



## **U. S. Department of Education**

### **Project Abstracts for New Grantees for FY 2010**

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Funded under 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. 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 the Designation as an Eligible Institution was published in the Federal Register on December 7, 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). Although the allowable activities and the five-year performance period for the Individual Development Grant and the Cooperative Development Grant are the same, the maximum award amounts differ. The maximum award amount for Individual Development Grants is \$650,000 per year and the maximum award amount for Cooperative Development Grants is \$775,000 per year.

The Hispanic–Serving Institutions 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; 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) as amended, section 503(b) was expanded to 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) 2010 was published in the Federal Register on May 13, 2010. The deadline for the transmittal of applications was June 14, 2010. As required by the Department of Education, applications for grants under the FY 2010 Hispanic–Serving Institutions grant competition were submitted electronically using the Department’s internet-based application system (e-Application) via <http://e-grants.ed.gov>.

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**P031S100081**  
**California State University - Bakersfield, CA**  
**Bakersfield College, CA**  
**Cooperative Development Grant**

### **ABSTRACT**

California State University-Bakersfield (CSUB), the lead college in this cooperative arrangement project, is one of 23 campuses in the California State University system. California State University-Bakersfield is the only four-year public institution of higher education within a 100-mile radius of Bakersfield and currently enrolls over 6,000 undergraduates, 38 percent of whom are Hispanic students. Bakersfield College (BC), the partner institution in this project, is the oldest continually operating community college in California. Bakersfield College currently serves over 17,000 students each term who are diverse ethnically; in 2009 Hispanics increased to over 45 percent of all Bakersfield College students. The one-activity project - **Developing a Highly Structured Engineering Pathway for Hispanics Through an Inter-segmental and Collaborative Approach** - is both geographically and economically sound. It has two components:

**Activity Component One: Developing a High Quality Computer Engineering Degree by Adapting the Existing Computer Science Program at California State University-Bakersfield:** For the past 24 years, the Computer Science department has awarded over 300 degrees. For the past 10 years the department has developed a hardware option for the degree that is closely related to a Computer Engineering degree. Technological advancements and changing workforce needs dictate that a fully developed inter-segmental degree pathway in Computer Engineering is imperative to address local industry needs.

**Activity Component Two: Providing a More Accessible, Seamless, and Supportive Gateway to Degree Completion:** The pipeline will open at the high school level by strengthening collaboration between California State University-Bakersfield and Bakersfield College faculty and teachers in the high school pre-engineering Project Lead the Way program. The pipeline will be filled at Bakersfield College, where the existing science, technology, engineering, and mathematics (STEM) success center will provide the catalyst for attracting more students to science and engineering courses and ensure that students complete all necessary transfer requirements for an Engineering degree completion at California State University-Bakersfield. The journey will finish at California State University-Bakersfield with transfer students completing a high quality Engineering degree while they are getting real world experience through internships and capstone projects. The entire pathway will be supported with best practices for accessible science, technology, engineering, and mathematics degrees.

**P031S100021**  
**College of the Sequoias, CA**  
**Fresno Pacific University, CA**  
**Cooperative Development Grant**

## **ABSTRACT**

College of the Sequoias, a two-year community college and Fresno Pacific University, a private four-year university, are both located in the heart of California's Central Valley. Both institutions continue to have a significant growth in the enrollment of Hispanic and low-income students. Concurrently, the schools are also experiencing a gradual growth of college-ready Hispanic students who have declared a major in science or math, areas in which there are critical demands for qualified professionals. Many of these students are most likely coming to these campuses due to the rising cost of attending more distant California universities. Unfortunately, due to lack of adequate support, preparation and advice, many of these students do not attain a degree in science, technology, engineering, and mathematics (STEM) majors.

College of the Sequoias and Fresno Pacific University propose to create the ***Promoting Achievement and Scholarship through Enrichment Opportunities (PASEO) program*** to serve STEM students consisting of the following activities: (1) The establishment of science, technology, engineering, and mathematics (STEM) cohorts for students expressing early interest in math-based fields and the creation of supplemental instruction opportunities for students who need additional assistance and who are intending to major in the above-named areas. The program will provide: STEM academic-support coursework; increased support services; and other mechanisms to facilitate course and degree completion. Additionally, a residential summer bridge program for STEM majors of both campuses will be conducted to provide engaging activities that will promote course preparedness. (2) The establishment of a *Scholarship of Teaching and Learning* component conducted jointly by both schools. Science, mathematics and engineering faculty members will form faculty inquiry groups (*FIGS*) which will meet regularly to design, measure, and assess individual classroom pedagogy experiments. Much needed laboratory equipment and instructional technology will be purchased to assist faculty in the development of more sophisticated laboratory experiences. (3) An outreach component will attempt to increase the college-going culture of the local students. (4) A final component will be the management and evaluation of all activities to provide fiscal oversight and to track progress of all objectives.

Both College of the Sequoias and Fresno Pacific University are committed to the success of the PASEO Program. Campus facilities, in-kind support, and additional resources will be made available to ensure that the goals and objectives of this proposal are completed.

**P031S100093**

**Los Angeles City College, CA**

**West Los Angeles City College, CA**

**Cooperative Development Grant**

### **ABSTRACT**

**Los Angeles City College** (City) in Los Angeles and **West Los Angeles City College** in Culver City, California, both public two-year Hispanic-Serving Institutions, have come together to propose a cooperative project, **ANYTIME, ANYWHERE PATHWAYS TO SUCCESS**. The project will: (1) increase the enrollment and completion rates of Latino students in our adjacent service areas; and (2) develop and share resources to enhance each institution's ability to serve the needs of low-income and Latino students. City (enrollment 17,636) and West (10,932) are public, comprehensive, independent colleges in the Los Angeles Community College District (LACCD). They serve dense, urban areas of west, central and south central Los Angeles, where higher education attainment is low and poverty rates are high, especially for Latinos. More than one-third of students at both colleges work at least part-time to support themselves or their families.

**“Anytime, Anywhere Pathways to Success” Project:** With City as the lead institution, the proposed cooperative project is designed to help overcome significant barriers many residents face to accessing the predominately traditional on campus face-to-face delivery of higher education at City and West. With over 9,900 Latino students at City and West, increasing the educational goal attainment of Latino and other students has become a critical priority as three-year graduation rates (12 percent at City, nine percent at West) are unacceptably low. Analysis of each institution's strengths and weaknesses reveals that competing work and family responsibilities, in addition to the sheer difficulty of traveling around Los Angeles, keep many students from succeeding in traditional, campus-based programs. To expand opportunity, access, and persistence for Latino and low-income time- and place-bound students, City and West will expand curricular offerings available via distance education by developing an online AA degree in Liberal Arts and adding three new online/hybrid certificates in high-need fields (Renewable Energy, Animation, and Digital Media). Recognizing that courses alone are not enough to help students succeed, the project will develop online student services, including tutoring, financial aid and library services. Rigorous faculty development will support all project efforts and will enable the ongoing conversion and revision of courses and services for distance delivery. All are designed to provide students with well defined pathways to success, anytime, anywhere.

**P031S100109**  
**Palomar Community College, CA**  
**California State University, San Marcos, CA**  
**Cooperative Development Grant**

**ABSTRACT**

Palomar College and California State University, San Marcos (CSUSM) are public postsecondary institutions located in North San Diego County. Palomar serves over 32,000 students each semester, of which 49 percent are ethnic and racial minorities and 33 percent are Latino. California State University, San Marcos serves 9,767 students of which 40 percent are ethnic and racial minorities and 26 percent are Latino.

Palomar College and California State University, San Marcos seek to increase the number of Hispanic and other low-income (HLI) students who transfer and earn a degree in a science, technology, engineering, and mathematics (STEM) field. Through an extensive needs analysis, the institutions have determined that in order to do this, the entire Palomar- California State University, San Marcos STEM educational pathway must be strengthened. The Palomar-CSUSM Planning Group identified the following project goals:

- (1) Increase the participation of Palomar Hispanic and other low-income students in STEM programs by providing educational outreach, counseling and guidance;
- (2a) Improve Hispanic and other low-income student success and persistence in STEM programs by enhancing their engagement in the learning process and increasing their participation in academic support services;
- (2b) Improve Hispanic and other low-income student success by strengthening programs and curriculum through collaborative faculty initiatives and strengthened technology and equipment resources;
- (3) Increase the number of Hispanic and other low-income students enrolled in STEM programs who transfer to four-year universities by establishing guaranteed admissions and support program between Palomar and California State University, San Marcos; and
- (4) Ensure the continued operation of successful grant activities after the grant period ends by strengthening the college endowment.

The Planning Group considered a variety of options to achieve project goals and objectives. The group selected a comprehensive approach that includes three interwoven strategies:

- STEM Center. Establish a learning center that will provide strong academic and advisement support services to students. The center will provide career outreach and advising.
- Curriculum and Program Improvement.
- Guaranteed Transfer Agreement and Support Program. Establish a transfer and support program for STEM students so that a seamless pathway for success is created between Palomar and the California State University, San Marcos.

**P031S100123**  
**Riverside Community College - Norco College, CA**  
**California State University, San Bernardino, CA**  
**Cooperative Development Grant**

**ABSTRACT**

Norco College, a public two-year college in the Riverside Community College District, and California State University, San Bernardino (CSUSB), a four-year and graduate university, are neighboring Hispanic-Serving Institutions in southern California's Inland Empire region. The populations served by Norco and California State University, San Bernardino are concentrated in Riverside and San Bernardino Counties. The two counties are now home to more than four million people, including large proportions of Latino and low income residents. This diverse region has seen rapid growth in digital entertainment industry start-up and expansion, leading to a demand for specialized skills and highly trained employees who stand to earn good incomes. Norco and California State University, San Bernardino are ideally positioned to develop articulated program offerings in this field, and to provide opportunities for Latinos and other low-income individuals to participate in this creative and remunerative industry. It is also an industry in which Spanish language fluency, when combined with a functional command of English, is a distinct asset.

A notable characteristic of the interactive digital media industry is its transdisciplinary nature, requiring teamwork on the part of skilled professionals and technicians across a diverse array of specializations. Thus the activity title, *Habilidades Unidos: Transdisciplinary Cooperation for Academic and Career Success*. Through this project, the partners will pursue: (1) Curriculum Development: Creation of new 2+2 articulated programs in Commercial Music/Music Technology, Game Development/Motion Graphics, and Mobile Applications; (2) Success Services: Assistance for English-language learners and specialized assistance with math and writing/storytelling skills that commonly pose obstacles for students who are academically underprepared; and (3) Outreach to Latino and Low-Income populations: Targeted efforts to invite and support participation on the part of Latinos and other low-income persons, including awareness activities, support activities, and career education and development of success skills.

In carrying out this activity, Norco and California State University, San Bernardino have the opportunity to create aligned curricula, develop shared resources in costly and highly specialized lab facilities, coordinate student support and transfer assistance for Latino and low-income students, and bring about regular interaction among faculty for training and joint planning of curricula and pedagogy. The partners can achieve a contribution to educational access and opportunity for Latino and low income residents that is far greater than either could accomplish in isolation or in competition.

**P031S100053**  
**Ventura College, CA**  
**(Oxnard College)**  
**Cooperative Development Grant**

**ABSTRACT**

Ventura College (Lead Institution) and Oxnard College (Partner Institution) are both public, two-year community colleges belonging to the Ventura County Community College District. Ventura College (VC) is located 60 miles north of Los Angeles and 30 miles south of Santa Barbara. Its primary service area is northern Ventura County, including the small towns and primarily Hispanic agricultural communities located in the relatively remote Santa Clara River Valley. In fall 2009, Ventura College enrolled 14,735 students, 42.2 percent of whom (6,214) were Hispanic.

The goals of this Title V Cooperative Project are to:

- (1) expand access to student services (Ventura College);
- (2) develop appropriate academic and student services accessible to all learners;
- (3) enhance the District Web portal to improve efficiency, student engagement and access to appropriate information and online services to all stakeholders;
- (4) increase faculty professional development opportunities;
- (5) improve student services through technology (Oxnard College).

Project Strategies:

- Increase engagement with Hispanic high school students and their families and increase support for entering students at new (VC) Student Intake Center;
- Develop and pilot a comprehensive suite of online services to support all learners;
- Revise Web portal hierarchy, information and services to align with identified flows;
- Annual cohorts of full-time and adjunct faculty at each college attend hands-on summer institutes to learn, practice, and apply new technological and pedagogical skills;
- Degree audit and transcript evaluation are automated and institutionalized for Oxnard College.

**P031S100077**  
**New Jersey City University, NJ**  
**Hudson County Community College, NJ**  
**Cooperative Development Grant**

### **ABSTRACT**

*“Increasing Latino Participation in Nursing and Health Information Management”* is the proposed project of New Jersey City University (NJCU) in collaboration with Hudson County Community College (HCCC). New Jersey City and Hudson County Community College are located in close proximity to Ellis Island and the demographic makeup of both the County in which these institutions are located and the schools themselves reflect this sense of diversity and minority saturation. New Jersey City is a public four-year Hispanic-Serving Institution, with approximately 32 percent Hispanic students enrolled (there are approximately 5,700 students currently enrolled as undergraduates). New Jersey City, located in Hudson County, one of the most densely populated counties in the most densely populated state in the country, is the only state university in New Jersey with a strict urban education focus.

The project consists of two major activities, both of which address larger problems and challenges that have made it difficult for New Jersey City to achieve their mission as being the premier urban university for excellence and access. The primary challenge that this project addresses is the improvement of student success in Nursing and Health Information Management by creating a seamless pipeline from Hudson County Community College to New Jersey City for students to complete their four-year degrees.

#### **Activity One: Improving Academic Success and Participation of Latinos in the Nursing and Health Information Management**

During the first year of this project, New Jersey City and Hudson County Community College will work together to create an Articulation Agreement between their Nursing Programs to ensure a seamless transfer of Associate-degree holding Nursing students into New Jersey City. Nursing Curriculum will be aligned and transfer advisers will be in place to assist students in the planning of their educational endeavors. In addition to this, supplemental instruction for nursing courses will be offered, as will English language tutoring and mentoring programs. Health Information Management courses will be created (both online and in-class sections) and offered at both institutions. “Practicing Professionals” will also be recruited to impart their experiences in the Nursing and Health Information Management professions to the students, and to students in neighboring high schools, to encourage them to pursue careers in the Nursing field, a field that is experiencing a serious workforce shortage.

#### **Activity Two: Improving Teaching and Learning in Nursing and Health Information Management**

New technology, equipment, software and subscriptions will be purchased using the funds from this project to usher the Nursing programs at both institutions into the 21st century. New Nursing faculty members will be hired to teach newly added courses and all faculty members will receive professional development through the utilization of workshops and an annual Summer Institute. Nursing faculty will be encouraged to travel to national nursing conferences and attend nursing education meetings.

**P031S100035**  
**Bronx Community College, NY**  
**John Jay Community College, NY**  
**Cooperative Development Grant**

### **ABSTRACT**

A dual/joint degree program in criminal justice between Bronx Community College (BCC) and John Jay College (JJC) was completed in April 2008. Students who earn an Associate of Arts degree in Criminal Justice at BCC are now automatically accepted at John Jay College provided they meet the academic requirements to continue with their baccalaureate in Criminal Justice. In addition, John Jay College has recently eliminated its Associate degree programs, so that applicants who do not meet entrance requirements are now automatically referred to a City University of New York (CUNY) community college. This pathway to Bronx Community College will insure that enrollment will continue to grow exponentially in this already popular major. Since the inception of the Bronx Community College Criminal Justice program at Bronx Community College in the fall of 2008, enrollment is already four times what was projected in the dual/joint agreement. There are now 567 students in the Bronx Community College Criminal Justice Program.

Bronx Community College and John Jay College continue to share a similar need for increased retention and performance among non-native English speaking students and Hispanics in particular. With attrition rates at Bronx Community College currently in excess of 60 percent after two years, many students are at high risk for non-completion of their Associate's degree. Our Title V project - **Enhancing Student Success in Criminal Justice Studies** - plan seeks to address this risk by: (1) enhancing academic preparation for criminal justice studies among junior and senior high school students; (2) providing Bronx Community College criminal justice students with academic and social interventions to accelerate their successful completion of associates degree; (3) providing students with transitional support; and (4) providing students with opportunities to learn more about career options within the field of criminal justice. The project results will be:

**Activity 1: Providing Early Developmental Writing and Reading Courses** - At the conclusion of the grant period, 320 high school students will have received reading and writing skill-building interventions, and these students will pass the reading and writing portions of the City University of New York entrance exam at rates that are 15 percent higher than the Bronx Community College average. In addition, 70 percent of these students will have achieved advanced standing credit for at least two courses prior to attending college. These outcomes will accelerate the progression of these students through their associate's degree studies.

**Activity 2: Increase Support for Non-Native English Speaking students across the Curriculum** - At the conclusion of the grant period, improved counseling, advisement and academic support services for students interested in criminal justice at both institutions will increase retention rates by 10 percent by the end of a five-year period; the passing rates of Hispanic criminal justice students in writing and reading courses will increase by 6 percent, and the transfer rate to John Jay College will increase by 20 percent.

**P031S100078**  
**LaGuardia Community College, NY**  
**City University of New York, NY**  
**Cooperative Development Grant**

### **ABSTRACT**

LaGuardia Community College and its sister colleges in the City University of New York represent a major Northeastern gateway to higher education for Hispanic and other minority and low-income students. But academic access does not always translate into success. Students across City University of New York face major challenges as they seek to meet academic requirements, engage with college life, succeed in coursework, and progress toward the baccalaureate degree. This problem is particularly acute for Hispanic students, who frequently enter higher education through community colleges and must navigate transfer processes as well as the other challenges facing first-generation college students. Through its integrative approach to e-Portfolio, LaGuardia has developed a powerful set of tools and practices that can build student engagement, achievement, and retention. LaGuardia's e-Portfolio success has drawn international attention. Now LaGuardia seeks to extend the benefits of this high-impact practice and use it to address the pivotal problem of transfer from community college to baccalaureate institution.

LaGuardia requests Title V funding for the **“Making Transfer Connections”** project, supporting a partnership with four other City University of New York colleges: Queens College, Queens borough Community College, Lehman College, and Bronx Community College. LaGuardia will lead this collaborative network in a sustained effort to employ e-Portfolio practice in strengthening three areas pivotal to transfer success: instruction, advisement, and assessment. Together, these interrelated efforts will address a central goal – building a comprehensive academic pathway toward the baccalaureate degree for Hispanic and other minority and low-income students.

Significant groundwork for this project has already been laid. Fund for the Improvement of Post-Secondary Education (FIPSE) funding enabled LaGuardia to build its leadership capacity and help its partner's pilot e-Portfolio. A multi-year process built a foundation of knowledge and thoughtful plans. Title V funding will allow LaGuardia to go deeper, helping its partners (all of whom serve large Hispanic student populations) employ e-Portfolio to address issues of transfer and baccalaureate degree attainment.

Three interlocking tasks will take place on each campus: (a) using faculty development around e-Portfolio to strengthen instruction and student success, both before and after transfer; (b) developing advisement structures and processes that employ e-Portfolio to improve transfer success; and (c) using e-Portfolio to strengthen General Education assessment, opening the way for greater cross-campus alignment, improved articulation and simplified transfer processes.

While serving thousands of students, the project will train hundreds of faculty and advisors, build effective institutional processes, and establish a model for addressing the needs of Hispanic students that can improve educational attainment throughout higher education.

**P031S100113**  
**Mountain View College, TX**  
**University of North Texas at Dallas, TX**  
**Cooperative Development Grant**

### **ABSTRACT**

The partnering institutions in this cooperative - Mountain View College (MVC) and the University of North Texas at Dallas (UNT Dallas) - are located eleven miles apart in the southwest quadrant of Dallas County. Our combined service area has an increasingly Hispanic population base (65.5 percent) and a low level of educational attainment with less than eleven percent of the area's residents holding any form of college degree. Both Institutions of Higher Education (IHEs) recognize the profound effects of the low educational attainment levels of the area and the critical need to increase the college-going and completion rate of the service area's residents. Therefore, Mountain View College (48.2 percent Hispanic) is pleased to request a Hispanic-Serving Institutions Title V Cooperative Development Grant to serve as a catalyst to enhance both institutions' capacity to expand educational opportunities for - and improve the academic attainment of - Hispanic and low-income students.

**Activity One: To improve student persistence and success through curricular innovations and student-centered learning strategies for acquisition of writing skills.**

The two components of this Activity (Writing Skill Centers and Writing across the Curriculum) focus on the need for Mountain View College and University of North Texas at Dallas to serve students with an innovative and student-centered writing tutorial program. Particularly effective for those whose native language is not English, this Activity will support students with a rigorous, content-rich, program supported by professional tutors and Peer Writing Assistants.

**Activity Two: To produce strategies and processes for co-institutional data alignment and usage to track and evaluate student outcomes, completion, transfer and success rates.**

This Activity is designed to help faculty utilize data in the active pursuit of student success, while implementing a co-institutional data analysis strategy to track and evaluate student success measures at both institutions. By establishing a co-institutional set of processes and procedures for data analysis, this Activity will help ensure institutionalization and ongoing enhancement of institutional capacity.

**Activity Three: To develop a co-institutional support structure for academically unprepared and underserved students and produce access to high-demand, high-wage occupations with program development and alignment.**

This Activity will support the development of a culturally relevant Peer Assisted Learning Support structure (PALS) and foster new program development between the two institutions resulting in enhanced student engagement as our Hispanic and other low-income students strive to link academics with a high-demand, high-wage career.

**P031S100067**  
**Sul Ross State University, TX**  
**Midland College, TX**  
**Cooperative Development Grant**

### **ABSTRACT**

Sul Ross State University-Alpine campus (SRSU), a public four-year Hispanic-Serving Institution (HSI) in Alpine, Texas, and Midland College (MC), a public two-year Hispanic-Serving Institution in Midland, Texas, have come together to propose a cooperative project, the

#### **Hispanic Institutions Transfer Access Project (HITAP).**

The project will:

- 1) increase transfer and retention of Hispanic students between Midland College and Sul Ross State University; and
- 2) develop and share resources to enhance each institution's ability to serve the needs of low-income and Hispanic students.

With Sul Ross State University as the lead institution, the proposed cooperative project is designed to allow Hispanic and low-income students at Midland College the opportunity to earn a bachelor's degree from Sul Ross State University, a highly regarded institution with a proven track record of graduating Hispanic students, without leaving Midland College. Students will have convenient access to four-year degrees in fields in which demand is robust and starting salaries are strong: a Bachelor of Arts or Bachelor of Science in Education; Bachelor of Science in Kinesiology; and Bachelor of Science in Criminal Justice. To do this, we will convert 58 Sul Ross State University courses to distance delivery format so that they can be delivered on the Midland College campus. We will also develop essential student services and the systems to assist Midland College students in person and online to support Sul Ross State University students attending from Midland College. The result will be an increase in the number of Hispanic and low-income students attaining four-year degrees. This Cooperative project will build on existing relationships between our institutions' faculties, reduce barriers to education for low-income and Hispanic students, and increase cost effectiveness through resource sharing and collaboration.

**P031S100119**  
**Texas A&M University - Kingsville, TX**  
**Del Mar College, TX**  
**Cooperative Development Grant**

**ABSTRACT**

Texas A&M University - Kingsville (TAMUK) is a state-supported institution serving an area of rural South Texas bordering Mexico. The university serves an area approximately the size of West Virginia, ranging from San Antonio to the Mexican border. Texas A&M University-Kingsville is designated as a Hispanic-serving institution, with 57 percent of its student population being Hispanic. Del Mar College (DMC) is a community college located in Corpus Christi, Texas, which offers a wide variety of academic and vocational programs to traditional and adult learners. Del Mar College is designated as a Hispanic-serving institution, with 58 percent of its student population being Hispanic.

**Activity 1: Strengthening Academic Support Programs and Services Enhancing Student Success.** To help students overcome obstacles to success in gateway courses, supplemental instruction (SI) will be implemented in the freshman year and beyond. This program (Supplemental Instruction) targets traditionally difficult academic courses, courses that have a high rate of Ds, and a high rate of withdrawals. Professional development for faculty and staff will be provided and a new event, a South Texas Success Conference for HSIs and emerging HSIs in the state and region, will be supported.

**Activity 2: Developing a Campus-Based Student Internship Program Enhancing Student Success and Workforce Preparation.** Activity 2 will develop student employment as a positive influence on student success and retention at Texas A&M University-Kingsville and Del Mar College. Participants (15 each fall 15 each spring on each campus) will develop skills and abilities appropriate to their chosen profession as they gain in their understanding of opportunities available to them upon graduation. Finally, faculty and staff will receive training which will enhance their abilities to serve as effective supervisors and mentors to students employed via this program.

**Measurable Outcomes.** Project evaluation will assess achievement of the following Texas A&M University-Kingsville – Del Mar College Title V goals: Student Success Pipeline for Activities 1 and 2 participants; Progression toward degree completion for Activities 1 and 2 participants compared to peers; Attitudinal changes associated with program implementation; Employer satisfaction; Employer satisfaction; Faculty / staff satisfaction with professional development activities; and Faculty / staff attitudinal changes associated with program implementation.

**P031S100074**  
**Wharton County Junior College, TX**  
**Brazosport College, TX**  
**Cooperative Development Grant**

**ABSTRACT**

Technology-assisted education, including media such as video/interactive courses and conferencing, online courses and services, and pod casting, can provide an effective learning opportunity for individuals who live in the isolated rural areas of Wharton and Brazoria counties in Texas. This well designed system will be a great asset to students as well as to faculty and staff. After substantial research and discussion, the two colleges have developed a Title V Cooperative Arrangement Project to: (1) significantly upgrade the availability and use of technology on the campuses and at off-site locations; (2) create and implement a virtual campus that offers technology assisted courses and programs leading to certificates and degrees; (3) provide ongoing technical support and training for faculty and staff to promote a significant increase in the use of technology in instruction and student services, including online courses and services; (4) create an online counseling/advising program; (5) implement online academic support and orientation services; and (6) provide comprehensive virtual tutorial services.

With this project, Wharton County Junior College and Brazosport College will experience a significant increase in opportunity for access and success for students by providing them with a comprehensive Distance Education program. This program will allow students to complete part or all of their degrees online. The Distance Education program will also allow students both access and flexibility in addressing specific services online such as completing a college application, participating in a college orientation, and interacting with a counselor. Students will not have to overly disrupt their busy schedules to drive to campus and ordinarily spend time in lectures, computer labs, seek a certificate or degree, or wait in lines to register, order transcripts, apply for graduation, or complete required forms. Services and activities in the Distance Education Program were specifically designed to address just such needs of the colleges' students, faculty and staff.

Both colleges know how important management and evaluation are to the success of a significant development program such as, the one that we are proposing in this application. The fully qualified Project Director will have the opportunity, responsibility, and institutional support required to effectively implement this project, which will strengthen each college's ability to increase access, retention, graduation, and transfer of Hispanics and other low-income students.

**P031S100127**  
**Amarillo College, TX**  
**Individual Development Grant**

**ABSTRACT**

Amarillo College (AC), Amarillo, Texas, a comprehensive, two-year public community college, lies in the heart of the Texas Panhandle and serves a 9,363 square-mile service area, with most of its 300,000 residents concentrated around Amarillo, the largest city in a 120-mile radius. Accredited by the Southern Association of Colleges and Schools and governed by a Board of Regents, Amarillo College offers 160 developmental, transfer-oriented, and technical programs to over 10,000 credit students. Mirroring the demographics of our area, 2,890 of fall 2009 students were Hispanic (25.6 percent), many traveling to class from four rural counties with majority Hispanic populations. With the Hispanic proportion of the Panhandle population projected to reach nearly 50 percent by 2030, major strides must be made to include them in the emerging economy. Yet, service area degree attainment for Hispanics remains historically low at only 3.8 percent Associate's degrees and 3.4 percent Bachelor's or above.

**Student and Faculty Characteristics:** Typical Amarillo College students attend part-time (68 percent) while they juggle work (70 percent) and family responsibilities. The faculty at Amarillo College is highly motivated professionals for whom student success is the highest priority. (See chart for specifics.)

**Significant Problems:** Graduation and transfer rates from Amarillo College are stagnant or declining. Our analysis indicates that one major stumbling block to student success lies in the quality of our General Education core. From 17-44 percent of students enrolled in a General Education course fail to complete with a C or better, delaying degree progress and increasing educational costs. Although rates vary from course to course and between delivery methods, General Education **success rates for Hispanic students are lower in every instance**, with 33-66 percent of students failing to attain a C or better. Weaknesses in our General Education offerings which inhibit student success must be addressed: teaching methods in face-to-face classes remain static, with lecture still the primary teaching method; use of technologies in course design and student support is limited; and online/Web-based enhancements to course offerings are being developed too rapidly with too little support.

**Proposed Solution: Revitalizing Student Success at Amarillo College:** The more access we create for students, the more responsibility we have to ensure their persistence and graduation. To this end, we propose to: (1) invigorate the General Education core by re-designing the curricula based on best practices; (2) fortify student support with integrated Early Retention, mediated student sticky spaces, Team Spot collaboration tools, and online articulation guides; and (3) stimulate teaching and learning with a new Center for Academic and Faculty Excellence that includes the tools and training faculty need to develop new, technology-supported programs to increase success and completion.

**P031S100051**

**California State University, Northridge, CA  
Individual Development Grant**

**ABSTRACT**

California State University, Northridge (CSUN), located in Los Angeles CA, is a vibrant, diverse university community in Los Angeles serving nearly 30,000 undergraduate students, 32 percent of whom are Latina/o. Over the past five years, the institution has developed a comprehensive evidenced-based strategic planning process. This planning process has identified the following academic, management and fiscal weaknesses: (1) Low proficiency levels in English and math among incoming freshmen students; (2) Low successful pass rates in gateway courses; (3) Inadequate tutoring programs and tutor training throughout the university; (4) Faculty development activities curtailed by massive budget cuts; (5) Inadequate career planning, networking, and development of professional skills; (6) Limited opportunity for freshmen student to engage and interact with their peers and faculty from their discipline; (7) Outreach to area high schools is limited; (8) Increased class size; and (9) Decline in state financial support.

These weaknesses have contributed to an unacceptably low freshmen retention rate and graduation rate, particularly among undergraduate Latina/o students. To address these problems, as well as to meet Graduation Rate Improvement Target recently issued by the California State University's Board of Trustees, the purpose and goals of this Title V project are:

1. To improve the six-year graduation rates of all students at the university.
2. To close the graduation rate gap for Latino students.
3. To increase fall to fall retention of Latino freshmen students.
4. To increase California State University, Northridge's endowment.

To meet these goals, California State University, Northridge will implement a three-prong Activity. Under the first Component of the Activity, California State University, Northridge, will strengthen student academic support by: (a) expanding the Discipline-Based Freshmen Connection Program; (b) offering the Peer Learning Facilitators Program; (c) expanding the Latino Community Service-Learning Program; and (d) expanding the Math Pre-Remediation Program. Under the second component of the project, California State University, Northridge will strengthen student support services by: (a) expanding the Peer Mentorship Program; (b) expanding the Faculty Mentorship Program; (c) launching the Career Pathways Program; and (d) conducting outreach to local high schools that serve predominantly Latino student population.

Finally, under the third component of the project, California State University, Northridge, will enhance faculty development through the Faculty Learning Community Program and implementation of the Faculty-to Faculty Mentorship Program. Through this grant, California State University, Northridge, will be able to substantially change the way it educates thousands of its students. The effort, focused on improving retention and graduation rates, will affect all areas of the university. By the end of the grant period, this project will have affected 21,582 university students, 300 staff and faculty, and 4,200 high school students.

**P031S100140**  
**California State University Channel Islands, CA**  
**Individual Development Grant**

**ABSTRACT**

California State University Channel Islands (CSU Channel Islands) is a new (opened 2002) public four-year university located in Ventura County, which has a regional population that is 38 percent Hispanic. The region has a very low *university-going rate* among its Hispanic population. Hispanic students have a high dropout rate in high school, and of those who do graduate a very low percentage are eligible to enter *directly* into a four-year university. Ventura County has the *highest* community-college going rate in the state of California; the transfer rate from community colleges to four-year universities is also very low. When Hispanic students do enter California State University Channel Islands as first-time freshmen or as transfers they tend to be academically underprepared, which increases their time to graduation and increases their risk of dropping out of the university. The creation of a *University Endowment* will serve to strengthen the university's long-term capacity to offer student scholarships and sustain effective and promising practices resulting from the project.

**Activity: Project ISLAS (*Institutionalizing Student Learning, Access, and Success*): to develop and infuse a university-going culture in the region that addresses barriers to higher education for Hispanic students.**

*Project Islas* will increase the access, persistence, and graduation rates of Hispanic and other underrepresented students by *improving the university readiness* of Ventura County's future university students ("Getting Ready") and *increasing the academic success of CI students* ("Getting Through").

- **Component One: "Getting Ready"** will improve the university readiness of Ventura County's future university students by developing targeted outreach programs for Hispanic students in Ventura County public high schools and community colleges.
- **Component Two: "Getting Through"** will increase the academic success of CSU Channel Islands' Hispanic students by developing a University Experience Program to increase retention. This program will include first-year and transfer-year seminars and learning communities integrating student-learning outcomes and training for faculty and staff to enable them to best serve Hispanic students.

**P031S100026**  
**California State University-Fresno, CA**  
**Individual Development Grant**

**ABSTRACT**

California State University, Fresno (Fresno State), located in Fresno, California, is a mature university which has served the central San Joaquin Valley for almost a century and has been largely shaped by the changing socio-economic and demographic characteristics of this valley.

Fresno State has many recognized strengths and accomplishments in responding to service area needs. But the challenges facing the university today have never been more severe. The retention rate of Hispanic students is declining, and there is an unacceptably large gap between the graduation rates of Hispanic and white students. There is scarce development funding to redesign programs, services and practices in response to the needs of Hispanic students. The overarching objective of this one Activity project - **Improving the Graduation Rate of Hispanic Students** - is to significantly reduce the six-year graduation rate gap between Hispanic and non-Hispanic students at Fresno State.

**Component One: Strengthening Efforts to Make Hispanic Students Success a Fresno State Community Priority.** Building on Fresno State efforts to create a more learning-centered environment, this component aims to develop and strengthen Student Affairs partnerships as well as other related offices to extend an array of student services and make more explicit links between academics and student services. Students will be actively encouraged to renew and deepen their commitment to academics by engaging in a variety of proven out of classroom activities such as community-based service learning and community based research.

**Component Two: Course/Pedagogy Redesign.** This component is faculty-driven and will focus on addressing weaknesses in academic course pedagogy and delivery that currently have the greatest negative impact on Hispanic student success, university academic quality, management and fiscal stability. Course Redesign is well planned to build on university strengths and use models that have been proven effective in national and university research. Faculty will be trained in and implement five models of course redesign, all of which integrate improved student support and increase community-based learning opportunities.

**Activity Objectives by September 30, 2015:**

1. To increase the first-year and second-year retention rates of Hispanic students by at least five percent points over 2009-2010 baselines (closing the retention rate gap).
2. To increase faculty participation in training (at least 75 percent of faculty teaching gateway courses will participate in training) and implementation of five redesign models in at least 70 courses.
3. To increase student success rate (C or better) in redesigned courses (which includes identified student learning outcomes) by at least 10 percent over 2009-2010 baselines (before course redesign.)
4. To increase the Hispanic four- and five-year graduation rate by five percent points over 2010 baselines.
5. To increase the six-year graduation rate (2009-2015) of Hispanic students by at least 10 percent points, with an eight-year goal of closing the graduation rate gap completely.

**P031S100039**  
**California State University, Stanislaus, CA**  
**Individual Development Grant**

**ABSTRACT**

California State University, Stanislaus (CSU Stanislaus) proposes a project with one overall goal: *Strengthen and expand high-impact practices to increase engagement, retention, and graduation, with specificity to Hispanic and underserved/first generation students.*

The two primary activities we propose to achieve this goal and the objectives are:

**Activity 1-First Year Experience (FYE) Objective:** To refine, expand, and institutionalize the FYE Program linking it with a developmental English course, and institutionalizing FYE in the general education curriculum. This objective will lead to increased student engagement leading to higher retention and improved graduation rates of Hispanic and underserved/first-generation students.

**Measurable Goals for First Year Experience**

See an increase of the two-year and three-year retention rates of Hispanic first-time, full-time Freshmen enrolled in FYE by at least two percent in Year 2 and annual increase of one percent per each year thereafter. Increase the WPST first attempt pass rates of Hispanic first-time, full-time freshmen by five percent by the end of the grant period.

**Activity 2-Check In, Check Up, Check Out (C3) Objective:** Implement a comprehensive student success and retention program to provide an environment that from entrance to exit, enhances students' academic success, attainment of personal goals and satisfaction resulting in increased engagement, retention, and completion. This objective prepares Hispanic and underserved/first generation students for successful completion of their general education requirements, major degree program, and will ensure completion in a timely manner.

**Measurable Goals for C3**

See an increase of the two-year and three-year retention rates of all Hispanic first-time, full-time freshmen by at least two percent in Year 2 and annual increase of one percent per each year thereafter.

The four-year graduation rate of all Hispanic first-time, full-time freshmen will be at least 23 percent and the five-year graduation at least 45 percent by the end of Year 4 and Year 5, respectively.

The two-year graduation rate of all Hispanic first-time, full-time transfers will be at least 50 percent and three-year graduation rate at least 75 percent beginning Year 3 and Year 4, respectively.

**P031S100015**  
**Chaffey College, CA**  
**Individual Development Grant**

**ABSTRACT**

Chaffey College is a large two-year, public community college in Rancho Cucamonga in San Bernardino County, 40 miles east of Los Angeles, California. In the fall of 2009, 219 full-time and 642 part-time faculty provided instruction to 21,552 students, generating 7,356 credit full-time equivalent Students. This is a two-component activity.

**Component One – Transformation of Guidance and Mentoring Support System:** Addresses the development and implementation of a counselor apprentice model through the college’s expansive network of Success Centers, promoting greater access to broad-based mentoring services; bilingual financial assistance outreach to Hispanic and low-income students and families; strengthens service delivery providing new academic support structures to students.

**Component Two – Learning Strategies for Increased Engagement:** Infuses *Learning to Learn (LTL)* study strategies throughout the college. *Learning to Learn* is certified through the Department of Education’s Program Effectiveness Panel. *Learning to Learn* strategies help students focus on asking questions, managing learning tasks, and engaging in the learning process. Comprehensive Supplemental Instruction (SI) targeting 22 high-risk/barrier transfer and developmental gateway courses will be implemented to improve student academic performance. Through the Faculty Success Center, student success strategies and innovative teaching methodologies will be developed and incorporated across the curriculum.

**Outcome Measures** include a 20 percent increase in persistence; a 10 percent improvement in course success; a 20 percent decrease in course repetition; 6,800 students participating in guidance and mentoring services; and at least 180 faculty utilizing innovative teaching/learning strategies in at least 500 sections.

**Project Management and Evaluation:** Key personnel (e.g., the Project Director, Grant Manager, Activity Component One Director, Activity Component Two Director, and Outcomes Researcher) each possess over 20 years experience in postsecondary education, sharing a broad range of knowledge related to project management, curriculum development, and faculty and administrative leadership. Chaffey has an award-winning Institutional Research (IR) Office that is experienced in data management, research design, statistical analysis, and evaluation. The Institutional Research Office will be supported by the University of Southern California’s Center for Urban Education, a highly credentialed third party independent evaluation team with strong expertise in all aspects of educational research, particular socially-conscious research that promotes student equity.

**P031S100075**  
**College of the Desert, CA**  
**Individual Development Grant**

**ABSTRACT**

College of the Desert (COD) is a public, two-year degree-granting comprehensive community college that serves the almost half million residents of the Coachella Valley located in Riverside County, California. The college is led by President Jerry Patton, guided by a five-member publicly-elected Board of Trustees, operates under the laws of California, and is accredited by the Western Association of Colleges and Schools (WASC).

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. The project will be implemented through three integrated components. The first component will work collaboratively with local high schools to address the large number of students who enter the college under prepared to enroll in college level courses. This component will create a college readiness initiative that offers a short but intensive effort to teach entering students the skills they need for college. It is not expected that everyone will be able to develop the level of basic skills needed for college, but with focused instruction, support services including test practice, many students can improve their skills and placement test scores to permit entry directly into college courses or at least higher levels of developmental courses. The second component will focus on providing counseling/advising and academic support services to assist more students, especially Hispanic, low-income and first-generation students to learn and succeed, to be retained at higher rates and to permit more to achieve their goals, graduate and transfer. The third component aims to create a culture of evidence across the college to permit significantly improved access to accurate data, in a timely manner to permit administrators, faculty and staff to better assess programs and services, including longitudinal cohort analysis. This culture of evidence will be displayed by institutionalizing the use of both qualitative and quantitative data in analysis, planning, decision-making and budgeting.

College of the Desert knows how important management and evaluation are to the success of a significant development program as in this proposal. The fully qualified Project Director will have the opportunity, responsibility and institutional support required to effectively implement this project which will strengthen both institutions' ability to increase access and retention, graduation and transfer of Hispanic, low income and first generation students and to better serve our community.

**P031S100068**  
**Crafton Hills College, CA**  
**Individual Development Grant**

**ABSTRACT**

Crafton Hills College (CHC) is a comprehensive, public two-year institution located in Yucaipa, California. It is the newest and smallest of the two colleges in the San Bernardino Community College District (SBCCD), serving the economically and ethnically-diverse communities of eastern San Bernardino Valley. Crafton Hills College enrolled 9,715 credit students in 2008-09, 25.8 percent (2,455) were Hispanic.

In response to Accreditation, and with a strong commitment to institutional improvement, the staff, faculty, management, and students of Crafton Hills College have engaged in a rigorous examination of the institution's strengths and weaknesses, specifically those affecting our Hispanic Students. During this extensive and exhaustive planning process, issues of inclusion, transfer, student services, academic enrichment, retention, data management, and resource development emerged as the college's top priorities. The two activities that have grown from the planning process will integrate and systematize these priorities in a project that incorporates two tightly interrelated activities.

**Activity One: *Strengthening Transfer and Success of Hispanic Students***, supported by and involving all areas of the college, will implement research-based strategies to develop a college culture that promotes, expedites, and values transfer with the overarching goal of improving transfer rates of Hispanic and at-risk students.

Activity One will channel students through a series of student-college interactions designed to develop an expectation of transfer. Features of the activity will include a fully-staffed Transfer Center; counseling and dissemination of transfer information in a variety of formats; a faculty-driven Transfer Advocates Program; a robust and expanded Honors program; and a Sophomore Experience program providing students with critical guidance and academic support in key gateway courses and an environment of engagement through transfer-level learning communities. In addition, the college will undertake a full review of the Crafton Hills College curriculum and will align and articulate gateway courses with feeder institutions.

**Activity Two: *Strengthening Crafton Hills College Through Research and Increasing Capacity for Resource Development***, will increase the college's capacity to use data to help guide decisions including those regarding the effectiveness of transfer interventions. Capacity will also be addressed through the establishment of a grants office where college priorities will be linked to external funding sources, faculty and staff will be trained, and grants will be managed to assure compliance.

**P031S100045**  
**El Camino College, CA**  
**Individual Development Grant**

**ABSTRACT**

The issue of low completion and graduation rates, especially among Latino students, emerged out of the planning processes as the college's top priority. Several factors were identified that have a negative impact on these rates, including slow progression of students from developmental courses to college-level courses, poor success rates in key gateway English and mathematics courses, a confusing myriad of degree and transfer requirements paired with insufficient access to counseling as well as inadequate educational and financial planning tools.

Approximately 70 percent of El Camino College students taking the placement test place into pre-college levels in English, and 90 percent of them place into pre-college levels in mathematics. Students who start just one level below college-level are twice as likely to succeed and progress through the sequence, but even for them the odds of completing a degree within five years has historically been only about eight percent. Hispanic students are particularly impacted as they are overrepresented in developmental courses. As a result, the college's Hispanic graduation rate is 15 percent compared to the overall rate of 27 percent.

The Project, *Improving Graduation and Completion Rates*, strengthens El Camino College programs and services that directly impact students' (especially Hispanic students) ability to complete gateway English and mathematics courses and other requirements necessary to graduate with an associate's degree and/or become transfer prepared.

**Activity Strategies:** To address identified gaps that prevent more El Camino College students (particularly minority and low-income students) from achieving an associate's degree, the proposed project includes the following components: (1) GET READY -- *Preparados para su futuro* -- Strengthening student, faculty, institutional, and community readiness for the pursuit of the associate's degree; (2) GET SET -- *Listos para el éxito* -- Strengthening student learning and faculty teaching in pre-collegiate essential gateway courses (reading, writing, mathematics); (3) GO FOR THE ASSOCIATE'S DEGREE - *Al título* - Getting students across the finish line to complete degrees, certificates and transfer requirements.

**Project Objectives** include: (1) increasing percentage of Hispanic and other students in developmental-level courses who complete English and mathematics courses required for a degree; (2) increasing percentage of Hispanic and other students who successfully complete BOTH transfer-level English and math courses; (3) increasing the percentage of Hispanic and other students who achieve "transfer prepared" status; and (4) increasing the percentage of Hispanic and other students who graduate with an associate's degree.

**P031S100084**  
**Evergreen Valley College, CA**  
**Individual Development Grant**

## **ABSTRACT**

### **Cambios: Institutional Changes to Increase Hispanic Student Success**

Evergreen Valley College, San Jose, California, founded in 1975, a two-year, open-entry, public community college; 6,260 FTE credit students, with an Hispanic enrollment of 33 percent, current operating budget of \$31,441,543.

### **Overview of the Activity In Four Components**

The Cambios project addresses low success, persistence, and transfer rates of Hispanic students, particularly students enrolled in math, science, and English. The overarching goal is to institutionalize practices that increase Evergreen Valley College's capacity to meet the needs of Hispanic students and to change the culture of Evergreen Valley College so that Hispanic student success becomes a top institutional priority.

**Component 1: Program Innovation and Expansion.** This component addresses low achievement rates of Hispanics at the developmental and transfer level by modifying and expanding the Enlace Program. Goals include increasing the course success and persistence rates of Enlace students by at least 15 percent.

**Component 2: Faculty Professional Development.** This component responds to the need for campus-wide adoption of teaching/learning methodologies proven effective for Hispanics students. This component will result in at least 48 instructors trained in best practices to achieve outcome equity for Hispanic students.

**Component 3: Supplemental Instruction/Peer Tutoring Center.** This component addresses Hispanic achievement gaps by providing instructional support in "at risk" math, science, and English courses. Component goals include providing instructional support for at least 600 Hispanic students.

**Component 4: Retention Management System.** This component responds to the lack of comprehensive data collection of Hispanic students. Goals include tracking the academic outcomes and level of campus engagement of all first year and first generation Hispanic students enrolled in Enlace and providing early alert intervention activities.

**P031S100128**  
**Fresno City College, Fresno, CA**  
**Individual Development Grant**

**ABSTRACT**

Fresno City College, one of two WASC accredited colleges in the State Center Community College District, is a public associate-degree granting institution located in Fresno County in California's Central San Joaquin Valley. Founded in 1910, Fresno City College is the first community college in California and one of the first in the nation. Currently, the college serves approximately 25,000 students each semester who are seeking associate degrees, workforce training, and/or lifelong learning opportunities.

Fresno City College is striving to expand enrollment capacity in response to the significant increase in demand for educational programs and services caused by shrinking resources in the state's public university systems and the need to train unemployed workers for jobs that will be created in a transforming economy. Celebrating its centennial anniversary in 2010, Fresno City College's successes over 100 years of service include: The establishment of strong participatory governance via the Strategic Planning Council, which coordinates the college's strategic planning process by establishing college goals and objectives; voter support of bond measures directly linked to campus construction and facilities upgrades; prudent fiscal responsibility; strong community and business partnerships that strengthen programs and bring industry donations to the college; an exemplary student service program and expanded distance learning courses to reach the widest possible audience of learners.

Fresno City College understands that there is room for improvement in its services as well. For Hispanic students, the college plans to increase both enrollments and transfers through the *Camino Hacia el Futuro* pre-college summer bridge program. The program will enhance student success rates in English coursework, which directly correlates with their chances of overall success in their college career. In addition, *Camino Hacia el Futuro* contains a college level component which will seek to track student progress and encourage completion of coursework in order to sustain student efforts to achieve transfer readiness. Furthermore, the college will update its technology infrastructure, allowing for additional online content such as courses, access to library holdings, wireless access points on campus, and virtual desktop access for software systems.

As well as increasing scheduling flexibility, these improvements will allow low income students to access an educational 'toolbox' previously not available to them. Each of these components will focus on Hispanic students, but will also benefit the college's student body as a whole. Finally, in a time of national fiscal instability, the effect of the California state budget crisis cannot be ignored. Rising costs and enrollment figures hinder student achievement, and in some cases prevent students from attending college all together. The goals described above will allow Fresno City College to minimize revenue loss from attrition and course repetition and will allow funding to be focused on areas of need.

**P031S100002**  
**Gavilan Community College, CA**  
**Individual Development Grant**

**ABSTRACT**

Gavilan College is a public, comprehensive community college located in the northwest of the San Joaquin Valley, in Gilroy, California. Hispanic students are over 48 percent of Gavilan's student body; they make up 68 percent of the region's K-12 population. The educational attainment of Hispanic adults in the college's service area is over 30 percent lower than that of white adults. Gavilan must respond aggressively to the needs of Hispanic and low-income students, who are largely underprepared, low-income and first-generation.

**Activity Title: "Focus on the First Year: A Student Success Agenda"** The proposed project is one comprehensive activity with Part 1 and Part 2 that work together to increase student engagement, success and momentum, especially in Hispanic/low-income students' first year.

**Part 1** will improve student engagement, performance and achievement across core programs and disciplines. Up-to-date labs, new instructional strategies, integration of instructional technology improve student performance through extensive faculty development. Gavilan will use "internal experts" -- faculty who have tested best learning practices and who will train and their colleagues to adapt them. In pilots of new methods, faculty will assess results and refine strategies as needed. By the end of the grant period, active learning strategies will permeate the learning culture and continue with funds from improved persistence and course FTEs, from basic skills/ ESL or foundational courses to transfer-level coursework. A First-Year Experience with basic skills courses and skills reinforcement in core courses will be piloted and evaluated for long-term improvements.

**Part 2** addresses the entrance system by automating testing and placement, launching routine Educational Plans from Degree Works (linked to Banner) and developing a mandatory Orientation program. Students will be able to access all new plans and progress information from their own web portals. The project reduces fragmentation of the entrance system and tightens requirements so that more first-year students will not drop out during their most vulnerable year. Instead, more students will start any needed basic skills within their first year and more will persist to enroll in their second year. Both academic and student supports are aimed at key transition points for Hispanic and low-income students -- beginning their college experience, moving through basic skills sequences, and moving into degree programs.

**Key Objectives:**

- Increase student engagement and persistence to their second year.
- Increase success rates of students in basic skills and in core courses.
- Reduce performance gaps between Hispanic/low-income and Anglo/mainstream students.
- Increase classroom uses of active or project-based learning and integrated technology.
- Increase student access to current computers and web resources.
- Increase percentage of freshmen completing Educational Plans and Orientation, and taking recommended basic skills courses -- within their first year.
- Increase student progress on three key milestones: 12, 20 and 30 College-Level Units.

**P031S100043**  
**Imperial Valley College, CA**  
**Individual Development Grant**

**ABSTRACT**

Imperial Valley College (IVC) is in an isolated area on the Mexican border in Southern California. This an area with the some of the highest unemployment and poverty rates in California. IVC has an 86 percent Hispanic population almost all of whom are first-generation students. IVC is requesting help to improve the pedagogy and technology that serve this needy population.

Three goals were developed for *Project ATLAS: Access to Technology Leads to Advancement and Success*, which will serve to guide and institutionally support students with these measureable objectives:

**Goal 1: Student Success**

Objective 1.1 -- By 2015, improve student fall-to-fall persistence rate by four percent.

Objective 1.2 -- By 2015, improve the graduation rate of Hispanic students certificate completion and/or degree attainment -- by 3 percent.

Objective 1.3 -- By 2015, improve student success rate (obtaining an A, B, C or Pass) for courses implementing new pedagogy and/or technology by 5 percent.

Objective 1.4 -- By 2015, train a group of 10 computer technicians who can train other technicians, who can, in turn, train and mentor 42 percent of the students in the use of new technology.

**Goal 2: Excellence in Education**

Objective 2.1 -- By 2015, train a group of 15 faculty who can train and mentor other faculty each year on social learning, paired classes, cultural-competency and instructional technology; each of these trainers will instruct or mentor, at least, two to four other faculty or staff each year.

Objective 2.2 -- By 2015, 80 percent of the CTE programs will use high-tech simulations or other technology or pedagogy to better teach their students.

Objective 2.3 -- By 2015 train 80 percent of the full-time faculty and 20 percent of the part-time faculty on best practices for using technology in the classroom with 80 percent of these documenting the incorporation technology in their courses.

Objective 2.4 -- By 2015, 50 percent of students will report their involvement with paired classes, social learning, cultural-competency and/or instructional technology with a 90 percent satisfaction rate with these pedagogies.

**Goal 3: Develop Resources and Increase College Effectiveness**

Objective 3.1 -- By 2012, train a group of 10 computer technicians who can train and mentor other staff and faculty to implement instructional technology equipment and/or systems; each of these trainers will instruct or mentor 160 faculty or staff or students by the end of the grant.

Objective 3.2 -- By 2015, 90 percent of the administrators, department chairs, and counselors in the college will be trained in using customized report and 75 percent will use these reports in making decisions that impact their job.

Objective 3.3 -- By 2015, 90 percent of cost center supervisors will report using technology during the budgeting process to develop consensus and make informed decisions.

**P031S100076**  
**Los Medanos College, CA**  
**Individual Development Grant**

### **ABSTRACT**

At Los Medanos College (LMC), there is a large gap between the majority of students who come in hoping to transfer (overall, 56 percent; Hispanic, 59 percent) and the reality of those that actually do (overall, 3.2 percent; Hispanic, 2.9 percent). *ÉXITO* is a comprehensive initiative which will bridge this gap and create systemic change at LMC in which transfer is a high institutional priority, ultimately increasing the number of Hispanic and other low-income students who transfer to four-year institutions. Principles from California's Transfer Velocity Project weave through the three project components to create a sustainable pipeline, such as, strong linkages with community and families; high quality, rigorous programs and instruction based on proven models of excellence; high levels of student, faculty and staff engagement and support; and high levels of professional development based on effective assessment.

**Component One, *High School Readiness for College***, focuses on outreach and orientation, and will create customized new student orientations, bilingual community and school partnerships, and a Welcome Center.

**Component Two, *Transfer Readiness***, will create the *ÉXITO* Transfer Center and Programs, coordinating and scaling up Learning Communities and will house the *Transfer Academia*, integrating academic, support services and engagement opportunities for Hispanic and low-income transfer students.

**Component Three** focuses on *Institutional Readiness, Assessment and Professional Development* in which we will create and sustain a college-wide assessment and transfer culture to support informed, data-driven and equity-focused decisions with its heart in student learning and improved outcomes for students.

**P031S100017**  
**Mount San Jacinto College, CA**  
**Individual Development Grant**

**ABSTRACT**

Mount San Jacinto College is a public, Hispanic-serving, two-year degree-granting community college that serves 26,000 students in Riverside County, California. It has two main campuses are located in San Jacinto and Menifee. Hispanic full-time equivalent (FTE) of 29 percent is higher than the area's 25 percent Hispanic population. The Hispanic student population has increased dramatically by over 170 percent between fall 2000-fall 2010 and represents the largest proportion of Mount San Jacinto College's minority population.

**Activity One: Instructional Student Success**

**Activity Two: Student Support Development**

To meet the needs of Hispanic and underprepared students, Mount San Jacinto College proposes to: (1) develop and implement a comprehensive and sustainable learning community model; (2) create a strategic outreach and retention plan to increase success of basic skills/English as a Second Language (ESL) students; (3) institutionalize a distance education student preparation and success program focused on developing online skills for basic skills students; (4) develop and implement an extensive First-Year Student Experience program; and (5) establish a strategic student outreach program to increase engagement and involvement of basic skill and English as a Second Language (ESL) students.

Sample of key measures: (1) By the end of the academic year 2010-2011, the number of first-time students persisting to the next academic year will increase by 20 percent over the baseline; (2) By September 2015, the number of Basic Skills/ESL students persisting to the next term will increase by 30 percent over the baseline; (3) By September 2015, underprepared (Basic Skills/English as a Second Language-ESL) student *success rates* will increase by 15 percent over the baseline; (4) By September 2015, the number of students enrolled in ESL credit courses will increase by 30 percent over the baseline; (5) By September 2015, the number of students transitioning from non-credit Basic Skills / English as a Second Language-ESL to credit will increase by 20 percent over the baseline; (6) By September 2015, the number of Hispanic and underprepared students who are successful in online distance education courses will increase by 15 percent over the baseline; (7) Using cohort analysis methods, the number of students completing informed educational goals (graduation, transfer, certificate, etc.) of Hispanic and underprepared students assisted through the First Year Experience will be at least 45 percent higher than Hispanic and underprepared students not so assisted; and (8) By 2015, the number of students graduating and/or transferring to four-year universities will increase by 15 percent over the baseline.

**P031S100007**

**Mount St. Mary's College, CA  
Individual Development Grant**

## **ABSTRACT**

Mount St. Mary's College is at a critical juncture in its long history: it must focus more directly on the challenges faced by their underrepresented students: Hispanic (42 percent), low-income (54 percent) and first-generation students (54 percent). The Doheny campus is located in downtown Los Angeles; the Chalon Campus is about 15 miles west of L.A. Historically, the small, four-year liberal arts college has been far more inclusive of high-risk students than similar colleges in the area. This long-term commitment has risks and responsibilities: Mount St. Mary's College must do more than merely accept under-represented or low-income students and let them sink or swim. In this spirit, the problems this project addresses that are thoroughly analyzed in the Comprehensive Development Plan are the following:

- 1) First-year vulnerability, high attrition, low engagement, wobbly goals and skills liabilities;
- 2) Instructional delivery that relies on traditional methods with low student access to technology;
- 3) Limited data management skills of managers, staff and faculty for planning and accountability.

### ***"High Tech, High Touch for Hispanic/Low-Income Student Success"***

#### **One Activity in Three Interrelated Parts**

**Part 1: iComunidad**, a freshman cohort learning community, will improve engagement, persistence and graduation rates: first-year students will strengthen skills, clarify academic goals/career options and complete 24 units in two terms. Faculty Teams of four will develop the curriculum and prepare to institutionalize the program for ALL first-year students.

**Part 2: Studio Classrooms** are a hybrid of classroom and lab. Courses and methods will be re-designed, piloted and assessed by at least six faculty per year. Five Studio Classrooms will be retrofitted and newly equipped to foster undergraduate research and integrated technology across the curriculum with students in 30 courses over the five-year grant period.

**Part 3: Data Management for Reporting, Equity and Accountability** will equip at least 30 managers, staff and faculty with reporting skills in the new "iStrategy" tools. The program will be scripted to existing databases, and staff will be trained to use desktop tools that allow them to generate dynamic reports, plan wisely, review programs and assess curriculum with key indicators of student and institutional success.

An External Evaluator will monitor the project objectives and improve evaluation capacity.

**P031S100001**  
**Cypress College, CA**  
**Individual Development Grant**

**ABSTRACT**

Cypress College (Cypress), one of two colleges of the North Orange County Community College District (NOCCCD), is a two-year, public, college. Cypress is one of the 110 California Community Colleges under the governance of a State Chancellor, a State Board of Governors appointed by the Governor, and a locally elected North Orange County Community College District Board of Trustees. Cypress is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges. Student population increases at Cypress are occurring among the Hispanic and other minority populations. Cypress enrolled 16,670 students in fall 2009; 29 percent of these Full-time Equivalent (FTE) students were Hispanic.

Cypress' Title V project - *Strengthening Basic Skills to Improve Hispanic Student Retention, Persistence, and Success* - is one Activity composed of three related components:

**Component One, *Integrating Instruction & Student Services*** will develop new processes and procedures to ensure a coordinated support structure for new underprepared students by developing a mandatory "Student Assessment and Orientation" process tied to the College Success Factors Index and electronic education and career plans and two new support centers – a Math Learning Center, and an English Success Center. Both will be faculty coordinated and staffed; faculty will develop one- to two-unit credit lab courses. Each will focus primarily on Basic Skills, especially in reading and writing across the curriculum and math computational skills, but will also serve students at all levels. A high standard of training will ensure a consistent level of high-quality instruction for students in all math, English and English as a Second Language (ESL) courses.

**Component Two, *Institutional Effectiveness***, focuses on configuration and implementation of TracDat for Student Learning Outcomes Assessment tracking and reporting of course, program, college and district level outcomes.

**Component Three, *Staff Development***, focuses on strengthening faculty and staff to respond to culturally diverse, underprepared students by increasing knowledge and use of: retention and teaching strategies; computer-aided instruction; training on student learning outcomes; educational technologies; alternative learning styles; and development of mandatory peer tutor training.

Sample of key measures: five percent increase in student success rates for Basic Skills students; five percent increase in fall-to-fall persistence rate among Basic Skills students; 10 percent increase in three-year graduation rate of Hispanic students; 10 percent increase in number of degree awards of Hispanic students; 65 percent of faculty will receive a variety of training including Student Learning Outcomes, educational plans, directed learning activities, and instructional design for Hispanic and underprepared students; and 65 percent of staff will receive training in student learning outcomes, educational plans, and student services for Hispanic and underprepared students.

**P031S100008**  
**Pasadena City College, CA**  
**Individual Development Grant**

**ABSTRACT**

Pasadena City College (PCC), located in Pasadena, California, serves the greater Los Angeles area. The college enrolls over 25,000 students; over 33 percent are Hispanic. Pasadena City College's proposed Title V project aims to improve Hispanic student learning outcomes through strategies well-supported by extensive national and institutional research.

The project, **XL for Life: Transforming Developmental Education at Pasadena City College to Improve Hispanic Student Success**, includes two components selected as sustainable efforts to significantly improve basic skills outcomes for Hispanic students:

1. Develop and implement a "*habits of mind*" curriculum and campaign, which will focus on fostering effective study habits and behaviors and building community for basic skills students and faculty thereby increasing student engagement in and out of the classroom. This will include the development of a *virtual one-stop center* for students, faculty and staff which brings together all Pasadena City College activities and resources related to basic skills student success including online advising, classroom assignments, critical campus news, and academic and social activities.
2. **Implementing Highly Effective Innovations to Address Specific Weaknesses in Pasadena City College's Current Basic Skills Program:** Pasadena City College will restructure the assessment, curriculum and instructional delivery of the developmental education program in order to accelerate students successfully into the college level coursework (through development of supplemental learning (SL) combined with case management as well as modularized learning (ML) opportunities across all basic skills sequences ).

Three essential ingredients which are necessary for project success and will therefore permeate all aspects of development include:

- 1) a coherent, sustained professional development program focused on basic skills student success;
- 2) development of and training in engaging technology to support project objectives; and
- 3) integration of instruction and support services improvements.

**P031S100048**  
**Reedley College, CA**  
**Individual Development Grant**

**ABSTRACT**

Reedley College is one of two colleges in the State Center Community College District [SCCCD], a comprehensive two-year college district located in Central California. The mission of Reedley College is to offer an accessible, student-centered educational environment which provides high quality learning opportunities essential in meeting the challenges of a diverse, global community. Located in a diverse multicultural community, Reedley College enjoys both a richness of resources and a special responsibility to ensure that all students have equal access and receive a high quality of service. While there are many strong programs and services, faculty and staff understand that there are areas of improvement which need to be addressed in order to maximize student success. One primary area of concern is academic achievement rates of Hispanic students. These individuals are often first generation college attendees and are ill prepared for college level coursework.

Reedley College will use four key tactics to increase Hispanic student awareness, retention, graduation, transfer, and career pathway knowledge. The plan will include pre-college partnerships with local high schools (K-19 Bridge), updated Career and Transfer Centers, new on-campus programs to assist new Hispanic students in achieving their college goals (*Freshman Academic Success Team and Alianza de Transferencia*), and plans to improve the college's library.

The effects of these strategies will interconnect to create an overall support network for incoming college students. The K-19 Bridge program will encourage college and community linkages and increase overall student and family understanding of college challenges. The updated Centers will promote career and educational success and further encourage students to set goals and manage their school plans. Both the *Freshman Academic Success Team (FAST)* and the *Alianza de Transferencia (Transfer Alliance Program)* will provide the necessary framework to support students in achieving educational goals. Updated library services, including a laptop loan program, will provide them with the tools to succeed. Each of these components will focus on Hispanic students, who comprise 60 percent of the campuses enrollment, but will also benefit the college's student body as a whole.

Finally, in a time of national fiscal instability, the effect of the California state budget crisis cannot be ignored. Rising costs and enrollment figures hinder student achievement, and in some cases prevent students from attending college all together. The goals described above will allow Reedley College to minimize revenue loss from attrition and course repetition and will allow funding to be focused on areas of need. Reedley College is committed to improving its academic, management and financial programs and services in order to provide the highest quality education available to the residents of Fresno and Tulare Counties.

**P031S100121**  
**Rio Hondo College, CA**  
**Individual Development Grant**

**ABSTRACT**

Rio Hondo College District is located 20 miles southeast of Los Angeles in Whittier, a community with a growing Hispanic population that has grown dramatically to 72 percent Hispanic. This number is reflected in college enrollment also at 72 percent full-time enrollment (FTE) Hispanic.

As faculty and staff gathered to develop a strategic plan for Title V funding, the major goal focused on building capacity through improving practices that increased student success to timely graduation. *Instructional Development and Educational Assessment of Students for Success (IDEAS)* is the proposed project.

**The first objective is a set of strategies to:** (1) introduce students to the campus prior to initial enrollments; (2) foster rapid success through remedial education; (3) multi-functional faculty student tutoring systems and online tutoring opportunities; and (4) allow large cohorts of students into the First Year Experience leading to the Transfer Academy.

**The second objective magnifies instructional development of faculty and staff in two areas:** (1) creating a campus culture of assessment with campus wide learning outcomes and appropriate assessments for all courses at what the state agency, Accrediting Commission of Community and Junior Colleges, calls “proficiency level.” Efforts include authentic assessments aligned to the type of learning and engage student awareness of the goals and purposes of the course. (2) Include sufficient training for faculty so that technology use in the classroom is innovative and appealing to students learning. As a result of these strategies, an ongoing comprehensive faculty and staff development program or *Institute of Teaching and Learning* will emerge with a dedicated facility and continuous offerings.

**P031S100100**  
**San Diego City College, CA**  
**Individual Development Grant**

**ABSTRACT**

San Diego City College (SDCC) is a comprehensive, two-year, public community college located in downtown San Diego, less than 20 miles from the international border with Mexico. In fall 2009, SDCC enrolled 18,090 students; about 37 percent of the students are Hispanic. San Diego City College has developed a comprehensive five-year plan to improve Hispanic, first-generation and low-income student retention, persistence and academic success. This five-year plan aligns with the College Strategic Plan and builds on the College's experiences with its prior Title V project and Basic Skills Initiative. *Strengthening Student Retention, Persistence and Success at San Diego City College* is the proposed project.

The San Diego City College Title V planning team identified the following five-year goals: (1) Increase the academic achievement and success of Hispanic, low-income, and first-generation students; (2) Increase the academic retention, persistence and success of Hispanic and low-income students; (3) Improve student retention, persistence and success; (4) Improve student retention and timely program completion by implementing an enrollment management system; and (5) Strengthen fiscal stability by building the college endowment.

The Title V planning team considered a variety of options to achieve project goals and objectives. The five-year plan's key direction is the development of a comprehensive First Year Experience (FYE) program that provides prescriptive advice and guidance through the first year of college, accelerates student acquisition of college-level skills, and supports student success in college-level classes. This five-year approach consists of the following interwoven strategies:

**First Year Experience (FYE) learning communities** that provide validating experiences for Hispanic and low-income students, increase student-to-student and student-to-faculty interaction, and teach students to access academic support from other students through collaborative learning techniques.

**A strong matriculation process** that includes mandatory orientation, assessment, placement, and counseling, and develops family support for student success.

**Accelerated developmental education** that helps motivated students prepare more quickly for college-level courses.

**Structured Learning Assistance** that provides mandatory supplemental instruction as part of college-credit courses with traditionally high failure rates among target students.

**Professional development** for all staff on providing Hispanic and low-income students with basic College information and referral, and faculty training in motivating students.

**Enrollment management** to ensure that students are able to access the courses they need.

**P031S100152**  
**Santa Barbara City College, CA**  
**Individual Development Grant**

**ABSTRACT**

Santa Barbara City College is a public community college located 90 miles north of Los Angeles in a community in which Hispanics are the fastest growing segment of the population and the largest ethnic group feeder high schools in its service area. Over the past decade the College has served an increasing number of academically under-prepared 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.

**ACTIVITY: Express to Success Program**

Strategies will increase the success, progression, degree completion and transfer rates of Hispanic and other underrepresented students who enter the college needing basic skills and English as a Second Language (ESL) courses by providing clear and highly structured pathways from English as a Second Language (ESL) to basic skills to associate degree and/or transfer.

**Component One: Progression from Basic Skills to College-level Courses to Degree Completion and Transfer** through activities to support *Accelerated Learning Communities*, an *English as a Second Language (ESL) Immersion program*, *Academic Progression*, and strategies to *Strengthen Articulation strategies*.

**Component Two: Develop Strategies to Strengthen Academic and Support Services** to better serve underrepresented students. An array of student support strategies will be strengthened, a new *Student Pathways and Tracking System*, developed, *Intensive Orientation/Counseling* provided, and in-depth *Faculty and Staff Development Workshops* offered.

**Component Three: Increasing Resource Development Capacity to Better Serve Underrepresented Students** by strengthening the fiscal stability of the College and building the capacity to provide enhanced services and programs.

**P031S100059**  
**Santiago Canyon College, CA**  
**Individual Development Grant**

**ABSTRACT**

Santiago Canyon College, Orange California, located in Southern California, is a two-year open entry California Community College, with an enrollment of 10,560 credit students in fall 2009.

This is a one-activity proposal with four strategies, each of which will result in increased student success for its targeted population, with the net result that the college will see increased student success in science, technology, engineering and math (STEM) and improved teaching and learning through assessment of student learning outcomes. This proposal responds to specific areas of weakness identified in the Santiago Canyon College Educational Master Plan (EMP) and to statewide change in Accreditation Standards to emphasize student-learning outcomes and outcomes assessment.

**Faculty and staff have identified the following:**

Problem #1. Hispanic students and other underrepresented students have low interest, enrollment and success in science, technology, and engineering courses and low success in difficult mathematics courses needed for an Associate of Administration / Associate of Science degree and to transfer.

Problem #2. Lack of assessment of student learning outcomes threatens the college's ability to meet its mission, accreditation requirements, and student success.

Problem #3. Santiago Canyon College lacks a system to gather, analyze and act on information/data to assess student learning in the classroom that would better inform the budget and planning process.

Problem #4. The college's ability to serve Hispanic and other underrepresented at-risk students is hindered due to a lack of financial resources, jeopardizing student access, and success and persistence rates. The four strategies below are proposed solutions to the four major problems:

**Strategy One** involves hiring a part-time Science, Technology, Engineering and Math (STEM) counselor to implement innovative and diverse advising and in-reach efforts to identify and support currently enrolled college students to increase their interest and promote their success in pursuit of STEM majors and careers.

**Strategy Two** involves the establishment of a Science Learning Center and the implementation of Supplemental Instruction for historically difficult gatekeeper science and math courses and the creation of directed learning activities that support course student learning outcomes.

**Strategy Three** involves increasing Science, Technology, Engineering and Math (STEM) majors transfer options by creating a new Associate of Science- Engineering degree and associated articulation agreements for students transferring to a four-year institution.

**Strategy Four** involves ongoing training, coaching and mentoring for faculty to integrate student learning outcomes assessment into course outlines and use Faculty Inquiry Groups (FIGS) to improve teaching and learning.

**P031S100094**  
**Taft College, CA**  
**Individual Development Grant**

**ABSTRACT**

**Taft College** (TC) is a public two-year Hispanic-serving institution located in Taft, California, a rapidly growing community in Western Kern County in Central California.

**Activity:** Through one well-planned activity Taft College will address deficiencies in programs that have the greatest impact on the success of Hispanic and other underprepared students. Most of the funding we request will be used to develop resources to help our very needy students.

Through this activity Taft College proposes a visionary approach to developmental education by centralizing the institution's basic skills efforts through a centralized and comprehensive Quest For Success (QFS) program. The program will coordinate all college wide basic skills efforts and implement strategies that will not only accelerate students through the basic skills course sequence but also better prepare them for college level work. 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 lack of coordination.

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) developing outreach methods to better prepare high school graduates for college enrollment; (2) addressing identified problems with assessment and curriculum; (3) integrating more comprehensive and responsive student support services with instruction; (4) Implementing the Accelerated Semester for Academic Preparedness (ASAP) in order to accelerate completion of the basics skill course sequence, improving thus the transition rate to college level course; and (5) developing a tracking and evaluation capability to support continuous improvement of student outcomes.

Taft College English as a Second Language (ESL) and basic skills and gateway 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.

**P031S100120**  
**Woodbury University, CA**  
**Individual Development Grant**

**ABSTRACT**

Woodbury University, a private, nonprofit University in southern California, was founded in 1884 to prepare its students to participate in the area business community—an historic link that has lasted through the years. Woodbury offers Bachelor’s degrees in Architecture, Arts, Fine Arts, and Science and Master’s degrees in Architecture, Architecture / Real Estate Development, Business Administration, and Organizational Leadership, all within the four Schools of Architecture; Business; Media, Culture and Design; and Trans-disciplinary Studies.

The proposed Title V project will increase Woodbury’s ability to serve greater numbers of Hispanic and low-income students by developing **three new baccalaureate programs in the School of Media, Culture, and Design (MCD): Film, Media Technology, and Game Arts and Design**, with internship and career services embedded in curricula to support students’ success. Each program’s pilots will begin with junior-year curricula enrolling community college transfers or Woodbury juniors with completed prerequisites to produce graduates during the project. Selected University facilities will be renovated and equipped to house the new programs. We will also conduct ongoing evaluation of the project to support its achievement of activity objectives, institutional objectives, institutional goals, and the purpose of the Title V program.

**P031S100016**  
**Adams State College, CO**  
**Individual Development Grant**

**ABSTRACT**

Adams State College (ASC) in Alamosa, Colorado, is a public, Hispanic-serving, four-year degree-granting college that enrolls approximately 2,900 students (both undergraduate and graduate) in rural south-central Colorado. Adams State College is located in the most economically-depressed region of Colorado with median family incomes 40 percent lower than the state average. Hispanics represent about 20 percent of Colorado's population, but they represent 40 percent of the population of the six-county area surrounding Adams State College and 30 percent of Adams State College's students.

**Improving Student Engagement and Success** is this project's single activity. It is designed to effectively address three of the significant problems now facing Adams State College, including the need to consolidate and expand our student services; a need for a comprehensive faculty and staff development program, and the need to keep up with rapidly-evolving instructional technology. These problems have been identified through an institutional strategic planning process and will be addressed through activities and facilities that will increase the success of Adams State College students—especially Hispanic and low-income students. This will be done, in part, by the hiring of several key staff members. The project will produce measurable outcomes, resulting from the implementation of three components:

**Component One:** Developing a new Student Success Center to provide enhanced tutoring, advising, and career services, as well as an expanded summer bridge program, to Adams State College students;

**Component Two:** Improving the number and quality of professional development activities for Adams State College faculty and staff; and

**Component Three:** Improving access to instructional and assistive technology for faculty and students.

**P031S100095**  
**Community College of Denver, CO**  
**Individual Development Grant**

**ABSTRACT**

Community College of Denver (CCD) is a public, open-door, comprehensive, two-year college serving Denver, Colorado's largest city. Forty-four percent of Denver residents are minority members, as is 46 percent of those who attend Community College of Denver, and their average incomes and educational attainment are low. Compared to Caucasians', for example, average per capita income for Denver's 34 percent Hispanic residents is less than a third, poverty nearly two and a half times as common, and baccalaureate attainment less than half.

The Denver area offers opportunity for trained professionals and, in fact, faces pressure to maintain a skilled workforce. Science, technology, engineering and mathematics (STEM) fields are especially strong, and Colorado has the nation's second largest aerospace industry, but area STEM professionals have been largely imported from other states. Creating a pipeline of , , STEM professionals is the best option for maintaining economic strength while extending opportunity to Hispanic and low-income area residents. Community College of Denver has built an excellent reputation for educating Hispanic and low-income students with a case-managed approach to supporting the success of first-generation and under-prepared students. However, there is a challenge stabilizing enrollment. Potential growth exists in STEM, where enrollments are low. However, increasing service to Hispanic and low-income students requires scarce resources: adequate and well equipped labs; online and hybrid STEM course options, and Certificate and AAS degree programs for students who seek one- and two-year programs that prepare them for immediate employment.

Although limited, Community College of Denver has had success in STEM. In 2006, four-year Metropolitan State College of Denver (MSCD), with whom we share our downtown main campus, collaborated with Community College of Denver on *ACES* for 2 + 2 programming to improve Hispanic students' baccalaureate completion in aerospace engineering. In 2007, Community College of Denver, Metropolitan State College of Denver, and Denver's North High School worked together on JumpStart into Aerospace to extend the *ACES* pipeline into high schools for Hispanic and other disadvantaged youth. This experience positions CCD to propose *Supporting Opportunities in STEM (Science, Technology, Engineering and Mathematics) (SOS)*. Supporting Opportunities in STEM (Science, Technology, Engineering and Mathematics) will renovate and equip STEM instructional labs, revise STEM lab instruction, create new certificate and degree programs in two high-demand, high-opportunity fields, develop STEM online/hybrid courses, and increase Community College of Denver and high-Hispanic / low-income high school students' competency and awareness in STEM fields.

**P031S100115**

**Florida International University, FL  
Individual development Grant**

### **ABSTRACT**

Florida International University aims to strengthen its capacity to improve the academic attainment of Hispanic students, who comprise 60 percent of the university's student population. Currently, just 16 percent of Florida International University students graduate after four years, and only 46 percent graduate after six years. Careful analysis has revealed institutional limitations that compromise Florida International University's ability to maximize achievement of Hispanic students, such as inadequate support services for students unprepared for core courses in mathematics and English composition classes, lack of formal mechanisms to identify and provide services for students struggling in their first year of college, and Florida International University faculty's limited awareness of cultural issues that may impact learning and achievement, as less than 16 percent of the faculty is Hispanic.

To overcome obstacles to academic success, focus will be placed on facilitating more successful transitions from the demands of high school or community college to the rigors of a large, research-oriented university. Considerable effort will be directed toward increasing the number of Hispanic students who pass gateway courses, such as College Algebra, which research has identified as having high predictive value for retention and six-year graduation rates. Seven initiatives are proposed, each of which reflects the unique needs of Florida International University's Hispanic student population, incorporates evidence-informed or best practices, and aligns directly with Florida International University's strategic plans and the Title V program's funding priorities. Methods will focus on infusion of *high tech high touch* teaching, which stresses the cultivation of personal connections with students to supplement utilization of rich IT resources and fosters student commitment to university.

**Activity 1** is designed to improve student success in College Algebra by introducing *high tech high touch*, computerized Mastery Learning Models laboratory experiences, and peer tutoring. Improvement in students' writing skills is the focus of **Activity 2**, which will be achieved by having faculty with specialized training in second language writing instruction teach English composition classes and revising composition course curricula. **Activity 3** involves cultural awareness training, including second language instruction, for Florida International University faculty. To enhance reading skills, Florida International University will identify students with weak reading in the required Humanities in Writing courses and offer tutoring through the Reading and Learning Lab (**Activity 4**). Academic achievement will be enhanced by a variety of new or expanded tutoring services (**Activity 5**). For first-year students at risk, **Activity 6** will create mechanism for early alert and intervention. Finally, **Activity 7** is designed to guide Hispanic students into careers as mathematics or English teachers as they will be exceptionally well qualified to prepare school aged Hispanic students for postsecondary education.

**P031S100027**  
**Hillsborough Community College-Dale Mabry, FL**  
**Individual Development Grant**

**ABSTRACT**

Hillsborough Community College-Dale Mabry, in Tampa, Florida, is a two-year, publicly supported college, one of five campuses in the Hillsborough Community College District. Located on the west side of Tampa in the heart of the Hispanic community, Hillsborough Community College-Dale Mabry serves more than 14,000 students, including 4,074 Hispanic students and at least 7,700 low-income students (Institutional Research & Grants, 2010). The purpose of the proposed project is to increase the degree/certificate completion rates of Hispanic students and the college's large low income student population by improving the achievement of students with limited English proficiency and helping students to master high-risk Gateway courses that are currently serving as barriers, rather than doorways, to student success.

To accomplish this, Hillsborough Community College-Dale Mabry is committed to addressing weaknesses in its programs and infrastructure that are impeding the progress of Hispanic and low-income students. This transformation will be accomplished by: (1) integrating "best practice" strategies / technologies into courses called English for Academic Purposes (EAP courses), designed for students with limited English proficiency; (2) developing a new EAP Learning Center, equipped with modern, interactive technologies; (3) integrating new instructional/technological strategies into key high-risk Gateway courses, supported by new Academic Excellence Seminars; and (4) developing a new Connections Center, where Hispanic students can connect to and engage in the college environment and have access to support services that meet their needs.

**P031S100030**  
**Miami Dade College-Wolfson Campus, FL**  
**Individual development Grant**

**ABSTRACT**

Located in South Florida, part of the State of Florida four-year, public community college system, Miami Dade College had over 80,000 students in Fall 2008. Wolfson Campus is part of Miami Dade College, serving the residents of the Miami-Dade County, Florida.

**Activity 1: *Create a new STEM Student Success Center (STEM SSC)*** - To create and implement the new Student Success Center for Hispanic students with declared programs of study in the sciences, technology, engineering, and mathematics (STEM). Sample of Key Measures: (1) a new STEM Student Success Center, delivering retention, transition, and career services, including academic advisement, scholarship/ internship information, tutoring, mentoring, and social networking; (2) a new Strategic Enrollment Management plan for STEM degree programs; (3) centralized administration, the new STEM First-Year Experience Program through the STEM Student Success Center. This program will impact over 1500 students annually.

**Activity 2: *Create a Sciences, Technology, Engineering, and Mathematics (STEM) Summer Bridge Program (STEMSB)***. To create and implement a new STEM Summer Bridge Program for First-Time-in-College Hispanic students, ages 17-25, with interests in STEM degree programs to facilitate transition into postsecondary education. This represents the second major element of the First-Year Experience Program. Sample of Key Measures: (1) secondary-to-postsecondary education transition services; (2) academic advisement; (3) career advisement; (4) test preparation assistance; (5) supplemental instruction; (6) learning communities, emphasizing Mathematics skills (developed under Activity 3); (6) retention services; and (7) community outreach to promote STEM degree programs and careers among disadvantaged Hispanic populations, particularly high school students. An estimated 100 Hispanic students will participate in the STEM Summer Bridge Program, representing a projected completion of 300 semester credits in STEM courses.

**Activity 3: *Create a new STEM Pedagogy (STEMP)***. To create and implement new STEM Pedagogy for existing gateway courses, new STEM Learning communities and a first-year orientation course. These constitute the third major Activity of the Sciences, Technology, Engineering, and Mathematics (STEM) First-Year Experience Program. Sample of Key Measures: (1) new pedagogy emphasizing active, collaborative learning and student engagement; (2) a first year orientation (first-year student extended orientation) course for Hispanic students; and (3) new STEM Learning Communities, utilizing best practices.

**P031S100134**  
**Waubonsee Community College, IL**  
**Individual Development Grant**

**ABSTRACT**

Waubonsee Community College is a public two-year institution of higher education located 45 miles west of Chicago. Waubonsee Community College 600-square mile district serves over 421,402 residents, with projected growth to 543,000 by 2020. Waubonsee serves southern Kane County and portions of Kendall, DeKalb, La Salle and Will counties; these five counties accounted for just over 71 percent of Illinois' estimated population growth from 2000 to 2009. Kane and Kendall counties are among the fastest growing counties in the United States. The Hispanic population is rapidly increasing. The Waubonsee Community College district minority population is 36.6 percent (2009). At the end of the fall 2009 semester, 32.5 percent (4,105 students) of the total unduplicated headcount (12,633) at Waubonsee Community College (excluding high school and children's programs) was Hispanic. Growth in Hispanic/Latino headcount from fall 2007 to fall 2009 is 17.0 percent (Waubonsee Community College Institutional Research 2010). Over 67.4 percent of Waubonsee students are the first in their families to go to college.

The Goals of this Title V Project are to:

- 1) Enhance data collection, assessment and monitoring of institutional effectiveness;
- 2) Develop a comprehensive data warehouse to enhance data-informed decision-making;
- 3) Improve Hispanic student post-secondary transition and success; and
- 4) Improve Hispanic General Equivalency Diploma (GED) / English as a Second Language (ESL) transition.

**Project Strategies:**

- Participate in Foundations of Excellence self-study process
- Define key indicators of success and build dashboard of key indicators for stakeholders
- Build and populate data warehouse database
- Train end users to use data warehouse to extract, aggregate, analyze and present data in useful formats for effective decision-making
- Pilot interventions for probationary students
- Implement student intervention and tracking software
- Pilot tutoring support for college transitions and intrusive case-management model
- Pilot proven strategies to encourage and support transition to college from General Equivalency Diploma (GED) / English as a Second Language (ESL)
- Strengthen relationships with district high schools to improve the number of college bound students, the quality of the college transition experience, and the alignment of high school to college curriculum.

**P031S100049**  
**Seward County Community College, KS**  
**Individual Development Grant**

**ABSTRACT**

Seward County Community College/Area Technical School (SCCC/ATS) is located in Liberal, Kansas, and draws from a sixteen-county, multi-state area comprising southwest Kansas, southeast Colorado, and the Oklahoma and Texas panhandles. Almost 30 percent of our students are Hispanic (29.2 percent), and nearly half (49 percent) of those Hispanic students are enrolled in technical programs. With the Liberal School District's enrollment now 65 percent Hispanic, Seward County Community College/Area Technical School will continue to be a Hispanic-Serving Institution and must address the academic, institutional management, and fiscal stability issues that limit our ability to offer Hispanic and low-income students access to high-quality programs, that will prepare them either for transfer or for employment in highly-technical fields.

Seward County Community College/Area Technical School faces an overarching problem of declining enrollment. Over the last five years, area population has dropped, even as Hispanic population figures have increased. The product of a recent (2008) merger of Seward County Community College and Southwest Kansas Area Technical School, the new institution must upgrade facilities on the former Southwest Kansas Area Technical School campus and replace outdated technical programs with new high-demand programs to reverse enrollment declines. Adding technical and Allied Health programs should be especially attractive to potential Hispanic and low income enrollees, who already tend to concentrate in existing technical and Allied Health fields of study. In fact, a majority of workers in the Corrosion Technology field are Hispanics, although most jobs currently are entry level and very labor intensive. Completion of either the Corrosion Tech or Process Tech programs would represent a substantial advancement which would lead to improved economic status for these workers.

With state funds to support higher education declining and local funds stagnant, Seward County Community College/Area Technical School must seek external funding to construct and renovate space, purchase equipment, and hire staff to develop new high-demand programs in Process Technology, Corrosion Technology, and Radiologic Technology. These and other technical programs must also address the needs of time- and place-bound students by adding a distance learning classroom and providing faculty with professional development in distance education pedagogies. With Title V support Seward County Community College/Area Technical School will see increased enrollment, including increasing numbers of Hispanic students, and growing enrollment-related revenues. With creation of an endowment fund, fiscal stability will be further enhanced for the future. Institutional five-year objectives call for an increase of 90 students annually after the grant as a result of the new programs, a 25 percent increase in the number of Hispanics attaining certificate and associate degrees, and creation of an endowment.

**P031S100020**  
**Bergen Community College, NJ**  
**Individual Development Grant**

**ABSTRACT**

Student enrollment at Bergen Community College has changed dramatically in the last few years in size, demographics, and academic readiness. Significant expansion led to serious challenges: Approximately 90 percent of incoming students test into developmental English or Mathematics. Only 49 percent of them return to the college after three semesters. Between one half and 65 percent pass basic skills or entry college-level courses, and fewer than eight percent attain degrees over a given four-year period.

**A Comprehensive Campaign for Enhancing Student Persistence & Success Campaign** will address these challenges.

The campaign will enhance student persistence and success through three primary goals: (1) guide 3,500 incoming developmental students (nearly 30 percent of whom Hispanic/Latino) to transition more effectively to college; (2) support their learning in basic skills and entry-level courses; and (3) develop an optimal infrastructure for the first two goals. Over five years, student return rates for a fourth semester are projected to improve to 63 percent from a baseline of 49 percent.

Beyond numbers, the spirit of the campaign lies in strong connections to be built among students and over 200 staff/faculty Success Advisors and student Peer Advocates through individualized/group mentoring and advising. Students will engage in self-discovery, college orientation, and career exploration. Basic skills courses will be reformed to enhance learning (content-courses pairing, accelerated, or self-paced). In-class tutoring and recitation sessions will be expanded. An academic intervention system, faculty professional development and training, enhanced facilities and student resources, and external assessment will support these activities.

The college designed this campaign with the aim of incorporating permanent improvements in academic support services to developmental students beyond Title V funding.

**P031S100088**

**Hudson County Community College, NJ  
Individual Development Grant**

### **ABSTRACT**

Hudson County Community College seeks federal funding to implement the goals and objectives described in the following Title V grant application entitled *Building a 21st Century Community College*. This five-year initiative (beginning in October 2010 and ending in September 2015) intends to expand the educational opportunities and experiential learning possibilities offered to its traditionally underprepared, underserved, minority student population. Hudson County Community College is a federally-designated Hispanic-Serving Institution, with 46 percent Hispanic students enrolled. The average age of the Hudson County Community College student body is 26, and students are typically juggling a number of additional responsibilities as they attempt to complete their studies and obtain a degree or certificate. This project intends to make the process of degree or certificate attainment easier and more academically engaging for Hudson County Community College students. To achieve this end, we propose the implementation of two distinct, but interrelated, Activities.

**Activity One: *Expanding Access and Increasing Student Success and Persistence through the establishment of the Center for Distance Education*** Currently, Hudson County Community College does have a task force that was assembled to expand the online course offerings available to Hudson County Community College students, but the program is still in its infancy. Through the award of these grant funds, Hudson County Community College plans to create a central “technology hub” to be used by faculty and staff members, as well as students. The *Center for Distance Education* will provide professional development to faculty members through training workshops and sessions, and 10 faculty members will be selected each year to participate in a Summer Institute, where they will receive hands-on training to create one online course each. As a result of this, 10 new online courses will be created and offered to Hudson County Community College students in Years Two through Five of the grant (a total of 40 courses by the grant period end). Academic Advisement, career development, counseling and tutoring will have newly added online components to monitor the achievements of students in these courses. Hudson County Community College will increase enrollment, persistence, retention, and completion numbers through this Activity.

**Activity Two: *Strengthening the Capacity of the Mathematics and Technology Programs***. Hudson County Community College aims to improve the enrollment, retention, persistence, and completion data of their students by developing and enhancing their current GIS, Mathematics, and Technology programs. These disciplines are experiencing rapid growth and the need for the improvement of these programs is apparent. Hudson County Community College will acquire new, cutting-edge equipment, materials and supplies that will enhance the current educational programming and create new experiential learning opportunities for our students. A Student Early Alert System will be purchased to provide advanced academic advisement. Faculty will be trained to record student performance indicators in the database to allow traditionally at-risk students to be more closely monitored and advised.

**P031S100085**  
**Saint Peter's College, NJ**  
**Individual Development Grant**

**ABSTRACT**

Saint Peter's College (SPC) is located in the most densely populated county in the nation's most densely populated state. Sixty-three percent Saint Peter's full-time students who have identified their race/ethnicity are members of racial/ethnic minority groups. SPC has relatively successful persistence rates from Year 1 to Year 2, but after Year 2, GPA and persistence disparities emerge between SPC's minority students and their counterparts, with the exception of those participating in the Educational Opportunities Fund program.

**Purpose:** To increase the retention and academic performance of Hispanic and other low income and minority undergraduate students through: (a) English-language development programs; (b) expansion of successful academic assistance programs and activities to successfully integrate Spanish-speaking students into the College community; (c) faculty development on cultural competency, infusion of multicultural values into the curriculum and use of technology for teaching; (d) academic readiness programs for students in Jersey City high schools; and (e) strengthening of technology tools for education programs.

**Objectives:**

- 1) Increase the overall first-year retention from 72 percent to 75 percent;
- 2) Increase Hispanic first-year retention 71 percent to 75 percent;
- 3) Increase overall retention to sixth semester from 60.9 percent to 74 percent; and
- 4) Increase average first-year GPA for all Hispanic students from 2.50 to 2.65.

Over the five-year Title V grant period, SPC will:

- Establish a Center for English Language Learning (ELL) / English as a Second Language in order to strengthen skills of new English speakers. Services will include tutorial services, consultation cultural competency for staff, and formal ESL classes for students and the community.
- Develop and coordinate supports tailored to the unique strengths and needs of low income and minority students.
- Expand successful high school programs designed to foster and support educational aspirations for the very ethnically diverse students in Jersey City's urban school district.
- Enhance technology to support student learning.
- Faculty will participate in on-campus and off-campus professional development to support cultural infusion into the curriculum and teaching methods.

**P031S100145**  
**New Mexico Institute of Mining and Technology, NM**  
**Individual Development Grant**

**ABSTRACT**

New Mexico Institute of Mining and Technology, known as New Mexico Tech is a Hispanic-Serving public research institution offering undergraduate and graduate degrees in science, engineering, and technology-related fields; in fact, New Mexico Tech is one of only three research institutions and the only Science, Technology, Engineering, Mathematics (STEM) institution in the state. Our mission reflects this purpose: to integrate education, research, public service, and economic development through emphasis on science, engineering, and natural resources. New Mexico Tech is located in the city of Socorro and has a population of 9,000. The entire state is New Mexico Tech's primary service area; 84 percent of incoming freshmen are New Mexico high school graduates, but New Mexico, which is 45 percent Hispanic, is a poor state, 47<sup>th</sup> lowest in per capita income, with 29 percent of residents living in poverty. Many of New Mexico Tech's students reflect this disadvantage, but they are high achievers with high aspirations.

Nationally, Hispanic adults continue to be under-represented among those with Bachelor's degrees (7.5 percent), and only 6 percent earn Science, Technology, Engineering, Mathematics (STEM)-related degrees (*Digest of Ed. Stats.* 2008), so New Mexico Tech is proud of the strides we have made in enrolling Hispanic students, 6 percent more in the past year alone. Unfortunately, our students are not succeeding, re-enrolling, or graduating at acceptable rates, and failure is more common among Hispanic students. Gateway course failure rates are as high as 41 percent for all students and 46 percent for Hispanic students, fall attrition 28 percent for all and 32 percent for Hispanic students, and four- and six-year graduation rates 21 percent and 46 percent for all students and merely 11 percent and 32 percent for Hispanic students. In contrast, peer institutions average 17 percent attrition and 30 percent four-year / 64 percent six-year graduation rates. New Mexico Tech's analysis shows that, while our first-year students work very hard, they feel isolated and not engaged in New Mexico Tech's rich academic life. No structures exist to provide them with an intellectual "community," and gateway course instruction, mostly lecture-based, talks "at" them rather than involving them in the process of learning.

We, therefore, propose to create themed *Living/Learning Communities* linking key gateway courses with our First-Year Seminar and to infuse gateway courses with interactive instructional techniques and technologies. A robust faculty development program and Center, learning labs in freshman residence halls, and up-to-date classroom instructional technology will complete the project, which aligns with the purpose of Title V.

**P031S100046**  
**New Mexico State University-Carlsbad, NM**  
**Individual Development Grant**

**ABSTRACT**

New Mexico State University-Carlsbad (NMSU-Carlsbad) is a Hispanic-Serving, public, open-admissions two-year institution located in Carlsbad, New Mexico. Over 2,000 students enrolled during Fall 2009, 46 percent were Hispanic and a majority (90 percent) low income. Hispanic student enrollment increased from 36 percent in 2000 to 46 percent in 2009.

**CRITICAL PROBLEMS:** Three critical problems will be addressed: (1) a majority of students interested in pursuing a healthcare-related degree (especially nursing) are academically underprepared for the rigors of math and science prerequisites and core program courses; consequently, they fail either to be accepted in the nursing program or fail to move forward to completion; (2) students (time- and place-bound in our vast, remote location) have limited distance access to instruction in healthcare-related programs and nursing students sometimes must travel over 300 miles roundtrip to a hospital clinical site; and (3) student demand for multiple high-demand healthcare-related associate degree options are not being met.

**PROJECT ACTIVITIES:** To address key institutional problems, NMSU-Carlsbad proposes activities to move more Hispanic and low-income students through the healthcare-related education pipeline with more program options, supplemental academic and advising support and expanded access to instruction and hospital clinical time (virtually).

- ***Expanding Opportunities: Two New Allied Health Associate Degree Programs***  
- Addresses limited access to high-demand career pathways by developing a Public Health and a Health Information Technology associate of applied science degree program.
- ***Improving Attainment: Providing Supplemental Support for Allied Health Students***  
- Addresses low academic preparedness for succeeding in Allied Health programs by providing an Academic Success Lab and Proactive Advising for Allied Health students.
- ***Expanding Access & Providing 21st Century Technologies for Allied Health students***  
- Addresses limited access to instruction and technological resources by adapting fourteen Allied Health courses to online/hybrid format; updating the nursing laboratory and developing a human patient simulated hospital setting to support student access to nursing clinicals and provide simulated hands-on learning for Allied Health students.

**P031S100091**  
**Northern New Mexico College, NM**  
**Individual Development Grant**

**ABSTRACT**

This proposed Title V Project for 2010-2015, ***“EXITO: The NNMC Student Success Initiative,”*** will move Northern New Mexico College substantially forward in its transformation into a regional university. The project is a comprehensive, ambitious, systemic response to the most significant challenge to Northern New Mexico College achieving its mission: our entering students are under-prepared for college-level work. Over 80 percent require remediation, leading directly to the low graduation rates. EXITO will increase persistence to graduation through three inter-connected, “best practice”-based components: (1) aggressive **Outreach** to the secondary schools to raise awareness of the need for higher education and to provide information on rigorous secondary school programs of study; (2) comprehensive **Student Success** efforts that enable systematic student tracking, advising, counseling and other services; supporting the academic preparation and transitions of our students by restructuring developmental courses from a time-based to a competency-based model; and instituting Summer Bridge Programs for first-year students; and (3) **Professional Development and Learner-Centered Pedagogy Implementation** via a First Year Experience program that will lead to General Education reform; and sustaining these widespread, institution-wide innovations through faculty and staff professional development.

The project’s approach will have measurable and significant outcomes, such as:

- (1) Increases from 36 percent in 2009 to 48 percent by 2015 in regional high school graduates going on to higher education within a year of graduating;
- (2) 75 percent of Bridge Program students able to skip at least one semester of remedial coursework;
- (3) At least 50 percent of students completing remedial coursework and transitioning into college-level courses by 2015;
- (4) 20 percent improvement in FYE and General Education course completion rates from 2008 to 2015; and
- (5) 80 percent of Northern New Mexico College faculty gaining and then applying new pedagogical and advising skills by 2015.

The project’s overall five-year budget focuses on new capacities and systemic improvements that *are sustainable and affordable.*

**P031S100101**

**New Mexico State University, Alamogordo, NM  
Individual Development Grant**

**ABSTRACT**

New Mexico State University Alamogordo (NMSU-A) in Alamogordo, New Mexico is a public, comprehensive, open-door community college within the New Mexico State University system, offering Associate of Arts, Associate of Science, Associate of Applied Science, Developmental Education, General Equivalency Diploma (GED), English as a Second Language (ESL), and certificate programs.

New Mexico State University Alamogordo's Engineering Technology Department offers degrees in Information Technology, Electronics Technology, and Biomedical Engineering Technology, as well as curricula in Renewable Energy. But only three percent of all students – and just 35 Hispanic students – were enrolled in these science, technology, engineering, and mathematics (STEM) degrees and curricula in fall 2009. Moreover, too many of these students do not persist, graduate, or transfer into high-demand STEM areas, including baccalaureate programs in Engineering Technology at our parent four-year institution, New Mexico State University Alamogordo - Las Cruces. Contributing to this problem is the extended time it takes our underprepared students to progress through developmental coursework into college-level STEM courses. Students who begin in pre-college level curricula add semesters to their educational journey, with few enrolling or persisting in STEM degree programs.

***No Time to Lose: A Head Start to STEM Success*** is the proposed project. Proactive initiatives will lead to the development of a Fast Track developmental education option to accelerate progress through the developmental sequence and into STEM courses. The Fast Track option, incorporating individualized instruction and instructional technology, will be supported by program-specific tutoring. Fast Track instruction and resources will be centralized in the Foundational Learning Center (FLC), an addition to be constructed in Years 1-2 adjacent to the open student tutoring lab. In Years 3-5, we will redesign curricula in Information Technology, Electronics Technology, Biomedical Engineering Technology, and Renewable Energy, to infuse hands-on instruction with updated, industry-standard instrumentation, as well as reinforcement of mathematical concepts, technical reading, research, and report writing. Redesigned curricula will be supported by up-graded instrumentation as well as a new Information Technology Training and Certification Center and program-specific tutoring, and we will develop a new STEM Orientation course to facilitate transition into these fields that offer job opportunities and economic stability for Hispanic, low-income students.

**P031S100082**  
**Santa Fe Community College, NM**  
**Individual Development Grant**

**ABSTRACT**

Santa Fe Community College (SFCC) enrolls a high percentage of students who are Hispanic (over 2,000 / 36 percent); low-income (39 percent); and first-generation college (58 percent). For nearly one-third of residents (32.1 percent) in Santa Fe, educational attainment is lower and poverty is higher compared to the state average: Bachelor's degree (16.8 versus 24.9 percent) and individual poverty (23.5 versus 17.9 percent). Four in ten Hispanic families (38.8 percent) are low-income. In the Santa Fe Public Schools (75 percent Hispanic), 65 percent of children received free or reduced-price meals and 91 percent of Santa Fe high school graduates entering the college fall 2009 were assessed as having weak basic academic skills.

Santa Fe Community College (SFCC) consistently enrolls more academically underprepared students (64 percent compared to the national average of 39 percent) and graduates fewer students than all other community colleges in New Mexico (10.5 versus 28 percent average). Consequently, a majority of first year students experience costly delays in achieving their education goals.

Two key strategies will address problems that prevent students from making successful and reasonable progress toward degree attainment:

- ***Redesigned Developmental and Core College Courses:*** *To address low success and progress for first year students enrolled in developmental and "gatekeeper" core courses, faculty will redesign developmental courses to be linked with each other and linked/contextualized with "gatekeeper" core courses. The purpose is to accelerate the time it takes for developmental students to master basic academic skills and enroll and succeed in college-level courses.*
- ***Proactive, Customized First Year Experience Student Support Services:*** *To address low progress (college credit accumulation) toward graduation, customized First Year Experience services will be developed targeting four different populations of first year students: Cohort 1 = Full-time, degree-seeking traditional-aged students; Cohort 2 = Full-time, degree-seeking nontraditional-aged students; Cohort 3 = Part-time, degree-seeking students; and Cohort 4 = STEM career track students. A new First Year Experience Center and a Science, Technology, Engineering, and Mathematics (STEM) Advising Center will be developed for centralized, technology-enhanced first year student support services. Supporting both components of the single activity is the development of a user-friendly, data inquiry system for evidence-based use of data for continuous improvement of teaching and learning and support services for at-risk students.*

**P031S100038**

**John Jay College of Criminal Justice-CUNY, NY  
Individual Development Grant**

### **ABSTRACT**

This project seeks to improve persistence and graduation rates of Hispanic students by engaging them early in their college careers in a coordinated First-Year Experience program and undergraduate research mentoring. Toward this goal, the specific objectives of **Activity 1** are aimed at: (1) Analytical and Critical Thinking: a Cornerstone Experience for Students. This will be accomplished by revising the curriculum of two cornerstone courses at the College: (a) NSC107 – a required non-major science course; and (b) BIO103 – a required course for science majors. This effort aims to improve student performance and critical thinking skills by 10 percent by offering new curricula, course content, and faculty development. (2) Promoting Research as Innovative Student Mentoring. This will involve the development of our existing undergraduate research program in science such that it can serve as a model for a college-wide program. This effort aims to increase six-year graduation rates of participants by six percent beginning in Year 3, and increase by three percent the number of science students moving on to post-graduate programs by Year 4.

Specific objectives of **Activity II** are aimed at: (1) First-Year Seminar: Supporting Transition to the Academic Environment. This will be accomplished by developing a core transition curriculum and faculty resource bank for the academic First-Year Seminars to reduce attrition rates of Hispanic students in the freshman year by six percent; (2) Promoting Excellence in Teaching in the First Year. This initiative aims at engaging more full-time faculty in teaching the First-Year Seminars by supporting inquiry groups, and promoting faculty research into effective pedagogies. This effort intends to increase number of First-Year Seminars and FYE Learning Communities taught by full-time faculty by 50 percent, and increase the engagement of Hispanic students with faculty by 10 percent; (3) Creating Communities of Learners in the first year. This objective will be accomplished by establishing student cohorts and supporting them with peer mentors to improve participation of entering Hispanic students by 10 percent per year.

**P031S100159**  
**New York City College of Technology, NY**  
**Individual Development Grant**

**ABSTRACT**

New York City College of Technology (“City Tech”), the senior college of technology of The City University of New York, seeks Title V funding to improve institutional capacity to improve educational outcomes for Hispanic and low-income students. As a diverse community of learners in the midst of a global city, City Tech approaches this challenge by instituting a cohesive set of interrelated General Education initiatives that center on place-based learning premised on laboratory models and on high-impact pedagogical practices. The plan includes the following four Activities:

- (1) **Redesign General Education** to incorporate high-impact learning practices into theme based courses at the College, to be implemented through a cyclical series of General Education Seminars that enable faculty members to research proven high-impact learning strategies while planning courses that will incorporate those strategies;
- (2) **Increase the engagement** of Hispanic and low-income students with learning through the creation of a state-of-the-art open digital platform for teaching and learning while also expanding communications between students and faculty to strengthen intellectual and social bonds in a large impersonal commuter institution with view opportunities for shared exploration;
- (3) **Create a culture of assessment** at the college that integrates comprehensive outcomes assessment into the General Education curriculum; and
- (4) **Build a restricted endowment** in support of the City Tech Center for the Study of the Brooklyn Waterfront that will become a permanent locus of laboratory and primary-source based learning activities that have become the hallmark of a City Tech education.

City Tech students have available a wide array of academic and personal support services including academic advising and personal counseling, but the college has been constrained by the extremely heavy course requirements in professional and technical programs from providing the foundational General Education skills, knowledge, and values across all programs of study that can provide the common intellectual framework that careers require today. The open digital platform for learning will provide a seamless interface to ensure the integration of technical, professional, and General Education competencies. The student-faculty research opportunities provided by the College’s Center for the Study of the Brooklyn Waterfront will be institutionalized through a restricted endowment.

**P031S100155**

**City University of New York - City College, NY  
Individual Development Grant**

**ABSTRACT**

City College is a comprehensive teaching, research, and service institution dedicated to accessibility and excellence in undergraduate and graduate education. Founded in 1847 as the Free Academy, the College has sustained its initial mission of offering affordable access to higher education to the people of New York. The college has two campuses, both in Manhattan: the main Harlem campus in uptown Manhattan and a downtown campus near Wall Street that houses the Center for Worker Education.

The City College of New York proposes a coordinated set of initiatives designed to **improve student learning and increase retention and graduation rates**, a goal that is set forth in the college's Strategic Plan for 2009-2013. This overall goal of the Title V Program will be achieved through two primary activities:

**1. Building strong quantitative and writing skills** to improve student success across the curriculum, with a focus on General Education and science, technology, engineering, and mathematics (STEM) courses; and

**2. Developing new online and hybrid course formats** to offer students greater flexibility in completing graduation requirements, especially where student demand exceeds capacity.

Specifically, we will improve student learning in our General Education curriculum by working with faculty to enhance pedagogy in required writing courses (the Freshman Inquiry Writing Seminar and Perspectives courses) and quantitative courses (Freshman quantitative courses and the STEM-mathematics sequence). In addition, we will offer faculty training and support to develop fully online and hybrid courses to increase student access to required courses.

The measurable objectives of the proposed Title V Program include:

- a) Increasing first-year retention rates
- b) Increasing six-year graduation rates
- c) Improve student performance on the City University of New York (CUNY) Proficiency Exam
- d) Improve the quality of student writing across the curriculum
- e) Increase retention of students in STEM majors
- f) Improve student access to required courses through new online course formats.

**P031S100057**

**Vaughn College of Aeronautics and Technology, NY  
Individual Development Grant**

### **ABSTRACT**

Through the proposed project - *From Basic Skills to Baccalaureates: An Accelerated Pathway for Hispanic Student Achievement* - Vaughn College will address deficiencies in practices that have the greatest impact on the success of Hispanic and other underprepared students. Through this activity, Vaughn College proposes the development of a comprehensive Teaching and Learning Center that will be charged with coordinating and restructuring the Vaughn developmental education approach to make it much more efficient and effective. Vaughn's weaknesses will be addressed systematically – following recommendations from an internal task force based upon internal research and extensive review of best practices: (1) developing outreach methods to better prepare high school graduates for college enrollment; (2) developing the Accelerated Student Achievement Program that will significantly speed the transition from basic skills to college level courses; (3) addressing identified problems with basic skills assessment and curriculum; (4) integrating more comprehensive and responsive student support services with instruction; and (5) developing a tracking and evaluation capability to support continuous improvement of student outcomes in overcoming basic skill under-preparedness.

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 major part of the college's mission, all faculty members will be involved in the 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.

**P031S100066**  
**Esperanza College, PA**  
**Individual Development Grant**

**ABSTRACT**

Esperanza College, Philadelphia, Pennsylvania, is a separately-accredited (Middle States Association of Colleges & Schools) two-year private branch campus of Eastern University (EU), a private four-year church-related institution of higher education. Esperanza College functions both as a separately accredited branch campus of Eastern University and as an open-door, two-year community college. Esperanza College employs a unique process for transitioning students with low to moderate English skills from classes conducted almost entirely in Spanish to classes conducted entirely in English. In existence for only 10 years, Esperanza College has already made a difference for Hispanic and low-income students in our area, with half of all students completing the Associate of Art (AA) within two years and 17.5 percent at this time having also completed the Bachelor of Art (BA) through a cooperative arrangement with Eastern.

Esperanza College offers the Associate of Arts in Liberal Studies, with concentrations available in Early Childhood Education, Business Administration, Communications, and Community Health Services. With a current enrollment of 195 (up 225 percent since 2005), Esperanza is projected to increase its enrollment by at least two thirds—to 325 students—by 2015.

Esperanza College's students are predominately low-income Hispanics (90 percent in fall 2009) and African-Americans living in the area surrounding the college: a cluster of neighborhoods that are home to over 70,000 people, nearly two-thirds of whom are Hispanics. Residents of this "Hispanic Corridor" suffer low levels of educational attainment (10.2 percent of adults with bachelor's or higher degree) leading to high rates of unemployment (35 percent) and poverty (40.1 percent) (*Latino Journal e-News*, Feb. 24, 2010, and American Community Survey, 2008). Major employers, including schools, hospitals and other health agencies, government offices, small businesses, and banks, seek employees with skills and knowledge far beyond those of the average community resident. Bilingual teachers, accountants, and health care providers are especially needed in Philadelphia.

**Activity: *Acceso al Aprendizaje (Access to Learning)*.** These circumstances have prompted Esperanza College to find ways to expand its existing programming to include Secondary Education (Math and Science), Accounting, and Medical Assisting, as described in this proposal. We will also develop an academic support center to enable students in the new programs to complete their degrees more rapidly, as our experience has shown us that too many students, while ultimately succeeding in completing a degree, are delayed by academic and language issues. To expand programming, however, we must also expand facilities because the space the college shares with Esperanza, Inc., has more than reached capacity. We propose to create new labs for Biology, Anatomy & Physiology, and Chemistry, two additional classrooms, four small study/advising spaces, and a Student Success Center. All labs will be appropriately equipped, and the classrooms and Student Success Center will include Smart Classroom technology. By the fall of 2015, we will enroll at least 25 students a year in Math/Science Teacher Education, at least 40 a year in Accounting, and at least 35 a year in Medical Assisting.

**P031S100041**

**Caribbean University – Bayamon Campus, PR  
Individual Development Grant**

### **ABSTRACT**

Caribbean University, a Hispanic-Serving Institution located in Bayamon, Puerto Rico, proposes a Title V Project - *Enhancing Learning Results through Program and Technological Improvement* - to improve student performance and thereby increase the institution's persistence and completion rates. The project's main focus is a single major activity consisting of the development of the institution's technological capacity specifically in support of first and second level courses with high attrition rates. By targeting students early in their college career, when they go through a critical period of adaptation to college life, the university seeks to maximize the impact of the programs and technology to be developed under this Application.

The project will be developed in four areas of activity: (1) Development of a comprehensive tutoring program providing both face-to-face tutoring and instructional modules available online and off-line on a 24-7 basis; (2) Training of faculty in the use of technology for teaching and related activities, including student-centered approaches to learning. Concurrently, this effort will be institutionalized by way of a permanent faculty training program to assure the continuous development of skill in the use of technology for student advisement, teaching, and assessment; (3) Development and integration of curricular and co-curricular support materials that will become a key factor in improving student persistence and completion of their study programs; and (4) Improvement of the existing technological infrastructure, including software, needed to support these initiatives.

**Performance measures** will include, but not be limited to, increasing the number of: (1) first and second-year students receiving tutoring services to enhance their academic achievement; (2) first and second-year students in good academic standing; (3) faculty participating in professional development opportunities; (4) faculty incorporating technology best practices into their teaching; and (5) classrooms and labs equipped with state-of-the-art technology. In the long term, this project will have a major impact on the low-income Hispanic population of the area, providing them not only the tools to successfully accomplish their academic objectives in their area of preference, but also giving them the opportunity to experience first-hand, the use of technologies that, in time, will become an integral part of their professional careers.

Sample of other key measures by the end of the grant: (a) at least 75 percent of students receiving tutoring will pass basic Mathematics, Spanish and English courses with a “C” or better; (b) at least 500 students will receive tutorial services in the targeted disciplines as recorded by attendance data; (c) 80 percent of faculty participating in professional development will incorporate technology and best practices in teaching and learning; and (d) a total of 30 classrooms, eight Science Labs and one Auditorium equipped with state-of-the-art multimedia technology to enhance the learning environment.

**P031S100087**

**InterAmerican University of Puerto Rico, PR  
Individual Development Grant**

**ABSTRACT**

InterAmerican University of Puerto Rico –Arecibo Campus is a private, non-profit Hispanic-Serving Institution located in an economically deprived region of the Island which serves a predominantly low-income and first-generation student population of 4,276. In this proposal, InterAmerican University of Puerto Rico-Arecibo Campus addresses critical institutional goals and objectives which will improve student learning outcomes in basic skills, through enhanced support services offered, infusion of new methodologies/strategies in the teaching-learning process and upgrading its campus-wide technology infrastructure.

***Activity: Improving Student Learning Outcomes through Developmental Education, Enhanced Support Services and Technology Initiatives***

Some samples of key measures are: the freshmen to sophomore retention rates of students participating in a newly-implemented Developmental Education Program and tutor/mentoring offered through the establishment of a one-stop SUCCESS Center will increase at least five percent on an annual basis after the second year as measured against previous years' baseline data; targeted students passing rates in General Education basic skills courses will be five percent or more higher than non-participants and similar cohorts in previous years not impacted when measured against baseline data; and the persistence to graduation rates of the 2011/2012 freshmen cohorts impacted will demonstrate an increase of at least 10 percent when measured against previous years' cohorts baseline data.

**P031S100132**

**Pontifical Catholic University of Puerto Rico – Arecibo Campus, PR  
Individual Development Grant**

**ABSTRACT**

**Background:** Pontifical Catholic University of Puerto Rico–Arecibo (PCUPRA) is a private, nonprofit, four-year university located in the northwest region of the Commonwealth of Puerto Rico. Total enrollment in fall 2009 was 680 (97 percent Hispanic / 89 percent low-income), with 470 undergraduate students. Located in the city of Arecibo (population 102,454), Pontifical Catholic University of Puerto Rico–Arecibo also serves residents from nearby towns and villages, an area with high levels of poverty and low educational attainment. Overall, the service area is highly rural and economically distressed.

PCUPRA is a small institution, which at this juncture has a large opportunity to capitalize upon a unique situation: its close proximity to the largest pharmaceutical complex in the world. As a result, there is a pressing need for qualified professionals with science degrees that are trained in sophisticated instrumentation used by this industry. Despite the close geographical proximity to what is considered one of the most advanced biopharmaceutical corridors in the world, PCUPRA has overwhelming problems that must be overcome before the institution is able to provide its students access to employment within this thriving industry. Our most pressing problems include: limited and outdated curricula; insufficient classroom space; limited instructional technology capability; and inadequate science laboratories.

**Proposed Solutions:**

Pontifical Catholic University of Puerto Rico–Arecibo Title V project proposes to develop:

- a Bachelor of Science degree in Biotechnology;
- a Bachelor of Science degree in Environmental Science;
- a biotechnology lab with appropriate equipment to train students in sophisticated instrumentation required by industry;
- an environmental science lab with suitable equipment for both in-lab and in situ (field work) learning environments;
- an appropriately-equipped chemistry lab, needed to support the proposed environmental science academic program; and
- two classrooms with instructional technology to provide an effective and conducive learning environment for students, and allow for enrollment growth.

**P031S100156**

**Pontifical Catholic University of Puerto Rico, PR  
Individual Development Grant**

### **ABSTRACT**

Pontifical Catholic University of Puerto Rico (PCUPR) was founded in 1948 with a mission to “*contribute to the preparation of specialists in the fields of theoretical and applied science in order to provide personnel who will aid in the industrial and technological development of Puerto Rico and who will fill the needs and aspirations of the Puerto Rican society.*” To this end, Pontifical Catholic University of Puerto Rico’s College of Science has maintained a long-standing commitment to the enhancement of science education and research.

However, despite the dedication to Science, Technology, Engineering, and Mathematics (STEM) education, scarce financial resources have made it difficult to maintain adequate laboratory equipment and facilities for up-to-date undergraduate instruction. Furthermore, the institution has been unable to develop undergraduate degree programs that can prepare students for high-demand STEM careers and propel them beyond the “non-essential” job category. Even in difficult economic times, the pharmaceutical industry generates over 30,000 jobs in Puerto Rico and the sub-set Bio-Pharma industry is rapidly emerging as the Island’s primary employer. But students are quickly losing ground in the race for high-demand science, technology, engineering, and mathematics (STEM) careers and Pontifical Catholic University of Puerto Rico faces the realization that outdated instructional facilities, methods, equipment, and resources are contributing to students’ struggle.

Thus, Pontifical Catholic University of Puerto Rico’s proposed Title V project directly addresses student needs by providing the institution with desperately needed resources to improve science instruction. Specifically, the proposed project focuses on: **(1) upgrading and improving science laboratory instruction through renovation and equipment acquisition; (2) providing faculty with the needed training, support, and resources to improve the quality of instruction; and (3) Developing Academic Support Systems to ensure success.**

Through these efforts, Pontifical Catholic University of Puerto Rico will provide a gateway to higher education STEM opportunities for our students and service area.

**P031S100023**  
**Universidad Central del Caribe, PR**  
**Individual Development Grant**

**ABSTRACT**

The Universidad Central del Caribe (UCC) is a Hispanic Serving Institution located in Bayamon, Puerto Rico. The Universidad Central del Caribe is a fully accredited and licensed non-profit institution whose mission is to prepare high-quality and committed health professionals to meet the health needs of the Puerto-Rican people and Hispanic communities in the mainland.

In order to increase opportunities in higher education for health care professionals for low-income Hispanic students, The Universidad Central del Caribe proposes to improve its student outcomes (retention, graduation rates and times, passing rates on licensure exams, etc.) by a Title V project with five components. The proposed project is centered goal of strengthening the teaching and learning environment through technology, focusing in:

- 1) In order to provide adequate space for various size study groups, with appropriate educational technology to take advantage of Web-based resources, offer Web-based and other technology-based learning complements, and especially to offer an adequate facility to prepare for licensure exams and take online licensure exams, we propose to renovate a portion of the library to create a technology-rich Educational Resource Center.
- 2) To complement this facility for clinical studies, we propose to develop a clinical Skills Simulations Laboratory to provide technology-based clinical experiences in learning for safe, high-quality, patient-centered care.
- 3) To assure that these facilities offer students maximal learning opportunities, we will provide faculty training in using educational technology, assessing teaching and learning outcomes through classroom research, developing effective testing strategies, creating more effective curricula and pedagogy using student-centered models, and support for faculty developing technology-based learning objects to complement classroom learning activities.
- 4) To strengthen the human dimension of learning we will create a peer mentoring program through academic and non-academic support strategies, assisting students at various levels adapt to a challenging academic environment and succeeding.
- 5) Because finances play a critical role in retention for many students, we seek to raise endowment challenge grant funds during the project for an addition to The Universidad Central del Caribe endowment primarily to improve our ability to provide scholarships to deserving low-income students.

**P031S100142**  
**Universidad del Sagrado Corazon, PR**  
**Individual Development Grant**

**ABSTRACT**

Universidad del Sagrado Corazón, in San Juan, Puerto Rico, offers Associate, Bachelor's, Professional Certificate, and Master's programs in six departments: Business Administration; Communication; Education; Humanities; Natural Sciences; and Social Sciences; and a bachelor's degree in Multidisciplinary Studies.

The institutional Title V Planning Committee identified five significant problem areas: (1) High student attrition in the first three semesters, and significant attrition in upper-level students; (2) Outdated first year Experience project; (3) Insufficient/disjointed assessment of at-risk students, and lack of an assessment culture among students and faculty; (4) Lack of a fully-Web distance learning offering providing interactivity and online collaboration as an innovative alternative, especially for students that cease to attend to their courses at the prescribed hours; (5) Insufficient online service infrastructure to make students services comprehensive, up-to-date and efficient.

To deal with the identified problem areas, Universidad del Sagrado Corazón proposes ***Retaining and Graduating through Technologically-Based Empowerment***, a five-year plan with three components:

- a. The first component: The **Freshman Experience Project [FEP]** will contribute to retention and graduation by providing a new orientation and a **first year-through-Sophomore** seminar, to meet student needs with new strategies and activities to guide and accompany the students for three (3) semesters.
- b. The second component: The **Distance Education and Online Services [DEDOS]** project will address retention and graduation by: (1) providing a fully-Web distance education initiative that will be used as a "back-up system" for students who are at risk of dropping out of their courses; and (2) creating a comprehensive 24/7 fully-Web student services and support intervention.
- c. The third component: **Systematic Assessment System [SAS]** will address retention and graduation as follows: The proposed student learning assessment system will monitor student course of studies at Universidad del Sagrado Corazón to flag at-risk students and attend to their needs and interests with timely and appropriate interventions. And it will perform a systematic, standards-based, student learning assessment to ensure the quality and pertinence of the Title V Project's offerings.

Project design includes activities for innovative and customized instruction course development; articulation agreements and student support options to facilitate transfers from two-year to four-year institutions. Our Title V proposal has taken into consideration the need to improve student financial and economic literacy in the current fiscal situation and has scheduled activities that utilize distance education technologies.

**P031S100037**

**University of Puerto Rico – Río Piedras, San Juan, PR  
Individual Development Grant**

### **ABSTRACT**

Located in the Río Piedras region of San Juan, Puerto Rico, the University of Puerto Rico-Río Piedras (UPR-RP) is the flagship campus of the 11-unit University of Puerto Rico system. The University of Puerto Rico-Río Piedras enrolls 15,356 (fall 2009) undergraduate and 3,610 graduate students (18,966 total), 99 percent Hispanic and most, both graduate and undergraduate, officially low-income. By far the largest and most established higher education institution on the island, University of Puerto Rico-Río Piedras is the leading degree-granting research university in Puerto Rico. Among four-year public/private institutions across the country, University of Puerto Rico-Río Piedras ranks 2nd in enrollment of Hispanic students and baccalaureate degrees granted to Hispanics, second only to Florida International University.

Yet despite this distinction, like most Hispanic-Serving Institutions, this institution lags far behind its counterparts in research activity. The National Science Foundation ranks University of Puerto Rico-Río Piedras 214th among 672 research universities receiving Research and Development (R&D) funds. With annual research funds in excess of \$16.1 million, University of Puerto Rico-Río Piedras is one of only 12 Hispanic-Serving Institutions with annual Research and Development (R&D) funds in excess of \$12 million for science-related research. However, the university lags far behind research universities on the mainland United States which average \$100 million annually.

Undergraduate research activity, a proven strategy for increased student success and retention, is minimal at University of Puerto Rico-Río Piedras and overwhelmingly concentrated within the science disciplines. Those departments embracing research initiatives have seen a positive impact on student retention and graduation rates, as well as faculty productivity. However, fiscal constraints have prevented University of Puerto Rico-Río Piedras from developing the support system necessary to foster and increase undergraduate research activity.

The University of Puerto Rico-Río Piedras must expand its capacity to conduct research and engage faculty and students in the research process. Accomplishing this goal will directly address the Title V purpose. Yet, expanding research capacity or even maintaining current efforts is a challenge in a world of rising costs and shrinking resources. We will accomplish this goal through a comprehensive activity with three distinct, yet interrelated strands:

- 1) **Expanding Undergraduate Faculty Capacity to Actively Engage in Research**
- 2) **Expanding Research Opportunities for Undergraduate Students**
- 3) **Strengthening the Institution's Grant Writing and Fundraising Capacity.**

Embedded in these three activity strands is a series of initiatives designed to develop University of Puerto Rico-Río Piedras' capacity to create a sustainable research-based academic culture.

**P031S100079**

**University of Puerto Rico at Carolina, PR  
Individual Development Grant**

### **ABSTRACT**

**OVERVIEW:** The University of Puerto Rico at Carolina (UPRC) is part of the University of Puerto Rico (UPR) System, the public, state-supported university system serving students throughout the Island through 11 campuses. Our Hispanic-Serving Institution is located 20 miles east of historic Old San Juan on the north side of the Island, but part of the densely populated metro area of 2.6 million. The University offers seven baccalaureate and seven associate degree programs and is accredited by the Middle States Commission on Higher Education and the Puerto Rico Council of Higher Education. More than 4,300 students enroll each year at The University of Puerto Rico at Carolina. Overall, 100 percent of our students are Hispanic and 62 percent are disadvantaged.

**CHALLENGES AND CONSTRAINTS:** After only a decade as a four-year institution, The University of Puerto Rico at Carolina faces severe challenges with inadequate programming and insufficient instructional capacity. Despite formidable area opportunities in high-demand occupations within Social Sciences and Natural Sciences, our institutional limitations prevent us from enabling our students to access such high-potential jobs. Significant weaknesses keep us from serving as a conduit for students to gain access to promising careers: absence of programming/training in highly specialized areas within Social Sciences and Natural Sciences, deficient instructional facilities, limited technological infrastructure, and inadequate faculty capacity to develop and support crucial program offerings.

The proposed activity is *Expanding Student Opportunities and Options*. This activity will address these problems and weaknesses and help to *expand opportunities for, and improve the academic attainment of Hispanic and low-income students*. The University of Puerto Rico at Carolina requests Title V funds to help support the following development activities:

- **Expand Natural Science programming**, including a BS in Biology and specialized certificate programs: *Food Science* and *Forensic Chemistry*;
- **Develop Social Science certificate programs:** *Drug Addiction, Field Forensic Science, and Conflict Prevention & Mediation*;
- **Develop online offerings** to increase enrollment capacity and respond to increasing demand for high-potential programs;
- **Improve laboratory facilities** by renovating/equipping Chemistry labs, Biology labs, and Social Sciences labs;
- **Enhance technology infrastructure**, develop computer lab, add smart classrooms, and equip Faculty Resource Center; and
- **Provide professional development** to faculty in best practices, strategies, and tools for online instruction, and integration of assessment strategies into new curriculum.

**P031S100092**

**University of Puerto Rico Medical Sciences Campus, PR  
Individual Development Grant**

**ABSTRACT**

The University of Puerto Rico Medical Sciences Campus proposes the following activity: *Development of an Institutional Data Management System and Improvement of the Technology and Information Resources Learning Environment.*

This activity includes three components and will serve the 2,381 University of Puerto Rico Medical Sciences Campus' students: (1) Development and Implementation of an Institutional Data Management System (IDMS); (2) Development of a Hispanic Health Sciences Virtual Library (HHSV); and (3) Improvement of the technological, telecommunications, and television network infrastructure and improvement of instructional facilities.

The expected outcomes include: (a) to improve Medical Science Campus' technology-telecommunications television network infrastructure by 90 percent (baseline=10 percent); (b) to increase to 150 the number of faculty trained in the use of new instructional technology equipment (baseline=0); (c) to improve Medical Science Campus' instructional and technological support facilities by 40 percent (baseline=30 percent); (d) to design, create, and implement database training for the planning and decision making processes (baseline=0); (e) to increase by 125 the number of faculty (baseline=75), by 40 the staff (baseline=25) and to 30 (baseline=0) the academic administrators participating in institutional assessment, strategic planning, budgeting, and decision-making activities; (f) to increase to 30 the number of faculty in the research and clinical areas integrating information literacy in the teaching/learning process (baseline=0); (g) to increase at least 50 percent the amount of the students taking courses with embedded information literacy competencies that will demonstrate acquisition of those competencies (baseline=0); and (h) to increase by 100 percent the availability of online services and unique, specialized, and audiovisual library collections in a digital format (baseline=0).

**P031S100072**  
**Angelo State University, TX**  
**Individual Development Grant**

**ABSTRACT**

Angelo State University (ASU), a Hispanic Serving Institution located in San Angelo, Texas, enrolls more than 6,300 undergraduate and graduate students annually. Angelo State University serves a largely rural region in West Central Texas in which college completion rates significantly lag behind state and national rates.

When compared with its Integrated Postsecondary Education Data System (IPEDS) peer group, Angelo State University's retention and graduate rates are unsatisfactory. Angelo State University's first- to second-year retention rate in 2008-2009 was only 55.9 percent, while peer institutions averaged 71.4 percent. Additionally, the comparison average benchmark six-year graduation rate for Integrated Postsecondary Education Data System (IPEDS) peer institutions is 46 percent. Angelo State University falls alarmingly short of this benchmark at 28.9 percent and Angelo State University's Hispanic students have a six-year graduation rate of only 22 percent.

The purpose of this project is to improve retention and graduation rates, particularly among Hispanic students, by improving the academic and academic support structures at Angelo State University. Angelo State University will address identified barriers to completing a college education, including: (1) delivery of developmental education in English and math; (2) fragmented tutoring and learning support; (3) inadequate student engagement; (4) advising weaknesses; (5) insufficient support for faculty/staff related to diversity, teaching, and learning,; and (6) inadequate outreach to area high schools and communities. To that end, Angelo State University has developed the following activity—***Improving Retention and Graduation Rates of Hispanic and Low Income Students***—divided into three components:

1. **Overcoming Barriers in Developmental English and Math** – The developmental English and math programs will revise the delivery and content of their respective curricula as well as improve the use of technology, student support, and faculty development to improve success rates in developmental English and math.
2. **Strengthening Services and Faculty Development** – Student services, including tutoring, supplemental instruction, and learning support will be centralized and expanded. Transfer students will receive much-needed advising to prepare them for coursework at a four-year institution, and faculty and staff will engage in development initiatives focused on diversity, teaching and learning, and use of technology.
3. **Strengthening HSI Outreach and Services for Hispanic Students** – Angelo State University will establish outreach linkages to local high schools and communities with high Hispanic demographics to improve college readiness.

**P031S100071**  
**El Centro College, TX**  
**Individual Development Grant**

**ABSTRACT**

El Centro College (ECC), one of seven colleges in the Dallas County Community College District, serves ethnically diverse, economically disadvantaged and increasingly Hispanic neighborhoods. Although El Centro College offers pre-professional courses transferable to four-year institutions, it has a distinctive and historical competency in technical occupational training in more than 40 fields with few transfers.

El Centro College has undergone exciting expansion over the past six years, with the opening of new buildings and campuses and tremendous enrollment growth. In fall 2009, El Centro College enrolled 9,072 credit students, 32 percent of which were Hispanic. Despite tremendous improvements at the El Centro College over the past decade, unchanged is the fact that the college serves many of Dallas' most indigent neighborhoods, enrolls some of the most economically disadvantaged students in the State of Texas, and as this application documents, continues to struggle to improve successful student outcomes.

El Centro College proposes a single comprehensive Activity in this project - *A Comprehensive Student Success Model*, with three major components:

1. Improving Success in Developmental and Introductory Gatekeeper Courses;
2. Strengthening Supports and Interventions for Success; and
3. Articulation of Technical, Allied Health and Nursing Programs for Transfer.

This project includes strategies designed to improve numbers of students overcoming basic skills deficiencies, increasing degrees earned, and transferring to four-year institutions.

**P031S100004**  
**Howard County Junior College, TX**  
**Individual Development Grant**

**ABSTRACT**

Howard College, which has four campuses in west central Texas, is a public, Hispanic-serving, two-year degree granting college that serves approximately 4,100 students. Howard College's service area is economically-depressed, with the median household income in the 13-county region at just \$42,886, below the average of \$50,049 for Texas as a whole, according to the most recent estimates from the U.S. Census Bureau. The Hispanic population in Howard College's 13-county service area is 35 percent, which a direct correlation to the colleges percentage of Hispanic students, which is just over 36 percent. Howard 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. The 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 a full 20 percent of our students are enrolled in at least one developmental education course. The college's Title V application, "Reaching Excellence for All in Developmental Education" (READE, pronounced ready) represents as aggressive approach to addressing these issues.

**"READE" is the project's single activity**, designed to help eliminate many problems identified at Howard College, including a need for expanded developmental education; a need for additional professional development opportunities for faculty; and a need to keep up with rapidly-evolving technology. These problems – identified through a self-study and our 10-year accreditation review – will be addressed through the development of support activities that will enable Howard College to increase the services we provide to our students, especially our minority and low-income students. The project will produce clear outcomes, addressed through four components:

**Component 1:** Create a centralized developmental education plan.

**Component 2:** Develop new and improve existing tutorial centers on our campuses.

**Component 3:** Improve professional development activities for faculty to build capacity to provide developmental education courses, including online.

**Component 4:** Update technology on campus.

**P031S100003**  
**Laredo Community College, TX**  
**Individual Development Grant**

**ABSTRACT**

Laredo Community College has a total undergraduate FTE of 6,781, 95. It is 81 percent Hispanic, (fall 2009). Title V Developing Institutions funds are requested for the purpose of improving and expanding its capacity to improve the academic attainment of Hispanic students and other low income individuals and to reduce the costs of attaining a postsecondary degree by: (1) equipping facilities for distance education (DE) technology, including the purchase or rental of telecommunication technology equipment; (2) by developing a model transfer and articulation agreement in Computer Information Systems, the Bachelor of Applied Technology, with the University of Texas at Brownsville and others; and by (3) using best and promising practices to enhance blended and on-line courses, including but not limited to utilizing innovative software and media streaming produced onsite by Laredo Community College instructors (training). This component is crucial to increase retention and success for students, including those with disabilities.

The proposed Title V Project is central to the institution's plans of improving student retention within instructional units and upgrading computer and media services.

**Activity: *Using Distance Education Technology to Increase Student Success***

To improve academic quality, institutional management, and fiscal stability, Laredo Community College will use grant funds for one major activity with four interrelated components.

**Component 1:** (1) Providing training and facilitating the enhancement of distance education courses using emergent technologies to increase retention; (2) Increasing the number of technology-enhanced courses, live and online; (3) Providing faculty training and equipment for the creation of the video streaming, lecture capture technology, and other telecommunications enhancements for live and on line courses;

**Component 2:** (4) Providing support services through DE to facilitate student growth and success for all students concentrating on advisement, financial literacy, and career planning, with an outreach component to high school students by faculty and student technology mentors.

**Component 3:** (5) Developing a model transfer programs for an on line Bachelor of Applied Technology (BAT) degree with the University of Texas at Brownsville (UTB);

(6) Equipping a Distance Education Technology Center in the new Academic Building to enhance services to all students; (7) Distance Education Technology Center offering services to faculty and students,

**Component 4:** (8) Securing software and hardware to document, track, analyze and report student academic outcomes which will result in increased revenues for the college impacting fiscal stability; and (9) Securing the necessary technology to gather and analyze data to improve decision making by administration.

**P031S100125**  
**Northwest Vista College, TX**  
**Individual Development Grant**

**ABSTRACT**

Northwest Vista College is a two-year institution serving the rapidly growing and predominantly Hispanic west side of San Antonio, Texas. Through our main campus and four satellite campuses, we offer academic and technical courses to over 15,000 students pursuing associates degrees, certificates, and transfer credits. Approximately 6,690 (47.2 percent) of these students are Hispanic. Over the past 15 years, the rapid expansion of our enrollment has tested our ability to meet the needs of students, but it has also provided a unique environment for innovative approaches toward ensuring student advancement, promoting completion, and delivering an exceptional education.

INNOVISTA, a new program through Northwest Vista, will focus on significant obstacles to student access, success, and persistence. It will expand and improve online learning opportunities, advance students through developmental education to degree seeking status, and create a solid freshman experience through learning communities and academic advising. Strategic activities for this project include:

**Activity One: *Expand and Improve Distance Learning***

1. Increase access to education by expanding distance learning opportunities
2. Increase student satisfaction and sense of preparedness to improve success and retention rates among distance learning students
3. Increase teaching quality and innovation in distance education

**Activity Two: *Accelerate and Enhance Developmental Education***

1. Provide immediate advising for students who test into developmental education to increase enrollment and success rates
2. Create an academic mentorship program and proactive advising system
3. Develop an acceleration program using high school initiatives and Learning Communities to improve transition rates from developmental education to degree fulfilling courses

**Activity Three: *Develop Learning Communities***

1. Develop specialized learning communities for First Generation in College students
2. Create Learning Communities to improve success and retention rates among First Time in College students through community building, ownership, and identity
3. Create special advising programs to foster connections between faculty and students

Grant funds will be applied toward a systematic approach of institutionalization—for example, developing and testing small-scale pilot projects, scaling successful initiatives, and working with stakeholders to implement the final large-scale project—all of which will help promote the future sustainability of this project.

**P031S100097**  
**Odessa Junior College, TX**  
**Individual Development Grant**

**ABSTRACT**

Odessa College (OC), located in Odessa, Texas, a West Texas city of more than 95,000 people midway between Fort Worth and El Paso, is the only comprehensive public community college serving a state-designated service area that encompasses 27,994 square miles, which stretches across 13 counties, and extends from the lower Texas panhandle all the way south to the border town of Presidio.

Almost half (49.6 percent) Odessa College's students are Hispanic, the majority are time and place bound, (62 percent are working; 57 percent have children). For these students, distance delivery courses are not just a preference, they are a necessity. As evidence of this great need, Odessa College's enrollment in courses delivered by distance learning technology has skyrocketed in recent years. But despite our best efforts, limited resources have prevented Odessa College from expanding course offerings via distance education in high demand/high need disciplines, and student services for distance education students are severely lacking. Our faculty does not have the proper training for effective delivery of online, interactive television, or hybrid courses and the infrastructure is severely taxed.

Thus we submit this Title V proposal with a single activity for the purpose of *Expanding Educational Access and Improving Quality of Distance Learning for Rural, Place-bound Students*. The proposed activity directly addresses the Title V program purpose. We propose to:

- 1) Expand degree programs offered at a distance by creating a hybrid Licensed Vocational Nurse (LVN) to Registered Nurse (RN) program and a hybrid Emergency Medical Service Professional A.A.;
- 2) Develop and equip two patient clinical simulation labs in Odessa College outreach instructional sites to reach underserved rural populations;
- 3) Develop a comprehensive on-line system of academic support and student services;
- 4) Expand the College's distance learning infrastructure so that it may accommodate an increased volume of online learners;
- 5) Equip faculty and staff with the technology resources and knowledge to provide in effective instruction and support services at a distance; and
- 6) Establish a Title V Endowment to facilitate institutionalization of project activities and provide scholarships for low-income students.

Ongoing formative and summative evaluation processes have been integrated in the design of this project in order to assess progress toward benchmarks in stated objectives and against defined baseline statistics. Data and information gathered through the evaluation and analysis process will be used to modify the proposed project (within federal guidelines) so as to maximize the project success and positive impact of proposed strategies on improved Odessa College student access, successful course completion and persistence.

**P031S100129**

**Texas A&M International University, TX  
Individual Development Grant**

### **ABSTRACT**

Texas A&M International University (TAMIU), a Hispanic-Serving Institution, located in Laredo, Texas, proposes a project to develop a focused set of activities that will result in lowering the rate of grades D, F, and Withdrawal (W) for sophomores, which is unacceptably high and exceeds the national rate by 20 percent to 30 percent. This will be accomplished by: (1) increasing the quantity and quality of academic advising, career advising, tutoring, supplemental instruction and counseling services; (2) assessing student academic success at the sophomore level; (3) providing sufficient resources to support faculty development for building pedagogical and academic connectedness for sophomore students; (4) institutionalizing financial resources for faculty development; and (5) augmenting scholarship revenues through matched endowment funds.

This proposal includes an external evaluator with training at the U. S. Department of Education Institute of Education Sciences (IES) Research Training Institute. The evaluator will assess the project's plan for a rigorous experimental design to determine linkages between the proposed activity interventions and successful outcomes.

**Activity: *Engaging Sophomore Students: Graduation Roadmap***

The project is designed to increase the academic success of Texas A&M International University's Hispanic, low-income student population by: (1) strengthening sophomore academic, career, and personal counseling support services; (2) assessing the sophomore academic experience; (3) increasing professional opportunities for faculty development that build pedagogical and academic connectedness for sophomore students; (4) institutionalizing financial resources for faculty development; and (5) creating an endowment for student scholarships.

**Performance measures** will include, but not be limited to, increasing the percentage of: (1) second-year students receiving services to enhance their academic achievement; (2) second-year students in good academic standing; (3) sophomores who have declared majors; (4) faculty participating in professional development opportunities; and (5) faculty incorporating best practices into their teaching, such as service-learning. In addition, increased matching endowment funds will support students' unmet financial needs.

**P031S100149**  
**University of Saint Thomas, TX**  
**Individual Development Grant**

**ABSTRACT**

Founded in 1947, The University of Saint Thomas (UST), is an independent Catholic university located in the famed “Museum District” in downtown Houston, Texas. As of fall 2009, the undergraduate student headcount was 1,792, with 33 percent of enrolled students reporting Hispanic ethnicity. Over 92 percent of the full-time faculty holds a terminal degree in their field. The University of Saint Thomas has 125 full-time faculty and 137 part-time.

Proposed Activities are to **strengthen the University of St. Thomas, to increase options for students and to increase enrollment revenue.** The University of St. Thomas proposes to develop and pilot a state-of-the-art Bachelor of Science in Nursing program that will be partially online and will admit 50 students per year. Curriculum development will proceed concurrently with the development of nursing student support systems and upgrades of University infrastructure. A high-tech, state-of-the-art Nursing Skills Center and Anatomy & Physiology laboratory will be developed, equipped and piloted. A Nursing Success Center will be developed and piloted to ensure success of all nursing students, with special attention to Hispanic students. The University of St. Thomas is fortunate to enjoy a close relationship with health care facilities in the region. As a result of its partnerships, the potential for growth, and the potential to meet community needs with this program, the University of St. Thomas has already received commitments for student clinical placements, nursing faculty to teach in the program, and student scholarships. After initial development, the program is expected to further expand with an accelerated nursing program and a bridge program for Registered Nurses (RNs) who do not have the Bachelor of Science in Nursing (BSN).

**Overall Project Outcomes.** The overall project outcomes are three-fold:

- (1) to strengthen academic programs and the university’s fiscal outlook on a long-term basis by tapping into new enrollment markets;
- (2) to strengthen critical resources to support new professional degree program development; and
- (3) to improve access for Hispanic and low-income students to a high-demand program.

**P031S100014**  
**Western Texas College, TX**  
**Individual Development Grant**

**ABSTRACT**

Western Texas College (WTC), located in the rural town of Snyder, serves a 10-county state designated service district (population 81,204) that encompasses 9,231 square miles. It is the only comprehensive public community college for the residents of its service area. Its student body is reflective of its socio-economic characteristics. More than two thirds (67 percent) of Western Texas College students are low-income, 82 percent are first-generation in college, 51 percent require remediation, 36 percent are minority (mostly Hispanic) and 75 percent of Hispanic students are low-income. Students come through our doors in search of the education and training that will help them to rise above the poor economic circumstances that have plagued their families for generations.

Western Texas College sits in a region of West Texas that is rapidly becoming a national leader in alternative/renewable energy production. The state has approved a \$5 billion new high-voltage transmission line project to transport the electricity generated by wind farms in rural West Texas to the highly populated areas of the state.

We submit this Title V proposal with a single activity for *Expanding Educational Access and Improving Success*.

We propose to:

- 1) Develop an Electrical Distribution Systems evening certificate and A.A.S. degree;
- 2) Develop a Wind Energy transferable Associate of Science (A.S.) degree;
- 3) Develop a Solar Energy Technology Certificate program and A.A.S. degree;
- 4) Develop and test contextualized basic skills and revised curriculum in technical certificate programs; and
- 5) Establish a Title V Endowment to facilitate institutionalization of project activities and provide scholarships for low-income students.

**P031S100136**

**Big Bend Community College, WA  
Individual Development Grant**

### **ABSTRACT**

Big Bend Community College (BBCC or Big Bend), in Moses Lake, Washington (population 18,800), is a two-year public community college and Hispanic-Serving Institution (HSI) serving an isolated two-county district in the rural south central region of the state. While the more populous and affluent western third of Washington is served by 34 community colleges, the eastern two thirds of the state has only seven community colleges, with Big Bend Community College serving one of the largest regions (4,601 square miles, population 105,830). Forty percent of the area's population is Hispanic and 29 percent of that group lives in poverty. This is compared to 13.8 percent poverty among non-Hispanic white residents. Big Bend offers residents of this rural region a range of associate of arts, science, and applied science degrees – including transfer degrees in General Studies, Education, Business, and Pre-Nursing – as well as technical certificates.

Big Bend Community College enrolled 1,512 students in fall 2009, 28 percent of these Hispanic and 56 percent low income students. While our mission is to serve the educational needs of a diverse population throughout our service district, few Big Bend Community College students – and even fewer Hispanic students – participate in academic courses and programs preparing them for degree options leading to careers in science, technology, engineering, and mathematics (STEM), an area of growth both in our area and nationally. And among 2009-2010 enrollees in nursing programs with particularly strong wage and employment potential in our area, only three percent are Hispanic. The rural, isolated nature of our service area combines with students' time challenges to act as an obstacle to educational access. Seventy-six percent of Big Bend Community College students – 81 percent among Hispanic enrollees – work or are seeking employment. Forty-one percent of Hispanic students live more than 30 miles from campus, in isolated rural communities comprised of up to 94 percent Hispanic residents.

To address the challenges of educational access for our area's Hispanic, low income residents, Big Bend Community College proposes *Expanding Educational Access for South Central Washington*, an activity to convert curricula leading to high-demand STEM and healthcare degree programs to flexible distance delivery formats. Over the course of the project, we will target **Gateway Mathematics and Science courses, Computer Science and Web Design courses, and Practical Nursing and Associate Degrees** in Nursing (PN and ADN) programs for distance delivery, blending distance delivery modalities – including fully online content, real-time live interactive content, and captured audio-visual content for asynchronous delivery. **New distance courses will be supported** through a range of Online Student Services – also developed for blended delivery modalities – and access labs in instructional centers across Big Bend Community College's vast service area. The blended nature of new distance offerings and services will respond to at-risk students' instructional and support needs. Distance instruction and services alike will be built upon a robust infrastructure, increasing Big Bend's capacity to provide rich distance learning opportunities to time- and place-bound students well beyond the funding period.

**P031S100062**  
**Heritage University, WA**  
**Individual Development Grant**

**ABSTRACT**

Heritage University, a private, four-year Hispanic-Serving Institution located in Toppenish, Washington, was founded in 1982 to extend access to higher education throughout a high minority and under-served area of Washington State. Many area residents have low levels of income and education, and these characteristics are shared by Heritage University's students, more than half of whom (56 percent) are Hispanic (vs. 41 percent for the county) and another 10 percent American Indian (vs. four percent for the county). From 2004 – 2009, for example, 84 percent of Licensed Practical Nursing students (52 percent Hispanic) re-enrolled the next term with average fall 2009 GPAs of 3.17, 88 percent of education majors (37 percent Hispanic) re-enrolled with average GPAs of 3.53, and 53 percent of computing majors (80 percent Hispanic) re-enrolled with average GPAs of 3.22.

Resource constraints have prevented our expansion of curricula in nursing and computing or revision of K-8 science and math teacher curricula to meet new state standards. However, these professional technical fields offer tremendous opportunity: Registered Nursing vacancies are critical, science and math teacher shortages are acute, and area needs for applied computing professionals are projected to grow in double digits. Putting highly-trained nurses in our hospitals, science and math teachers in our elementary and middle schools, and applied computing specialists in our businesses and industries have become top priorities.

To address these priorities, Heritage university must build capacity to prepare greater numbers of Hispanic and other low-income students—nearly all the students we enroll—to enter high demand STEM (science, technology, engineering, and math) professions. We propose to **develop Bachelor of Science in Nursing (BSN) and Associate of Arts in Applied Computing degree programs** and revise the science and math courses required for Elementary and Middle School Education majors to meet new state standards. **Equipping classrooms** and labs for effective instruction and training faculty in curriculum delivery are integral to project success and detailed as well in the proposal that follows. These efforts will extend access and opportunity to even more of the disadvantaged residents we serve, and they support significant enrollment-based revenue growth to sustain new programs and services in the coming years.

An **Endowment** request matched and invested according to Title V regulations, will further contribute to fiscal stability.

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