

PPOHA FY 2022 NEW AWARD ABSTRACTS

P031M220022 – Texas Woman’s University (TX)

Project: Project ACCESS (Accelerating Completion and Career Education in the School of the Sciences); Priorities Addressed: Absolute Priority, Competitive Preference Priority 1, Competitive Preference Priority 2

Texas Woman’s University (TWU) was founded in 1901 as the Girls Industrial College, a public institution that became TWU in 1957. TWU continues today as a public university system that offers a comprehensive catalog of academic studies. Now in its 12th decade, TWU has grown from a small college to the largest public university system primarily for women in the United States, with its main campus in Denton and satellite campuses in Dallas and Houston. The proposed project will include two activities designed to serve Hispanic and low-income graduate students: Activity 1: Developing an Accelerated Pathway Toward a Master of Science Degree. TWU has recognized that enrollment in its School of the Sciences master’s degree program is low in general, as well as for Hispanic students. To improve overall enrollment numbers as well as the percentage of students who are being retained and completing a Master of Science degree, TWU will develop an accelerated master’s degree program that can be completed in 15 months. Students who have earned a qualifying bachelor’s degree may enroll in the accelerated programs, which will be developed for five majors: biotechnology, mathematics, biology, chemistry, and informatics (information data science). The accelerated curriculum for these projects will be developed throughout the grant period (one in each year). Activity 2: Providing Wrap-Around Services for Students. TWU recognizes the need to provide out-of-class support for students that will give them additional resources to successfully complete a master’s degree. Activity 2 will focus on developing and implementing several programs for this purpose. They include: scholarships, mentoring, tutoring, career exploration/education, and a lending library. The objectives proposed are:

- Objective 1: By Sept. 30, 2027, Texas Woman’s University will increase overall enrollment in the School of the Sciences by 21.8 percentage points.
- Objective 2: By Sept. 30, 2027, TWU will raise the percentage of Hispanic master’s degree students in the School of the Sciences to 40%.
- Objective 3a: By Sept. 30, 2027, TWU will increase the first to second fall retention rate for master’s-level students in the School of the Sciences by 5.1 percentage points.
- Objective 3b: By Sept. 30, 2027, TWU will increase the first to second fall retention rate for Hispanic master’s-level students in the School of the Sciences by 7.5 percentage points.
- Objective 4a: By Sept. 30, 2027, TWU will increase the completion rate of master’s degree students in the School of the Sciences by 6.2 percentage points.
- Objective 4b: By Sept. 30, 2027, TWU will increase the completion rate of Hispanic master’s degree students by 8.9 percentage points.
- Objective 5: By Sept. 30, 2027, TWU will serve 540 students through grant-funded services

P031M220026 – California State University – Channel Islands (CA)

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

CSUCI is applying for U.S. Department of Education Title V Part B PPOHA grant funding to implement three project activities:

Activity 1: Develop a Department of Counseling in the School of Education. This program will enable CSUCI to develop a new Master of Science degree in Counseling with a specialization in School Counseling and in School Psychology. The School Counseling specialization will include coursework and clinical experiences leading to a California Commission on Teacher Credentialing (CTC) Pupil Personnel Services Credential (PPS).

Activity 2: Provide supportive services to all master's-level students in the School of Education. To ensure that postbaccalaureate students are receiving support to be successful in their programs and become future educators, a series of supportive services will be developed, including mentoring, career education, and counseling.

Activity 3: Offer in-depth professional development programming to graduate-level faculty. CSUCI will develop on-campus training for faculty in the School of Education in an effort to provide culturally responsive programming in education classes. In addition, faculty will redesign courses to incorporate new strategies that will assist Latinx and low-income students to be successful.

The Caminos for Future Counselors, Psychologists, Teachers, and Leaders project has been established with five objectives designed to improve the success of the School of Education's Latinx graduate students. These are:

1. Increase enrollment in post-baccalaureate programs.
2. Increase the enrollment of Latinx post-baccalaureate students.
3. Decrease the time to master's level degree completion.
4. Increase Year 1 to Year 2 fall-to-fall retention rate for first Latinx students.
5. Improve two-year graduation rate for Latinx master's students.
6. Half of School of Education faculty will redesign courses for cultural relevancy.

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

The university has also addressed the Absolute Priority to expand courses and institutional resources that will result in expanding the number of Latinx and other underrepresented graduate and professional students that can be served. Also being addressed is the Invitational Priority (developing programs to train future Latinx educators).

P031M220051 – University of Texas at Arlington (TX)

Institution: University of Texas Arlington

Project Name: EDGE (Empowerment, Development, and Growth in Education for Hispanic Graduate Students)

Priorities Addressed: Absolute Priority, Competitive Preference Priorities1 and 2

The University of Texas at Arlington (UTA) is a comprehensive teaching, research, and public service institution dedicated to the advancement of knowledge through scholarship and creative work. UTA is located in the Dallas-Fort Worth Metroplex and enrolled 30,638 students in Fall 2021 (undergraduates and master's-level). The institution is an R-1 (Very High Research Activity designation by the Carnegie Classification of Institutions of Higher Education) research institution. UTA is a minority majority institution, with over 76% of all enrolled students identifying as non-White (29.9% Hispanic). Located in the sixth-largest metro area in the country, UTA focuses strongly on student success and provides a rich cultural collegiate experience for learners at all levels.

UTA will utilize grant funding to develop EDGE, a grant project designed to improve the success of postbaccalaureate students at the university. This will be done through three activities:

Activity 1: UTA will create a new graduate student space, the EDGE Center. Approximately 1,200-2,000 square feet will be dedicated in University Hall for this purpose. The space will be equipped with computers and a printer, as well as workstations that can be configured for large or small group space. It will also house a lending library where graduate students can borrow textbooks and laptop computers and will host mentoring, career activities, and writing workshops.

Activity 2: A Career Navigator will be hired to develop in-depth career education activities for graduate students, including workshops and career fairs. The Navigator will also provide one-on-one support to students and work with faculty who are redesigning courses to assist them with incorporating career programming into classes.

Activity 3: An in-depth professional development component will provide training to faculty (both at on-campus events and through attending off-campus conferences) and encourage them to make changes to their curriculum to incorporate culturally-responsive pedagogy and career education components.

Through EDGE, UTA will meet the following objectives:

Objective 1: By Sept. 30, 2027, increase the enrollment of Hispanic students in UTA master's-level programs by 10.9 percentage points.

Objective 2: By Sept. 30, 2027, increase the fall-to-fall retention rate of Hispanic master's degree students by 8.77 percentage points, which would be equitable with other student groups.

Objective 3: By Sept. 30, 2027, the percentage of Hispanic students completing a master's degree will increase by 6.16 percentage points, which would be equitable with other student groups.

Objective 4: By Sept. 30, 2027, 35% of graduate-level courses will have a culturally-responsive element included within the curriculum

P031M22005 – University of Central Florida (FL)

University of Central Florida (UCF) (FL) \$576,882 proposes ENFERMERIA (Educating Nurses for Engagement, Research, Mentoring Excellence & Reinforcing Interpretation Access) for this PPOHA (Title V Part B) program, a project aimed at increasing Hispanic/Latino representation in nursing graduate programs at UCF. Project ENFERMERIA includes intentional strategies that will build institutional capacity to equip more Hispanic/Latino nurses to provide culturally congruent care and meet the language needs of the Central Florida region. This will be accomplished through twelve project activities under four activity areas:

- Activity Area 1: Enrollment
 - o Activity 1a. Spanish Information Sessions for Nursing Graduate Programs
 - o Activity 1b. Workshop: Holistic Admissions Workshop
 - o Activity 1c. National Association of Hispanic Nurses (NAHN) Chapter
- Activity Area 2: Faculty Recruitment
 - o Activity 2a. Endowed Faculty Excellence Awards in Hispanic Healthcare
 - o Activity 2b. Provide increased financial incentive for Hispanic adjuncts and clinical
 - o Activity 2b. Workshop: Strategies for Recruiting Diverse Healthcare Educators
 - o Activity 2c. Preparing Tomorrow's Faculty Program
- Activity Area 3: Curriculum Expansion
 - o Activity 3a. New Course: Healthcare Delivery for Hispanic Populations
 - o Activity 3b. New Course: Healthcare Disparities & Social Determinants of Health
 - o Activity 3c. New Certificate Program: Hispanic Serving Healthcare Professionals
- Activity Area 4: Holistic Support
 - o Activity 4a. Academic Success Coaching
 - o Activity 4b. Mentoring Programs and Workshop
 - o Activity 4c. Financial Support

The Measurable Objectives for Project ENFERMERIA are:

Objective 1: By 2027, 80% of CON faculty/staff/administrators will have participated in holistic admissions/culturally-aware-responsive mentoring training workshops

Objective 2: By 2024, 100% of all postbaccalaureate applications will be reviewed following established holistic protocols

Objective 3: By 2027, there will be a 10% increase in the number of Hispanic faculty members (i.e., combining both tenure-track and adjunct/clinical preceptor positions)

Objective 4: Starting in 2024, there will be an annual increase of 10% of Hispanic CON students enrolled in the postbaccalaureate programs

Objective 5: By 2027, the Hispanic MSN 3-year graduation rate will have increased to 60%

Objective 6: By 2027, the Hispanic doctoral (DNP and PhD) 5-year graduation rate will have increased to 30%

Objective 7: By 2027, the average number of UCF Hispanic postbaccalaureate BSN graduates entering the healthcare workforce will triple from recent averages (2017-2021=1.2/yr)

Objective 8: By 2025, 75% of the nurses graduating from CON graduate certificate, MSN, and doctoral programs, will have received some benefit of career advancement (e.g., change in job responsibilities, increased salary).

Project ENFERMERIA addresses the absolute, competitive preference, and invitational priorities.

P031M220058 – Albizu University (PR)

Institution:

Albizu University (AU) is a four-year, private Hispanic-Serving Institution located in San Juan, Puerto Rico (pop. 3.2 million) with an instructional site in Mayaguez, Puerto Rico (pop. 71,939). AU is rooted in providing postbaccalaureate educational opportunities to Hispanic Americans. Currently, AU serves 1,713 graduate students (95% Hispanic). A unique institution, AU provides one-of-a-kind access to award-winning faculty and experiential learning to promote professional preparation in the behavioral sciences and speech and language pathology.

Need:

The COVID-19 pandemic has triggered increased demand for a broad range of mental health services, highlighting the urgent need to train more Hispanic mental healthcare providers through specialized postbaccalaureate programs, like those offered at AU. At the same time, the COVID-19 pandemic has impacted how AU graduate students expect to access higher education. Emergency online education has opened the door for long-term adoption of online/hybrid education, but AU has limited capacity to provide online/hybrid instruction. Prior to the pandemic, AU had only dabbled in online education, with a handful of graduate courses being converted to online/hybrid format through a “build-as-you-go” home-grown online education system. Today, most of AU’s online/hybrid graduate courses were rapidly created early in the pandemic using limited institutional resources. They do not follow quality standards, and they do not incorporate use of new tools and technologies to facilitate high-quality remote instruction. Services and support for postbaccalaureate students are also underdeveloped and inadequate to meet student needs. AU does not provide targeted support for the unique needs of graduate students, and AU graduate students have requested support services be more accessible.

Proposed Project:

AU has designed a PPOHA project to address gaps and weaknesses that hinder the University from adequately serving the needs of Hispanic and low-income postbaccalaureate students. To this end, AU’s proposed activity includes two initiatives:

Initiative 1: Strengthen and Expand Online/Hybrid Graduate Academic Offerings—AU will equip a One Button Recording Studio and purchase resources (e.g. software, simulation tools, etc.) to support online/hybrid instruction. Target faculty will complete training on Quality Matters and the Blackboard learning management system. AU will develop 10 online/hybrid courses for its new Master of Science in Crisis Intervention program and revise 10 courses per program for its Master of Science in Speech and Language Pathology and Master of Science in Autism and Neurodevelopmental Disorders programs, adhering to rigorous Quality Matters (QM) standards. A core group of AU faculty/staff will receive training to become QM reviewers to sustain the new QM review and course certification process.

Initiative 2: Strengthen and Expand Graduate Student Services and Support—A Graduate Student Center will be established, and a graduate student services app will be developed to integrate and expand access to graduate student services. AU will develop graduate student professional development resources as well as three program-specific services: a boot camp for entering graduate students, a research exchange program, and a career pathways seminar series. AU will establish a system and award graduate student fellowships to respond to student need. The project addresses the Absolute Priority, both Competitive Preference Priorities, and

the Invitational Priority for the competition. The total five-year budget request is \$3,000,000.

P031M220067 – Our Lady of the Lake University (TX)

The Disrupting Academia project will improve and enhance graduate student offerings, facilities, and services at Our Lady of the Lake University, a private HSI with campuses in San Antonio, Houston, and the Rio Grande Valley. Of the 1,333 graduate students enrolled in Fall 2021, 54% identified as Hispanic/Latino and 37% identified as first-generation college students (both statistics are consistent with historical rates).

Founded in 1895, OLLU has a long history of serving the needs of the community. In 1965, OLLU established the first program in bilingual education for teachers in Texas, three years before President Lyndon B. Johnson signed the Bilingual Education Act into law. OLLU hosted the U.S. Commission on Civil Rights in 1968, the first meeting of its kind to identify major barriers encountered by Mexican Americans in education, economic stability, and equality and was the birthplace of Hispanic Association of Colleges and Universities in 1986. With its legacy of promoting bilingual education and servingness, OLLU is well-positioned to develop and implement a new teacher certification (Texas HB 2256) to improve equitable outcomes of emergent bilingual students with disabilities. The future of Texas depends on a robust, talented, and educated workforce.

Using a lens of inclusion, diversity, equity, and accessibility, this project will improve student success through 1) enhancing the Master of Arts in Teaching and Master of Education degrees to include a Bilingual Special Education Certification, 2) rigorous faculty and staff professional development to work towards systemic change around equity and inclusion, 3) providing career support for first-gen grad students, students re-entering the workforce or changing careers, and veterans; and 4) transforming an aging space into an accessible, modern, inviting facility suitable for in-person and virtual instruction, collaboration, and training.

With experts in the field, OLLU will provide ongoing, evidence-based professional development opportunities designed to build asset-based mindsets for faculty, staff, and campus administration that are inclusive regarding ethnicity, culture, language, ability, gender identity and expression, and sexual orientation. OLLU will create a positive, inclusive and identity-safe climate (CPP 1) by developing research-backed high-impact strategies for student success, such as training faculty on how to integrate IDEA strategies into graduate curriculum. Year-long clinical teaching internships at partnering K-12 schools (CPP1), will empower graduate students with real-world knowledge and skills and provide access to career exploration opportunities. Hybrid, online courses to complete a Bilingual Special Education Certification (CPP2) will provide flexibility for working students to successfully reach their educational goals.

The project includes a robust evaluation and research plan. By incorporating the research component alongside the evaluation component, OLLU will not only to ensure a successful, full fidelity implementation of grant activities, but also to share lessons learned with similarly situated Hispanic-serving institutions.

P031M220032 – Dewey University (PR)

Project Title: *Enhancing Graduate Degrees Completion for Hispanic Students in Puerto Rico*

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

Project Goals

G1(Academic Programs): To enhance and create additional capacity—by strengthening existing graduate programs and developing two new graduate programs—for the DU-HR graduate program which facilitates increased enrollment, provides needed student support, improves research facilities, and engages faculty to better serve Hispanic graduate students through degree completion.

G2 (Institutional Management): To develop a university-wide “graduate school-going culture” through a robust and comprehensive program that encourages, supports, engages, and prepares students to pursue graduate education.

G3 (Fiscal Stability): Strengthen institutional capacity for offering equitable opportunities for all students through career-based learning, internships, and job placements.

5-Year Project Objectives

Objective 1: By September 2027, increase graduate enrollment at Dewey University to a minimum of 304 (80% increase over Fall 2021 baseline of 169).

Objective 2: By September 2027, increase the 3-year graduation rate for Dewey University graduate students from 81% to 89% (8% increase over 2021 baseline).

Objective 3: By September 2027, increase the number of master’s degrees Dewey University awards per year to 200 (from baseline of 252 in 2021).

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

Strategies and Activities that meet the CPPs include:

Focused advising for graduate students: Intrusive advising across educational sectors with tailored guidance and accelerated pathways to completion (CPP 1, and 2).

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

Peer Coaching Peer coaching, and other mentorship helps students’ problem solve and feel a sense of support and belonging (CPP 1).

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

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

Student Scholarships Tuition assistance for needy students to encourage full time attendance (CPP 2)

P031M220050 - Texas A&M University San Antonio (TX)

Institution: Texas A&M University San Antonio (A&M-SA)

Proposed Project: Proyecto Exito (Project Success)

Requested Budget: A&M-SA is seeking \$3,000,000 over a five-year period to implement programming. All elements of the grant will be institutionalized when grant funding ends

Priorities Addressed: Absolute Priority, Competitive Preference Priority 1, Competitive Preference Priority 2

Summary: A&M-SA was established to improve the historical inequity in the region it serves by offering educational opportunities to the Hispanic, low-income, and other marginalized groups who live there. Because of this, the university's demographics include a minority majority. In Fall 2021, A&M-SA enrolled **637 master's students**, 68.4% of whom were Hispanic. A&M-SA, which was designated as a Hispanic Serving Institution (HSI) in 2017. A&M-SA is committed to serving its diverse and largely low-income student population. The project proposed focuses on the university's master's degree students, which will benefit through three project activities:

1. **Develop El Centro Para El Exito de los Estudiantes Graduados** (The Center for Graduate Student Success). A&M-SA will develop a space on campus where undergraduate students can gather to study, access services, and receive assistance with career programming. El Centro will provide graduate students with their own space to help build a sense of community among students working toward their master's degrees.

2. **Desarrollo Profesional y Diseño Curricular** (Professional Development and Curriculum Design). The university will provide several opportunities for faculty to participate in training and revise their curricula to include equity-based. In addition, Faculty Fellows will be selected each year to lead professional development strategies.

3. **Reducción del tiempo y el costo de Finalización** (Reducing time and cost to completion). A&M-SA recognizes that many scholarship and grant aid programs are designed for undergraduate students and that graduate students have fewer options for supporting their educational journey. Activities will be developed to help alleviate costs for lower-income students.

Objectives: Proyecto Exito was developed with five ambitious objectives:

Objective 1: By Sept. 30, 2027, A&M-SA will increase Hispanic enrollment in graduate programs by 4 percentage points to be more in line with undergraduate Hispanic enrollment.

Objective 2: By Sept. 30, 2027, A&M-SA will improve the retention rate for Hispanic graduate students by 6.36 percentage points.

Objective 3: By Sept. 30, 2027, A&M-SA will improve the two-year Hispanic master's student graduation rate by 10 percentage points.

Objective 4: By Sept. 30, 2027, A&M-SA will improve the average time to completion for Hispanic master's degree students by .20 years

Objective 5: By Sept. 30, 2027, 50% of graduate-level courses will be redesigned with culturally-responsive and career relevant curriculum.

P031M220059 – Sul Ross State University (TX)

Sul Ross State University (SRSU), a Hispanic-serving Institution, was established in 1917 and serves two-thirds of the 1,200-mile Texas-Mexico border. A part of the Texas State University System, SRSU has campuses in Alpine, Del Rio, Eagle Pass, and Uvalde, Texas and offers junior-level, senior-level, and graduate-level coursework. Between its four campuses, SRSU is the primary bachelor's-degree granting institution of higher education throughout a 32-county service region in South and West Texas. SRSU has an established mission of providing accessible, comprehensive, and life-changing education through high-quality teaching, research, cultural awareness, creativity, and service.

Through this project, entitled *Accelerating Access and Opportunity in West Texas*, SRSU is committed to implementing a project that will significantly strengthen and expand postbaccalaureate education opportunities for Hispanic students. The project will achieve two overarching goals: 1) Expand postbaccalaureate educational opportunities; and 2) Enhance program quality to support student success. To achieve these goals, the *Accelerating Access and Opportunity in West Texas* will attain the following measurable outcomes: Increase the number of graduate students enrolled from a baseline of 429 to 515; Increase the number of postbaccalaureate degrees and certificates awarded annually from a baseline of 195 to 234; Increase the retention rate for graduate students from a baseline of 57.4% to 67%; At least 10 faculty will achieve certification in teaching online or become certified peer reviewers from a reputable professional development organization; At least 85% of faculty who teach online courses will complete professional development in online course quality assurance; and At least 80% of faculty who teach graduate courses will complete professional development for customer service and student retention.

Through this project, SRSU will implement six new graduate level offerings; a Master's in Health Science; a Master's in Environmental Science; a new concentration within the MBA program; two new specializations within the M.Ed., Education Leadership program and a new certificate in Instructional Coaching; a graduate certificate in Composition Studies and Writing Center Pedagogy; and a graduate certificate in Border Management and Safety. Additionally, the project will address **both CPP-1 and CPP-2**, meeting student social, emotional, and academic needs and increasing postsecondary education access, affordability, completion, and post-enrollment success.

The budget requested (\$2,907,179) reflects reasonable and justified expenses to achieve the objectives. The personnel category is the largest (44%) and includes a Project Director, Faculty/Program Coordinator for Environmental Studies, Faculty/Program Coordinator for Health Sciences, Instructional Technology Specialist, and course development, redesign, and coordination stipends.

P031M220027 – Notre Dame de Namur (CA)

Institution: Notre Dame de Namur University, Belmont, California

Proposed Project: E3@NDNU (Educate, Empower, and Engage)

Priorities Addressed: Absolute Priority, Invitational Priority, Competitive Preference Priority 1, Competitive Preference Priority 2

Budget Request: \$3,000,000 (\$600,000/year)

Student Support Requested: \$600,000 (\$120,000/year)

Indirect Costs Requested: \$0

Notre Dame de Namur University is a private, Catholic, co-educational master's degree-granting university located on the San Francisco Peninsula in the Silicon Valley. NDNU offers programs that broaden the perspective and outlook of its students by exposing them to a values-infused curriculum as well as to peers with very different backgrounds, cultures, and world views.

NDNU will develop E3@NDNU (Educate, Empower, Engage) utilizing Title V Part B PPOHA grant funds. This project will make improvements and enhance the university's three graduate programs: Education, Business, and Psychology. NDNU will undertake three project activities:

- **Activity 1:** Develop a Master of Arts Program and Graduate Certificate in Diversity, Equity, and Inclusion Leadership. This new program will prepare graduate students with the training they need to be successful in leadership roles in education, industry, and other professions. Grant funding will be used to develop the curriculum for the program, which can lead to either a certificate stacked on top of another master's degree, a stand-alone certificate, or a Master of Arts degree.
- **Activity 2:** Provide Wrap-Around Support Services to Graduate Students. Services will be developed with grant funding to provide students with social, emotional, and academic support; career assistance; and financial help. These services will supplement academic programming by providing counseling, mentoring, career development, and financial support to students in an effort to assist them with staying enrolled and completing a degree.
- **Activity 3:** Improve Professional Development Opportunities. To better support Hispanic and low-income students, NDNU will develop an ongoing professional development program for full- and part-time instructors. This online and on-demand series of workshops will focus on how to be more culturally-responsive to diverse student populations.

The project will result in several improved metrics, as shown below.

- **Objective 1:** By Sept. 30, 2027, double overall enrollment in graduate-level programs. Baseline: 203
- **Objective 2:** By Sept. 30, 2027, double Hispanic enrollment in graduate programs. Baseline: 59
- **Objective 3:** By Sept. 30, 2027, increase the overall three-year Hispanic graduate program completion rate by 7 percentage points. Baseline: 59%
- **Objective 4:** By Sept. 30, 2027, increase the completion rate for part-time students by 7.5 percentage points. Baseline: 77.5%
- **Objective 5:** By Sept. 30, 2027, improve graduate degree completion in three years by 10 percentage points. Baseline: 66