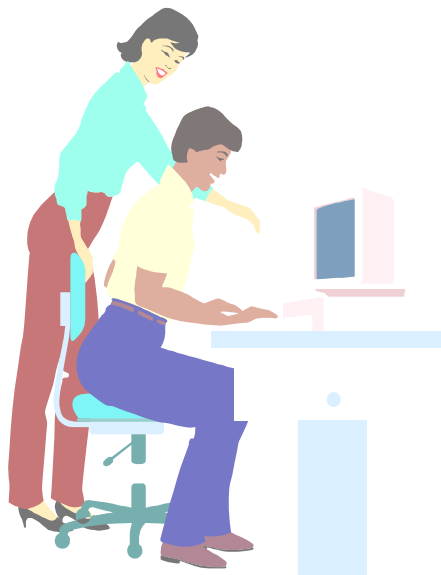


***HISPANIC-SERVING
INSTITUTIONS
PROGRAM
(84.031S)***

***PROJECT ABSTRACTS
FOR FY 2001 GRANTEES***

As of: 03/14/02



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INTRODUCTION

The Developing Hispanic-Serving Institutions (HSI) program was introduced into the Higher Education Act, as amended, in 1998 under a new Title V and was created to address the growing need for federal assistance to eligible HSIs to expand their capacity to serve Hispanic and low-income students. This goal is to be achieved through the expansion of educational opportunities, improving academic attainment, and expanding and enhancing academic offerings for Hispanic and low-income students to enable them to complete postsecondary education. Since 1998, the appropriation for the HSI program has increased dramatically from \$12 million in 1995 under Title III to \$68.5 million in FY 2001 with a projected increase to \$86 million in FY 2002. The HSI program has three types of grants:

- **Planning grant** is a one-year grant award for the purpose of preparation of plans and applications for a grant under the HSI program.
- **Development grant** is a five-year grant award to assist HSIs in carrying out its comprehensive development plan to strengthen the institution's program to improve and expand its capacity to serve Hispanic students and other low-income students.
- **Cooperative Arrangements** is a five-year grant award to encourage cooperative arrangements between an eligible HSI and other institutions in a combined effort to serve Hispanic students and other low-income students and to enhance the development of HSIs.

Funds for the HSI program may be used for activities such as the renovation of instructional facilities, faculty development, the purchase of scientific or laboratory equipment for educational purposes, funds for administrative management, development and improvement of academic programs, acquisition of equipment to strengthen funds management and academic program, joint use of facilities, academic tutoring, counseling programs, and support services.

The HSI program is the only discretionary grant program under the U. S. Department of Education's Office of Postsecondary Education that provides federal funds to strengthen institutions that serve Hispanic students and other low-income students. More information about the HSI program is available on the Department's web-site www.ed.gov/offices/OPE/HEP/idades/hsi.html.

DEVELOPMENT GRANTS

Cochise College

4190 West State Highway 80

Douglas, AZ 85607

Type/Control: Public/2 Year

Project Director: Dr. Janet Bernal (520) 417-4019

Email: marjanet@cochise.cc.az.us

ED Contact: Alex Chough (202) 219-7118

Award Amount: \$417,719

Total Student FTE: 2,871

Percent Hispanic Student FTE: 28%

Founded in 1962, Cochise College is a public comprehensive college which serves a diverse rural community. The main focus of the activity funded under this HSI grant award is focused on the creation of a connected system of pathways for students to gain the skills and behaviors needed to succeed in the world.

- **Increase Overall Student Retention and Degree Attainment.** The project will establish Learning Communities to improve student learning and student retention. The Learning Communities will be implemented in an array of English, Math, Computer Science, and Humanities courses.
- **Increase Student Learning and Success by Integrating Web-Based Skills.** The college will develop a Technology Academy to support and train faculty in incorporating web-based technology into existing courses.
- **Increase Student Success through Access to Academic and Career Information.** The institution will develop and pilot an on-line student support system to facilitate student tracking and advising. The services to be provided on-line include a bilingual orientation, placement testing, early warning and intervention tools, and academic/career advising.

Estrella Mountain Community College
3000 North Dysart Road
Avondale, AZ 85323

Type/Control: Public/2 Year

Project Director: Dr. Ernie Lara (623) 935-8812

Email: ernie.lara@emcmail.maricopa.edu

ED Contact: Alex Chough (202) 219-7118

Award Amount: \$449,387

Total Student FTE:1,992

Total Hispanic Student FTE:29.8%

Estrella Mountain Community College (EMCC) is located in West Phoenix and was founded in 1990. This two-year public institution received separate accreditation in 1997 and is affiliated with Maricopa County Community College District.

- **Improving Student Success.** The college aims to increase students persistence and completion by implementing a comprehensive plan that includes: the enhancement of Learning Support Services; the restructuring of Gatekeeper courses; the implementation of Pathway Programs (High School→Community College→University) and Summer Bridge Program for students; faculty and staff development; increasing library resources; and endowment building.

Cal State LA - University Auxiliary Services, Inc.

5151 State University Drive

Los Angeles, CA 90032

Type/Control: Public/4 Year

Project Director: Alfredo Gonzalez (323) 343-3830

Email: alfredo@cslanet.calstatela.edu

ED Contact: Carnisia Proctor (202) 502-7606

Award Amount: \$415,842

Total Student FTE:14,686

Total Hispanic Student FTE:52.2%

Cal State LA is the federally designated Title III and HSI institution and was the first four-year public institution in the State to be a full member of the Hispanic Association of Colleges and Universities. The University is arranged into six colleges and house 50 academic departments and divisions, including: the College of Arts and Letters, Business and Economics, Engineering and Technology, Health and Human Services, and Natural and Social Sciences, as well as the Charter College of Education.

- **Enhancing the Transition Experience for Hispanic and Low-income Transfer Students** – This activity is composed of three sub-activities and is designed to promote institutional self sufficiency by removing institutional weaknesses in dealing with transfer student retention:
 1. Transfer Advisement - To provide faculty with the knowledge and skills needed for effective and culturally sensitive advising of Hispanic and low-income students;
 2. Early Intervention Program - To identify Hispanic and low-income transfer students who are at risks during the first and subsequent quarters; and
 3. Electronic Data Interface System - To assist with electronic transfer of transcripts, facilitating articulation and advisement.

Fullerton College
North Orange County Community College District
1000 North Lemon Street
Fullerton, CA 92832

Type/Control: Public/2 Year

Project Director: Susan Clifford (714) 992-7023

Email: sclifford@fullcoll.edu

ED Contact: Carnisia Proctor (202) 502-7606

Award Amount: \$435,741

Total Student FTE: 6,380

Percent Hispanic Student FTE: 30.9%

Fullerton College is the states oldest continuously operating college and has an enrollment of 19,862 in the Fall of 2000. This institution is faced with unprecedented population surges that are projected to increase the number of low-income, under-prepared, and at-risk students.

- **Closing Institutional Gaps to Increase Hispanic Student Retention and Success** - This activity is designed to address the major gaps preventing institutional effectiveness:
 1. Focused Academic Improvement Through the Development of “Learning Communities”.
 2. Strengthening Student Information Systems for Institutional Effectiveness.
 3. Strengthening Faculty and Staff Development Through Development of a Teaching Effectiveness Center.
 4. Closing the Gap by developing the capability of the Fullerton College Foundation to create an Endowment Fund.

Modesto Junior College

435 College Avenue

Modesto, CA 95350-5800

Type/Control: Public/2 Year

Project Director: Odessa Johnson (209) 575-6961

Email: conners@yosemite.cc.ca.us

ED Contact: Carnisia Proctor (202) 502-7606

Award Amount: \$386,057

Total Student FTE: 15,267

Percent Hispanic Student FTE:26%

Modesto Junior College is a two-year accredited institution and one of two colleges in the Yosemite Community College District. This institution has two campuses in Modesto, Stanislaus County, California and serves approximately 15,178 students

- **Center for Learning Assistance Across the Curriculum.** This activity is designed to redefine traditional learning assistance practices by adopting a new organizational structure and creating innovative programs that address student academic and affective needs across the curriculum. This will be accomplished by:
 1. Assisting students to acquire the skills needed to be successful in college;
 2. Assisting students in activities that increase the number of transfer ready students through customized learning modules, study group curricula, mentoring and, tutoring; and
 3. Develop and implement activities that will decrease cultural barriers, increase leadership skills and provide multicultural education and training.

Mount St. Mary's College
12001 Chalon Road
Los Angeles, CA 90049-1599

Type/Control: Private/4 Year

Project Director: Lawrence Smith (310) 954-4018

Email: lsmith@msmc.la.edu

ED Contact: Carnisia Proctor (202) 502-7606

Award Amount:\$425,415

Total Student FTE: 1,652

Percent Hispanic Student FTE: 38%

Located in Los Angeles, California, Mount St. Mary's College was founded by the Sisters of St. Joseph of Carondelet in 1925. The college operates on two main campuses: the Doheny campus, in central Los Angeles and the Chalon Campus in west Los Angeles and is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges. Two and four year degrees are offered with some master's degree programs.

- **Improving Access and Success for Hispanic Students.** This activity is comprised of two sub-components and is designed to transform the current curriculum campus-wide and support newly-energized instruction with a coordinated system of student support that assist students through each academic year's transition and prepares them for the next year.
 1. **Increase Faculty Skills in New Technology and Hispanic Cultural Awareness** – This component will design and deliver faculty professional development in the new technology and Hispanic issues in education; and
 2. **Increase Hispanic Student Retention and Success** – This component will increase: 1) student cohort's persistence; 2) senior student cohort's graduation and plans for graduate schools; 3) high school outreach group juniors/seniors' plans for graduate school; 4) student satisfaction with portfolios; and 5) student satisfaction with Transition Centers.

National Hispanic University

14271 Story Road

San Jose, CA 95127

Type/Control: Private/4 Year

Project Director: Marco Cruz (408) 273-2759

Email: mcruz@nhu.edu

ED Contact: Carnisia Proctor (202) 502-7606

Award Amount: \$425,415

Total Student FTE: 302

Percent Hispanic Student FTE:82%

The National Hispanic University is a four-year private Liberal Arts institution with an emphasis on Business, Computer Technology, and Teacher Education. NHU was established in 1981 to provide higher education programs to Hispanics and other individuals seeking a multi-educational experience.

- **Improve Retention and Graduation of Under-prepared Students Through a Comprehensive University Central Student Academic assistance Center for Writing, English Language Development, Math and Computer Literacy** - Increase the retention and graduation rates of under-prepared students while increasing their academic and technological skills.
- **Improve Library Holdings and Technology Training of Faculty and Students** - To increase the use of the expanded library by students and increase faculty use of technology-across-the-curriculum through a faculty develop program.

Pacific Oaks College
5 Westmoreland Place
Pasadena, CA 91103

Type/Control: Private/4 Year

Project Director: Fiona Stewart (626) 432-5565

Email: fstewart@pacificoaks.edu

ED Contact: Carnisia Proctor (202) 502-7606

Award Amount: \$412,250

Total Student FTE: 468

Percent Hispanic Student FTE: 26.4%

Pacific Oaks College is a private four-year Hispanic serving institution located in Southern California. It's main focus is on education non-traditional students that work with children and families.

- **Closing the Institutional Gaps that Affect the Success of Hispanic Students** - Through the use of a collaborative analysis, this activity addresses institutional weaknesses which impede the College from effectively serving students.
 1. Strengthen and Extend Quality Academic Cohort Programs.
 2. Develop Integrated, Technology-Based, Culturally Sensitive Student Learning and Career Support Models.
 3. Strengthen Information Systems for Institutional Effectiveness in Serving Hispanic Students.
 4. Close the Funding Gap by Increasing the Institution's Endowment Program.

Palo Verde Community College

811 W. Chanslorway

Blythe, CA 92225

Type/Control: Public/2 Year

Project Director: Robert Lopez (760) 921-5367

Email: rlopez@paloverde.cc.ca.us

ED Contact: Carnisia Proctor (202) 502-7606

Award Amount: \$403,861

Total Student FTE: 742

Percent Hispanic Student FTE: 31%

Palo Verde Community College was founded in 1947 and is operated by a publicly and locally elected Board of Trustees with oversight provided by a state Board of Governors for the Community Colleges. The institution is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges and is a member of the California Association of Community Colleges and Junior Colleges, and the American Association of Community and Junior Colleges. In meeting its mission, the college offers twenty-nine degrees in: humanities and fine arts, natural science and mathematics, social and behavior sciences, general studies, and occupational programs.

Enhancing the Transition of Experience for Hispanic and Low-income Transfer Students - This activity is composed of three sub-components and is designed to promote institutional self-sufficiency by removing institutional weaknesses in dealing with transfer student retention.

- **Transfer Advisement** - This sub-activity will provide faculty with the knowledge and skills needed for effective and culturally sensitive advising of Hispanic and low-income students. Faculty and graduated students will provide academic advisement both at the University and at three local area community colleges.
- **Early Intervention Program** - This sup-activity is designed to identify Hispanic and low-income transfer students who are at risk during the first and subsequent quarters.
- **Electronic Data Interface (EDI)** - This sub-activity is designed to assist with the electronic transfer of transcripts, facilitating articulation and advisement.

Reedley College
995 N. Reed Street
Reedley, CA 93654

Type/Control:Public/2 Year
Project Director: William Baker (559) 244-5980
Email: bill.baker@scccd.com
ED Contact: Carnisia Proctor (202) 502-7606
Award Amount: \$441,373
Total Student FTE: 2,914
Percent Hispanic Student FTE: 41.1%

Accredited in 1946, Reedley College is a 2-year community college and is governed by the State Center Community College District Board of Trustees. Reedley college is organized into nine department: 1)Business; 2) Fine Arts and Social Behavioral Sciences; 3) Composition and Literature; 4) Counseling and Guidance; 5) Industrial Technology; 6) Agriculture and Natural Resources; 7) Physical Education and Health; 8) Math, Science, and Engineering; and 9) Reading, Speech and Foreign Languages. Each department offers certificates of completion, certificates of achievement, associate degrees, and transfer programs.

- **Strategies To Improve Retention and Success of Students** - This activity is designed to provide a continuous support mechanism for Hispanic and low-income students. It prepares students with college-style learning, provides on-going re-enforcement of personnel and focus, and draws students together in guided supportive communities of learning.
- **Strengthening Student Success in Math and Science at the Medera Center**-. This activity is designed to improve the success of students in mathematics at the Medera Center. Laboratory programs will be established and materials common to the instruction of mathematics and basic science will be utilized.

San Diego State University Foundation

5250 Campanile Drive

San Diego, CA 92182-1931

Type/Control: Public/4 Year

Project Director: Khosrow Fatemi (760) 768-5520

Email: fatemi@mail.sdsu.edu

ED Contact: Carnisia Proctor (202) 502-7606

Award Amount: \$422,670

Total Student FTE: 549

Percent Hispanic Student FTE: 81%

Founded in 1959, the Imperial Valley Campus of San Diego State University was established by an act of the legislature as a part of the California State University system. The Campus provides the following types of upper-division, undergraduate curriculum: 1) Bachelor of Arts in Spanish, English, history, psychology, social sciences, and Latin American Studies; 2) Applied Arts and Sciences (B. A./B. S.) in criminal justice, international business, business administration/agribusiness, and public administration; and 3) Professional Curricula in teacher education leading to graduate credentials at the elementary and secondary level of public school teaching, plus rotating mater's programs in education and public administration.

- **Curriculum Development** - This activity is designed to foster the student's academic achievement through new courses in academic ESL, mathematics, sciences, writing, and speech.
- **Faculty Development** - Trains faculty to utilize instructional technology, active learning and student-centered pedagogy helpful to native Spanish speaking students.

Santa Ana College
1530 West 17th Street
Santa Ana, CA 92706-3398
Type/Control: Public/2 Year
Project Director: John Nixon (714) 564-6086
Email: nixon_john@rsccd.org
ED Contact: Carnisia Proctor (202) 502-7606
Award Amount: \$412,913
Total Student FTE: 15,241
Percent Hispanic Student FTE: 44%

Established in 1949, Santa Ana College is the fourth oldest two-year public institution in California. The College prepares students for transfer, employment, and careers and has three comprehensive programs of study:

- 1) Lower Division Transfer and Occupational and Technical Curricula which offers over 150 majors leading to associate degree and transfer, and over 75 occupational programs leading to certificates of completion;
 - 2) Basis Skills Development which offers developmental pre-collegiate/basic skills instruction, English as a Second Language (ESL) and support services; and
 - 3) Adult Non-credit Program which offers competency-based non-credit classes in nine State mandated areas which include ESL citizenship, high school subjects and GED preparation, workplace development, older adult programs transition to college programs, and parenting/family literacy.
- **Comprehensive Faculty and Staff development to Improve and Expand Basic Skills Programs and Transfer Courses to Increase Hispanic and Low-income Students' Academic Success** – This activity has five components designed to: 1) Implement a plan to involve tutors throughout the course of the grant to address the diverse learning styles of students at all skill levels of ESL, English, reading and math; 2) revising College Algebra and Math for Liberal Arts Students, two gateway courses.

Southwestern College
900 Otay Lakes Road
Chula Vista, CA 91910-7299

Type/Control:Public/2 Year

Project Director: Greg Sandoval (619) 482-6347

Email: gsandoval@swc.cc.ca.us

ED Contact: Carnisia Proctor (202) 502-7606

Award Amount: \$368,065

Total Student FTE: 7,054

Percent Hispanic Student FTE: 55.3%

Southwestern College is a two-year community college located in Chula Vista, California with a student body of approximately 81% minority. In addition to the main campus, the college also operates two satellite centers, one located in National City (northwest of main campus) and the San Ysidro campus (southwest of the main campus). Its educational mission is to provide lower division transfer courses, vocational and career education, and basic skills education to prepare students to succeed in college. SWC offers courses leading to the Associate or Arts and Associate in Science degrees as well as certificates within vocational education.

- **Faculty and Curriculum Development to Improve Student Learning Outcomes** - This activity is designed to address the educational challenges at SWC concerning curriculum that require infusion of classroom technology, cultural diversity and learning strategies, an instructional/academic support services. This activity also converts single discipline laboratories into multi-disciplinary laboratories with appropriate software.

Ventura College

4667 Telegraph Road

Ventura, CA 93003-3899

Type/Control: Public/2 Year

Project Director: Gary Van Meter (805) 648-8944

Email: gvanmeter@vcccd.net

ED Contact: Carnisia Proctor (202) 502-7606

Award Amount: \$428,750

Total Student FTE: 7,083

Percent Hispanic Student FTE: 31%

Founded in 1925, Ventura College is one of three public, two-year colleges in the Ventura County Community District and is accredited by the Western Association of Schools and Colleges. Academic programs offered include natural sciences, social and behavioral sciences, humanity's language studies, health and physical education, and ethnic/women's studies. A wide variety of vocational/technical courses are also available including architecture, automotive technology, biotechnology, business information systems, computer information systems, construction technology, fashion design, landscape horticulture, medical assistant, nursing, machine technology, multimedia, and many others. Both degrees and certificates are offered.

- **Increasing Enrollment, Graduation, and Transfer of Hispanic Students** This activity has two components:

- 1) To improve student success in "Gateway" courses and services by targeting with high rates of failure and withdrawal that are gateways to degrees and certificates and through implementation of innovative methods, increase the success rate in basic skills, introductory college level science, and college algebra.
- 2) To provide new programs and services that will increase access to the College's library and learning resource materials.

Woodbury University

7500 Glenoaks Blvd.

Burbank, CA 91510-7846

Type/Control: Private/4 Year

Project Director: Phyllis Cremer (818) 767-0888, ext. 314

Email: phyllis.cremer@woodbury.edu

ED Contact: Carnisia Proctor (202) 502-7606

Award Amount: 417,147

Total Student FTE: 870

Percent Hispanic Student FTE: 27%

Founded in 1884, Woodbury University is one of only three private, four-year Hispanic Serving Institutions in Southern California, and the only one offering a curriculum focused on professional education. Woodbury is accredited by the Western Association of Schools and Colleges and is a member of the Hispanic association for Colleges and Universities (HACU).

- **“Pathways to the Professions”** - This activity has three components is designed to utilize existing educational practices and improve them through the addition of new strategies, then combine them into a comprehensive, coordinated program of academic support.
 1. **Entry-Level Instruction for Student Success** – To increase retention and pass rates in basic skills and foundation courses through the creation of a centralized basic skills program and integration of supplemental instruction into college-level curriculum;
 2. **Student Information for Student Success** – To increase accessibility and accuracy of student information for tracking, advising , and support through development of an integrated Student Information System;
 3. **Advanced Technology for Student Success** – To increase efficiency and effectiveness of instruction and student support services through development of alternative instructional delivery methods and student access to information and on-line support.

Otero Junior College
1802 Colorado Avenue
La Junta, CO 81050

Type/Control:Public/2 Year

Project Director: L. Patrick Malott (719) 384-6823

Email: pat.malott@ojc.ccces.edu

ED Contact: Alex Chough (202) 219-7118

Award Amount:\$396,199

Total Student FTE: 998

Percent Hispanic Student FTE: 31%

Otero Junior College is a public, Hispanic-serving two year degree college. This institution services an area over 3,500 square miles in Otero, Bent, and Crowley Counties located in southeastern Colorado. This area is amount the most economically depressed in Colorado with an average annual income for Otero, Bent, and Crowley Counties ranking 48th, 58th and 60th respectively out of a total of 63 counties in Colorado.

- **Enhancing Student Success** - Expanding student services to enhance collaboration with local school districts, initiating a career counseling program, expanding tutoring efforts, mentoring for potential and current enrollees, and general public awareness of the benefits and opportunities of higher education are the primary components of this activity.
- **Academic Support** - This activity is designed to provide faculty and staff with technological techniques in delivering instruction in the classroom. This includes curriculum development, enhancing distance learning capabilities and the development of instructional web sites.

Miami-Dade Community College-Inter American Campus

627 West 27th Avenue

Miami, FL 33135-2966

Type/Control: Public/2 Year

Project Director: David Rafky (305) 237-6186

Email: drafky@mdcc.edu

ED Contact: Nalini Lamba-Nieves (202) 502-7562

Award Amount: \$ 387,914

Total Student FTE: 2,297

Percent Hispanic Student FTE: 97%

Established in 1972, Miami-Dade Community College, Inter America Campus accredited by the Southern Association of Colleges and Schools (SACS) to offer the Associate degree, occupational certificates, and non-credit courses. Offerings include A.A. programs transferable to four-year institutions of higher learning, Vocational Certificate, Colleges Credit Certificate, College Preparation-Credit, Community Education-Non-credit, and Distances Education-Credit. The five activities are designed to improve student retention “across the board” and remove academic “bottlenecks” to student success.

- **Student One-stop Services** – Provides additional learning support services (tutoring, computer assisted instruction, etc.) along with intensive coordinating , tracking and follow-up or services.
- **Technology** – To promote active learning and creating knowledge through infusing technology seamlessly into the curriculum.
- **Outreach** – To promote service learning and volunteerism through tutoring and assisting secondary students before they apply to college in order to improve their chances of successful enrollment.
- **Diversity** – To promote student awareness in learning about other cultures. Also includes the recruiting Haitian American faculty and retaining newly recruited Haitian students.
- **Research** – To conduct “customized” research base on sample surveys of student and faculty and developing a computerized system of tracking student services.

Miami-Dade Community College-Kendall Campus

11011 S. W. 104th Street

Miami, FL 33176-3393

Type/Control:Public/2 Year

Project Director: Wasim Shomar (305) 237-2169

Email: wshomar@mdcc.edu

ED Contact: Nalini Lamba-Nieves (202) 502-7562

Award Amount: \$354,238

Total Student FTE: 13,047

Percent Hispanic Student FTE:75%

Founded in 1967, Miami-Dade Community College, Kendall Campus is funded by the State and governed by the College President, who responds to the District Board of Trustees. The College offers an Associate in Arts degree in 78 disciplines, an Associate in Science degree in 41 areas, and 48 vocational certificate programs as well as other non-credit courses and programs. In order to earn an Associates degree, candidates must pass the College-Level- Academic Skills test (CLAST), a statewide examination used to measure achievement in math, reading, and English language skills.

- **Creating a Culture of Success in Science, Math and Engineering –**
This activity is designed to enhance instructional and academic support for Hispanic students in engineering, mathematics and science courses to improve student success and increase retention through mechanisms that include intensive development and professional training for the inclusion of supplemental instruction and learning community strategies in the pedagogical and academic support realms as well as involving employers in business and industry for career discovery, improved motivation for retention, internships, curriculum enhancement, and placement of students who complete their program of study.

Morton College District 527
3801 South College District 527
Cicero, IL 60804

Type/Control: Public/2 Year

Project Director: Robert Ericson (708) 656-8000

Email: Ericsonr@morton.cc.il.us

ED Contact: Alex Chough (202) 219-7118

Award Amount: \$403,529

Total Student FTE: 1,547

Percent Hispanic Student FTE: 62.8%

Morton College was founded in 1924 and is the second oldest community college in Illinois. This project is designed to accomplish the goals of the Comprehensive Development Plan in a single integrated objective.

- **College Transformation: Increasing Student Success and Reducing Barriers** - This activity has a wide-range plan designed to transform their curriculum by infusing technology and piloting a cultural approach to teaching that will result in increased student retention and persistence. This activity contains the following components:
 1. **Hispanic Cultural Literacy** - College personnel will hold Hispanic cultural literacy workshops and Spanish language courses for the faculty and staff to raise awareness and improve academic curriculum.
 2. **Technology** - The project will provide training and support to faculty to integrate technology into the curriculum, thereby improving student access to technological learning.
 3. **Student Support** - A common location will be established for all student services as well as the development of new programs to promote successful college composition.
 4. **Academic Pipeline** - This component will forge a working relationship between all major sectors of the K-16 pipeline.

Donnelly College

608 N. 18th Street

Kansas City, KS 66102

Type/Control: Private/2 Year

Project Director: Frances Sanders (621-8716)

Email: sander@donnelly.cc.ks.us

ED Contact: Alex Chough (202) 219-7118

Award Amount: \$390,692

Total Student FTE: 396

Percent Hispanic Student FTE: 26%

Donnelly College is a two-year private college that was founded in 1949 and is located in the urban core of Kansas City. The college serves a 62% minority population from a federally designated Enterprise Community and the surrounding inner city communities. The project has one activity which is designed to:

- **Transform Student Success through Improvement of Instruction, Student Information and Technology Usage** - The college will integrate new approaches to student success that provide new strategies and capabilities for the institution. The activity contains the following components:
 1. **Success through Entry-Level Instruction** - The college will increase pass rates and retention in introductory courses by creating a centralized developmental studies program and integrating supplemental instruction into the college-level curriculum.
 2. **Success through Student Information** - Increasing accessibility and accuracy of student information for tracking, advising, and support through development of integrated Student Information and Financial Aid Information System modules.
 3. **Success through Advanced Technology** - Increasing efficiency and effectiveness of instruction and student support services through development of alternative instructional delivery methods and student access to information and on-line support.

**Eastern New Mexico University
Station 2**

Portales, NM 88130

Type/Control: Public/4 Year

Project Director: Dr. Patrice Caldwell (505) 562-2315

Email: Patrice.Caldwell@enmu.edu

ED Contact: Alex Chough (202) 219-7118

Award Amount: \$218,657

Total Student FTE: 2,606

Percent Hispanic Student FTY: 28%

Eastern New Mexico University is a multi-campus regional state university governed by its Board of Regents and was founded in 1934. It is located on the eastern high plains of rural New Mexico. It also has an instructional center in Ruidoso, New Mexico and a branch campus in Roswell, New Mexico.

- **Summer Program for Hispanic and Other Low-Income Students -** This summer program is designed to improve student success in their first year of college by familiarizing them with college-level coursework, campus life and services, and building college readiness skills.
- **Innovative Pedagogy for Development of Mathematics -** To improve students success in first-year college math courses, the developmental curriculum will be revised, student assistants will be trained as peer coaches, and faculty will receive professional development in order to enhance student success in this gatekeeper course.
- **A Spanish Language Radio Outreach -** To improve community and pre-college students' awareness of higher education access by providing Spanish Language radio programs showcasing successful role models in the state and region, advice for college academic, financial and emotional readiness, and other college preparation tips.

University of New Mexico-Taos

115 Civic Plaza Drive

Taos, NM 87571

Type/Control: Public/2 Year

Project Director: Wynn Goering (505) 758-7667

Email: wgoering@unm.edu

ED Contact: Alex Chough (202) 219-7118

Award Amount:\$402,177

Total Student FTE:294

Percent Hispanic Student FTE:63.7%

The University of New Mexico-Taos, Taos, NM is a 2-year public institution located in north-central NM and was established in 1993 as a branch affiliate of the University of New Mexico.

- **Student Academic Success** - Improving student persistence and success through an early alert system, student advising and a Center for Academic Development.
- **Information Literacy/Learning Resource Center Development**
Improving student performance through increased access to information resources and to information literacy instruction.
- **Faculty Development** - Improving faculty competence in the use of instructional methodologies and technologies and improved student satisfaction with faculty instruction and academic advising.

Western New Mexico University
1000 College Avenue
P. O. Box 680
Silver City, New Mexico 88061
Type/Control:Public/4 Year
Project Director: Faye Vowell (505) 528-6317
Email: vowellf@pyrite.wnmu.edu
ED Contact: Alex Chough (202) 219-7118
Award Amount:\$384,370
Total Student FTE:1,533
Percent Hispanic Student FTE:43%

Western New Mexico University, Silver City, NM is located in southwestern New Mexico. WNMU was founded in 1893 and is a 4-year public and masters level university.

- **Faculty and staff development to improve student learning and retention by creating learning communities within a learning organization** - This activity will increase the academic achievement and retention rates of freshman students through two components:
- **First Year Experience** - This component consist of Freshman Seminars, developmental learning communities, peer leaders, and the involvement of Hispanic business leaders as mentors and role models.
- **Comprehensive Professional Development** - The project will provide institutional staff with training and professional development in academic inclusiveness, instructional delivery, and the use of technology in the classroom.

College of Aeronautics

86-01 23rd Avenue

Flushing, NY 11369-8475

Type/Control: Private/4 Year

Project Director: Janet DeSimone (718) 429-6600

Email: JanetS@aero.edu

ED Contact: Sophia McArdle (202) 219-7078

Award Amount: \$422,869

Total Student FTE: 1,138

Percent Hispanic Student FTE: 38%

The College of Aeronautics is a private, four-year, technical-based college committed to providing its students with the education and skills in aeronautical and aerospace careers. The College is located in Queens, New York and is one of the most densely populated and diverse communities in the nation. Typically, students are first generation, low-income, employed full or part-time and often have significant deficits in key academic skills areas, and are often unfamiliar with the culture of academia.

- **Improvement of Academic Programs by Establishing a Center for Instructional and Technological Innovation** - This activity is designed to strengthen all academic programs, and lead to significant increases in retention of academically at-risk students, in the number of faculty committed to, trained in, and actively engaged in instructional innovation.
- **Integration of Support Services to Strengthen Student Success** - This activity is designed to improve the institution's retention methods by developing systemic and comprehensive services, including academic advisement and developmental studies courses, increasing the number of students who are provided support services, and learning assistance to overcome academic deficiencies.

John Jay College
899 Tenth Avenue
New York, NY 10019-1069

Type/Control:Public/4 Year

Project Director: Lawrence Kobilinsky (212) 237-8884

Email: Lkobilinsky@jjay.cuny.edu

ED Contact: Sophia McArdle (202) 219-7078

Award Amount:\$417,727

Total Student FTE: 7,300

Percent Hispanic Student FTE: 38.3%

John Jay College is located in the borough of Manhattan in New York City. Founded in 1965, John Jay is a public four-year institution in the City University of New York system. Offerings include the Bachelor of Arts and the Bachelor of Science in majors that focus on: criminal justice, police studies, correctional studies, criminal justice administration, criminology, deviant behavior, government, judicial studies, public administration, legal studies, fire science, forensic psychology, forensic science and public administration. The College also offers five master's degree programs in Criminal Justice, Forensic Psychology, Public Administration, Science, and Protection Management.

- **To Strengthen the College's Capacity to Retain and Graduate Hispanic Students by Developing New Instructional On-line Materials and Expanding Its Current ESL Resource Center** - This activity has four components: 1) To improve the ESL Resource Center's capacity to improve the writing skills of Hispanics, and non-native speaking student through the creation and the development of an E-tutorial help desk program that complements its current one-on-one tutorial program; 2) To increase the ESL Resource Center's capacity to improve the writing skills of Hispanic students through the creation and development of an on-line language sensitive materials in 3 disciplines; 3) To enhance the College's capacity to increase Hispanic students' pass rates in CPE and ACT CUNY proficiency exams with the creation of on-line materials; and 4) To increase the College's capacity to enable faculty to refer Hispanic students to the ESL Resource Center.

John Jay College (continued)

- **To Strengthen the Capacity for Increased Retention and Graduation Rates in the College's Science Programs Through the Development of an Instructional Technology Resource Lab and the Incorporation of State-of-the-art Instrumentation for Curricular enhancement and improved Faculty/Student Mentoring.** This activity has two components: 1) To significantly increase student success and retention in the College's science courses by developing a Science Instructional Technology Resource Lab; and 2) To significantly increase the capacity to mentor and graduate students from the College's Science Programs by incorporating state-of-the-art science instrumentation for upgrading curricula and increasing student research training.

American University of Puerto Rico

Box 2037

Bayamon, PR

Type/Control: Private/4 Year

Project Director: Nicholas Silva (787) 798-2040

Email: nicksilva@excite.com

ED Contact: Nalini Lamba-Nieves (202) 502-7562

Award Amount: \$446,702

Total Student FTE: 3,007

Percent Hispanic Student FTE: 99%

American University of Puerto Rico is a non-profit, non-sectarian, four-year private institution serving north central Puerto Rico.

- **Library Development and Information Literacy.** Strengthening the University's library infrastructure through new and efficient informational technologies useful to managing information resources and developing information literacy.
- **Improving Core Curriculum and Learning Facilities.** Strengthening the curricula with technology-based instructional methodologies, designed to contribute significantly to teaching effectiveness and learning outcomes by the incorporation of multimedia classrooms.

Bayamón Central University

P. O. Box k1725

Bayamón, PR 00960-1725

Type/Control: Private/4 Year

Project Director: Angel Berrios (787) 786-3030, ext. 2040

Email: aberrios@ucb.edu.pr

ED Contact: Nalini Lamba-Nieves (202) 502-7562

Award Amount: \$431,255

Total Student FTE: 2,711

Percent Hispanic Student FTE: 100%

Bayamón Central University is the oldest of four universities in the City of Bayamón. It is a private, non-profit, liberal arts institution and was originally founded in 1961 as a branch of the Catholic University of Puerto Rico. In August of 1970, the university became independent and expanded to become a four-year university.

- **Strengthen Institutional Management** - To develop and strengthen the university's capability to conduct macro and micro institutional research using an interactive web-site configured as a portal to facilitate the process.
- **Academic Research** - To utilize academic research techniques in the classroom to strengthen student learning skills and improve faculty teaching skills. These research activities will be carried out in the environment of a Journalism Resource Center.

Colegio Universitario Del Este

P. O. Box 2010

Carolina, PR 00984

Type/Control: Private/4 Year

Project Director: Sandra Mirabal (787) 257-7373

Email: ue_smirabal@suagm.edu

ED Contact: Nalini Lamba-Nieves (202) 502-7562

Award Amount: \$362,142

Total Student FTE: 6,944

Percent Hispanic Student FTE: 100%

Colegio Universitario del Este is a 4-year private college in Carolina, PR that enrolls 7,555 credit and non-credit students annually.

- **Increase Student Academic Success and Retention through Teaching-Learning Communities and Faculty Development** - The project will maximize student success through the implementation of the following components:
 1. **Revision and Implementation of Twenty General Education Courses** Establish learning communities to raise the level of critical thinking skills, communications skills, quantitative/scientific reasoning, information literacy and information technology skills.
 2. **Retrofit Fifty-six classrooms as e-classrooms** - Computerize classrooms with on-line access to the network and web-based instructional resources.
 3. **Establish a Teaching and Learning Resources Center (TLRC)** - The school will develop a facility that will model the learning community instructional approach as well as provide technical assistance to the faculty engaged in curriculum development.
 4. **Increase the Knowledge of the Faculty** - Faculty training in learning methodologies, communication skills, information literacy and the incorporation of educational technology into their teaching methods.

Inter American University of Puerto Rico-Bayamón

P. O. Box 363255

San Juan, PR 00936

Type/Control: Private/4 Year

Project Director: Teresa Cruz (787) 279-1912

Email: tcruz@bc.inter.edu

ED Contact: Nalini Lamba-Nieves (202) 502-7562

Award Amount: \$434,391

Total Student FTE: 4,888

Percent Hispanic Student FTE:100%

The Inter American University of Puerto Rico Bayamón is a four-year private, non-profit Hispanic-serving degree college in north-central Puerto Rico. This is mostly an suburban and rural area in which approximately 51% of the families live below the poverty level.

- **Faculty Development in the Areas of Instructional Technology and Student Centered Learning** - This activity is designed to transform the student learning process in gateway courses and increase student success and progress toward achieving a degree in Engineering and Science or Technology. This activity will enable faculty and staff to: acquire understanding and knowledge of the role and uses of instructional technologies, apply student-centered learning, provide structured and sustained support to implement student-centered learning, standardize and enhance gateway courses and develop laboratories and outside classroom experiences.

Inter American University of Puerto Rico-Metropolitan Campus

P. O. Box 363255

San Juan, PR 00936

Type/Control: Private/4 Year

Project Director: Lillian Gayá (787) 250-7003

Email: Ingaya@inter.edu

ED Contact: Nalini Lamba-Nieves (202) 502-7562

Award Amount: \$405,013

Total Student FTE:6,675

Percent Hispanic Student FTE: 100%

Inter American University of Puerto Rico-Metropolitan Campus, San Juan, PR is located in the San Juan Metropolitan area, established in 1962, is a comprehensive Master's and Ph.D. granting institution, with about 10,586 undergraduate students for the Fall, 2000 semester.

- **Strengthening Academic Achievement and Student Retention Through A Comprehensive Students Services Model** - This activity is designed to develop workshops and modules to support the vocational and personal needs of freshman students in the areas of career setting and decision making; the design and development of course materials and learning strategies to restructure basic and introductory courses.
- **Strengthening of Science Academic Programs Through Laboratory Curriculum Redesign and Improvement** - Strengthen pre-professional intellectual development and academic achievement of students by: redesigning laboratory experiences by incorporating higher-order thinking and technical skills; improving laboratory infrastructure to support the newly revised laboratory courses; training professors in the implementation of redesigned laboratory experiences by the application of modern laboratory techniques and incorporating a student research support network program.

Inter American University of Puerto Rico-Ponce Campus

P. O. Box 363255

San Juan, PR 00936

Type/Control: Private/4 Year

Project Director: Ray Petty (787) 284-1912

Email: rpetty@ponce.inter.edu

ED Contact: Nalini Lamba-Nieves (202) 502-7562

Award Amount: \$401,150

Total Student FTE:4,027

Percent Hispanic Student FTE:100%

Inter American University of Puerto Rico is a four-year private institution and was founded in 1912. It is located on the south coast of Puerto Rico.

- **Administrative and Academic Support for Assessment and Communication** - To update the computer management system to improve institutional research for academic assessment and planning.
- **Academic Resource Center** - To improve student learning outcomes and retention through an Academic Resource Center that will provide students with assistance in English, Spanish, Mathematics and Technology and faculty with improved teaching skills and techniques.

Polytechnic University of Puerto Rico

P. O. Box 192017

San Juan, PR 00919

Type/Control:Private/4 Year

Project Director: Miguel Riestra (787) 754-8000

Email: mriestra@pupr.edu

ED Contact: Nalini Lamba-Nieves (202) 502-7562

Award Amount: \$425,038

Total Student FTE: 5,322

Percent Hispanic Student FTE:100%

Polytechnic University of Puerto Rico is a 4-year private, non-sectarian institution located in the San Juan metropolitan area offering baccalaureate degrees in science, engineering, business and architecture as well as masters degree programs.

- **Admission through Graduation Academic Support Programs to Increase Retention, Persistence and Graduation Rates** - This retention, persistence and graduation model seeks to increase retention and advisement of first-year students by providing them with advisement, peer tutoring, and mentoring services from their first year through graduation.
- **Enhancement of Engineering Laboratories and Learning Experience Though Laboratory Equipment Acquisition** - Providing meaningful laboratory experiences to students to encourage higher levels of study in science, mathematics, engineering and technology. With this activity the enhancement of laboratory equipment for five engineering laboratories will be increased from their 53% equipment capacity to an 80% equipment capacity over the course of five years.

University of Puerto Rico/Aguidilla

P. O. Box 250160

Aguadilla, PR 00604

Type/Control: Public/4 Year

Project Director: Jose Arbona (787) 890-2681

Email: j_arbona@cora.upr.clu.edu

ED Contact: Nalini Lamba-Nieves (202) 502-7562

Award Amount:\$396,233

Total Student FTE: 3,000

Percent Hispanic Student FTE:100%

University of Puerto Rico – Aguadilla is part of the University of Puerto Rico public higher education system. It Serves FTE students, all Hispanic. Offers baccalaureate and associate degree programs.

- **Faculty Training and Multimedia Instructional Development - A** group of 5 faculty members will receive graduate level training in teaching/learning methodologies and multimedia instructional development to later serve as faculty trainers and mentors.
- **Information Technology (IT) Based Student Development: Emphasis on Basic Skills and Integrated Assessment Techniques - The** pedagogical result of the proposed project should be, among other things, to see tangible results in student outcome measures.
- **Development of an IT-Based Learning Support System -** By enhancing significantly the equipment infrastructure and the academic and technical support system.

University of Puerto Rico/Arecibo College

P. O. Box 4010

Arecibo, PR 00614-4010

Type/Control:Public/4 Year

Project Director: Mercedes Perez de Vives (787) 878-2830 ext: 1103

Email: m_perez@cuta.upr.clu.edu

ED Contact: Nalini Lamba-Nieves (202) 502-7562

Award Amount:\$429,550

Total Student FTE:4,030

Percent Hispanic Student FTE:100%

The University of Puerto Rico/Arecibo College was founded in 1967 and is a part of the University of Puerto Rico System.

- **Enhancing Student Learning Outcomes Through Integration of Web-based Technology In Developmental Education and Course Curricula** Through the creation of developmental courses in English, Spanish and Math the College expects to retain to some extent the students at risk. It is anticipated that student learning outcomes such as freshman to sophomore year persistence, retention and graduation rates will improve significantly from 5 to 10% in all areas over the previous years.
- **Improving Student Services Through the Implementation of Online Registration, Advising and Counseling Services** - Through the implementation of an interactive web-site providing enhanced information resources, and making the academic advising and registration process available online, the College will be able to improve student satisfaction with services, a vital element to increase retention.

University of Puerto Rico Medical Sciences Campus

P. O. Box 365067

San Juan, PR 00936

Type/Control: Public/4 Year

Project Director: Pedro Borreo-Santiago (787) 758-2380

ED Contact: Nalini Lamba-Nieves (202) 502-7562

Award Amount: \$416,368

Total Student FTE: 1,123

Percent Hispanic Student FTE: 92.7%

University of Puerto Rico-Medical Campus was founded in 1966 and offers two-year to doctorate program degrees.

- **Systems Development for Data Management and Curricular Development** - To improve the ease and speed of access to information needed by students, faculty and administrators by providing training, modern infrastructure, and systems that allow access to information on the internet, intranet, a document management system, and a database on students, faculty, courses, personnel, student records, and admissions.
- **Development of an Educational Health Promotion and Illness Prevention Training Center and the Expansion of the Guidance and Counseling Services for the Improvement of Undergraduate Academic Programs (UGPs)** – By September, 2006 a minimum of 200 students will acquire the educational skills required in their respective curricula to teach promotion and maintenance of health and prevention of disease to groups of the community of the Medical Science Campus.

Brazosport College
500 College Drive
Lake Jackson, TX 77566-3199

Type/Control: Public/2 Year

Project Director: David Preston (979) 230-3256

Email: dpreston@brazosport.cc.tx.us

ED Contact: Sophia McArdle (202) 219-7078

Award Amount: 401,805

Total Student FTE: 2,446

Percent Hispanic Student FTE: 25%

Founded in 1968, Brazosport College was and is accredited by the Southern Association of Colleges and Schools and is governed by a locally elected Board of Regents. When the college began, its emphasis was on academic transfer courses but has now evolved to include 25 occupational-technical programs, workforce training programs in Community Education, developmental education, and business/industry training programs.

- **Student Services Development Project to Improve Registration and Assist Students in Moving from College to the Workplace** - To improve student services by: 1) upgrading the present telephone registration system and adding the option for on-line registration; 2) providing comprehensive career counseling services to assist students in selecting majors; 3) decreasing dropout rate; 4) providing support for students to complete certificates/degrees; 5) assist students in obtaining jobs, and 6) upgrading equipment in the career counseling center.
- **Improve Computer Resources and Distance Education** - To improve technology education to provide alternative course delivery for students by: 1) upgrading equipment in information technology labs; 2) adding new computer labs; 3) increasing the number of distance education courses; 4) upgrading equipment in distance education the classroom; 5) developing new information technology training programs; 6) developing interactive television courses with three additional service area high schools, and 7) developing training programs in Command Spanish and learning styles for adults.

Mountain View College
4849 W. Illinois Avenue
Dallas, TX 75211

Type/Control:Public/2 Year

Project Director: Michael Gutierrez (214) 860-8711

ED Contact: Sophia McArdle (202) 219-7078

Award Amount: \$436,990

Total Student FTE: 2,832

Percent Hispanic Student FTE: 30%

Mountain View College is one of seven public two-year colleges in the Dallas County Community College. Located in southwest Dallas County, the college serves a large multicultural and economically deprived area. MVC's primary role is to provide a bridge for low-income, educationally disadvantaged students who would not otherwise be able to attend college.

Strengthen Programs for Student Success in Mathematics, Science, and Technology – This activity has four components and is designed to increase the successful completion rate of students in developmental math, increase enrollment and successful course completion in technology and science courses, and enable full-time math, science, and technology faculty to identify their individual primary teaching style and three alternative instructional methods they have prepared for under-prepared minority students.

This activity has four components: 1) Breaking through the Math Barrier; 2) Increasing Enrollment and Success in Transfer Level Science; 3) Increasing Enrollment and Success in Technology; and 4) Faculty Development and New Methods.

Northwest Vista College
3500 North Ellison Drive
San Antonio, TX 78251-4217
Type/Control: Public/2 Year
Project Director: Jo-Carol Fabianke
Email: jfabiak@accd.edu
ED Contact: Sophia McArdle (202) 219-7078
Award Amount: \$383,071
Total Student FTE: 2,289
Percent Hispanic Student FTE: 50.6%

Northwest Vista College (NVC) was established by the Alamo Community District Board of Trustees in 1995. In its short existence, the college has experienced dramatic growth in terms of overall numbers of students that are low income, first generation, and primarily Hispanic students. As one of four colleges in the Alamo College District, NVC offers the Associate of Arts degree the Associate of Science degree, Associate of Applied Science degree, and Certificate programs.

- **Creation of Comprehensive Academic Foundations Learning Center**
The purpose of this activity is to improve retention, persistence, and student success in Developmental Math, English, and Reading through establishing collaborative learning groups; implementing open-entry, open exit courses; implementing faculty mentoring; and developing “catch-up” courses.
- **Project to Assess Learning** - The purpose of this activity is to improve student success in core curriculum courses as measured by retention, grades received, transfer rates, and qualitative long-term assessments.
- **Expanding E-Learning Communities** - The purpose of this activity is to increase enrollment in occupational programs and student success in all programs by expanding e-learning communities.

Odessa College
201 W. University
Odessa, TX 79764

Type/Control: Public/2 Year

Project Director: Alfredo Chapparro (915) 335-6319

Email: achapparro@odessa.edu

ED Contact: Sophia McArdle (202) 219-7078

Award Amount: \$420,775

Total Student FTE: 3,069

Percent Hispanic Student FTE: 1,201

Odessa College's main educational initiatives include: 1) providing two-year programs and pre-professional degree programs to students preparing to transfer for further education; and 2) providing occupational/technical training for students desiring to obtain comprehensive skills requires in specialized fields of study.

- **Transforming Instructional Program and Student Services** - This activity has three main components:
 1. **Strengthening the Instructional Program** - Faculty will coordinate with curriculum specialist to redesign curricula to introduce new instructional delivery systems and methodologies such as CAI, web-based instruction, and other technologies proven to be successful with under-prepared student;
 2. **Faculty/Staff Professional Development** - Provide faculty with training in basis skills strategies and the use of computer assisted instructional (CAI) and media assisted instructional (MAI) delivery systems.

San Antonio College

1300 San Pedro Avenue

San Antonio, TX 78212

Type/Control: Public/2 Year

Project Director: Thomas Hoy (210) 733-2352

Email: thoy@accd.edu

ED Contact: Sophia McArdle (202) 219-7078

Award Amount:\$424,833

Total Student FTE: 15,289

Percent Hispanic Student FTE: 48.6%

San Antonio College was founded as the University Junior College in 1925 and is the largest of four colleges in the Alamo Community College District. It is accredited by the Southern Association of Colleges and Schools and offers courses in general education and occupational/technical areas. Students have the option of completing requirements for degrees in Associate of Arts, Associates of Science, and Associate in Applied Science. They may also earn certificates in various occupational/technical areas.

- **Improving Academic Programs** - The five key areas of this activity include: 1) increase the number of Hispanics graduating; 2) increase in the transfer to four-year colleges of Hispanic students; 3) reduce the gap between the average GPA of Hispanic students and white non-Hispanic students; and 4) increase the number of Hispanic students receiving college credit for Internet courses.
- **Integration of Decision Support Systems** - The purpose of this activity is to: 1) develop, install and refine a Decision Support System which will integrate student data concerning enrollment, assessment, financial aid, academic progress, student services, counseling and demographics; and 2) train faculty, enrollment management and counseling staff to utilize newly accessible student data to improve provision of academic and ancillary student services to make timely intervention for students at risk of failure.

South Texas Community College

P. O. Box 9701

McAllen, TX 78502-9701

Type/Control: Public/2 Year

Project Director: Juan Mejia (956) 928-3522

Email: jmejia@stcc.cc.tx.us

ED Contact: Sophia McArdle (202) 219-7078

Award Amount: \$422,946

Total Student FTE: 4,780

Percent Hispanic Student FTE: 4,586

Founded in 1993, South Texas Community College (STCC) has been ranked No. 1 as the two-year college nationwide for Hispanics, according to a study conducted by the Hispanic Association for Colleges and Universities. STCC offers Associate Degrees and Certificates in over 50 different program options that are transferable to four-year colleges and universities.

- **Transforming Instructional Programs and Student Services** - This activity has three sub-components:
 1. **Support Services** – Develop a comprehensive student support system resulting in transformational, systemic change in the manner and mechanism for under-prepared, at-risk students to succeed.
 2. **Academic Programs** – Initiate new instructional strategies that address complex and unique learning barriers for participating Hispanic students.
 3. **Instructional Management** – Provide faculty and staff with information, skills, knowledge, and resources to improve students success and retention through basic skills curriculum revision, development of intervention strategies, and faculty/staff training.

Southwest Texas Junior College

2401 Garner Field Road

Uvalde, TX 78801

Type/Control:Public/2 Year

Project Director: Blaine Bennett (830) 591-7275

Email: blaine.bennett@swtjc.cc.tx.us

ED Contact: Sophia McArdle (202) 219-7078

Award Amount: \$426,177

Total Student FTE: 3,003

Percent Hispanic Student FTE: 77%

Southwest Texas Junior College is a two-year public institution accredited by the Southern Association of Colleges and Schools (SACS), Texas Education Association Agency (TEAA) and the Coordinating Board of Texas College and University System and holds membership in the Association of Texas Colleges and Universities. Programs offered include Associate in Arts Degrees, Associate in Applied Science Degrees and Certificates Programs and common transfer majors.

- **Development/Improvement of Developmental Education Program -** The purpose of this activity is to provide a variety of services and resources to students that include the placement of four Learning Resource Centers to ensure greater access to services and resources for students. Key measures include an increase in the pass rate on second attempt students, increase in the graduation rate, and increase in the completion rate of students receiving remediation instruction.
- **Improvement of Student Services/Student Life -** This activity focuses on decreasing the student attrition-dropout rate by increasing student retention. Strategies include providing student life activities, staff development, and faculty, staff, and student sensitivity awareness to different cultures.

St. Edward's University Inc.
3001 South Congress Avenue
Austin, TX 78704-6489

Type/Control: Private/4 Year

Project Director: Dr. Lance Hayes (512)428-1020

Email: lanceh@admin.stedwards.edu

ED Contact: Sophia McArdle (202) 219-7078

Award Amount:\$437,435

Total Student FTE: 2,443

Percent Hispanic Student FTE: 55%

St. Edward's University was founded in 1885 by the Congregation of the Holy Cross and is a four-year degree-granting institution located in Austin, Texas. Since 1969, this institution has been governed by a 36 person independent Board of Trustees from diverse religious, cultural and professional backgrounds. In less than 10 years, Austin's population has increased by over 44% with the Hispanic population increasing by 87%. Since St. Edward's University's founding, it has actively pursued the mission to provide valued based education to a diverse student body including underserved populations.

- **Improve Student Learning Outcomes** - This activity is designed to improve student outcomes in online courses and increase access to St. Edward's degree programs.
- **Increase Student Retention** - This activity is designed to increase student retention to graduation for all students and increase the number of graduates who attend graduate and professional schools in the experimental sciences.

Texas A&M International University

5201 University Boulevard

Laredo, TX 78041

Type/Control: Public/4 Year

Project Director: Mary Trevino (956) 326-2276

Email: maryt@tamin.edu

ED Contact: Sophia McArdle (202) 219-7078

Award Amount: \$450,000

Total Student FTE: 1,850

Percent Hispanic Student FTE: 93.2%

Texas A&M International University is a co-educational, state-assisted institution offering baccalaureate and master's degrees in the arts, humanities, business, education, physical, biological and social sciences, and health professions and is also authorized to offer selected doctoral programs. This institution offers quality academic services to a high number of economically disadvantaged and first generation students that, due to Laredo's isolated geographical location and absence of other four-year colleges in the area, have very limited access to higher education.

- **A Comprehensive Retention Strategy for First-Time Students** - This activity has four components and is designed to significantly increase the retention rate of first-time freshmen and first-time transfer students.
 1. Develop a program to coordinate and provide a variety of services to first-time freshman entering directly from high school and first-time transfer students entering from two-year institutions;
 2. Expand services offered by the Programs for Academic Support and Enrichment, the academic support arm of the University;
 3. Expand and improve the institution's academic advisement services; and,
 4. Expand and improve the institution's University's Personal Counseling Services.

COOPERATIVE AGREEMENT GRANTS

California State University-San Bernardino

5500 University Parkway

San Bernardino, CA 92407-2397

Type/Control: Public/4 Year

Project Director: William Aguilar (909) 880-5099

Email: waguilar@csusb.edu

ED Contact: Carnisia Proctor (202) 502-7606

Award Amount: \$624,762

Total Student FTE: 10,293

Percent Hispanic Student FTE:28%

The five higher-education institutions participating in the Cooperative Agreement are members of two separate public educational systems. Two are community colleges (2-year) and three are universities (4-year). Four of the five colleges are designated as HSIs. The partner colleges are: California State University, Los Angeles (4-year/public), California Polytechnic State University, Pomona (4-year/public), Mt. San Antonio College (2-year/public), and Oxnard College (2-year/public).

- **Improving information Systems Infrastructure at Hispanic-Serving Institutions Through Collaboration, Training, and Awareness, and Curriculum Development** – The purpose of this activity is to improve the security and reliability of the five partner institution’s information technology systems and the curriculum associated with these information systems security. This will be accomplished by reducing the vulnerabilities in the existing systems that lead to security problems, increasing the number of staff trained to maintain network security, increasing the number of faculty with expertise in information security, and increasing the number of courses offered to students that include state-of-the-art curriculum on information security.

Glendale Community College
1500 North Verdugo Road
Glendale, CA 91208-2894

Type/Control: Public/2 Year

Project Director: Susan Brinkmeyer (818) 240-1000, ext.,5630

Email: sbrink@glendaale.cc.ca.us

ED Contact: Carnisia Proctor (202) 502-7606

Award Amount: \$599,989

Total Student FTE: 12,101

Percent Hispanic Student FTE: 25%

Glendale Community College (GCC) is the coordinating institution for this cooperative agreement and was developed jointly with California State University-Northridge (CSUN). GCC offers two Associate degrees (AA or AS) and has certificate programs in over 40 different areas. CSUN offers Bachelor's degrees in 58 programs, and Master's degrees in 52 areas.

- **Improving Student Outcomes Through Cooperative Effort** – This activity is designed to utilize well-planned collaboration between GCC and CSUN as a major strategy to achieve the goal of increasing the number of Hispanics and other underrepresented students who persist in college and complete a four-year degree program. This activity has three components:
 - 1) **Opening the Pipeline** – GCC and CSUN will combine resources to address gaps in an outreach effort to develop a network of programs and services which address specific unmet community needs;
 - 2) **Streamlining the Pipeline** – To develop early intervention curriculum strategies and clear degree paths from high school through completion of a 4-year degree program; and
 - 3) **Maintaining the Pipeline** – Through cooperative efforts GCC and CSUN will establish a continuous coordinated pipeline transfer system and quality improvement loop as students move through these institutions.

Los Angeles City College
855 North Vermont Avenue
Los Angeles, CA 90029

Type/Control: Public/2 Year

Project Director: Daniel Seymour (323) 953-4439

Email: seymoud@email.lacc.cc.ca.us

ED Contact: Carnisia Proctor (202) 502-7606

Award Amount: \$599,989

Total Student FTE: 15,275

Percent Hispanic Student FTE: 46%

Los Angeles City College is the coordinating college for a cooperative agreement with Los East Angeles College, Los Angeles Southwest College, and Los Angeles Trade-Technical College. Founded in 1929, City College is the oldest community college in the District and together, are governed by an elected seven-member District Board of Trustees and administered by the District Chancellor.

- **Closing the Funding Gap** – This activity has three components; Grantsmanship Development, Foundation Development, and Business Partnership Development. Each component is designed to promote substantial resource development during the funding period as well as become an integral institutional operation at the conclusion of the grant. Implementation includes building and training an effective Resource Development staff, creating an integrated database of information on donors, funding agencies and opportunities and prospective business liaisons, training and involving faculty in writing competitive grant and contribution proposals, and establishing student centered, event-oriented an long term alliances with the business community.

Eastern New Mexico University-Roswell

P. O. Box 6000

Roswell, NM 88202

Type/Control: Public/2 Year

Project Director: Mike Martinez (505) 624-7116

Email: mike.martinez@roswell.enmu.edu

ED Contact: Alex Chough (202) 219-7118

Award Amount: \$621,586

Total Student FTE: 1,653

Percent Hispanic Student FTE: 44%

Eastern New Mexico University-Roswell (Lead Institution) and New Mexico Junior College (Partner Institution) are two-year public colleges located in southeast New Mexico. These colleges server rural, isolated regions that together cover more than 17,000 miles. Both colleges offer a comprehensive selection of two-year degree and certificate programs and articulate their programs with four-year institutions. This cooperative arrangement grant consist of one activity with four components.

- **Broadening Access for Rural Hispanic Students through Cooperative Effort** - The proposed project will capitalize on the strengths of both colleges while addressing their common problems through a new, shared system of instructional delivery called the **Southwest New Mexico Access Network**.

Through this system, the college will:

- 1) Strengthen faculty and staff development in distance learning strategies that address the needs of Hispanic and low-income students;
- 2) Improve the access of rural students to college and certificate degree programs;
- 3) Transform advising for students; and
- 4) Strengthen infrastructure for distance learning.

LaGuardia Community College

31-10 Thomson Avenue

Long Island, NY 11101

Type/Control:Public/2 Year

Project Director: Paul Arcario

Email: arcariop@lagcc.cuny.edu

ED Contact: Sophia McArdle (202) 219-7078

Award Amount:\$620,000

Total Student FTE: 9,547

Percent Hispanic Student FTE: 37%

Located in the Western Queens, New York, LaGuardia Community College was established as a branch of the City University of New York (CUNY) by the New York City Board of Higher Education in 1970 to provide higher education and meaningful employment to the city's historically under-served populations. Nationally, the College is a member of the Hispanic Association of Colleges and Universities (HACU) and works closely with HACU to advance the interests of Hispanic Serving Institutions and their students. LaGuardia offers three degrees: Associate in Arts (AA), Associated In Applied Sciences (A A.S), and an Associate in Science (A.S.), as well as three certificate programs.

- **Introduction of Electronic Student Portfolios** - This activity is designed to advance systematic assessment of student learning outcomes and facilitate transfer of those outcomes through the introduction of Electronic Student Portfolios to Freshman Learning Communities, introductory level courses, and junior and senior level courses. By providing crucial information to faculty, counselors and administrators about what students have learned, portfolios will serve as a tool for effective program assessment and improvement. Cooperating on the student portfolio, LaGuardia and the New York City Technical College will strengthen articulation and transfer, enabling more students to make a successful transition from community college to baccalaureate degree programs.

CROSS REFERENCES – WHO’S DOING WHAT NETWORK LISTS

Increasing Student Retention, Graduation and Enrollment:

- Cochise College, AZ
- Modesto Junior College, CA
- National Hispanic University, CA
- Reedley College, CA
- Ventura College, CA
- Woodbury College, CA
- Miami-Dade Community College, FL
- Donnelly College, KS
- Western New Mexico University, NM
- College of Aeronautics, NY
- Inter-American University of Puerto Rico, PR
- Mountain View College, TX
- Northwest Vista College, TX
- Southwest Texas Junior College, TX
- St. Edwards University Inc., TX
- Texas A & M International University, TX

Student Tracking and Advising:

- Cochise College, AZ
- Estrella Mountain Community College, AZ
- Cal State LA - University Auxilliary Services, CA
- Woodbury University, CA
- Miami-Dade Community College, FL
- Donnelly College, KS
- University of Puerto Rico, PR
- Brazosport College, TX

Endowments:

- Estrella Mountain Community College, AZ
- Pacific Oaks College, CA
- Los Angeles City College, CA (Cooperative Agreement)

Learning Support Services – Career Development, Counseling, Community Outreach, and Campus Life Skills:

- Estrella Mountain Community College, AZ
- Modesto Junior College, CA
- Morton College District 527, IL
- Eastern Mexico University College, NM
- University of New Mexico-Taos, NM
- Western New Mexico University, NM
- Colegio Universitario Del Este, PR
- Inter American University of Puerto Rico-Bayamon, PR
- Inter American University of Puerto Rico-Metropolitan Campus, PR
- University of Puerto Rico/Aguidilla, PR
- University of Puerto Rico Medical Sciences Campus, PR
- Brazosport College, TX
- Northeast Vista College, TX
- South Texas Community College, TX
- Southwest Texas Junior College, TX
- St. Edwards University Inc., TX
- Glendale Community College, CA (Cooperative Agreement)
- Los Angeles City College, CA (Cooperative Agreement)
- Eastern New Mexico University-Roswell, NM

Assisting Transfer Students:

- Cal State LA - University of Auxiliary Services, CA
- Pacific Oaks College, CA
- Palo Verde Community College, CA
- Santa Ana College, CA
- San Antonio College, TX
- Glendale Community College, CA (Cooperative Agreement)
- Eastern New Mexico University-Roswell, NM (Cooperative Agreement)

Cultural Awareness:

- Modesto Junior College, CA
- Pacific Oaks College, CA
- Miami-Dade Community College-Inter American Campus, FL
- Morton College District 527, IL

Strengthening Information Systems:

- Pacific Oaks College, CA
- Ventura College, CA
- Woodbury University, CA
- University of New Mexico-Taos, NM
- American University of Puerto Rico, PR
- Colegio Universitario Del Este, PR
- Inter American University of Puerto Rico-Ponce Campus, PR
- Brazosport College, TX
- San Antonio College, TX
- St. Edwards University Inc., TX
- Texas A&M International University, TX
- California State University-San Bernardino, CA (Cooperative Agreement)
- Glendale Community College, CA

Academic Student Support Services:

- Modesto Junior College, CA
- Pacific Oaks College, CA
- Palo Verde Community College, CA
- Reedley College, CA
- San Diego State University Foundation, CA
- Santa Ana College, CA
- Otero Junior College, CO
- Miami-Dade Community College, FL
- Miami-Dade Community College-Kendall Campus
- Donnelly College, KS
- Eastern New Mexico University, NM
- John Jay College, NY
- Inter American University of Puerto Rico-Ponce Campus, PR
- Polytechnic University of Puerto Rico, PR
- University of Puerto Rico/Aguidilla, PR
- Mountain View College, TX
- Northwest Vista College, TX

Faculty Training and Technology:

- Cochise College, AZ
- Estrella Mountain Community College, AZ
- National Hispanic University, CA
- San Diego State University Foundation, CA
- Southwestern College, CA
- Otero Junior College, CO
- Morton College District 527, IL
- University of New Mexico-Taos, NM
- Western New Mexico University, NM
- American University of Puerto Rico, PR
- Bayamon Central University, PR
- Colegio Universitario Del Este, PR
- Inter American University of Puerto Rico-Bayamon, PR
- University of Puerto Rico-Aguidilla, PR
- Odessa College, TX
- South Texas Community College, TX

Curriculum Development:

- Miami-Dade Community College-Inter American Campus, FL
- Colegio Universitario Del Este, PR
- University of Puerto Rico-Arecibo College, PR
- University of Puerto Rico Medical Sciences Campus, PR
- Odessa College, TX
- South Texas Community College, TX
- California State University-San Bernardino, CA