



U. S. Department of Education

**Project Abstracts for
New Grantees for FY 2009**

Title V, Developing Hispanic-
Serving Institutions (HSI) Program
(CFDA Number: 84.031S)

Office of Postsecondary Education
Washington, DC 20006-8517

Introduction

The Developing Hispanic–Serving Institutions (HSI) Program is authorized under Title V of the Higher Education Act of 1965, as amended (HEA). 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 receive a grant under the Title V program, an institution of higher education must have applied for and been designated as an eligible institution. The Notice Inviting Applications for Designation as an Eligible Institution was published in the Federal Register on January 21, 2009 (74 FR 3579). In addition, to basic eligibility requirements, an institution must have at least 25 percent enrollment of undergraduate full-time equivalent (FTE) Hispanic students at the end of the award year immediately preceding the date of application.

The Hispanic-Serving Institutions Program awards Individual Development Grants (one eligible Hispanic-Serving Institution) and Cooperative Development Grants (an *eligible* Hispanic-Serving Institution in cooperation with one or more institutions of higher education).

The Hispanic-Serving Institutions Program supports many institutional activities including: 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; improvement of telecommunication capacity; enhancement of student services; enhancement of administrative and funds management systems; establishment or improvement of a development office; creation or enhancement of community outreach programs for elementary and secondary students; and establishment or increase of an institutional endowment fund.

Note: The Higher Education Opportunity Act of 2008 (HEOA) amended section 503(b) of the HEA by expanding the list of authorized activities. This list was expanded to also include: activities to improve student services, including 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) 2009 was published in the Federal Register on May 15, 2009. The deadline for the transmittal of applications was June 15, 2009.

As required by the Department of Education, applications for grants under the FY 2009 Hispanic-Serving Institutions grant competition were submitted electronically using the department’s Internet-based application system (e-Application) via <http://e-grants.ed.gov>.

As our nation’s population becomes more vibrant and diverse, the Developing Hispanic-Serving Institutions program remains committed to ensuring that underrepresented students have equal access to optimal education and training. In a global economy, future contributions of these students will be significant to the overall competitiveness of our nation. This paper summarizes the abstracts for new awards funded under the FY 2009 appropriation.

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P031S090064
Big Bend Community College, WA
(Heritage University), WA
Grant Type: Cooperative Development Grant

ABSTRACT

Big Bend Community College (BBCC) is the lead institution in the Title V Cooperative project in partnership with Heritage University (HU). The institutions are located in adjoining areas and have complementary goals—to improve access for Hispanic, low-income, rural students.

Over the life of the grant, Big Bend Community College and Heritage University propose a two-component activity:

- 1) **Component one** increases student access through curricular development of three online programs and joint professional development of Big Bend Community College and Heritage University's faculty in online distance learning strategies, and
- 2) **Component two** develops on-campus and online support services for transfer students in newly created Transfer Centers. Online distance delivery of programs in Interdisciplinary Studies (Associate and Baccalaureate), Early Childhood Education (Associate and Baccalaureate) and Applied Technology (Baccalaureate) will be developed and supported by in-person and online distance delivery of registration, virtual office hours, financial/career planning and transfer oriented programming in renovated Transfer Centers' space.

Activity objectives center on increasing the graduation and transfer rates of Hispanic students at each institution by at least five percentage points over 2009-2010 rates and more than tripling the number of students enrolled in Big Bend Community College/Heritage University's dual enrollment baccalaureate admission program from the 2009-2010 number.

P031S090081

**Eastern New Mexico University, NM
(Clovis Community College), NM**

Grant Type: Cooperative Development Grant

ABSTRACT

Eastern New Mexico University (ENMU) is the lead institution in the Title V Cooperative project in partnership with Clovis Community College (CCC). While Eastern New Mexico University enrolls students from across the whole state and beyond, its primary catchment area overlaps substantially with Clovis Community College's and comprises an isolated rural area of small towns surrounded by ranching and other agricultural enterprises, characterized by low educational attainment and poverty. While they offer different levels of education, Eastern New Mexico University and Clovis Community College share a focus on meeting the educational needs of their students, the region, and the state. They also share similar challenges: high percentages of underprepared students (52.4 percent at Eastern New Mexico University, over 80 percent at Clovis Community College) and high failure rates in developmental courses, translating to low retention and completion rates.

Over the life of the grant, both strands of the project will address issues identified by the State of New Mexico as priority concerns for its institutions of higher education: providing effective remediation to increase retention of underprepared students and increasing the number of Bachelor of Science in Nursing (BSN)-prepared nurses.

Strand 1: Enhancing Student Success in Developmental Education. Revise developmental curricula and supporting academic services, revise freshman seminar courses, develop Center for Reading and Writing at Clovis Community College and Math Learning Centers at both campuses, develop learning communities at Eastern New Mexico University.

Strand 2: Pipeline to Nursing Careers. Add capacity to Clovis Community College's nursing programs (Licensed Practical Nursing and associate-degree Registered Nursing); develop services to increase transfer to Eastern New Mexico University's Bachelor of Science in Nursing program; improve preparation for the Bachelor of Science in Nursing.

For both strands, selected courses will be redesigned for online delivery, and faculty will learn how to use classroom technology (Smart Classrooms, etcetera.) to enhance student success.

P031S090042
Northeastern Illinois University, IL
(College of Lake County), IL
Grant Type: Cooperative Development Grant

ABSTRACT

Northeastern Illinois University (NEIU) is the lead institution in the Title V Cooperative project in partnership with College of Lake County (CLC). The two institutions propose a cooperative partnership based on their geographic proximity, similar student populations and mutual commitment to improving postsecondary retention and graduation for Hispanic students.

Recognizing their common service area, similar students, and complementary goals and objectives, the two institutions propose one activity consisting of three components:

1) Intercampus Processes will streamline transfer with online, student-accessible systems. By developing major-specific articulation agreements, degree completion will improve at both institutions. Collaborative efforts related to transfer advisement and on-site degree completion will facilitate the transition from two- to four-year institutions and increase the number of students who attain two-year and four-year degrees. Faculty development activities at College of Lake County will improve student academic outcomes by integrating problem-based and active learning into the curriculum. By the end of the grant period, eighteen majors will have specific articulation agreements and four baccalaureate degree- completion programs will be offered on-site at College of Lake County, which will improve timely degree attainment and reduce the cost of a baccalaureate education.

2) Intercampus Programs will improve academic success, retention, transfer and graduation of students at both schools. Support services such as mentoring, advising, college visits, orientation programs and financial literacy workshops for transfer students and veterans will address the needs of at-risk students, transfer students, veterans and their families. Many elements will be available in Spanish and English.

3) A Transfer Center will be established and centralized on Northeastern Illinois University's campus and a Coordinator of Transfer Enrollment will be located at College of Lake County. By September 2014, transfer enrollment of College of Lake County students to Northeastern Illinois University will increase five-fold; College of Lake County degree-seeking students' retention rate will increase five percent; College of Lake County degree-seeking students' graduation rates will increase 10 percent; and Northeastern Illinois University transfer students' graduation rate will increase 10 percent, all over Fiscal Year 2009 baseline.

Both Northeastern Illinois University and College of Lake County have established institutional goals to improve academic performance, maintain open lines of communication, and engage in enhanced articulation efforts. This project is aligned with those common goals and aims to improve programs and services at both institutions. Strengthening Northeastern Illinois University as a Hispanic-Serving Institution and College of Lake County as an emerging Hispanic-Serving Institution will have significant impact on Latino students throughout the communities they serve. By the end of the grant period, activities at both institutions will be fully institutionalized.

P031S090043
College of the Desert, CA
(California State University, San Bernardino), CA
Grant Type: Cooperative Development Grant

ABSTRACT

College of the Desert (COD) is the lead institution in the Title V Cooperative project in partnership with California State University, San Bernardino (CSUSB) to effectively and efficiently implement a Hispanic-Serving Institutions, Title V Cooperative Grant. This grant has a single integrated activity that represents an assertive approach to improving student learning and student success with a focus on Hispanic, low-income, and first-generation students.

Over the life of the grant, the project will be implemented through three integrated components.

- 1) The first component will focus on providing counseling/advising and academic support services to assist more students, especially Hispanic, low-income and first-generation students, to transfer from a community college to a university, to succeed at the university level and to graduate in a timely manner.
- 2) The second component of the project creates a Faculty Development Center to assist faculty and related staff to develop more appropriate strategies and methodologies in and out of the classroom to increase student learning and success.
- 3) The third component will aim at developing improved structural mechanisms for increasing external support and funding for both institutions. This grant will commit 20 percent of the grant funds, half to each institution, to provide a financial aid endowment for Hispanic, low income, and first generation students to foster university transfer and graduation.

P031S090058
Union County College, NJ
(New Jersey City University), NJ
Grant Type: Cooperative Development Grant

ABSTRACT

Union County College (UCC) is the lead institution in the Title V Cooperative project in partnership with New Jersey City University. Through the project--Improving the Pipeline in STEM (Science, Technology, Engineering, and Math) Education--Union County College seeks to increase the number and the academic success of Hispanic and other low-income students who are enrolled in STEM (Science, Technology, Engineering, and Math) majors and STEM (Science, Technology, Engineering, and Math) teacher education majors while developing a strong model of transfer and articulation in higher education. Union County College and New Jersey City University seek to address the lack of Latino student success in STEM (Science, Technology, Engineering, and Math) education. The project responds to the following needs:

- Low numbers of low-income and underrepresented students enrolled in STEM (Science, Technology, Engineering, and Math) programs and STEM (Science, Technology, Engineering, and Math) teacher education majors;
- The need for alignment of courses, seamless articulation, and strong advisement to increase the rate and the success of students transferring to four-year institutions for science, math and education programs, eliminating needless repetition of courses or the taking of extra courses; and
- Poor performance in science and mathematics by low-income and underrepresented students which leads to low retention rates among Hispanic and other low-income students, with alarmingly low numbers of students graduating with science and education degrees.

Over the life of the grant, the project will consist of two primary activities:

- 1) **Activity 1** will improve transfer options and experiences in STEM (Science, Technology, Engineering, and Math) Teacher Education through the following: (1) Development of model articulation and transfer agreements to align academic programs and courses for STEM (Science, Technology, Engineering, and Math) Teacher Education from two-year to four-year colleges; (2) Improved career pathway counseling and information strategies; and (3) Expanded distance learning opportunities.
- 2) **Activity 2** will improve academic achievement through (1) Comprehensive Faculty Professional Development in Science, Mathematics, and Teacher Education Pedagogy; (2) Expanded and updated learning resources, lab materials and technology equipment; and (3) Increased student support through individualized tutoring and Web-based support modules for math.

The overarching goal of the project is to increase Union County College's institutional capacity to serve the needs of Hispanic and other low-income students.

P031S090057

Riverside Community College - Moreno Valley Campus, CA

Grant Type: Individual Development Grant

ABSTRACT

The Moreno Valley Campus (MVC) of the Riverside Community College District, in Moreno Valley, CA, is a public, open-door, two-year college serving Southern California's Riverside County, east of Los Angeles. Moreno Valley Campus is part of California's "Inland Empire," comprised primarily of the rapidly-growing Riverside-San Bernardino-Ontario Metropolitan Statistical Area (population: 4.1 million, 42 percent Hispanic). Moreno Valley Campus provides programs in General Education, Allied Health, Technology, Business, Vocational programs, and Basic Skills, creating pathways to occupational certificates, associate degrees, and baccalaureate transfer.

Moreno Valley Campus's public safety programs are challenged to meet student need and industry demand. Riverside County Sheriff's Department projects the hiring of 1,500 uniformed deputies by 2011, necessitating a 42 percent increase in Moreno Valley Campus' Peace and Corrections Officer Programs. Over the same period, Riverside and its adjacent San Bernardino County project a need for at least 1,610 more fire service personnel. To accommodate the demand, Moreno Valley Campus proposes to:

- 1) redesign Fire Academy, Peace Officer, and Corrections Officer curricula to incorporate hands-on simulation training supported by industry-standard tools and instructional technology, while expanding program capacity;
- 2) develop a Part-Time Fire Academy to meet the training needs of time-bound, at-risk students;
- 3) develop a Basic Skills Law Enforcement Pre-Academy, contextualizing Basic Skills instruction to prepare students for law enforcement employment and subsequent enrollment in our Law Enforcement programs; and
- 4) develop dynamic 24/7 online student support, built upon a robust technological infrastructure. Riverside County has committed to constructing a \$3million, 20-acre Scenario Training Village at Ben Clark Public Safety Training Center (BCTC), facilitating public safety training for a variety of settings, including residential, high-rise, and jail facilities.

The initiatives of Moreno Valley Campus will work in conjunction with the Scenario Village to expand educational opportunities for Moreno Valley Campus' Hispanic and at-risk students.

P031S090061

Los Angeles Mission College, CA

Grant Type: Individual Development Grant

ABSTRACT

Los Angeles Mission College is a public two-year college located in the Northeast San Fernando Valley of Los Angeles, California. Low success rates in English and science courses, which are required for transfer and degree programs, prevent students from attaining their educational goals. Los Angeles Mission College serves a steadily growing number of students. The largest rate of growth is among Hispanic students. Currently the student population is 76.5 percent Hispanic and this percentage is projected to increase during the next ten years.

To accommodate the educational needs of the increased Hispanic student population, Los Angeles Mission College proposes the following activity: *Improving Student Success and Access*

This Activity is comprised of three components, each proposing strategies designed to increase the capacity of Los Angeles Mission College to support, retain and successfully graduate a greater proportion of its Hispanic students:

- 1) The first component will focus on strengthening academic support for English;
- 2) The second component will focus on strengthening academic support for science;
- 3) The third component will focus on increasing access, especially for part-time students.

Key measures of success include:

- a) increased progression and success rate in English and science;
- b) increased academic programs and online services for part-time and evening students;
- c) revised curricula with supplemental instruction; and
- d) faculty development.

P031S090082

Riverside Community College - Norco Campus, CA

Grant Type: Individual Development Grant

ABSTRACT

Norco Campus (Norco), Riverside Community College (RCC), Norco, California, is an open-door, two-year college serving Southern California's Riverside County, east of Los Angeles. Norco is located in the rapidly growing "Inland Empire" of California and serves a population that is approximately 47 percent Hispanic and 30 percent low-income. Norco provides programs in General Education and Career and Education Technology Programs (CTE) such as Health, Business, Manufacturing and a recently introduced Certificate and Associate's degree program in Computer Game Art Simulation. Norco is the designated "Technology Campus" for Riverside Community College, and the campus focuses on developing technical education programs that prepare students for employment in the region's growing industry sectors as well as Associates of Science degrees that allow for direct transfer.

Norco has conducted extensive analysis of institutional strengths, weaknesses, and opportunities, and has identified a comprehensive academic program with high demand and employment potential - **Computer Game Art, Design and Programming Simulation**- *that is not available through public institutions in our region*. California's computer game simulation industry has expanded rapidly into the Norco region and has a predicted annual growth rate of nine percent, despite the current economic environment. With attractive entry-level salaries, the industry has indicated preference for students with Associate of Science degrees, and has a demonstrated desire for diversity in its workforce.

Over the life of the grant, Norco Campus (Norco), Riverside Community College proposes the following activity:

El Portal a tu Futuro: Portal to Your Future

The activity involves the development of a comprehensive Computer Game Design and Programming curriculum that will support employment opportunities for Norco's Hispanic and low-income residents while providing long-term fiscal enrollment stability to the campus. The activity also involves increasing student success in the Career and Education Technology Programs of computer information systems, business administration, accounting and manufacturing through faculty development in support of two student engagement strategies--e-portfolios and the use of computer simulations.

P031S090088
Modesto Junior College, CA
Grant Type: Individual Development Grant

ABSTRACT

Modesto Junior College proposes a project with a single central activity: *Strengthening Student Success through Student Learning Resources, Professional Development, and Grant Resource Development.*

Over the life of the grant, this single activity develops essential resources that will improve the ability of Hispanic students and other low-income individuals to complete postsecondary degrees through three coordinated and integrated strategies for developing Students, Staff and Resources.

- 1) Student Learning Resources Objective: *To provide a proven solid support structure to Hispanic, first-generation and low-income students.* A First Year Experience program will be established to improve learning, build support relationships, and coordinate faculty, counselor and student services efforts. Establishment of a Peer-Led Learning support program in gatekeeper math courses will improve student success.
- 2) Professional Development Objective: *To strengthen institutional support for college faculty and staff as its primary resource:* A comprehensive Staff Resource Center will be established to coordinate training that will increase student success. Discipline-focused training opportunities will be offered, as well as specific workshops on diversity and equity issues in and out of the classroom, interactive student technology, leadership, technology, and communication skills.
- 3) Grant Resource Development Objective: *To create a campus-wide support structure that will train faculty and staff in the development of project proposals for new educational programs.* A Grant Resource Development Center will be established to provide training for project developers and project managers, alignment between grant opportunities and college priorities, current writing best practices, boiler plate templates, project development planning, and project sustainability.

P031S090089
Citrus College, CA
Grant Type: Individual Development Grant

ABSTRACT

Citrus College is a public two-year college located twenty-five miles northeast of metropolitan Los Angeles, in a community with a rapidly growing Hispanic population. Over the past decade the college has served an increasing influx of students with diverse needs that severely test its ability to reach and maintain the levels of student progression and goal completion that it strives to achieve.

Over the life of the grant, Citrus College proposes the following activity:

Bridge to Success: IMPROVING DEGREE COMPLETION, STUDENT SUPPORT SERVICES AND RESOURCE DEVELOPMENT CAPACITY

Bridge to Success will increase the success, persistence, degree completion and transfer rates of Hispanic and other underrepresented students by providing a strengthened and articulated pathway from Basic Skills to the associate degree, and the associate degree to transfer. Strategies to be initiated include: career learning communities; supplemental instruction; expanded articulation agreements; new certificates leading to the associate degree; new degrees leading to transfer; a faculty/peer mentoring program and a parent ambassador program.

- 1) **Component One:** Assist students to progress from Basic Skills to college-level courses to degree completion and transfer.
- 2) **Component Two:** Develop strategies to strengthen academic and support services for underrepresented students.
- 3) **Component Three:** Strengthen the fiscal stability of the college by developing resource development capacity to better serve underrepresented students.

The proposed activity will allow Citrus College to address the problem of technological and financial literacy of underrepresented students.

P031S090109

City University of New York for Borough of Manhattan Community College, NY

Grant Type: Individual Development Grant

ABSTRACT

Borough of Manhattan Community College (BMCC) is the largest of the twenty-three units comprising the City University of New York. Currently serving more than 30,200 students in its credit (22,100) and non-credit (8,000) programs, Borough of Manhattan Community College is the only community college in Manhattan. Nearly 90 percent of Borough of Manhattan Community College's student population is comprised of minorities and groups historically underrepresented in collegiate programs and more than two-thirds are women.

As greater numbers of tech-savvy students are attracted to Borough of Manhattan Community College, the demand for distance learning will continue to increase. To accommodate demand, Borough of Manhattan Community College will implement a single comprehensive activity; ***Strengthening Academic Programs and Improving Student Achievement Through the Development of a Comprehensive e-Learning Center***, which focuses on eight integrated strategies critical to improving the success of Hispanic and low-income students and consisting of the following:

- a) establishing of an e-Learning Center;
- b) creating e-Learning networks;
- c) integration of online support services;
- d) faculty certification;
- e) establishing a new course approval process;
- f) providing greater technical support for faculty (Instructional Designers);
- g) establishing a Faculty Resource Center; and
- h) supporting faculty research in the field of online education.

Combined, these reforms will introduce systems and services which will increase the persistence and retention of Hispanic and low-income students enrolled in online learning.

P031S090084

Cabrillo Community College, CA

Grant Type: Individual Development Grant

ABSTRACT

Cabrillo College is a public, open-door community college and Hispanic-Serving Institution located in Aptos, California (population - 251,747). Cabrillo College offers general education courses for transfer to four-year institutions and certificates and degrees for Career Technical Education (CTE) programs in occupational fields of study, as well as Basic Skills classes to prepare students for college-level courses.

Cabrillo College serves approximately 24,000 students annually at the main campus in Aptos and two outlying centers in Watsonville and Scots Valley. Cabrillo College draws students from Santa Cruz County and parts of Northern Monterey and San Benito Counties. Over a quarter (28 percent) of the population in Santa Cruz County is Hispanic, while in Watsonville, the population is majority Hispanic (79 percent). The mission of Cabrillo College is to “enhance the intellectual, cultural, and economic vitality of our diverse community by assisting all students in their quest for lifelong learning and success in an ever-changing world.”

The goal of the project is to strengthen the college by developing high engagement practices to successfully transition at-risk Basic Skills/ESL students to college and to completion.

Over the life of the grant, there will be several key project activities:

- 1) ***First Year Experience Learning Communities [+Supplemental Instruction]:*** Develop (1) FYE communities of learning for greater student engagement and networking with peers and (2) course-specific Supplemental Instruction for Basic Skills/ESL students;
- 2) ***Redesign Basic Skills/ESL courses:*** Develop linked/content-based Basic Skills-Math/ESL to make learning more meaningful for students (on four different education/career tracks);
- 3) ***Summer Bridge to Success Program for Transitioning Cohorts:*** Develop (1) a summer four-week curriculum to include math, writing, self-efficacy, information literacy, study skills; (2) “feeder & receiver” system with high schools and “home” departments (Allied Health, Early Childhood Education, Teacher Education; General Transfer); and, (4) logistical processes (facilities, assessment & orientation, registration) with the goal of transitioning the cohorts into FYE Learning Communities the following fall;
- 4) ***SMART Classrooms and Instructional Resources for Basic Skills and ESL Instruction:*** Provide faculty with technology-enhanced tools (smart lectern and electronic projection) and with a computer-aided learning lab environment to more effectively engage Basic Skills and ESL students in learning and to address different learning styles; and
- 5) ***A Faculty Inquiry System (Timely Access to Data) at the Program Level:*** Provide faculty with the tools to (1) evaluate effectiveness of curriculum and teaching methods for continuous improvement of teaching and learning and (2) identify what works for specific subsets of students at the Basic Skills/ESL program level to promote student success and persistence.

P031S090007
Hartnell College, CA
Grant Type: Individual Development Grant

ABSTRACT

Hartnell College is a two-year, public college with a student enrollment of 10,495 as of the fall semester 2008. 52 percent of the FTE students are Hispanic. In accordance with the U.S. Department of Education goals for Title V, Hartnell College will measure the increase in the number of Hispanic students who attend the college, the number who graduate, and the number who transfer. Particular attention will be given to students in Science, Technology, Engineering and Mathematics (STEM) programs.

Over the life of the grant, one activity, supported by three sub-activities, is proposed:

- 1) **Sub-Activity One: *Retention and Persistence in Mathematics*** – will revamp the entire Math curricula from pre-collegiate/pre-credit entry levels to higher-level calculus for Physics program applications. Attention will focus on a fully matriculated vertical model where each class builds on the previous one, and synchronized with Science, Technology, and Engineering programs. Between session “Boot Camps”, seminars, workshops, supplemental learning tools and directed learning programs will be developed and piloted; students on academic probation will be mandated to attend some form of supplemental instruction.
- 2) **Sub-Activity Two: *Retention and Persistence in the Sciences*** – will revamp the science courses with a focus on direct employment at graduation or transfer to a baccalaureate Science, Technology, Engineering and Mathematics related program. In addition to the curriculum changes noted under Sub-Activity Two, students will be provided work internships with area businesses and research laboratories, and selected as ambassadors to area middle and high schools. On the theory that one learns by teaching, sophomore students will be hired to tutor lower level classes.
- 3) **Sub-Activity Three: *Career Counseling, Education Plans, Early Alert Intervention*** – will provide successful Science, Technology, Engineering and Mathematics program student ambassadors to area Middle and High Schools; prepare a 2+2+2 Science, Technology, Engineering and Mathematics career track and the mechanics of providing students with an education plan; provide faculty and students with technical assistance about Web-based instruction and Early Alert/Degree Audit. Hartnell College’s counseling staff will inform counterpart counseling staff in service area school districts of the targeted Hispanic-Serving Institutions- Science, Technology, Engineering and Mathematics programs.

P031S090012

South Plains College, TX

Grant Type: Individual Development Grant

ABSTRACT

South Plains College is a public, community college and Hispanic-Serving Institution. The college provides 53 certificate and 36 associate degree programs from its main campus in Levelland. More than 9,200 students enroll each semester at South Plains College. 29.4 percent are Hispanic and 46 percent are economically disadvantaged. South Plains College serves a vast 15-county service area of more than 13,000 square miles (larger than five states in the United States) with a 2008 population estimate of 408,511. Surrounding rural counties are now close to being a majority minority; 46% of residents are Hispanic.

The mission of South Plains College is to provide educational opportunities through academic, technical education, continuing education, workforce development and community service programs that are high quality, accessible and affordable to all who can benefit from them.

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

- 1) Develop new Wind/Solar Energy, Physical Therapy Assistant, and Engineering Technology associate degree programs to tap new enrollment markets;
- 2) Develop supportive resources for new programs (renovating available space and providing high-tech equipment for technical labs and upgrading a chemistry lab to support the Physical Therapy Assistant and Engineering Technology prerequisites);
- 3) Expand access to the newly developed programs by converting nine courses to the hybrid format (on-campus + ITV) and adding an ITV classroom at the Plainview Center; and
- 4) Retool technical/health occupations programs to meet current industry standards and provide faculty training in current industry standards relevant to their program areas.

P031S090008

Los Angeles Harbor College, CA

Grant Type: Individual Development Grant

ABSTRACT

Los Angeles Harbor College (LAHC) is a comprehensive, two-year public community college offering a broad spectrum of transfer, vocational, and community services programs. Located near the bustling Port of Los Angeles, the college's service area is ethnically and economically diverse, with a majority minority population. Transportation, international trade, and high tech/defense drive the area's employment. Significant opportunities for individuals with college educations exist; however, educational attainment is surprisingly low. Harbor College is energetically working to prepare students for this rapidly changing workplace. Our faculty includes highly motivated professionals for whom student success is the highest priority. Occupational projections for Business occupations are expected to grow 10-23 percent, and Engineering occupations are expected to grow 21-25 percent over the next 5-7 years.

Los Angeles Harbor College should be a conduit to Bachelor's degrees in these fields for area residents who need and want to begin at the community college level. Yet these are the programs that are struggling at Harbor College, with low enrollments, low graduation rates, and low rates of transfer.

Over the life of the grant, Los Angeles Harbor College proposes the following activity as a solution to the problem: *Accelerating Success at Harbor College*

Los Angeles Harbor College proposes to streamline *degree completion* in the high-demand fields of Engineering and Business, based on a successful model and best practices, by re-designing the curricula to (a) allow student cohorts to complete Associate Degrees in 18-months, (b) incorporate cutting-edge "green technologies," and (c) provide support for success and completion with contextualized English and Math, Learning Coaches, and technology solutions, such as e-portfolios, e-Live interactive content delivery, student portals, and virtual communities. We will secure successful *transfer* to bachelor's degrees in Engineering and Business at California State University - Dominguez Hills and Long Beach through faculty exchanges culminating in curriculum alignment and articulated transfer agreements. We will strengthen support for *success* for all students through intensive faculty development and for first-year students with comprehensive assessment, early alert, and technology solutions that mirror those noted above to ensure successful transitions and promote retention.

P031S090047

Universidad del Este – Carolina Campus, PR

Grant Type: Individual Development Grant

ABSTRACT

Universidad del Este at Carolina (UNE-Carolina) is located in the northeastern region of Puerto Rico. It is a 4-year private, non-profit institution with an enrollment of 7,089 as of fall of 2008.

Over the life of the grant, Universidad del Este at Carolina proposes the following activity:

The Multi Language Laboratory Center: Road to Academic Success

Through the proposed Title V Activity aims at improving the academic attainment of Hispanic students and other low income individuals by:

- 1) enhancing the academic quality of students' educational experiences;
- 2) lowering the DFW rates in high-risk courses to increase GPA, retention and graduation rates through tutoring and supplemental instruction;
- 3) strengthening curricular offerings through development of structured academic activities targeting English and Spanish Language skills in a lab setting;
- 4) strengthening academic programs through comprehensive faculty professional development activities, service learning, technology and research;
- 5) increasing physical and technological infrastructure to support the teaching of Spanish, English, and World Language high-risk courses; and
- 6) increasing scholarship revenues through matched endowment funds.

The Title V Activity is designed to provide the Universidad del Este at Carolina's student population with:

- a) academic support services to include tutoring and supplemental instruction;
- b) faculty development including learning community approaches, service learning activities, and other effective teaching strategies; and
- c) matched endowment funds to provide scholarships.

P031S090114
Mountain View College, TX
Grant Type: Individual Development Grant

ABSTRACT

Mountain View College, one of only two Hispanic-Serving Institutions in North Texas, is a comprehensive two-year public community college in southwest Dallas County, Texas. Mountain View College is making special efforts to increase the college-going rates and economic and educational attainment levels of the area.

Over the life of the grant, Mountain View College proposes the following activities:

Activity One: *Programs to Encourage College Readiness* initiates programs to encourage student success before college enrollment. The activity focuses on increasing partnerships and enrollments by reaching out to underserved communities and developing a more welcoming environment for Hispanic and low-income students. The activity has three components: a high school liaison program, the development of community linkages, and a spring-summer bridge program.

Activity Two: *Improved New Student Success Through Instructional Innovations and Support After College Enrollment* will include the development of a Center for the Success of New Students to enhance academic and social support for new students entering the college. The Center and its key components will centralize services for new students to encourage their success and it will offer a central location for new students to easily access the services they need. Moreover, the Center will ensure that Mountain View College advisors, counselors, and faculty can use a case-management approach to provide early intervention to students who need additional help. A broad faculty professional development program will promote learner-centered strategies that will address the needs of our primarily Hispanic and low-income students.

P031S090139

Victoria County Junior College, TX

Grant Type: Individual Development Grant

ABSTRACT

Victoria College (VC) proposes to establish a College Partnership Program and a Comprehensive Transitions Initiative aimed at keeping the educational pipeline open and easily navigable for Hispanics, low-income, and other traditionally underrepresented students in the Golden Crescent region of South Texas.

Over the life of the grant, the Victoria College Title V project will include two, specific interrelated activities aimed at increasing: 1) the number of full-time degree seeking undergraduate students enrolled at Victoria College; 2) the number of first-time, full-time degree-seeking undergraduate students who persist term-to-term and year-to-year; and 3) the percentage of first-time, full-time degree-seeking undergraduate students enrolled at Victoria College graduating within three years of enrollment. The project incorporates several phases addressing four distinct problems identified in the Victoria College Comprehensive Development Plan and aligned with Victoria College's institutional strategic priorities and goals—college readiness and college-going rates, outreach capacity, transition support, and partnership:

Activity I - *The College Partnership Program (CPP)* will establish comprehensive partnerships with three area school districts in order to implement *College Access Resource and Success (CARS) Centers* on the partnering high school campuses. This Activity will lead to two major outcomes:

- a) An increase in the number of students from the targeted high schools who meet the Texas Success Initiative Higher Education Readiness standard; and
- b) an increase in first fall participation levels of graduates from the targeted high schools.

Activity II – *The Comprehensive Transitions Initiative (CTI)* will enhance the system of support for first-time-in-college (FTIC) students and others who struggle with the academic rigors of college. The initiative includes:

- 1) enhancement of the Victoria College First Year Experience (FYE) project;
- 2) expansion of Supplemental Instruction (SI) and tutorial services;
- 3) development of an intervention program for students on scholastic probation; and
- 4) development and enhancement of targeted transition services.

The emphasis of this activity is on helping students make successful transitions from one level of educational endeavor to the next. Services will assist students in making connections to people, resources, and skills that will empower them to persist towards achieving their educational goals. This activity will lead to four major outcomes:

- a) Higher rates of student persistence fall-to-fall;
- b) Higher rates of academic success for students transitioning from developmental coursework to college level studies;
- c) Higher rates of transfer from VC to 4-year institutions; and
- d) Higher rates of students earning associate's degrees.

P031S090029

Cerritos College, CA

Grant Type: Individual Development Grant

ABSTRACT

At a time when a college degree is ever more important finding a job, 93 percent of Cerritos College (CC) students are assessed as lacking basic skills, and almost 40 percent fail to succeed in their coursework. Of Cerritos College's Hispanic students, who comprise 54 percent of the student body, only 36 percent achieve their stated educational goals. In Fall 2009, more stringent graduation requirements will take effect, and the consequences for these students will be severe. To address this, Cerritos College proposes to broaden the application of a successful campus pilot initiative: "Habits of Mind" (HOM). The "habits" are traits identified through faculty research as essential to student success: **F**ocus, **A**dvance, **L**ink Up, **C**omprehend, **O**rganize, and **N**ew Ideas (these traits are centered on the memory peg of the Cerritos College falcon mascot).

Over the life of the grant, "Habits of Mind" concepts will be infused throughout the curriculum and within student services by implementing four activity strategies:

- 1) Strategies to Help Students Develop the Six Habits of Mind
- 2) Faculty and Staff Development to Support HOM for Student Success
- 3) Infusing HOM Across Developmental Education Program
- 4) Coordination of Institutional Services and Programs to Support HOM Initiative.

The project is managed by those who created "Habits of Mind" – experienced faculty, with a plan for future sustainability. A highly committed administration and a strong evaluation component will ensure success.

P031S090050

GateWay Community College, AZ

Grant Type: Individual Development Grant

ABSTRACT

GateWay Community College in Phoenix, Arizona serves a highly diverse population of 6,800 students from communities throughout the Phoenix area and Maricopa County. GateWay Community College seeks to improve student outcomes in higher education, especially among Hispanic and low-income populations, by establishing and improving capacities to increase access and achievement in college programs. The project will focus on improving developmental education programming, improving student tracking, and integrating services with enrollment and registration processes.

Over the life of the grant, GateWay Community College proposes to implement a comprehensive faculty development program, promote the development of innovative curriculum strategies for developmental education, and establish a student tracking and assessment system to help students move forward toward completion.

Outcomes emerging from successful completion of project goals will include an increase in the number of students successfully entering, progressing, and completing programs leading to academic degrees and certificates.

P031S090014

California State University - Bakersfield, CA

Grant Type: Individual Development Grant

ABSTRACT

California State University, Bakersfield (CSUB) is located in Bakersfield, CA. The California State University system has identified a serious and growing system-wide problem in graduation rates, particularly among Hispanics. There is strong evidence that this problem will be exacerbated with the expected tidal wave of demographic changes, recent enrollment surge, and losses in state funding tied to the severe, unexpected economic downturn. California State University, Bakersfield was founded to provide accessible high quality public education to one of the most challenging service areas in America – the southern San Joaquin valley of California. This valley has historically had the lowest levels of education aspiration and attainment in California.

Over the life of the grant California State University, Bakersfield proposes a project that will address significant current obstacles to California State University, Bakersfield achieving its goal of student success. The following project has one Activity which consists of two strategies:

Project Activity: *Achieving Academic Excelencia at California State University, Bakersfield as an Hispanic-Serving University: Building a Foundation of Excellence and Clear Pathway to Degree Completion for all Students*

- 1) **Strategy One:** Giving students an excellent running start by developing a supportive and effective first year learning environment (FYE) for all students, including: strengthening of existing FYE programs and services; integrating these programs and services into an improved, cohesive FYE; faculty and staff development to achieve excellence in producing more learning in CSUB; curriculum development to embed established benchmarks of student learning excellence; and establishing a “One Stop Center” to make all needed student services more accessible as well as effective.
- 2) **Strategy Two:** Strengthening capability to remove roadblocks along the pathway to degree completion for Hispanics students by: establishing communities of practice for cross-functional collaboration to address obstacles requiring university-wide cooperation and solutions; strengthening the Teaching and Learning Center; and developing a culture of evidence in which continuous evidence-based evaluation informs planning and resource allocation.

P031S090069

Regents of New Mexico State University – Grants Campus, NM

Grant Type: Individual Development Grant

ABSTRACT

New Mexico State University-Grants Campus (NMSU-Grants) in Grants, New Mexico, is a two-year public community college within the New Mexico State University system, offering transfer-oriented Associate of Arts and Science degrees, Associate in Applied Science degrees, and occupational certificates. New Mexico State University-Grants Campus serves Cibola County (population 27,285) in Western New Mexico, a rural, isolated area with a majority-minority population (34 percent Hispanic, 41 percent Native American). With just 10 percent of adults holding bachelor degrees and family poverty rate of 31 percent, area residents look New Mexico State University-Grants as a first step out of hardship. Subsequently, institutional enrollment has nearly doubled since 2004, with particular increases in Web-based courses. Despite area demand for professionals in Science, Technology, Engineering and Math (STEM) fields, and Science, Technology, Engineering and Math transfer opportunities at our parent institution New Mexico State University-Las Cruces, just 3.6 percent of our Hispanic students have declared Science, Technology, Engineering and Math majors (fall 2008). Since 2003, only 21 of our Hispanic students have transferred into New Mexico State University-Las Cruces Science, Technology, Engineering and Math degree programs. While students increasingly look to the Web for educational access, New Mexico State University-Grants faculty have not been systematically trained in Web-based instruction and tools. As a result, haphazard development of Web-based courses has depended upon a few faculty with expertise, leaving gaps in online and blended courses (online didactic content, on-ground laboratory instruction) leading to Science, Technology, Engineering and Math degrees. Meanwhile, infrastructure deficiencies, including outdated science instrumentation, technology limitations, and inadequate facilities, undermine the University's ability to connect Hispanic, low income students to effective Science, Technology, Engineering and Math learning environments.

Over the life of the grant New Mexico State University-Grants proposes the following activity:
Connecting To STEM (Science, Technology, Engineering and Math): Identifying the Path.

The activity will deliver extensive faculty development in Web-based instruction, supported by Faculty Studio tools and resources and resulting in the redesign/conversion of a host of core General Education and Science, Technology, Engineering and Math courses to highly-effective online and blended (online didactic content coupled with on-ground lab instruction) formats. Newly developed online services – including Online Advising, Online Orientation, Online Quick Connect (academic Early Alert), Online Library Resources, and Online Career/Transfer Resources, built upon improved technological infrastructure, will be accessible wirelessly and from updated computer labs on campus, as well as from outreach center labs throughout the region. Updated science instrumentation and a newly-developed Environmental/Chemistry Lab will support blended Science, Technology, Engineering and Math curricula, including newly developed introductory courses in Environmental Technology, Energy Technology, and Engineering Technology—areas of Science, Technology, Engineering and Math career growth in New Mexico.

P031S090031

Universidad Politecnica de Puerto Rico, PR

Grant Type: Individual Development Grant

ABSTRACT

The Universidad Politecnica de Puerto Rico Title V Individual project for the San Juan Campus, is directed towards two activities that will profoundly strengthen the university. Together, these two activities will impact over 5,000 Hispanic students and will serve to strengthen the undergraduate engineering academic programs, the fiscal sustainability of the university, and strengthen institutional management.

Activity 1: Engineering Curriculum Revision

The overall goal of this activity is to increase the enrollment of Hispanic engineers in pursuing degrees in Mechanical Engineering with a Minor in Aerospace. This new minor is developed in response to market demands to increase the workforce with engineers educated and trained in this area of local, national, and international importance.

Activity 2: Upgrading Technology Infrastructure

This activity will provide for a university-wide overhaul of its outdated network cabling system and electronic communications. As per industry standards, all buildings and facilities in support of academic and research endeavors will receive a much needed new cabling system and upgrades that will bring the university in line with current information technology usage and exchanges with other universities, industry, and government.

P031S090040

College of the Sequoias, CA

Grant Type: Individual Development Grant

ABSTRACT

The College of the Sequoias (COS) Community College District serves both Kings and Tulare Counties. The college is located in the San Joaquin Valley in central California. The philosophy of the college of the Sequoias is based upon a belief that all individuals are innately valuable and entitled to develop their full potential; that a healthy and vigorous society benefits from an informed appreciation of the cultural, racial and socioeconomic variations among its members; that a democracy depends upon a critical, questioning and informed citizenry; and that through its programs the college serves the individual, the community and society. In fall 2008, The College of the Sequoias had a population of 13,438 students, with 32.8 percent enrolled full-time. In spring 2008, 46 percent of the student population at The College of the Sequoias was Hispanic. Concurrently, the college is also experiencing a trending growth of students who are extremely underprepared for college coursework, even at the Basic Skills level.

Over the life of the grant, the College of the Sequoias proposes the following activity: ***The Student Excellence, Quality, Opportunity, Initiative, and Success (SEQUOIAS) Program*** to better meet the needs of Hispanic and other low-income students in its service area, help ensure their learning success, and bridge the disparity between student academic preparation and their academic goals. This activity will be achieved through three primary, inter-connected components:

1) **Student Connections** – Through the proposed centralized Student Success Center, COS proposes to augment our First Year Experience program, including enhancing Learning Communities (LCs), and initiating a Second Year Experience , inclusive of Learning Communities and support services designed to cultivate persistence, graduation, and transfer to 4-year institutions. An improved system for Orientation/Assessment/Placement will also be implemented, designed to target students with undiagnosed learning disabilities primarily due to language and learning barriers;

2) **Faculty Development** – Through the Teaching and Learning Center (TLC), COS proposes the formation of faculty communities to share instructional strategies and curriculum innovations, continuing work begun in developmental education, then expanding to transfer level courses. Faculty Inquiry Groups (FIGs) will be used to address diverse learning/teaching styles that will improve student retention and persistence; and

3) **Management and Evaluation** – Improvements to information systems and annual standardized surveys will allow for structured tracking of student outcomes. A contracted Grant Manager will be retained for the duration of the Title V grant.

College of the Sequoias is committed to the success of this Title V Project, and has accordingly committed the resources of its faculty, administration, staff and facilities to this end. The activity proposed, including the components and objectives, will be fully institutionalized and integrated into the College of the Sequoias strategic plan of increasing student access and success.

P031S090125

Carlos Albizu University – Miami Campus, FL

Grant Type: Individual Development Grant

ABSTRACT

Carlos Albizu University (CAU)-Miami, located in one of the most highly populated Hispanic communities in the nation, is an open-access, private, nonprofit university that serves nearly 500 undergraduate students each year. In recent years the university has undergone a transformation unlike most higher education entities: it has gone from providing only graduate education to expanding the higher education pipeline through the addition of undergraduate programs (Bachelor degrees and a newly approved Associate degree). This has been a logical progression for an institution located in a metropolitan area that ranks third in number of immigrants with legal permanent resident status and first in percent of foreign-born residents, with the vast majority being of Hispanic origin. This demographic portrait points to the growing need for entry-level higher education opportunities founded on sensitivity to the needs and socio-cultural characteristics of the area's Hispanic population—the very principles upon which Carlos Albizu-Miranda founded the university that bears his name.

Over the life of the grant, Carlos Albizu University proposes to:

- 1) Redesign English as a Second Language (ESL) and Developmental English with a computer lab component and Basic Algebra/Arithmetic with a computer lab component;
- 2) Develop new general education science courses (biology, anatomy and physiology, fundamentals of physics and chemistry);
- 3) Develop two Bachelor's of Science concentrations (Health Psychology and Forensic Psychology); and
- 4) Expand instructional facilities, adding five classrooms, two science labs, a prep lab, a language lab for English Language Learners, and a math/open computer lab.

P031S090015

Otero Junior College, CO

Grant Type: Individual Development Grant

ABSTRACT

Otero Junior College in La Junta, Colorado, is a public, Hispanic-serving, two-year degree granting college that serves approximately 1,600 students in rural southeastern Colorado. Otero Junior College's service area is among the most economically-depressed in Colorado, with median incomes far below the state average. Based on the most recent estimates from the U.S. Census Bureau, the Hispanic population in Colorado is at 19.5 percent. Otero Junior College caters to local area residents who either cannot afford to leave the area to pursue schooling or who choose to stay in the area because of family or other obligations. Otero Junior College has an open admissions policy, which means that many of our students have deficits in their academic skills when they enroll. The most recent figures show that 60 percent of our students require some type of remediation assistance.

Over the life of the grant Otero Junior College proposes a single activity - "***Improving Student Success.***" The activity is designed to help eliminate many problems identified at Otero Junior College, including a need for an expansion of outreach, intervention and recruitment; a need to keep up with rapidly-evolving technology; and a need for additional faculty professional development. These problems, identified through a self-study and a 10-year accreditation review, will be addressed through the development of support activities that will enable Otero Junior College to increase the services provided to students, especially our minority and low-income students. This will be done in part through the hiring of key staff members.

The project will produce clear outcomes, addressed through three components:

Component 1: Developing the Student Success Center to provide tutoring, advising and support services to students;

Component 2: Improving professional development activities for faculty; and

Component 3: Improving access to technology and technology support on campus.

P031S090016

Antelope Valley College, CA

Grant Type: Individual Development Grant

ABSTRACT

Antelope Valley College (AVC) is a public; two-year Hispanic-serving institution located in Lancaster, California. The Antelope Valley College service district is approximately 2,000 square miles, one of the largest in the nation.

Over the life of the grant, Antelope Valley College will embark on the following activity: ***Developing a Foundation for Student Success through a Comprehensive Basic Skills Program***. Through one well-planned Activity, Antelope Valley College will address deficiencies in programs that have the greatest impact on the success of Hispanic and other underprepared students. Through this activity the Antelope Valley College proposes the development of a comprehensive Basic Skills Success Center that will be charged with coordinating the Antelope Valley College developmental program. In addition the project proposes the development of improved articulation agreements with feeder high schools in order to align their math and English curriculum with college level coursework. Internal research has pinpointed serious problems in this program that adversely affect student success that have not been addressed to date due to funding limitations. These specific problems will be addressed systematically—following recommendations from an internal task force based upon researched best practices, student input, and community needs—using the following strategies:

- 1) Develop outreach methods to better prepare high school graduates for college enrollment;
- 2) Address identified problems with assessment and curriculum;
- 3) Integrate more comprehensive and responsive student support services with instruction; and
- 4) Develop a tracking and evaluation capability to support continuous improvement of student outcomes.

Antelope Valley College English as a Second Language and developmental education instructors will be engaged fully in developing learning outcomes, new and redesigned curriculum, alternative delivery systems and valid assessments to improve the effectiveness of their programs with Hispanic and other nontraditional underprepared students. Counselors will work with faculty in cross-functional teams to integrate support services and instruction following best practice. Since helping underprepared students is a big part of the college's mission, all faculty across the curriculum will be involved in development to identify learning outcomes for their courses and adapt their pedagogy to address Hispanic student engagement issues and improve learning outcomes and retention for all at-risk students. All these components are necessary for an effective program according to national research and will be added and fully integrated into the program following best practices.

P031S090035

Our Lady of the Lake University, TX

Grant Type: Individual Development Grant

ABSTRACT

The purpose of the proposed *Science and Mathematics Renovation, Retention, and Research Program* is to affect long-range improvement in science and mathematics education to increase the opportunities for students, particularly Hispanic students, primarily Mexican-American, to complete undergraduate degrees and pursue careers in these disciplines or continue graduate studies.

Over the life of the grant, Our Lady of the Lake University proposes a program that has two components. The components address the needs of undergraduate students (including transfer students):

- 1) **Component One** - a seven-week summer enrichment and academic support services program to strengthen science and mathematics skills; and
- 2) **Component Two** - independent “hands-on” undergraduate research experiences for high achieving students on high quality industry standard equipment.

Title V funds will allow the university to renovate and upgrade laboratories and ancillary storage facilities, retrofit traditional classrooms to “smart” classrooms, upgrade and add computer capacity, acquire new equipment, revise science and mathematics curriculum and provide professional development activities for Our Lady of the Lake University faculty in technology-based teaching and experiences using modern industry standard instrumentation. Successful elements of the program will be integrated into the undergraduate science and mathematics curriculum. It is expected that graduation rates in the sciences and mathematics will increase by 45 percent by the end of the five-year grant period.

Finally, over 170 science and mathematics majors and over 500 non-majors will benefit annually from the Science and Mathematics Renovation, Retention, and Research Program and the improved academic support services provided by this grant.

P031S090128

California State University - Dominguez Hills, CA

Grant Type: Individual Development Grant

ABSTRACT

California State University, Dominguez Hills (CSUDH) is a comprehensive, four-year public, Hispanic-serving University. The most diverse campus west of the Mississippi, the campus services the communities of South Central Los Angeles County, which include a large number of lower-income families, endemic poverty, and significant immigrant populations. California State University, Dominguez Hills is located on the historic Rancho San Pedro, the oldest Spanish land grant in the Los Angeles area. California State University Dominguez Hills is one of 23 institutions in the California State University System. The student body at CSUDH is one of the most diverse and multi-ethnic in the western United States, with 81.6 percent of students reporting an ethnicity other than White, and female students outnumbering males two to one. The largest ethnic group is Hispanic, comprising 39.5 percent of undergraduate enrollment in 2008, growing from just 15 percent in 1991.

The University's academic organization consists of Colleges of Liberal Arts, Natural and Behavioral Sciences, Professional Studies, Business and Public Policy. The academic program includes 44 baccalaureate programs, 25 master's degree programs, and a full range of teaching and service credentials. California State University, Dominguez Hills' mission is to provide education, scholarship and services that are, by design, accessible and transformative.

Despite the institution's success, California State University, Dominguez Hills has faced an unprecedented set of challenges in recent years as the composition of the student population has dramatically shifted coupled with severe state-wide education budget cuts that have disproportionately impacted first-generation educated Hispanic students.

Over the life of the grant, California State University, Dominguez Hills proposes one main Activity to address recent challenges:

ENCUENTRO HACIA EL EXITO (ENCOUNTER TO EXCELLENCE)

The activity has two components which are uniquely designed to solve the two significant problems – 1) Academically underprepared Hispanic students who qualify for admittance to California State University, Dominguez Hills and 2) An oversubscribed student success services infrastructure. The *Encuentro Hacia el Exito* Activity will be recognized for its unique and progressive practices for incoming Hispanic freshmen.

Component 1: Strengthen Developmental Education Capacity

Strategy 1: Encuentro Academy Summer Bridge

Strategy 2: Education Academy Learning Community and Supplemental Instruction

Strategy 3: Education Academy Faculty Development

Component 2: Strengthening Success Support

Strategy 4: Technology Assisted Student Progress Tracking and Advising

Strategy 5: Advisor Training & Peer Mentor Training

Strategy 6: Outreach to Families and Community