearing degree program enrollment from 19,059 to 21,000 by 2027; Hispanic degree program enrollment from 37% to 42%; Hispanic student transition from on-ramp certificate to credit degree pathway from 1.4% to 5%; Hispanic transfer-level English from 51% to 60%; math from 52% to 60%; Hispanic overall course success from 62% to 70%; Hispanic fall-to-spring persistence rate from 75% to 80%; Hispanic student completion of 24+ units by end of yr. 1 from 27% to 32%; Decrease average number of units at degree completion from 73 to 70 units; Hispanic AA/AS/ADT completers units from 74 to 70; Hispanic certificate completion from 762 to 900 by 2027; Hispanic Associate Degree completion from 798 to 925 by 2027; Hispanic student certificate/degree transfer by year 3 from 21.1% to 25%; Hispanic student housing insecurity from 14.7% to 11%; food insecurity from 10.2% to 7%; transportation barriers from 7.7% to 5%; At least 400 college employees, including at least 200 faculty members complete a project-sponsored professional development certificate.

Competitive Preference Priorities (CPPs): ***CPP #1:*** Address social, emotional, and academic needs by fostering a positive, inclusive, and identity-safe environment for Hispanic and other underserved students through intentional, early, ongoing, and sustained efforts to connect students to their peers, college personnel, and their programs of study; ***CPP #2:*** Increase postsecondary education access, affordability, completion, and post-enrollment success by setting Hispanic and other underserved students up for success in high-demand, high-wage careers.

ABSTRACT. Merced College (MCCD), a Hispanic Serving Institution located in Merced County, California, will create strong college pathways in high school, flood first year students with academic and personal supports (as modeled after the DOE approved Single Stop supports model), and infuse DEI best practices and cultural celebration throughout the campus. **NEED.** Retention rates at Merced College are 61% for full-time students and 35% for part-time students; The overall graduation rate is 30%, but rates are 20.0% and 13.3% lower for Black and Hispanic/Latino students, respectively; The annual rate for degree or certification completion is low, for all students is 8.04%, and for Hispanic students is 7.62%; The annual persistence rate is low, for all students at 46.99%, and for Hispanic students at 47.6%; and The overall percentage of students that started their studies in Fall 2018 that transfer out to a 4-year college is extremely low at 4%. **INSTITUTIONAL GOALS:** GOAL #1: Institutionalize DEI in all aspects of recruitment, education, and campus life. This goal is in full alignment with MCCD's Strategic Plan Goal # 8: "Utilize MCCD's DEI Framework to Address Systemic Racism". MCCD will design streamlined and integrated DEI training and accountability systems. This will include "Train the trainer" activities for staff on DEI best practices, comprehensive curriculum audits, DEI Oversight Team strategies for meta team implementation, and student-led cultural initiatives to create a fuller, more rich campus culture that fully reflects the student population. GOAL #2: Expand Dual Enrollment Offerings at local high schools to increase enrollment and reduce tuition costs for local Hispanic, first generation college students. This goal is in full alignment with MCCD's Strategic Plan Goal #1: Enrollment Management and Student Success and Goal #2: Increase Student Access. This will include CCAP expansion and integration to create a K-12 pipeline of enrollment for first generation Hispanic college students (including financial counseling), utilizing a "2Gen" approach to increase enrollment rates and reduce tuition costs. Through this initiative, expanding supports on-site at high schools, such as with completing financial aid applications will also increase enrollment and student access. Additional activities to meet this goal include: Digital Learning Advisory Committee (DLAC) creation for CCAP families and; Active parent group engagement for dual enrollment students (particularly in the Merced Union High School District); GOAL #3: Infuse First Year Students with Academic and Personal Supports by Creating Success Teams Infused with DEI and Comprehensive Care Coordination. This goal aligns with MCCD's Strategic Plan #1: Increase Student Enrollment and Success. MCCD has a long-standing Success Team model of support that will be significantly expanded in the 2022-23 school year. MCCD will significantly expand the Success Team model to include: 1) Real time updates among coordinated staff to flag students needing academic or personal supports; and 2) Continuous DEI monitoring and accountability among Success Teams to ensure that all students have full access to educational and personal supports. **OBJECTIVES.** Objective #1: The annual rate of degree or certificate completion for all students, and specifically for Hispanic students, at Merced will increase to 30% by the close of the grant term. (Baseline of 17%). Objective #2: The annual persistence rate at DHSI grantee institutions for all students, and for Hispanic students, in particular, from one year to the next will increase to 55% and 57%, respectively. (Baseline is 46.99% for all students, and 47.6% for Hispanic students). Objective #3: The annual persistence rate of all students, and of Hispanic students, that transfer from a 2 year college to a 4 year college will increase by 15% by the close of the grant term. (Baseline of 4%). Objective #4: The number of all students, and the number of Hispanic students in particular, served by any direct student service supported by the grant will increase by 40%. (Baseline of 45%). Objective #5: Federal cost per undergraduate and graduate degree at institutions in the DHSI program will decrease by an average of \$552 per newly enrolled student.

Abstract

Western New Mexico University (WNMU) is an open-enrollment, comprehensive higher-education institution located in the borderlands, rural region of southwestern New Mexico serving a large, sparsely populated geographic region. Nearly half of WNMU's students are Hispanic and most are first-generation college learners. Nearly half of WNMU's students are low income, and more than half are online learners. WNMU offers undergraduate and graduate degrees including associate degrees and certificates across a wide breadth of disciplines and academic areas that encompasses education, nursing, math, natural sciences, applied technology, business, humanities, arts, social sciences, social work, and communication. WNMU is the State of New Mexico's only designated Applied Liberal Arts and Sciences (ALAS) institution.

Con Ganas translates from Spanish into “with urgency” or “with eagerness” and is an asset model with a set of strategies to improve student success as measured by retention, attainment, career readiness, and sense of belonging. *Con Ganas* supports a student-led and student-informed curriculum redesign and High-Impact Practices (HIP) set of pedagogies across the WNMU curriculum including its signature ALAS program. The *Con Ganas* asset model enlists the Movimiento Estudiantil Chicano de Aztlán (MEChA) student organization together with the Felipe de Ortega y Gazca Institute consisting of faculty leaders in the domain of curriculum redesign related to WNMU's critical HSI role, identity, and programs. *Con Ganas* provides faculty and staff development and workshops toward designing a culturally responsive and relevant curriculum, and to strengthen student academic support through integration and the use of at-risk detection tools and processes. *Con Ganas* engages learners with authentic HIP pedagogies relating to place, community, and career tracks. *Con Ganas* strengthens WNMU's outreach to area high schools including WNMU's dual enrollment programs that support first-generation learners and their families to pursue higher-education pathways. *Con Ganas* supports a culture of evidence to verify and adjust strategies designed to support the goals and objectives of the five-year project.

The Project meets the Competitive Preference Priorities 1 and 2.

WNMU is requesting **\$2,980,687** over five years to support *Con Ganas* initiatives and activities.

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PROJECT ABSTRACT

Founded in 1852 with a goal to expand educational opportunities in South Texas, St. Mary's University has focused on principles to serve Hispanic student populations before they were on the radar of higher education more broadly: service, justice, peace; adaptation and change to meet today's challenges; and cultivating family spirit among students, faculty, staff, and community. San Antonio is the seventh largest metropolitan area in the US, where 64.7% identify as Hispanic. Within St. Mary's zip code that number jumps to 89%. While St. Mary's graduation rates for Hispanic students has been above average, we strive to close the gap with predominantly white institutions (PWIs). Currently our average four-year graduation rate is 46% (14% higher than the national average of 32%; NCES) and the average Hispanic fall-to-fall retention rate for Hispanic students is 73%, which is competitive against the national average of 67% (PNPI 2019). With these Title V grant funds, we aim to support those students who are still slipping through the cracks to ensure that they achieve their dream of earning a college degree. Our goal is to fund a robust First Year Experience program and high-impact practices in St. Mary's largest academic unit and the center of the academic core, the College of Arts, Humanities, and Social Sciences, to push 6-year graduation rates to those of comparable Predominately White Institutions (PWIs): a 6-year graduation rate of 65% compared to St. Mary's 6-year graduation rate of 59% (IPEDS data).

Beyond graduation statistics, we must consider the extent to which students feel their college experience enriched their cultural identities. As Gina Ann Garcia (2019) has noted, HSIs ought to be evaluated on their performance across two dimensions: (1) the academic outcomes accrued by students as they relate to subsequent academic and occupational opportunities; and (2) the extent to which Hispanic students experience a stronger connection to their cultures. Based on the developing literature on Hispanic higher education and an awareness of our current institutional areas for improvement, we are seeking to advance educational outcomes through the following activities, which will be guided by educators and administrators of Latinx heritage to strengthen students' database of role models:

1. Enhance the University's newly created First Year Experience by instituting a system of digital badging that incorporates at least 50% activities tied to the myriad Hispanic cultural opportunities in San Antonio, Hispanic-owned businesses, and projects. St. Mary's is well positioned to capitalize on its role as an HSI leader, as the CAHSS dean is a Hispanist by training and currently both GSB and SET are led by Hispanic deans.
2. Integrate high-impact practices (HIPs) into selected academic programs in the academic core (CAHSS).
3. Create clear curricular pathways toward graduation for all students, with a special focus on transfer students and first-time freshmen enrolling with academic credits.

Through these initiatives, we will increase a sense of *belongingness* (deeper integration into the academic and socially interactive aspects of the university experience) and *servingsness* (serving the student holistically and through service to others, particularly while cultivating Hispanic heritage), which will encourage students to persevere through obstacles to graduation and provide a stronger foundation for post college success, defined as job placement and/or post- baccalaureate education.

COMPETITIVE PREFERENCE PRIORITIES ADDRESSED: *1.a.1 and 1.a.2, 1.a.3; 2a, 2b, 2d.*