

U. S. Department of Education
Office of Postsecondary Education
Washington D. C. 20006-8501

**TITLE V: THE
HISPANIC SERVING
INSTITUTIONS
PROGRAM (84.031S)**

***PROJECT
ABSTRACTS FOR
NEW FY 2007
GRANTEES***



TABLE OF CONTENTS

INTRODUCTION

NEW INDIVIDUAL DEVELOPING GRANTS

CALIFORNIA

*Allan Hancock Joint Community College District
California State University of San Bernardino
Los Angeles Valley College
University of LaVerne
Ventura College*

FLORIDA

*Miami Dade College - Hialeah Campus
Nova Southeastern University - North Miami Beach Campus*

Illinois

Northeastern Illinois University

Kansas

*Dodge City Community College
Donnelly College
Garden City Community College*

New Jersey

*Passaic County Community College
Union County College*

NEW MEXICO

*Clovis Community College
Eastern New Mexico University – Roswell
Luna Community College*

NEW YORK

*LaGuardia Community College
Mercy College*

PUERTO RICO

*Bayamon Central University
Escuela de Artes Plasticas de Puerto Rico
Universidad Metropolitana*

TEXAS

*Del Mar College
Sul Ross State University - Rio Grande
Texas State Technical College - Harlingen*

WASHINGTON

Yakima Valley Community College

NEW COOPERATIVE ARRANGEMENT GRANTS

CALIFORNIA

*East Los Angeles College
Hartnell College
Los Angeles Pierce College*

TEXAS

*Laredo Community College
Western Texas College*

NEW INDIVIDUAL DEVELOPMENT GRANTS

CALIFORNIA

*Allan Hancock College – P031S070077
800 South College Drive
Santa Maria, CA 93454*

Two-Year Public

Project Director: Dr. Angela Caballero de Cordero

Telephone: (805) 922-6966 Ext. 3752

E-mail: Acaballerodecordero@hancockcollege.edu

Award Amount: \$574,177

Activity Description:

Through *El colegio de aprendizaje*: The Learning College, Allan Hancock College (AHC) will address identified weaknesses in programs and services to become a stronger, more effective learner-centered Hispanic-Serving Institution serving a student population that is 38 percent Hispanic, 54 percent female, and 36.8 percent between the ages of 20-24. The Learning College is designed to accomplish two over-arching goals:

- *To provide students with opportunities to develop the literacies identified in the institutional learning outcomes and to provide faculty training to enhance student learning;*
- *To provide outcomes-based, evidence-based assessment of the learning that takes place, including training of faculty and staff in assessment practices.*

This shift to a learner-centered educational model will be facilitated by two activities: Activity One - Critical Literacies Across the Curriculum - will provide educational experiences to help students develop competencies in the seven Institutional Learning Outcomes (ILO) and will provide training for faculty in learner-centered instruction. Activity Two – Assessment Institute - will employ evidence teams to assess institutional effectiveness in each ILO area and will design research studies to contribute to best practices models. The project will result in:

- ❑ A 10 percent increase in the number of first-time Hispanic students in developmental math and English courses who successfully complete a course at least one level higher.
- ❑ A five percent increase in first-time students who complete an Associates of Arts/Associates of Science (especially in math, science, engineering, and technology) or become transfer ready within three years.
- ❑ Data documenting that 70 percent of students are achieving student learning outcomes.
- ❑ Training of 150 faculty, 80 percent of who will report implementing technology or one new instructional or assessment methodology into their courses.

California State University, San Bernardino – P031S070088
5500 University Parkway
San Bernardino, CA 92407

Four-Year Public

Project Director: Dr. Diane Podolske

Telephone: (909) 537-7483

E-mail: dpodolsk@csusb.edu

Award Amount: \$499,994

Activity Description:

Project Title: Be SMART: Community Networking for Long-Term Success

The overarching goal of California State University, San Bernardino's (CSUSB) Be SMART project is to improve the academic attainment of Hispanic and other low-income students in the SMART disciplines by providing enhanced academic support, career preparedness training, and enhanced internship opportunities.

Specifically, the five-year plan will achieve the following measurable outcomes: (1) Provide an additional 11,000 hours of tutoring in low-pass SMART courses; (2) Deliver an experiential Academic Career Education support program at least 500 Hispanic and low income students in SMART disciplines; (3) Develop electronic career resources housed on a Web site (e.g., alumni career information videos, state/national internship opportunities); (4) Substantially improve the accuracy and completeness of alumni contact records. Using that data, identify 1000 alumni who will participate as volunteers for Be SMART career development programs, and establish a 1000-member Hispanic alumni networking group; (5) Recruit 100 new service learning sites for students' internships in SMART fields, and provide 140 service learning stipends. It is expected that this program will improve Hispanic and other low-income students' performance in SMART disciplines through the provision of tutoring, including persistence to graduation. There will be improved student retention and career readiness by expanding alumni and community partnerships and internship opportunities.

Institutionally, the increased involvement of alumni is a potential source of fiscal stability. The results of the formative and summative evaluation will be disseminated within the CSU system and more broadly, and will contribute to the development of techniques to improve students' performance and retention in the SMART disciplines.

Los Angeles Valley College – P031S070007
5800 Fulton Avenue
Valley Glen, CA 91401

Two-Year Public

Project Director: Ms. Sylvia Rodriguez

Telephone: (818) 947-2691

E-mail: Rodrigsh@lavc.edu

Award Amount: \$570,693

Activity Description:

Los Angeles Valley College (LAVC), Los Angeles, California, is a public, comprehensive open-door community college serving Los Angeles' San Fernando Valley, an urban area where 70 percent of residents are minority and 47 percent are Hispanic. Earnings and educational attainment fall far short of state and national averages, and 84 percent of LAVC's Hispanic enrollment are low income. At 40 percent now (more than 6,900 students of the fall 2006 enrollment of 17,295) the college's Hispanic students are projected to reach 52 percent by 2013.

Increasing Hispanic and all other LAVC students' educational goal attainment has become a critical priority and the purpose of the proposed Activity. While greater percentages of LAVC students complete their courses with passing grades and re-enroll than national averages, their three-year rates of graduation (12 percent), transfer (five percent), and certificate completion (three percent) are abysmal. Analysis of institutional strengths, weaknesses, and problems reveals that, with competing work and family responsibilities, many LAVC students need access to education outside of traditionally scheduled classes. We therefore propose to create Online Academic Programs: 57 new online or hybrid courses that will put our Associates of Arts degree, transfer requirements, prerequisites to the Associates of Science in Nursing, and Child Development and Computer Applications Office Technology certificates online. The majority of new online courses are in National SMART Grant fields (computer science, engineering, technology, life sciences, mathematics, physical sciences, and foreign languages).

We also propose to create an E-portfolio assessment process and four Online Student Services to support student success, and effort. Rigorous faculty and staff development will support all activity efforts and an Endowment request, for which we will begin raising matching funds immediately, will provide scholarships for online students. The project is designed to strengthen LAVC's fiscal stability as well. Increased access is projected to produce twice the new enrollment revenues required to sustain new courses and services, helping LAVC continue to extend educational opportunity to its diverse community.

University of La Verne – P031S070018
1950 Third Street
La Verne, CA 91750

Four-Year Private

Project Director: Dr. Gordon J. Badovick

Telephone: (909) 593-3511

E-mail: badovick@ulv.edu

Award Amount: \$483,500

Activity Description:

“Building Success: Professional Skills, Classroom Learning and Bridge to College”

University of La Verne (ULV) is facing its needs for Hispanic and low-income students in the vulnerable first year and in the classroom, where students make it or not. Students at ULV are 38.4 percent Hispanic and 41 percent low-income. The campus is 18 miles northeast of Los Angeles in La Verne, California. University of La Verne has a strong commitment to diversity, lifelong learning and community service. University of La Verne must strengthen its capacity to provide a supportive environment in students’ first year and to improve faculty skills in new technology. Complex problems are analyzed in the Comprehensive Development Plan (CDP); these include students’ limited skills and low exposure to professional expectations, unclear professional and academic goals, and limited engagement in learning and low levels of feedback on their academic progress. Few faculty are using technology in their curriculum or providing rigorous academic assignments and few high school students in the region have college goals or adequate academic skills.

Strategy 1: To improve student persistence and engagement, and professional readiness skills, a two-course internship preparation, Skills for Success. The courses’ curricula will be designed and tested with at least 50 students per year. Students will be required to document their career and academic goals and update these routinely after using interest inventories such as Eureka.

Strategy 2: To improve student engagement and persistence in their courses, 80 faculty will be trained and will redesign at least one course. They will pilot and assess new methods and assignments: Eight per year will embed Greater Expectations principles into one course, and eight will integrate new technology into one course. At least 200 students per year will be assessed on increased persistence and engagement, using NSSE (National Survey of Student Engagement).

Strategy 3: A summer bridge course (REACH) will improve high school students’ college aspirations and their college-level skills preparation in a three-week “boot camp” on campus. The Career Center will be remodeled; new computer equipment will update five Open Labs. An external evaluator will train an evaluation team in order to continue a culture of evidence.

Ventura College – P031S070109
4667 Telegraph Road
Ventura, CA 93003

Two-Year Public

Project Director: Gary VanMeter

Telephone: (805) 654-6471

E-mail: gvanmeter@vcccd.edu

Award Amount: \$574,011

Activity Description:

Ventura College (VC) is at a major crossroads. At a time when employers and transfer universities demand excellence, 90 percent of incoming assessed VC students lack basic skills, with almost half (46.4 percent) failing or dropping out the first year. This is especially true of Hispanic “Generation 1.5” students who do not fit into traditional English as a Second Language (ESL) or basic skills programs (38 percent Hispanic enrollment), reaching critical mass in 2009 when new math and English graduation requirements go into effect for the State of California. To remedy this, best practice strategies will be implemented. These include breaking down departmental barriers; re-engineering math, English and ESL programs to better serve our changing demographics; and professional development by the Kellogg Institute to provide faculty with needed skills.

Other activities include improved articulation and outreach activities with high schools resulting in better student preparation, adaptation of high technology teaching techniques to basic skills pedagogy, building bridges from ESL/basic skills/Generation 1.5 programs to transfer and occupational programs, and piloting Learning Communities that includes English across the curriculum. Previous successes using targeted tutoring and supplemental instruction will be incorporated. Additional support services, such as mentoring and a reading/writing center will also be implemented.

Outcomes include an upward progression of the Basic Skills Improvement Rate, including progression through the pre-college algebra sequence and completion of math degree requirements, as well as improved success/progression rates from remedial English through English degree and transfer requirements.

FLORIDA

Miami-Dade College, Hialeah Campus – P031S070072
1780 W. 49th Street
Hialeah, FL 33012

Four-Year Public

Project Director: Cindy Miles and Clark Bonilla (Interim)

Telephone: (305) 237-8844; (305) 407-9603

E-mail: cmiles@mdc.edu; clark@bpmservices.net

Award Amount: \$554,999

Activity Description:

Project V-Coach Activity 1--\$1,191,019 over five years. *Create new Office of Retention and Transition Services (ORTS)*. To create and implement the new Office of Retention and Transition Services Initiative based on Strategic Enrollment Management. Sample of Key Measures: (1) a new Office of Retention and Transition Services, including recruitment, retention, transitions, career services, and advising plans; (2) a new Student Life Skills (first-year student extended orientation) course for Hispanic students with declared degree programs in the Sciences, Technology, Engineering and Mathematics (STEM); and (3) a new STEM Summer Bridge Program, targeting traditional and non-traditional Hispanic students to facilitate transition into postsecondary education and promote STEM program declarations among Hispanic students. An estimated 325 Hispanic students will participate in the STEM Summer Bridge Program, representing a projected completion of 1,950 semester credits in STEM courses, chiefly Mathematics. An estimated 350 Hispanic students will participate in the STEM Student Life Skills course.

Activity 2--\$1,426,211 over five years *create the V-Coach System and Supporting Services*. To create and implement the new V-Coach Initiative based on Strategic Enrollment Management and integrated with the new Office of Retention and Transition Services. Sample of Key Measures: (1) a new automated V-Coach intervention system, integrating student tracking with STEM advisement, Math tutorial coordination, and STEM career advisement, and Math performance and student engagement analyses and evaluations; and (2) new Math-oriented Learning Communities, utilizing best practices in Math, collaborative, and active learning pedagogies. The V-Coach system will support the ORTS Initiative and provide the data collection, storage and analysis for research evaluation studies of the entire project. The V-Coach system will track 700 Hispanic students within Math courses, including controlled and uncontrolled groups as part of the research evaluation studies. Hispanics students will take a projected 910 Math courses (2,730 semester credits) over the grant period.

***Nova Southeastern University, North Miami Beach – P031S070060
1750 NE 167th Street
North Miami Beach, FL 33162-3017***

Four-Year Private

Project Director: Jamie Manburg

Telephone: (954) 262-7823

E-mail: jmanburg@nsu.nova.edu

Award Amount: \$564,700

Activity Description:

Project Title: Connecting the Dots to Improve Hispanic and Other Underprepared Diverse Students

Providing effective teaching/learning programs and services, especially to Hispanic/under prepared students, has always been a focus of Nova Southeastern University. However, extensive national and institutional research and planning have inspired an institution-wide effort to engage in a collaborative community of learning for undergraduate students that aspires to achieve student success similar to the institution's nationally-recognized graduate/first professional programs.

North Miami Beach Nova Southeastern University (NMBNSU) is at a critical point in its evolution where it must invest resources to increase its institutional capacity to develop data-driven programs and services that increase student engagement, thus leading to academic success Among Hispanic/under prepared undergraduates. Through common connections such as professional development, establishment of strategic learning outcomes in basic skills courses, and targeted resource allocation, NMBNSU will develop a cyclical model of continuous evaluation where entering students experience a strong start and successfully progress through their studies utilizing programs and services designed to increase engagement.

Activity goals and strategies will include: (1) creating competency-based transition and gateway programs and services that accurately assess and place students, improve student success, and build competence; (2) building new capabilities for continuous improvement in teaching/learning through professional development activities that foster/inform a learning-centered approach to working with under prepared, diverse students and a culture of evidence across the curriculum; (3) linking responsive advisement and faculty mentoring more closely to the first-year transition process, integrating support services into curriculum, delivery, and evaluation, and supporting increased collaboration among academic/support service staff to better serve under prepared students and to achieve shared responsibility for student success; (4) increasing use of student learning outcomes data and the coordinated use of technology in the development of effective curriculum and instructional approaches, and the systematic evaluation of institutional effectiveness of programs and services; and (5) strengthening outreach to Hispanic and other underserved, diverse communities in order to increase enrollment, preparation for, and success in college. Key measurable Activity outcomes relative to strengthening NMBNSU's capacity as a Hispanic-serving institution include increasing retention, graduation, and exam pass rates, and decreasing academic probation or suspension rates through increased student engagement in learning as measured by national benchmarks (NSSE).

ILLINOIS

Northeastern Illinois University – P031S070011
5500 N. St. Louis Avenue
Chicago, IL 60625

Two-Year Public

Project Director: Dr. Lawrence Frank, Provost and Vice President for Academic Affairs

Telephone: (773) 442-5420

E-mail: L-Frank@neiu.edu

Award Amount: \$573,453

Activity Description:

“Improving Retention Through Academic Literacy” is proposed for Title V funding at Northeastern Illinois University (NEIU) in Chicago, Illinois for 2007-2012. As a comprehensive, public university, NEIU serves a highly diverse student population that includes a large portion of non-traditional students. First-generation students comprise 80 percent of all incoming freshmen, 56 percent of undergraduates attend full-time, and the average age of undergraduates is 26. Northeastern Illinois University’s Fall 2006 undergraduate enrollment by ethnicity is 43 percent Caucasian, 11 percent African American, 29 percent Hispanic, 10 percent Asian and 0.3 percent Native American. NEIU is the only public four-year Hispanic Serving Institution (HSI) in the Midwest, with an enrollment of 12,056 students (9,257 undergraduates) in Fall 2006.

The NEIU Title V project is part of the university’s strategy for addressing critical barriers and problems that challenge it from fulfilling its mission as an urban university of excellence and access. The project takes place within the context of NEIU’s recently completed Self- Study for accreditation by North Central, as well as results of a task force on writing skills, and other institutional improvement efforts. The primary challenge to be addressed in the application is the institutional need to improve retention and graduation rates by addressing key academic literacy skills. NEIU will focus on improving student retention with the long-term goal of increasing graduation rates by integrating writing into the disciplines and revising the first-year writing program.

This project includes four components to improve key academic literacy skills: curriculum development, faculty development, student writing services, and student assessment. Activities will include: a revised first year writing program with a common syllabi, full-time coordination and online course offerings; a Center for Academic Literacy to provide tutoring services and writing support for NEIU students; a faculty development program to incorporate writing-intensive components across disciplines; and student writing evaluation resources to accurately assess student writing performance. Outcomes include: improving the first- to second-year retention rate; increased number of students who successfully complete the first year writing program; and incorporating writing-intensive courses across the disciplines.

KANSAS

Dodge City Community College – P031S070074
2501 N. 14th Avenue
Dodge City, KS 67801

Two-Year Public

Project Director: Kristen F. Ball

Telephone: (620) 225-01321

E-mail: kball@doe.edu

Award Amount: \$572,585

Activity Description:

Dodge City Community College (DCCC), a two-year, public community college located in Ford County, KS (population 33,783), serves a vast nine-county southwestern Kansas area (total service area population 59,616). DCCC enrolls 1,766 students, 26.3 percent of whom are Hispanic (fall 2006). A developing Hispanic-Serving Institution, DCCC has experienced a 72 percent growth in its Hispanic enrollment since 2001, reflecting the nearly threefold growth in area Hispanic population since 1990, as a result of the area's burgeoning meat packing industries.

Dodge City Community College is at a critical juncture in its institutional history: long-term institutional stability depends upon our ability to transform our approach to instruction and student services. DCCC proposes *Maximizing Student Success*, a multifaceted Activity to address institutional problems: (1) Developmental and key Gateway courses will be infused with competency-based curricula, educational technology and active learning strategies. Faculty development will support course redesign, while student success will be supported through revitalized developmental tutoring and Gateway course Supplemental Instruction; (2) To broaden distance learners' access to student services, we will develop online Orientation, Advising, Financial Aid, and Tutoring, integrating new services with online courses DCCC offers EduKan, a western Kansas distance learning consortium; (3) Newly developed ESL Assessment, Placement, and Advising—together with advisor training—will support appropriate second-language student placement into the seven-level ESL program, maximizing ESL program enrollment. ESL program transition as well as transition from ESL to college courses, will be enhanced through redesigned ESL tutoring and centralized ESL academic resources.

Infrastructure to support initiatives will include the Academic Support Center (ASC) (4,200 square foot-renovated space) to host tutoring, supplemental instruction, and technologically enhanced course pilots, while providing campus access to new online services. Adjacent to the ASC, the new ESL Language Lab will provide dedicated space for ESL Assessment, Placement, and Advising, as well as for ESL academic resources. A newly established web portal will support online student services. Increased bandwidth and a Student Information System update will support expansion of services and increased online usage. Finally, Year 5 computer lab updates at our three staffed outreach centers will expand access to improved services.

***Donnelly College – P031S070042
608 N. 18th Street
Kansas City, Kansas 66102***

Four-Year Private

Project Director: Frances Sanders

Telephone: (913) 621-8716

E-mail: sanders@donnelly.edu

Award Amount: \$561,768

Activity Description:

Donnelly College (DC), a private two-year Hispanic-Serving Institution in the urban core of Kansas City, Kansas (Population: 144,210), draws its enrollment from a poverty-stricken, undereducated area where, despite an overall population decline, the Hispanic population has tripled since 1990. For nearly 60 years, the college—one of only two institutions of higher education in Kansas City, Kansas—has provided affordable, postsecondary education opportunities to the inner city’s working poor, offering a range of associate degrees, an Intensive English (ESL) program and, beginning in 2006, its first baccalaureate programs.

Critically challenged, the college declined enrollment down by 21.8 percent since it peaked in 2002. Negative fiscal consequences severely limit our ability to develop attractive new high-demand programs that can move our urban students—the vast majority (80.5 percent overall, 96.8 percent Hispanic) of whom work—into higher-paying jobs with strong employment projections in the city and region. Further, aging facilities do not provide adequate space for new programs to provide access to high-demand areas.

Addressing these challenges to our stability and self-sufficiency is *Nueva Vida—Hope for the Future*, an activity that will indeed infuse the college with “new life” by attracting more students, while giving those students a chance at the new life they so desperately want and need. We propose to develop and pilot two new programs—certification in Licensed Practical Nursing (LPN) and a Bachelor of Science in Elementary Education—with outstanding employment possibilities. To prepare students for enrollment in new programs, we will also develop new prerequisite courses for each program.

To appropriately support new programming and prerequisites, as well as increased enrollment accompanying new offerings, space in the recently-acquired Marian Hall, adjacent to the primary campus building, will be renovated to include dedicated lecture rooms, smart-equipped classrooms/instructional lab, a nursing lab for on-campus clinical experience, an Anatomy and Physiology lab to support nursing prerequisites, and program-specific resource rooms.

Ensuring that Donnelly College keeps its promise to provide educational access to the area’s working poor, many of whom have job and family responsibilities preventing access to traditionally offered classes, eight courses—four in each new program—will be developed and piloted for online and hybrid (combining online and classroom) delivery during project years four and five. DC’s Foundation has pledged to raise \$500,000 to match requested Title-V Endowment.

***Garden City Community College – P031S070010
801 Campus Drive
Garden City, KS 67846***

Two-Year Public

Project Director: Judy A. Crymble

Telephone: (620) 276-9521

E-mail: judy.crymble@gccccks.edu

Award Amount: \$574,922

Activity Description:

Garden City Community College (GCCC), a public two-year Hispanic-Serving Institution in Garden City, Kansas, proposes a project to increase student access to high-demand Nursing and Allied Health programs. Renovation of basic science labs and construction of a one-story 6,000-square-foot addition to an existing building will permit provision of high-quality laboratory experiences and strengthen student learning in science course pre-requisites and in pre-clinical professional lab courses. The existing GCCC Registered Nurse (RN) and Practical Nurse (LPN) programs will be redesigned to address changing roles of nurses in contemporary health care.

In addition, both RN and LPN program capacity will be increased, with larger classroom and lab space providing access to up to date equipment and technology, which will better prepare students for clinical practice. A new Respiratory Therapy program will be developed on the model of an existing successful distance learning partnership with another institution, Seward County Community College.

This cooperative arrangement will expand access to the program while controlling faculty costs. A new Physical Therapy Assistant program will be developed and piloted at GCCC, with local health care providers supporting instruction in order to control program delivery costs. Title V funding will provide the required space and equipment for both programs. Provision of bilingual student services will increase GCCC's ability to attract and retain Hispanic Allied Health students to graduation. While Hispanics make up over 40 percent of the area's population, Hispanic students are only 25.2 percent of GCCC's FTE enrollment. Expanded enrollment in nursing and provision of two new Allied Health programs will open new opportunities for increased participation in higher education to Hispanic and other low-income students.

NEW JERSEY

***Passaic County Community College – P031S070093
1 College Boulevard
Paterson, NJ 07505***

Two-Year Public

Project Director: Greg Fallon

Telephone: (973) 684-5895

E-mail: gfallon@pccc.edu

Award Amount: \$511,264

Activity Description:

Passaic County Community College (PCCC) is the only two-year, public, open-admissions institution in Paterson, the third largest city in New Jersey. Accredited by the Middle States Association of Colleges and Schools, PCCC serves over 7,000 students, a predominantly low-income, Hispanic and minority student population.

Based on the institutional self study and Middle States Accreditation Report, the College Writing Committee embarked on an 18-month in-depth analysis to determine ways in which to improve students' ability to transfer and apply critical thinking and writing skills to their college courses and to the Graduate Writing Exam (GWE), a requirement for graduation. Poor performance on the GWE is contributing to the low program completion rates among PCCC students and Hispanic students in particular. To address this issue, the College will undertake a comprehensive curricular reform effort that involves developing 20 distinct Writing Intensive (WI) courses with multiple sections, linked to a vibrant College Writing Center and supported by an intensive instructional development component that will train faculty in integrating critical thinking and writing. By the end of the five-year initiative, the Activity will increase by 20 percentage points the number of students that pass the GWE on their first attempt, by 35 percentage points the number of students scoring an eight or higher on the GWE, and by 15 percentage points the number of students completing their degree program within a three-year period. By 2012, the Activity will be serving over 1,000 college-level students per semester, the majority of whom will be Hispanic.

***Union County College – P031S070150
1033 Springfield Avenue
Cranford, NJ 07016***

Two-Year Public

Project Director: Jose Adames

Telephone: (908) 412-3590

E-mail: adames@ucc.edu

Award Amount: \$557,692

Activity Description:

This Comprehensive Development Plan (CDP) is the response of Union County College (UCC) to a critical problem: the unacceptable low retention rate of Hispanic and low-income students from one semester to the next and the corresponding low completion rate of their first academic year and failure to pursue the Associate degree. These students are least likely to succeed academically, which is inconsistent with UCC's mission and goals. In fact, fewer than 13 percent of Hispanic students who enter UCC will complete an Associate degree. The CDP was developed after analysis of the strengths and weaknesses of Academic Programs, Institutional Management, and Fiscal Stability. The CDP represents UCC's holistic solution conceived with input from all major constituencies after thorough investigation of UCC's problems and alternative solutions. Each activity directly addresses institutional weaknesses that have been identified through internal assessment and national research as causal factors in attrition between Hispanic and other at-risk populations.

The overarching objective of the CDP is to improve the academic success and persistence of Hispanic and low-income students. The principal Activities that will be supported by the grant are: (1) Learning Communities; (2) Student Development Services; (3) Professional Development Programs; and (4) Create an Endowment Fund. Over the course of the five-year grant period: the persistence rate of first-year students will increase by 5-20 percent over the grant period; the number of students enrolled in developmental math and English courses that successfully complete course work (receiving a grade C or higher) will increase by 10-30 percent over the grant period; the number of students who receive enhanced counseling and advisement support will increase by 5-25 percent; over the grant period there will be a 60-80 percent increase in the number of faculty who participate in professional development workshops designed to improve persistence; and by the end of the grant period an endowment fund of \$250,000 will be created.

NEW MEXICO

Clovis Community College – P031S070062
417 Schepps Boulevard
Clovis, NM 88101

Two-Year Public

Project Director: Mona Lee Norman-Armstrong

Telephone: (505) 769-4094

E-mail: monalee.armstrong@clovis

Award Amount: \$574,446

Activity Description:

Clovis Community College (CCC) in Clovis, New Mexico, is a comprehensive community college serving 3,522 students from eastern New Mexico and adjacent counties in west Texas. The purpose of our proposed activity, *Acceso y Éxito Para Todos/Access and Success for All* is to address identified institutional problems of: (1) low student achievement; (2) limited access for rural students; and (3) a severe decline in enrollment revenues. The first two are attributable to characteristics of the area—a vast rural region of more than 26,000 square miles with high levels of poverty and limited-English proficiency, coupled with low levels of academic achievement. The third problem is related to loss of military personnel due to a change in mission at Cannon Air Force Base. Across the 12-county area served, more than 44 percent of residents are Hispanic.

Clovis Community College proposes to address identified institutional problems: (1) Improving access and success through strengthening of electronically delivered programs and services and adaptation of 24 courses for online or hybrid delivery. Upgraded technology will accommodate higher use and more convenient access. (2) Increasing proficiency in academic skills by investing in supplemental resources, such as an on-campus math lab and online tutoring. A two-course “bridge” sequence will be developed to support English is Second Language students in the transition to college. (3) Improving teaching and learning through faculty development. CCC will also utilize the endowment option to strengthen its endowment and promote long-term fiscal stability.

***Eastern New Mexico University-Roswell – P031S070015
52 University Boulevard
Roswell, NM 88203***

Four-Year Private

Project Director: Michael Martinez

Telephone: (505) 624-7163

E-mail: michael.martinez@roswell.enmu.edu

Award Amount: \$573,553

Activity Description:

Eastern New Mexico University-Roswell, in Roswell, New Mexico (ENMU), is a two-year public community college serving a student population (3,800, Fall 2006) that is 40 percent Hispanic. The purpose of the proposed project, “Cultivating Access and Success in Math/Science-Based Programs in Rural New Mexico,” is to improve the students’ achievement levels in foundation math and science and improve student access to and success in the Nursing program.

In ENMU-Roswell’s impoverished, rural service region, students are struggling to master the foundation math and science skills needed to succeed in college-level programs – a struggle that inevitably leads to low college success rates and failure to gain entry into a host of high demand/high-paid fields, such as engineering, computer technology, and quality control. Yet limited fiscal resources and other weaknesses have hindered the college’s implementation of modern pedagogies, effective tutoring, and the technological support needed to foster student success in the critical math/science area. Moreover, while the Nursing profession offers abundant job opportunities in the service region and beyond, the college has similarly been limited in its capacity to expand its Nursing program to improve students’ access and success.

The proposed project will address these weaknesses through a balanced, two-pronged approach. Key foundation math and science courses will be reformed to reflect “best practices” in math and science, supported by a new Math/Science Success Center and English Second Language Lab, where students will have access to strong assessment and tutoring resources. Meanwhile, the Nursing program will be expanded and improved by offering selected courses on-line and providing students with new assessment/tutoring services, enhanced technological support, and stronger entry-level courses. By the end of year five, these strategies will contribute to: (1) decreasing failure rates in foundation math and science courses by at least 10 percentage points; (2) increasing three-year degree completion rates of math and science students from seven to 14 percent; (3) doubling enrollment in the Nursing program; and (4) increasing the Nursing graduation rate from 62 percent to at least 77 percent. Achievement of these overall objectives and other yearly objectives will be closely monitored through a comprehensive Evaluation Plan that includes oversight by an External Evaluator to assure transparency and valid accountability.

***Luna Community College – P03IS070001
366 Luna Drive
Las Vegas, NM 87701***

Two-Year Public

Project Director: Lorraine Martinez

Telephone: (505) 454-5375

E-mail: lomartinez@luna.cc.nm.us

Award Amount: \$574,445

Activity Description:

A Hispanic Serving Institution, Luna Community College (LCC) is a rural, public, regionally accredited, comprehensive community college located in the foothills of the Sangre de Cristo Mountains in Las Vegas, New Mexico. Luna Community College serves more than 2,000 students annually through its main campus in Las Vegas, one satellite campus in Mora, and three outreach centers in Santa Rosa, Springer, and Pecos. Many residents in this vast service area are place-bound, and thus isolated from LCC sites as a result of poor resources and mountainous geography.

Activity Title: Developing a Comprehensive Distance Learning Network for Rural, Time and Place-bound Students.

To serve the needs of this highly disadvantaged population, LCC proposes to revamp its ineffective distance learning system, which currently impedes rather than promotes student success. Accomplishment of activity objectives, over five years, will result in delivery of a complete general studies associate degree and high demand nursing courses to the area's rural, low-income, time-and place-bound residents using online learning technology. To facilitate student access and success, LCC will develop an Online Learning Lab on the main campus as well as four small computer labs in outreach centers located in surrounding communities. An array of online student services, including registration, orientation, web-based Plato for basic skills instruction, advising, 24/7 library reference system, career counseling, financial aid processing, and tutoring will be developed over the five-year project thereby tearing down geographic and time boundaries for our students.

NEW YORK

***LaGuardia Community College – P031S070043
31-10 Thomson Avenue
New York, NY 11101***

Two-Year Public

Project Director: Paul Acario

Telephone: (718) 482-5405

E-mail: acariop@lagcc.cuny.edu

Award Amount: \$574,930

Activity Description:

Project Title: PROJECT RISE: Re-Invigorating Second-Year Education

To serve a student body that is significantly Hispanic and overwhelmingly low-income, minority, and first-generation college-attende, LaGuardia has created effective first-year programs that have earned national recognition. Building on these successful innovations, LaGuardia is now ready to revitalize the second year of community college education, improving retention and graduation and ensuring that students are prepared for transfer and career success. Project RISE has two interlocking components that will combine to improve student learning and achievement beyond the first college year.

Rethinking Curriculum and Pedagogy. Upper-level courses at LaGuardia have drawn less attention than entry-level courses. Faculty development will therefore focus on key second-year courses – including the College’s urban studies requirement - and capstone courses, helping faculty transform curricula and classroom practice. The focus on developing capstone courses represents an important innovation for community colleges: despite their documented educational advances, capstone courses are not widely integrated into community colleges – the institutions serving the largest number of Hispanic and other low-income students.

This component will also support full implementation of LaGuardia’s Outcomes Assessment Plan designed to evaluate and improve academic programs through assessment of student work collected in electronic portfolios (E-Portfolios). The plan promotes acquisition of the core competencies necessary for student success and completion (such as writing, critical thinking, and quantitative literacy) across the entire curriculum and will allow faculty to measure the growth of these competencies – as documented in E-Portfolios - across a student’s entire career at the College.

Improving Advisement in the Second Year. LaGuardia’s recently created Developmental Advisement Plan calls for faculty to play a major role in advisement in the second year. Project RISE will enable faculty to gain the requisite skills and knowledge through intensive professional development. Virtual Interest Groups (VIGs) will employ online technology to enable faculty, as well as role models from the Hispanic community, to provide career and educational guidance to students. A Student Peer Advisement Network (SPAN) will train successful students as peer advisors, supplementing the College’s advising staff. Given that students who become peer advisors typically increase their own success and retention, Project RISE will make a special effort to recruit Hispanic students for this role.

Strengthening instruction, assessment, and advisement will help LaGuardia achieve its goals for retention, graduation, and transfer. Building upon LaGuardia’s innovative programs, Project RISE will help the College complete a thoroughgoing transformation that will benefit our Hispanic and other low-income students and demonstrate a groundbreaking model for community colleges nationwide.

Mercy College – P031S070047
555 Broadway
Dobbs Ferry, NY 10522

Four-Year Private

Project Director: Carolyn Tragni

Telephone: (914) 674-7582

E-mail: ctragni@mercy.edu

Award Amount: \$574,854

Activity Description:

Mercy College, a private, non-sectarian Hispanic Serving Institution located in Dobbs Ferry, New York serving a diverse student population of 9,111 (25 percent Hispanic; 27 percent African American) undergraduate and graduate students, has developed an Individual Development Title V program geared to fulfill the College's mission to provide transformational, high-quality higher education to students who would otherwise not have the opportunity.

A thorough examination of the College's strengths and weaknesses in academic programs, institutional management, and fiscal stability in combination with a strong institutional strategic planning effort has resulted in the proposed Title V project that seeks to substantially strengthen the institution by infusing technology into the curriculum, pedagogy, and facilities at the College's main campus. The Activities to be implemented through this project are all focused on engaging students in student-centered, inquiry-based active learning experiences that have been proven effective for engaging and retaining minority students. The proposed Title V project will involve three Activities as outlined below:

- **Activity I: Development of a Learning Commons** — Activity I is focused on developing a Library Learning Commons that will provide a technology rich, collaborative space where students will have access to all resources needed in support of learning (access to library staff, to printed resources not available online, as well as to the full range of traditional and electronic resources). The proposed Learning Commons will provide not only the tools, but also the skills, to support students in the effective use of learning technologies in their academic studies. This learner-center environment will develop the capability of students to work as a team, solve problems, communicate, and access, evaluate, and act on information.
- **Activity II: Faculty Development Program** — Mercy College will carry out an ongoing program of faculty professional development with a focus on instruction and pedagogical models for diverse learners and at-risk students as well as the infusion of technology throughout the curriculum. Through this activity, Mercy faculty will receive training in the development of innovative teaching strategies that meet the needs of a diverse student population and increase the likelihood of academic success for all students.
- **Activity III: Improving Science Education** — Mercy College intends to carry out a comprehensive program to improve educational opportunities for students majoring in the life sciences, computer sciences, and mathematics in order to increase the number of students who major in and achieve a degree in these areas. We will develop and provide support programs and services designed to enhance student learning, confidence, academic performance, retention to graduation, and career or advanced degree placement. Enhanced laboratory facilities will expand and upgrade the caliber of laboratory activities and facilitate student and faculty research. In addition, we seek to expand program offerings in the sciences.

PUERTO RICO

Bayamón Central University – P031S070053

Zaya Verde Street

La Milagrosa Urbanización Barrio Hato Tejas, PR 00960-1725

Four-Year Private

Project Director: Pedro Bermudez

Telephone: (787) 786-3030

E-mail: pbermudez@ucb.edu.pr

Award Amount: \$574,927

Activity Description:

Revitalizing General Education and Critical Degree Programs:

Located in Bayamón, Puerto Rico, Bayamón Central University (BCU) is a private Master's Level I coeducational liberal arts institution. Our student body is 99 percent Hispanic and 97 percent low-income. The total 2006 undergraduate enrollment was 2,440 (1,790 full-time and 650 part time).

Threats to Institutional Viability: BCU has been steadily losing ground caused by persistent undergraduate enrollment declines, nursing program enrollments plummeting as well as social work program enrollments and low persistence to graduation. BCU has been weakened by deteriorating conditions of the science and nursing labs and lack of rigor and coherence in the general education curriculum.

Activity: *Revitalizing General Education and Critical Degree Programs*

Revitalizing the General Education Curriculum: The curriculum will be redesigned to have coherence and rigor and to be learner-centered (competency-based and technology-enabled) as a best practice for promoting success and persistence. Lead faculty teaching general education courses will receive training in learner-centered/technology-enabled strategies and will revise the curriculum during the summer and teach pilots during the fall.

Revitalizing the Nursing Program: To rebuild enrollments, the associate of science degree program in nursing (ASDN) will be realigned with the bachelor's degree program in nursing (BSN). Outdated nursing and science lab equipment and supplies will be replaced and new high-tech teaching tools and training for faculty will be provided. The BSN curriculum will be revised to meet the requirements of U.S. national nursing accreditation to attract students who want the option of practicing on the U.S. Mainland as well as in Puerto Rico.

Revitalizing the Social Work Program: To rebuild enrollments, the curriculum will be revised to qualify for U.S. national program accreditation to attract more students who want the option of practicing on the U.S. Mainland as well as in Puerto Rico.

Improve the IT Infrastructure and Implement a Data Tracking and Analysis System:

The backbone of our IT system will be strengthened to support a new computerized data tracking and analysis system. Faculty will be able to monitor student progress and provide timely interventions at the course level and staff and administrators will be able to track outcomes at the program level to drive continuous improvement of teaching and learning.

***Escuela de Artes Plásticas – P031S070095
P.O. Box 9021112
San Juan, Puerto Rico 00902-1112***

Four-Year Public

Project Director: Haydee Venegas

Telephone: (787) 722-5316

E-mail: hvenegas@hotmail.com

Award Amount: \$489,580

Activity Description:

The Escuela de Artes Plásticas (EAP) received Title III (1995), Title V (2000) and Title V Collaborative (2003) grants that were instrumental in developing much needed academic, student support and administrative improvements. The institution now looks at implementing a set of programs that will raise cohort graduation rates, graduate school acceptance, self-employment skills for students, increase the endowment and earned income and attract more and better students because of the positive image and unique learning programs offered. It will recruit six full-time staff members, phased-in Year three and deal with the problems that hinder further development: (1) the high cost of keeping abreast of technology; (2) lack of personnel in key areas; (3) need to reinforce student outcomes; and (4) lack of personnel and of strategies to increase earned income and the endowment.

Activity I will focus on replacing obsolete hardware and software to serve all academic programs; augmenting the collections of the Learning Resource Center; developing educational modules for Art Education students and train faculty to help students develop high quality digital portfolios.

Activity II will enhance fiscal stability by augmenting the endowment as well as earned income. It will increase assessment capacity and will launch a fund-raising and an endowment drive.

Activity III is geared to bettering student outcomes by emphasizing internships, high-quality digital portfolios, work-study prospects and self-employment skills at the institutional Design Center; raise cohort graduation rates, fully equip the workshops and extend the workshop hours and by offering special learning opportunities from visiting critics and artists. The three activities work in tandem to attain academic excellence, assessment, fiscal stability and outstanding student outcomes. The EAP does not have the resources to initiate these projects, but with increased assessment and fund-raising capacities, it will be able to sustain them after the grant period teaching and learning strategies that results in increases in the key measures of student persistence, transfer and graduation rates; significantly increased student success with revised curriculums in ESL and math; and a well-structured and fully functioning faculty development center.

Universidad Metropolitana – P031S070136
P.O. Box 21150
San Juan, Puerto Rico 00928-1150

Four-Year Private

Project Director: Federico M. Matheu, Ph.D.

Telephone: (787) 766-1717

E-mail: um_fmatheu@suagm.edu

Award Amount: \$574,800

Activity Description:

Project Title: Improving the Retention and Success of Disadvantaged Hispanic Students in Higher Education

Activity 1--\$2,843,504.00 over five years. Increasing Performance of Hispanic Students in Northern Puerto Rico.

The goals of this project can be summarized as follows: To improve the success of 100 percent Hispanic students through increased retention by providing expanded student support services, a comprehensive faculty development program to prepare faculty to integrate teaching and learning strategies, assistive technology into the curriculum, the design and development of a comprehensive, assessment plan, and a student tracking system. Project goals include: (1) Build a classroom environment that gives an equal opportunity to all students to benefit from the academic environment; (2) Prepare students to become professionals with effective communication skills and math knowledge for today's competitive world; (3) Enhance the institution's capacity to effectively use and analyze student progress indicators to impact the number of Hispanic students in higher education; (4) Increase educational opportunities for low-income students through structured student support services; (5) implement and evaluate an assessment model; (6) train faculty in different teaching and learning strategies; (7) increase institutional recruitment, retention and success of its students; and (8) increase retention of lower and upper division students and their graduation rate.

Sample of key measures: (a) The institution's retention rate for freshman to sophomore will increase from 63.4 percent to 80 percent by 2012, 2.5 percent per year; (b) 82 percent of full-time faculty and voluntary part time professors will be offered skills development activities and will attend the conferences and workshops offered so that they will have updated courses as they work in the project; (c) 82 percent of faculty will design and implement a comprehensive assessment plan; and (d) institutional effectiveness will be increased through a tracking system that will provide student information from recruitment to graduation. A novel component in this proposal is the emphasis on assistive technology and the universal design that faculty will integrate into their curriculum.

TEXAS

*Del Mar College – P031S070097
101 Baldwin Boulevard
Corpus Christi, TX 78404*

Two-Year Public

Project Director: Rodolfo Duarte

Telephone: (361) 689-1903

E-mail: rduarte@delmar.edu

Award Amount: \$360,864

Activity Description:

Del Mar College (DMC) is a public, two-year institution founded in 1935 and located in Corpus Christi, Texas. The College has an enrollment of over 11,000 with a 56.5 percent Hispanic enrollment. This U.S. Department of Education Individual Title V grant application, Empowering Students through a Student Success Center, consists of two components – the Student Success Center and staff training for the new Student Information System.

Component One is the creation, development and implementation of a Student Success Center (SSC) to serve the students at Del Mar College. The SSC will be located in the St. Clair Building, which will become available for renovation in Spring 2008. This exciting new Center will encompass one floor of the building and provide open areas in which students can drop-in to receive quick interventions, gather to study, receive tutoring and/or attend regularly scheduled workshops and seminars. The SSC will be designed with open spaces to create a positive environment and house a technical center complete with a fifty-station computer lab to supplement math and reading developmental classes. Additionally, the SSC will offer a 60 + laptop computer loaner program and house a training room, stations for individual tutoring and private rooms for supplemental instruction sessions.

The Del Mar College Student Success Center will offer workshops for students in topics such as leadership development, debt management, critical thinking, problem solving, and study strategies. Research indicates that students thrive most when a variety of academic support is readily available and the SSC will provide extensive academic support using a variety of strategies.

This grant will provide funds during the grant's first two years for modifications of the St. Clair Building, which is also under major renovation from bond and institutional dollars.

Component Two seeks grant funds to increase the efficiency and effectiveness of College student support staff by funding a portion of the professional training as the College implements a new Student Information System. This training will be specifically for the staff of college student support offices during the first two or three years of the grant. Some temporary assistant positions will also be funded to free some lead staff in the respective service units to participate in the needed training.

***Sul Ross State University, Rio Grande – P031S070122
400 Sul Ross Drive
Uvalde, TX 78801***

Four-Year Public

Project Director: Miriam Muniz

Telephone: (830) 279-3036

E-mail: mmuniz@sulross.edu

Award Amount: \$574,708

Activity Description:

Sul Ross State University (SRSU) – Rio Grande College (RGC), a separately accredited branch campus of Sul Ross State University, serves a 13-county, socio-economically depressed region of South Texas through three campus sites in the border towns of Del Rio, Eagle Pass, and Uvalde. Rio Grande College's service area is 68 percent Hispanic, 24 percent live in poverty, and 43 percent are low income. Educational attainment rates are quite low with only 45.4 percent of Hispanic adults graduating from high school and fewer than seven percent obtaining a bachelor's degree. For the vast majority of the underserved and disadvantaged residents of the region, RGC is the only option for a baccalaureate education.

Yet the deficiencies in our curricular offerings and instructional delivery systems have become acute in recent years and despite the region's current and projected population surge, RGC is losing enrollment (12 percent since 2004). Thus, we submit this proposal with a single comprehensive activity - Broadening Educational Access to an Underserved, Disadvantaged, and Predominately Hispanic Service Area. Three components will broaden educational access through: (1) New Degree Options (B.S. in Chemistry, B.S. in Computer Science); (2) Distance Learning Infrastructure Development (Comprehensive Interactive Videoconferencing System); and (3) Development of Outreach Services.

***Texas State Technical College-Harlingen – P031S070125
1902 North Loop 499
Harlingen, TX 78550-3653***

Two-Year Public

Project Director: Pat Hobbs

Telephone: (956) 364-4600

E-mail: pat.hobbs@harlingen.tstc.edu

Award Amount: \$417,690

Activity Description:

Project Title: Access and Success: A Process of Career Discovery and Commitment

Texas State Technical College Harlingen is one of four branches of the Texas State Technical College System. We serve close to 4800 students, of which 87 percent are Hispanic, in an area known as the lower Rio Grande Valley. Our project intends to increase enrollment and persistence to graduation in technical field of education, which are increasingly being left unfilled due to the workforce changes in transitioning baby boomers moving from employment to retirement.

The project consists of one major activity with two components. The first component is a series of educational and career workshops aimed at junior high students to inform them of the technical careers. Summer technology camps that give students a glimpse on how emerging technologies that are applied to every day life accompany this awareness program. Through the efforts of a shared advisor, high school students will be recruited into tech-prep six-year dual enrolled pathways to technical careers earning both college and high school credit. Summer developmental education bridge programs will assist these students to improve their college readiness. A series of student-parent access literacy seminars will be conducted to help navigate through the transition from high school student to college student. The second component strengthens existing college student success resources such as supplemental instruction, mentoring, and first year experience with new initiatives of an Academic Achievement Center, learning communities, and general studies in technology advisement/curriculum program. These efforts are aimed at helping both adult learners and transitioning high school students persist to graduation in a technical field of interest.

WASHINGTON

***Yakima Valley Community College – P031S070036
P.O. Box 22520 16th Avenue and Nob Hill Boulevard
Yakima, WA 98907***

Two-Year Public

Project Director: Tomas Ybarra

Telephone: (505) 547-4647

E-mail: Tybarra@yvcc.cc.wa.us

Award Amount: \$575,000

Activity Description:

Yakima Valley Community College (YVCC) is the largest provider of postsecondary education in south-central Washington State. In the Yakima Valley, educational attainment and family income are low, especially for the Hispanic population. Ten of 18 school districts in YVCC's service area meet HSI criteria.

Through the Pathways to Success Initiative, YVCC intends to provide programs of interest to Hispanic students that will increase the high school graduation and matriculation to college rates, retention in the first quarter and first year, course and degree completion, and transfer rates. This will be accomplished through two activities.

Activity I: Broaden Access - Yakima Valley Community College will coordinate outreach efforts within the college and the community. Examples of strategies include participation in middle and high school events, on-campus activities for youth and families such as summer camps, college orientations for students and families, student leader/mentor training, transition activities for students from GED and high school completion programs to college programs, targeted use of Web-based materials, and increased relationships with four-year partners for enrollment and transfer.

Activity II: Expand Diversity Programs - will indirectly serve as an outreach effort by increasing both the number and types of diversity programs on campus and increasing the college's ability to gather and analyze data on student success efforts. The Chicano studies program, the Diversity Series, and Learning Communities will be enhanced; an English-Language-Learners program, a Spanish-for-Heritage-Speakers program, and a faculty research program will be developed.

NEW COOPERATIVE ARRANGEMENT GRANTS

CALIFORNIA

***East Los Angeles College – P031S070006
1301 Avenida, Cesar Chavez
Monterey, CA 91754***

Two-Year Public

Project Director: Dr. John C. Rude

Telephone: (323) 267-3724

E-mail: Rudejc@elac.edu

Award Amount: \$713,000

Activity Description:

ACTIVITY: *Increasing Student and Faculty Engagement with Web 2.0* (\$3,565,000 over five years) – proposed as a comprehensive, integrated strategy for three colleges to work together to increase engagement in technology by *both* faculty and students, to improve learning outcomes for Hispanic and other low income students. Each part of the Activity directly addresses institutional weaknesses at all three colleges that have been identified as causal factors in student attrition. Each part is a well-planned solution selected after thorough investigation of common problems and alternative solution strategies.

Solution One: *Web 2.0 Capacity-Building* adopts campus-wide portal designs for use in Smart Classroom podium displays and campus-wide wireless networks. Access to networks will be calibrated to the requirements of each college, department and course, including assignments, grading, research topics, news, discussion groups, collaborative projects, Rich Site Summary feeds, etc.

E-Portfolios will be accessible and required for all students enrolled in pre-collegiate Math and English classes. Faculty learning communities will be formed to exchange information across platforms and departments. E-Portfolio assessments will also be used for program completion, graduation or fulfillment of industry-based certification standards.

Solution Two: *Strengthening Faculty Capacity to Engage Students in Learning.* The project will develop pedagogical knowledge in IT staff, and increase technological competence of teaching and administrative staff at three colleges and the Los Angeles Community College District. Title V external funding will help the colleges create continuous faculty study groups to review classroom strategies and teaching/learning practices to enhance student success. First Year Academies and learning strategies courses will be adapted within basic skills Math, English and ESL offerings. Faculty training will adapt E-Portfolio assessment strategies to pre-existing Learning Communities at all three colleges. Faculty will train peer-to-peer networking tutors to connect students enrolled in college-level courses with mentors who have previously succeeded in degree programs or careers. Colleges will be poised to adapt “next generation” tools (e.g., portable devices, serious games, collaborative research, pod casting, social networks and global communication) to educational purposes.

Evaluative Criteria: Improvements in student progress and achievement (12.5 percent); persistence rate (8 percent); basic skills completion rate (9.3 percent); value-added progress (7.6 percent); and basic skills improvement (10.5 percent).

Hartnell College – P031S070022
150 Homestead Avenue
Salinas, CA 93901

Two-Year Public

Project Director: Gary Hughes

Telephone: (831) 755-6725

E-mail: Ghughes@hartnell.edu

Award Amount: \$713,000

Activity Description:

Project Title: A Cooperative Effort to establish Student Access & Success Research Centers:

Hartnell College, the lead college, and Gavilan College, the cooperating college, are Hispanic-Serving, comprehensive, public, two-year degree granting, accredited California Community Colleges. For nearly 90 years, both institutions have provided responsive, accessible, postsecondary education to historically agricultural regions in the Santa Clara and Salinas Valleys of west-central California, 100 miles south of San Francisco. Through this cooperative project, Hartnell and Gavilan will build on their complementary strengths to address serious problems in common impeding their development. As mission-driven institutions, they are committed to improving the educational and career opportunities for Hispanic and other low-income students.

This is a one-activity project. It will establish Student Access & Success Research Centers at Hartnell & Gavilan Colleges. The project targets identified, key gateways in the educational process focusing on English language skills, information competency, and computer literacy. Methods to achieve project goals include: curriculum development; new and improved courses; student learning outcomes; supplemental instruction; expanded tutoring services; learning communities; student learning academies; improved classroom practices; faculty and staff training; improved assessment; improved data collection; and evaluation.

Key performance measures: improved persistence, retention, performance, and success in key English and English as a Second Language courses; improved information competency and computer literacy; improved teaching methods; expanded data collection and assessment.

Los Angeles Pierce College – P031S070075
6201 Winnetka Avenue
Woodland Hills, CA 91371

Two-Year Public

Project Director: Mark Pracher

Telephone: (818) 710-2517

E-mail: Prachem@piercecollege.edu

Award Amount: \$712,999

Activity Description:

Project ¡OLA! To expand opportunity, access, and persistence for Latino and other low-income time- and place-bound students to courses within the partners' Basic Skills/Developmental Education programs, transfer programs, and specific occupational programs by expansion of distance learning and hybrid options. Pierce (fall 2006 enrollment 19,540) and West (8,828) are public, comprehensive community colleges within the Los Angeles Community College District. They serve parts of the San Fernando Valley and Westside areas where educational attainment is significantly below average and poverty rates are high, especially for Latinos. Over 70 percent of students at both colleges work at least part time.

With over 8,600 Latino students now, our combined enrollments are predicted to continue a 15-year growth trend. Increasing Latino and other students' educational goal attainment has become a critical priority. Three-year graduation (five percent at Pierce, six percent at West) and transfer (5.6 percent at Pierce, 3.2 percent at West) rates are abysmal. Analysis of institutional strengths and weaknesses reveals that competing work and family responsibilities limit potential Pierce and West students' access to education.

We will, therefore, adapt or create 60 online and hybrid courses that will make opportunities for higher education more accessible. We also propose to develop online orientation, tutoring, advising, financial aid, and library services to support student success. Rigorous faculty development will support all *Project ¡OLA!* efforts and enable ongoing conversion of courses and services for distance delivery.

TEXAS

*Laredo Community College – P031S070064
One West End Washington Street
Laredo, TX 78040*

Two-Year Public

Project Director: Dr. Nora Garza

Telephone: (956) 721-5337

E-mail: nrgarza@laredo.edu

Award Amount: \$713,000

Activity Description:

Educational Excellence Project: Teaching, Technology, and Learning. The purpose of the project is to strengthen academic offerings and program quality by: (1) improving student achievement in mathematics by offering tutorial and counseling services; (2) providing computer labs for mathematics and related fields; (3) providing faculty development in the areas of curriculum design, working with diverse populations, assessment and instructional strategies through the use of technology; (4) providing support to the Council on Educational Excellence (CEE) which aims to expand the educational opportunities for and improve the academic attainment of Hispanic students in the Laredo area by providing information on rigorous secondary school programs; and (5) creating an endowment to support college students who have excelled in rigorous high school programs included in the SMART fields.

Performance measures will include, but not be limited to, the ones identified for the Hispanic Serving Institutions Program: (1) number of full-time (FT) undergraduate students enrolled; (2) percentage of first-time FT participating students who continue to second year at the college; (3) percentage of transfer students from Laredo Community College (LCC) persisting through the second year at the university; (4) percentage of FT students retained, persisting and graduating within six years of enrolling at TAMU—Texas A&M International University and at LCC; and (5) percentage of FT students retained, persisting, and graduating within three years of enrolling.

Sample of other key measures include: (a) at least 500 students will receive tutoring and assistance; (b) at least 75 percent of students who receive tutoring will pass mathematics courses with a “C” or better; (c) at least 75 percent of students receiving tutoring will pass the tests required for their discipline; (d) 100 percent of the faculty teaching mathematics and related disciplines will receive professional development in academic assessment, curriculum and instructional technology; (e) at least 80 percent of the faculty trained will master the skills; (f) at least 75 percent of the trained faculty will incorporate technology into their curricula; and (g) 50 percent of middle/high school students participating in the CEE efforts will identify positively with postsecondary education and will enroll in postsecondary education.

Western Texas College – P031S070113
6200 College Avenue
Snyder, TX

Two-Year Public

Project Director: Ray Bartel

Telephone: (325) 573-8511

E-mail: rbartel@wtc.edu

Award Amount: \$698,817

Activity Description:

Western Texas College (WTC) and Texas State Technical College West Texas (TSTCWT) are publicly-supported Hispanic Serving Institutions serving a combined service area of rural, isolated West Texas that encompasses 17,912 square miles. The two institutions serve similar, economically and academically disadvantaged populations. Within this service area, 46 percent of families are low-income, the average wage is 33 percent below the state average, 83.7 percent of adults (96.4 percent of Hispanic adults) do not have a bachelor's degree, and 25 percent of adults (53.9 percent of Hispanic adults) have not completed high school. (*U.S. Census, 2005*) Serving these hard-working, disadvantaged residents is the mission of both institutions. Yet each institution works toward this mission through a distinct institutional purpose. WTC is a comprehensive community college providing general education, associate degree programming, and university transfer courses to its students. TSTCWT is primarily a technical institution with a mission of providing programs of study in high demand, advanced, and emerging technology fields. The colleges are located just 40 miles apart and have a history of collaboration.

The institutions' very limited financial resources compounded by state mandated budget reductions have created severe challenges in WTC and TSTCWT attempts to meet the needs of area residents. Through this Title V Project, both institutions will pilot a shared, distance-learning network designed to capitalize on new advances in teaching and learning strategies and supporting technologies. The partners will also jointly develop an Associate Degree Program in two high demand fields – Nursing and Digital Media.

Activity: Broadening Access for Hispanic and Low-Income Students consists of four integrated components: (1) increasing student access to high demand degree programs; (2) strengthening faculty-staff development in distance learning strategies; (3) developing online student support services; and (4) Strengthening technology infrastructure for distance learning.