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

***PROJECT  
ABSTRACTS FOR  
NEW FY 2006  
GRANTEES***



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*Coastal Bend College*

## ***NEW INDIVIDUAL DEVELOPMENT GRANTS***

### **ARIZONA**

***Pima County Community College District - Desert Vista Campus  
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Tucson, AZ 85709***

*Two-Year Public*

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*Award Amount: \$566,845*

#### **Activity Description:**

One of six branch campuses within Pima Community College, Desert Vista serves a population that is almost 70 percent Hispanic and up to 44 percent low-income. Residents of our service area have come to depend on our college for workforce training and education. However, in recent years there has been a widening gap between the programs of study offered by Desert Vista and the needs of our constituents.

Desert Vista has conducted extensive analysis of industry, community, and student needs and has identified two academic programs with high demand and employment potential. In addition, this analysis has confirmed that our traditional instructional delivery methods are not meeting the needs of our at-risk students. Thus, we submit this proposal with a single activity targeting new program development and diversification of instructional delivery methods.

#### **Title V Activity: *Expanding Educational Access Through New Program Development and Online Course Delivery***

Funds in the amount of \$2,531,058 over five years are requested to fund the development of the following three new degree programs at Desert Vista:

- (1) Avionics Technology Program:** To provide students with needed skills so that they may find employment in one of Tucson's most successful and high-demand industries.
- (2) Bilingual Certified Nursing Assistant.** To provide limited English proficient students with the training necessary to obtain employment in a growing field.
- (3) On-Line Early Childhood Education and Child Development.** Convert high-demand courses to distance-delivery offering more options to time and place-bound students.

**Endowment Request.** A total of \$310,000 is requested in endowment matching funds.

*Pima County Community College District - Desert West Campus  
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Tucson, AZ 85709*

*Two-Year Public*

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*Award Amount: \$574,955*

**Activity Description:**

Pima County Community College–West, one of six branch campuses of Pima County Community College in Tucson, Arizona, serves almost 12,000 students, among whom nearly 4,000 (34 percent) are Hispanic. Pima West is distinguished by its healthcare programs, and Hispanic students comprise 23 percent of enrollees in each of its three top programs of Associate Degree Nursing, Radiologic Technology, and Respiratory Therapy. However, as demand for these programs increases, area hospitals are at capacity for clinical instruction and campus laboratory space is at maximum utilization. Currently, **413 qualified Pima West students are waiting to enter the nursing program**, and many will have to wait two years at our current capacities. In addition, while students at other Arizona institutions are gaining expertise with new technology learning resources such as patient simulators, Pima West faculty have only the tools they have used for decades, putting our graduates at a disadvantage when they move into the workforce.

We propose to meet the career aspirations of our Hispanic and low-income students by **building healthcare program capacity and utilizing cost- and time-efficient patient simulators and other instructional technologies**. Increased capacity will lead to the increased enrollments needed to increase institutional self-sufficiency.

**Anticipated Outcomes:**

- (1) Curricula will reflect technological advances in the healthcare industry for three high-demand healthcare professional programs and meet national benchmarks.
- (2) Healthcare programs enrollment capacity will be expanded, increasing access to high demand jobs for Hispanics and low-income students.
- (3) Students in final pilot cohorts will have success rates (pass rates and completion) higher than like control cohorts.

## **CALIFORNIA**

*California State University Long Beach Foundation  
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*Four-Year Public*

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Award Amount: \$574,995

**Project Title: Mi Casa, Mi Universidad: Building a Culture and Practice of Latino Student Success at California State University, Long Beach**

California State University, Long Beach (CSULB) is a large (35,000 students), highly diverse, southern California public university that has only recently (fall 2005) obtained Title V eligibility status. Currently, 8663 Latino students are enrolled at CSULB, representing 25.1 percent of the Fall 2005 enrollment. The overarching goal of our program is to move CSULB's culture and practice to comprehensively address both the academic and non-academic needs of these Latino students. The principal activities to be supported by the grant fall into three categories: (1) improvement in advising and mentoring approaches; (2) professional development for faculty and staff to develop more culturally relevant advising, mentoring, and instructional strategies; and (3) institutional research capacity building to allow us to better measure Latino student academic progress.

Success in these activities will be measured by such indices as: reductions in Latino students' pre-collegiate English and Mathematics remediation rates; increases in Latino retention and graduation, and increases in Latino student satisfaction with the CSULB campus environment. One of the more innovative strategies (of many presented in the proposal) we propose is to recruit, educate, and empower a cohort of students (near-peer mentors, or *promotores de educacion*) to mentor Latino students within the university, as well as conduct outreach to prospective Latino students and their families. The project leadership includes the University's president, two project managers with extensive large federal grant program experience, and Latino faculty and staff. Program evaluation will be conducted by highly proficient internal and external evaluators.

***East Los Angeles College (ELAC)***  
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*Two-Year Public*

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*Award Amount: \$574,362*

Activity Description:

**ACTIVITY: Strengthening Academic Literacy for Under-Prepared Students**

Proposed as a comprehensive, integrated strategy to help Latino and other multilingual students achieve academic literacy. Each part of the Activity directly addresses institutional weaknesses that have been identified as causal factors in student attrition. Each part is a well-planned

solution selected after thorough investigation of East Los Angeles College's problems and alternative solution strategies.

*Solution One: Bridges to Academic Literacy* aims to close recognized gaps in the way instructors teach and students learn. Institutional research and planning has identified academic literacy and transfer readiness as the *most significant* obstacles to access and success for our at-risk student population. This component focuses on curriculum and instructional methods directly linked to communication skills. Over the five-year grant period: successful course completion by language minority students will increase by at least 30 percent; the amount of time students spend in remedial courses will be reduced by 15 percent; transfer rates to B.A.-level institutions will increase by 15 percent.

*Solution Two: Strengthen Academic Literacy with Learning Communities.* At the core of poor academic performance, we find a large body of students who are struggling to improve communication skills, with inadequate peer support or individual attention. The college will address these problems by developing and institutionalizing a Learning Communities' program-- a proven strategy for closing academic gaps and increasing motivation for Hispanic and other students. Over the five-year grant period, the college will introduce block scheduling to enable entering students to take courses together; faculty will collaborate to establish common themes across the curriculum; there will be a 20 percent increase in rate of degree completion and transfer (higher for cohorts in Learning Communities than college-wide averages).

*Solution Three: Supplemental Instruction, Reading/Writing Lab, and Faculty Resources.* Nearly 90 percent of ELAC students arrive unprepared for college-level English, 30 percent are stalled for unreasonable lengths of time in remedial classes, and another 30 percent drop out before attaining a degree. Through this project, Supplemental Instruction will be delivered to 75 percent of "gateway" courses with high failure rates; transition rates from developmental to college-level English classes will increase 30 percent; and the college will increase its capacity to offer walk-in tutoring assistance to at least 4,000 students each semester.

***Glendale Community College***  
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***Glendale, CA 91208***

*Two-Year Public*  
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*Award Amount: \$575,000*

Activity Description:

**Project Title: Developing a Fully Supportive Learning Community for Hispanic and Other At-Risk Students at Glendale Community College**



**One well planned evidence-based activity.** Glendale Community College (GCC) will build on a solid foundation of accomplishments and evidence to implement a fully-integrated, coordinated strategy now recognized to have the most potential to improve access and success for at-risk community college students: a comprehensive, full-service learning community (LC) model. The LC model to be developed through this Activity is tailored to meet the needs of GCC Hispanic students who are still not succeeding equitably at the college. Each component of the GCC “Academy,” was selected on the basis of internal and national research now available about what strategies work best to address institutional weaknesses so that GCC may better meet the needs of its students. The problem at GCC is clear: although the improvements implemented so far have steadily improved overall student retention and persistence rates, there has been no significant improvement in the transfer and/or degree completion rates for Hispanic and other under-prepared students. These students are the least likely to succeed, which is inconsistent with GCC’s mission and goals. The overarching objective of this activity is to improve the academic success and degree completion of GCC’s Hispanic students.

**Rigorous evaluation plan with best practice experimental research design.** One of the most important features of the GCC Academy model will be the evaluation plan. Dr. Edward Karpp, Director of Research and Planning at GCC, designed the plan and will work closely with Dr. Durham, the project director, to implement it. Modeled on the highly regarded Kingsborough College research design, the activity evaluation will provide a thorough and valid assessment of GCC Academy impact on the academic progress and success of affected students. The evaluation results will provide solid evidence to inform GCC master planning.

***Long Beach City College (LBCC)***  
***4901 E. Carson Street***  
***Long Beach, CA 90808***

*Two-Year Public*

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*Award Amount: \$522,553*

Activity Description:

**Activity 1: Support and Knowledge Improves Latino Learning Success (SKILLS):** To improve student success and increase retention by raising competency in basic and foundational skills through institutional research and analysis of programs, professional development, curriculum development, early intervention systems and student support systems, supplemental instruction, and multimedia contextual learning modules. Sample of key measures include: (a) a complete analysis of basic skills efforts at Long Beach City College by an outside panel of experts; (b) success in basic and foundation skills courses will increase by 15 percent over the 2004-2005 baseline established in this CDP; (c) Latino student success in basic and foundation skills courses will increase by 20 percent over the 2004-2005 baseline for full-time students and 15 percent for part-time student; (d) student persistence in basic skills courses will increase by ten percent over the grant period; and (e) the “gap” between Latinos and white students will

decrease two percent per year in courses one-level below transfer-level in math, reading and English at LBCC. This project will serve a very large number of Latino students as LBCC had 8,997 in fall 2005.

***Mt. San Antonio College***  
***1100 N. Grand Avenue***  
***Walnut, CA 91789***

*Two-Year Public*  
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*Award Amount: \$570,184*

Mt. San Antonio College (Mt. SAC) is the largest single-campus district of California's 109 community colleges with a total enrollment of 33,250. Currently, 44.3 percent of its students are Hispanic, 79 percent are minority, and approximately 52 percent are first-generation college students.

The majority of students come to Mt. SAC without the skills necessary for academic success, and the college has failed to respond effectively to the problem of student under-preparedness. Assessment data show that nearly 100 percent of the student population needs remedial instruction in English, reading, and mathematics. Hispanic students are particularly unprepared to succeed and persist from pre-collegiate to college-level coursework. The fact that nearly 5,000 students are on probation/dismissal underscores the absence of a well-coordinated academic and support services program. An antiquated and un-integrated management information system leaves faculty and staff without the ability to accurately track students.

The proposed project, "Addressing Acute Student Needs at Mt. San Antonio College" has a single activity: **Improving Student Success through Increased Support of Writing and Critical Literacy, Learning Communities, and Expanded Student Services.**

This activity focuses on five integrated components critical to improving the success of Hispanic and other at-risk populations as they move through Mt. SAC's educational pipeline: (1) improve writing skills and success in development and gateway courses; (2) improve critical literacy skills and success in developmental and gateway courses; (3) expand learning communities in developmental English and reading; (4) improve student services access and intensity; and (5) develop and utilize Web integration and student tracking capabilities.

## **COLORADO**

***Colorado State University - Pueblo***  
***2200 Bonforte Boulevard***  
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*Four-Year Public*

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*Award Amount: \$574,655*

Activity Description:

Colorado State University - Pueblo (CSU-Pueblo) serves over 4,200 students, with **28 percent Hispanic among whom 52.8 percent are low-income**. CSU-Pueblo attracts students from across the state, with more than 50 percent coming from a far-flung, economically depressed, rural service area in Southeastern Colorado, and is the **only four-year university in southeastern Colorado**. More than **72 percent** of our students rely on financial aid to pursue their education and only 45 percent are of “traditional” college age. Retention trends for **first-time, full-time students** have become a major institutional concern for CSU-Pueblo. The retention rate for first year students for the past two years has been 59 percent (compared to 73.5 percent at other comparable Colorado four-year colleges); rates for Hispanic students are lower at 48 percent.

**Overarching Project Goal:** To engage students in strong linkages and relationships with faculty, advisors, and academic resources, specifically designed for diverse learners, leading to increased success and retention through First-Year Learning Communities and a First-Year Advisement Center.

**Outcomes:** (1) increase fall-to-fall retention rates for first-year students, especially Hispanic and low-income students; (2) centralize and make first-year advisement and academic support proactive; (3) provide faculty with access to knowledge and resources to promote effective teaching and learning strategies for high risk courses; and (4) expand capabilities of and access to student information by advisors, faculty and students to track and assess student progress.

## **FLORIDA**

*Miami Dade College - North Campus*  
*11380 NW 27<sup>th</sup> Avenue*  
*Miami, FL 33167*

*Two-Year Public*  
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*Award Amount: \$574,815*

Activity Description:

One of eight branch campuses within the Miami Dade College system, North Campus serves Miami’s most disadvantaged neighborhoods. Within North Campus’ primary service area, 43.4 percent of families live in poverty, 86 percent of adults do not have a bachelor’s degree, and 59

percent speak a language other than English at home. Of North Campus' 15,000 plus students, **93 percent** are minority (**43 percent Hispanic**) and **61 percent** are low-income.

Despite a strong dedication to students and community, and an institutional mission grounded in the pursuit of accessible, affordable education for a multi-cultural population, North Campus struggles to keep pace with increasing demands on limited resources. These challenges reached acute proportions with our science instructional resources, with outdated, overcrowded 40-year-old laboratories that are far below standards. Although we are completing a new Science Complex, escalating construction costs related to recent hurricanes, have cut deeply into our equipment budget. Also, an increasing number of students enter our doors under-prepared for college-level science courses, while our faculty's instructional methods are unresponsive to those students' diverse cultural learning styles.

Thus, we submit this Title V proposal requesting \$2,866,693 for a single Activity, ***Retooling Science to Increase Student Success***, which will provide: (1) new laboratory instrumentation, science library resources, and a math lab; (2) faculty development to address the diverse learning styles of students and the effective use of instructional technology; and (3) outreach to local high school students.

## **NEW MEXICO**

***Regents of the University of New Mexico - Office of Sponsored Projects***  
***MSCO5 3370***  
***Albuquerque, NM 87131***

*Four-Year Public*

*Project Director: Jennifer Gomez-Chavez*

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*Award Amount: \$544,199*

Activity Description:

The University of New Mexico requests funding to implement the Improving Campus Climate for Hispanic Students project. This project is comprised of two major components:

**1. Faculty/Staff Development and Engagement** – The university will expand current faculty development practices to include educational sessions focused on student-centered, culturally appropriate instructional methods that will have a positive impact on students. In addition, the University will enhance the role of the Provost's Committee on Advisement to include the development of advisement standards, advisement training and implementation evaluations. This component will also include faculty/staff training with the Multiple Academic Pathways for Students (MAPS) project to encourage familiarity with and usage of this valuable tool in the classroom.

**2. Student Development and Engagement** – This component of the project focuses on student development and engagement through the implementation of the Supplemental Instruction (SI) Program, the Peer Mentoring (PM) Program and MAPS. Each of these activities is designed to provide the maximum support to university students throughout their educational careers. SI will provide academic tutoring support in the classroom, PM will provide mentoring, social, cultural and academic support in and out of the classroom, and MAPS will provide students with a tool to navigate the academic, social, and cultural support programs available on campus through live interface.

The university believes that through the implementation of these two components the Improving Campus Climate for Hispanic Students project will be successful in providing quality services that positively impact the retention rate of first-year college students to the second year, and the sixth year graduation rate.

***Regents of the University of New Mexico - Valencia County Branch  
1 University of New Mexico  
Albuquerque, NM 87131***

*Two-Year Public  
Project Director: Reinaldo Garcia  
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Award Amount: \$500,136*

Activity Description:

Developmental Teaching and Learning Center

**Goal:** To significantly increase developmental course success rates and improve persistence of low-income, Hispanic students, many of who are older, working, and single parents. We propose to increase the success rate of developmental students taking two or more remedial courses to at least 75 percent and persistence to 60 percent. The component for our activity is the creation of Developmental Learning Communities in the Developmental Teaching and Learning Center.

## **NEW YORK**

***Research Foundation of City University of New York - Lehman College  
250 Bedford Park Boulevard West  
Bronx, NY 10468***

*Four-Year Private  
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Award Amount: \$575,000*

### Activity Description:

An analysis of student attrition at Lehman College CUNY between the lower and upper divisions revealed a high failure rate in mathematics preparatory and content gateway courses in accounting, math, biology and chemistry. To improve student persistence and graduation, Lehman must improve student success in these gateway courses. The result of a year long planning process, The Improving Student Transition to The Upper Division Project has three primary goals: (1) Improve passing rates (C or better grades) in targeted Gateway Courses after each supplemental instruction period over the baseline rates established in 2003-2004; (2) Improve persistence rates of freshmen into their fifth semester and transfer students into their second year over the 2003-2004 baseline; and (3) Improve graduation rates for freshmen and transfer students over the same baseline year.

Guided by research on best practices, the project staff will: (1) develop a manual of advisement protocols that utilize placement scores (based on the ACT COMPASS mathematics test) and appropriate course pre-requisites; (2) provide in-service training and implement a program of SI within math preparatory and Gateway Courses; (3) implement best practices in laboratory pedagogy using state-of-the-art equipment; and (4) raise \$575,000 in matching endowment funds.

The project will use internal and external evaluators to perform comprehensive formative and summative evaluation procedures to measure the effectiveness of the strategies implemented to improve student success in mathematics preparatory and Gateway Courses and as a result improve persistence and graduation rates.

## **PUERTO RICO**

***Universidad Metropolitana - Bayamon***  
***P.O. Box 278***  
***Bayamon, PR 00960***

*Four-Year Private*  
*Project Director: Zaida Vega-Lugo*  
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*Award Amount: \$573,135*

### Activity Description:

***Activity 1: Development of a First Year College and Enhancement of Upper-Division Programs with Improved Support Services*** is built upon our commitment to solve the following problems identified in the CDP: (1) Under preparedness of entering students and of upper division students and the need for remediation at both lower and upper divisions; (2) deficient academic management infrastructure; (3) insufficient and disjointed academic and student support services; and (4) a lack of a strong faculty and staff development initiative to foster academic preparedness, retention and graduation of low income students.

The Activity has four interrelated components: (1) Creation of a Freshman Year College; (2) Enhancement of Upper-Division Academic Programs; (3) Improvement of Academic and Personal Support Services; and (4) Establishment of a Faculty Development Center and an Academic Assessment Unit. This activity will cost \$2,430,296 over five years. Samples of key measures include: Increase undergraduate retention rate to 76.4 percent by 2011 from baseline year 2005 of 66.4 percent; increase Freshman mastery of basic skills of English and Spanish to 80 percent passing rate by 2011 from baseline year 2005 of 68 percent in English and 64 percent in Spanish and Mathematics to 67 percent from baseline year 2005 of 47 percent; improve upper division students' achievement in mathematical reasoning, communication skills (reading and writing), and technology readiness to 75 percent passing rate by 2011; improve the institution's teaching and assessment effectiveness and support services.

***University of Puerto Rico - Ponce***  
***P.O. Box 7186***  
***2151 Santiago de los Caballeros Avenue***  
***Ponce, PR 00732***

*Four-Year Public*  
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*Award Amount: \$575,000*

Activity Description:

**Activity I: Strengthening Learning and Teaching Strategies and Practices for a New Generation of Learners**

Through this **U.S. Department of Education Title V, Hispanic-Serving institutions project proposal, University of Puerto Rico – Ponce** intends to create a challenging and cultural academic environment within its campus by targeting the services actually provided by the **AAC Library**. Being closed during three consecutive years since 2003, and traced its opening for late 2006 / early 2007, the **AAC Library** is seen as a cultural campus icon designated to provide access to authoritative knowledge, now proposed by enhancing its' digital services, as a response to today's academic world. Flexibility and training are seen as pivotal sources on behalf of students academic progress, and retention, and faculty academic development for enhancing the learning and teaching practices, fundamentally for the incoming freshmen population who faces numerous stressful situations while striving through their first year college life adjustment period.

As stated by Ron Bleed (EDUCAUSE, 2006) there are “three types of true gold: twenty-first century hybrid courses, learning spaces, and literacy.” This project intends to target these main issues by strengthening **AAC Library** digital access; providing **tutoring and mentoring services**; and **training faculty and students** for working with the “true gold” resources brought

to a new generation of learners and a committed faculty in favor of students' academic progress, retention, and success.

## **TEXAS**

*Lee College*  
*P.O. Box 818*  
*Baytown, TX 77522*

*Two-Year Public*  
*Project Director: Anne Dickens*  
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*Award Amount: \$495,276*

### Activity Description:

Lee College, a comprehensive community college in Baytown, Texas, seeks Title V funds to increase student progress to graduation and transfer. Although it has many academic, institutional management and fiscal stability strengths, the college has spent two and a half years identifying five major weaknesses or problems. It needs to provide additional, more organized, academic support for student success; improve its developmental programs, especially in math; increase student success in courses delivered online; improve the quality of its data and data analysis; and building enrollment which will increase the funds available from tuition and from the state of Texas. Although these weaknesses exist in the overall college community, they are particularly dire for Hispanic and other low-income students.

To meet these needs, the college has one activity with five goals; each goal has several measurable objectives to reach that goal. Those goals will be accomplished by a variety of activities that provide direct academic support in a Student Success Center. Two bridge programs, one for students recently graduated and the other for adults, and a co-enrollment college algebra course are designed to jump start college success. Other direct services to students include improving success in online courses through better orientation and an early warning system.

Other services include robust professional development and course design support for faculty. The entire college will be served by a complete overhaul of its data system and a consultant to work on improving data analysis and reporting skills for faculty and administrators. As the first four goals achieve their targets, the fifth goal of increased revenues will be met through increased tuition and fees and increased state support.

## **WASHINGTON**

*Columbia Basin College (CBC)*  
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*Two-Year Public*

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*Award Amount: \$574,237*

Activity Description:

**Activity: Strengthening Student Success: Strengthening Instructional Programs and Improving Assessment & Advisement Systems.**

High failure and attrition rates are the result of curricular, advising/assessment, academic support and fiscal deficiencies, including ineffective developmental education, inadequate reinforcement of basic skills in gateway courses, faculty unprepared to address increasingly diverse and at-risk student needs, and low-capacity advising and information systems. The proposed activity develops effective, competency-based developmental instruction with Academic and Achievement Center support and the reinforcement of basic skills in gateway courses. In addition, we will create a comprehensive assessment and advisement system supported by new Student Information System capacities. Improved student success and retention will increase enrollment-based revenues to fund the ongoing incorporation of new practices and improvements into CBC operations.

## ***NEW COOPERATIVE ARRANGEMENT GRANTS***

### **CALIFORNIA**

*Antelope Valley College*

*3401 West Avenue K*

*Lancaster, CA 93536*

*Two-Year Public*

*Project Director: Christos Valiotis*

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*Award Amount: \$699,938*

Activity Description:

Antelope Valley College (AVC) will expand its partnership with the California State University Fresno and Bakersfield AVC branch campuses to develop a single activity, “***Opening Pathways to College Degrees for Hispanic Students: A Comprehensive and Collaborative Approach***” designed to increase the numbers of engineers, teachers and business professionals in the valley area. The proposed project will build upon several major initiatives already in progress and will

develop the infrastructure necessary to provide seamless, supportive pathways to university degrees in engineering, education, and business. These three majors were selected as the focus of the project not only because there are critical shortages of qualified professionals in these fields but also because Hispanics (a large proportion of the local population) are underrepresented in teaching, engineering, and professional business positions. The activity has three components: (1) Broadening Access to AVC through Community Outreach and High School Bridge Programs; (2) Providing a More Accessible, Seamless, and Supportive Pathway to Baccalaureate Degree Completion; and (3) Evaluating and Sustaining the Degree Pathways. This project activity will increase the institutional capacity at the three partner institutions to attract Hispanic and other low-income underrepresented students to teaching, business, and engineering careers and increase the numbers of Hispanic and other low-income underrepresented students who succeed at AVC and then transfer to CSU to become teachers or business professionals.

***Los Angeles Mission College***  
***13356 Eldridge Avenue***  
***Sylmar, CA 91342***

*Two-Year Public*  
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*Award Amount: \$699,742*

#### Activity Description:

***Los Angeles Mission College (Mission)***, the lead institution, is a public two-year institution serving 7,579 students of whom 68 percent are Hispanic. Mission serves high numbers of academically under-prepared Hispanic students, has the lowest transfer rate of all the Los Angeles community colleges and one of the lowest in the state. ***Loyola Marymount University (LMU) - School of Education (SOE)*** is a private four-year university with a strong teacher preparation program and undergraduate student population of 5,419. Hispanic enrollment in teacher education is 35 percent. LMU must strengthen its services to graduate and prepare more Hispanic and minority teachers.

**Strengthen Transfer of Hispanic Students and Hispanic Teacher Education:** This Cooperative Arrangement proposal includes: (1) the development of articulation agreements; (2) strengthening of student services to increase the numbers of students completing teaching degrees; (3) strengthening programs and processes; and (4) implementation of technology projects to meet state initiatives.

**Key measures of success** include: (a) increased articulation agreements; (b) increased retention and transfer rates from Mission; (c) increased Hispanic enrollment in teacher education at LMU; (d) revised curriculum and the ability to track student data electronically; and (e) an increase in student and faculty technology usage and applications to teaching.

**Moreno Valley Campus - Riverside Community College**  
**16130 Lasselle Street**  
**Moreno Valley, CA 92551**

*Two-Year Public*

*Project Director: Maureen Chavez*

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*Award Amount: \$669,095*

**Activity Description:**

Moreno Valley Campus of Riverside Community College District (RCCD) located in southern California will serve as the lead institution and has established partnerships with Norco Campus of RCCD (Norco), and the University of California, Riverside (UCR) to effectively and efficiently implement an HSI Title V Cooperative grant.

Moreno Valley's grant has a single integrated activity that represents an aggressive approach to the project's goal of improving student learning and student success. Building on research and literature (Jacobsen, 2000; Cummins 2000 & Cejda, 2001, et al) including best practices, we will refine, expand, integrate and institutionalize a series of pilot projects that will better address the academic needs of our students with a focus on Hispanics and low-income, first-generation students and achieve the desired outcomes. The project also creates a Center for Faculty Development to assist faculty and related staff to develop more appropriate strategies and methodologies in and out of the classroom to increase student learning and success. Finally, the grant will create a process that will identify and support increased numbers of students, especially low-income and Hispanic students, to seek careers in community college teaching. A core aspect of this project will be to utilize the expertise available through UCR's California Community College Collaborative (C4) in improving the quality of student learning in community colleges.

This grant will address the question: How to effectively engage faculty and students in new 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.

**Santa Monica College**  
**1900 Pico Boulevard**  
**Santa Monica, CA 90405**

*Two-Year Public*

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*Award Amount: \$700,000*

### Activity Description:

Santa Monica College (SMC) and El Camino College (ECC), both two-year community colleges serving Los Angeles County in California, are submitting the proposed Title V Cooperative project, Supporting Student Success in Pre-Transfer Mathematics, to improve student success in developmental math courses, which currently indicate that one of every two students will fail in math. This activity includes three primary components: (1) Transforming the Culture of Mathematics through Course Cohorts (led by ECC); (2) Improving Supplemental Instruction in Pre-Collegiate Mathematics—A Pre-Service Teaching Experience (SMC and ECC will work together to implement this component); and (3) Creating a Pre-Collegiate Level Math Center *and* Developing Math/English Learning Communities facilitated through this center (led by SMC).

Component One will serve as the foundation through which the partnering colleges develop and implement the other two components. Through course cohorts, small groups of faculty who teach the same course work together to identify, develop, and implement strategies for improving student success in the targeted course. After a thorough analysis of other successful projects, the colleges believe that supplemental instruction, the effective use of technology, and learning communities are three research-based best practices for improving student success in math. The faculty cohorts will utilize these strategies, as well as other methods outlined in the project narrative, to improve student success in pre-collegiate math by 25 percent over the five-year period.

Each institution will receive \$300,000 per year to implement this activity, with \$100,000 per year allocated to administer the grant and facilitate communication and coordination between the two institutions.

***Taft College***  
***29 Emmons Park Drive***  
***Taft, CA 93268***

*Two-Year Public*  
*Project Director: Abel Nunez*  
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*Award Amount: \$694,725*

### Activity Description:

Title: **Increasing Student Success and Transfer in Math & Science Programs**

Shared problems include: very low student transfer rates; low performance in math and science pre-requisites and transferable courses; limited faculty development; and antiquated labs and classroom environments.

Part 1: Improve Student Transfer - The project will set up a Virtual Transfer Center and

strengthen support systems for transfers. Taft will host and share the Web portal and evaluation database, improving the cost effectiveness of the project.

Part 2: Improve Student Learning Outcomes - Faculty in math and science programs will develop new teaching, learning and assessment approaches. They will pilot these with students in classrooms or labs, supported by Supplemental Instruction. Ultimately, thousands of students will benefit as the methods and supports expand to all math/science sections and other programs.

Part 3: Improve Labs and Classrooms (supports Parts 1 and 2) - New lab equipment and smart classrooms will support the extensive development work in Part 2.

***Ventura County Community College District - Oxnard College***  
***4000 South Rose Avenue***  
***Oxnard, CA 93033***

*Two-Year Public*

*Project Director: Steve Hall*

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*Award Amount: \$700,000*

Activity Description:

Oxnard College (OC), the lead college, is a public, two-year Hispanic-Serving institution located in Oxnard, California. The two cooperative partners are California State University Channel Islands (CSUCI) in Camarillo, California, and the University of California, Santa Barbara (UCSB), in Santa Barbara, California. All are located northwest of Los Angeles.

This mutually-beneficial single-activity Title V Cooperative project, Opening and Improving the Inter-Segmental Pipeline for Hispanic Students to Degree Completion through Cooperative Effort, focuses on institutional development in jointly-identified key areas critical to the success of OC's under-prepared Hispanic students who have academic and career goals involving transfer to CSUCI and UCSB.

Following evidence-based best practices, this project will strengthen OC's developmental/basic skills and gateway courses as the basis for student success in subsequent coursework, resulting in a more coordinated, comprehensive approach to success that: combines/coordinates outreach strategies that lead to increased interest in and preparation of high school graduates for college enrollment; improves learning by addressing prioritized problems involving articulated curriculum, pedagogy, and assessment through strategies such as learning communities; recognizes and measures the value of curricular and co-curricular integration in removing major obstacles to transfer; and develops inter-segmental tracking capability to support the evaluation of continuous improvement. Project objectives are directly responsive to Title V key performance measures. Projected outcomes include increased student engagement, intra- and inter-institutional collaboration, student retention/persistence, student academic preparedness for upper division study, graduation/transfer rates, and applications and admissions from targeted

feeder high schools; and decreased rates of placement of entering high school students into developmental/basic skills courses.

***West Hills Community College District***  
***9900 Cody Street***  
***Coalinga, CA 93210***

*Two-Year Public*

*Project Director: Carole Goldsmith*

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*Award Amount: \$650,000*

West Hills College-Coalinga and University of California Merced propose to collaborate in an Educational Partnership designed to address the needs of **Hispanic and low-income** students in California's Central Valley by offering academic support centers, tutorial assistance and faculty leadership. The Partnership's overriding **Goal** is to establish academic support programs that work because they are carefully planned and implemented, then rigorously evaluated. Our operational definition of a successful program is one that consistently and directly improves student achievement or, as an indirect effect, one that strengthens personal and social values related to the academic success of underserved students.

West Hills College-Coalinga, one of University of California (UC) Merced's feeder community colleges, serves a large Hispanic student population (57.2 percent) who live in isolated, agricultural and rural communities where only 4 percent of the population holds any type of college degree.

UC Merced is the tenth and newest campus in the University of California system and is the only public research university in California's Central Valley. The student's are representative of regional demographics, 33 percent are Hispanic. UC Merced is one of only three research universities in the nation with this large a Hispanic student body.

West Hills College-Coalinga and UC Merced both propose to **Contribute**: (1) faculty led academic support centers; (2) supplemental instruction; (3) faculty collaboration and presentations; (4) academically prepared tutors; and (5) summer bridge activities.

West Hills College Coalinga proposes to establish an Endowment Fund, add library books and resources, and update an obsolete information technology server system.

## **COLORADO**

***Community College of Denver***  
***Campus Box 250, P.O. Box 173363***  
***Denver, CO 80217***

*Two-Year Public*

*Project Director: Rafael Rodriguez*  
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*Award Amount: \$699,880*

Activity Description:

**Community College of Denver (CCD)**, the lead institution, and **University of Colorado at Denver and Health Sciences Center (UCD)** propose the **Denver Transfer Initiative**, a cooperative project to improve rates of CCD student transfer to and graduation from UCD. **CCD and UCD** share a campus in downtown Denver, over half of whose populations are minorities and 35 percent are Hispanic. Especially among Hispanics, Denver residents' levels of **educational attainment and incomes are low**, as are **expectations among many CCD students**: only 31 percent declare an intent to transfer and 29 percent to earn associate degrees compared to 53 percent and 59 percent nationally, and **only 8 percent of CCD transfer-oriented students actually transfer to UCD**. With upper-division course failure rates as high as 59 percent, **only 31 percent who transfer** earn bachelor's degrees within three years.

To increase transfer-oriented students' goal achievement, CCD and UCD propose to create a Transfer Success Center, a joint instructional support facility housing services including career / educational planning, tutoring, financial aid assistance, and links to UCD support programs.

Students will be served by case managers and ambassadors, peer "learning coaches," in a case management model with progress tracked through a Student Transfer / Tracking System. The project will create developmental, transfer, liberal arts, business, and technology Learning Communities at CCD and UCD. Finally, Faculty Academies targeting effective instructional techniques and technologies will involve CCD and UCD full-time and adjunct faculty each year.

CCD served 14,368 students in fall 2005, **8,046 of whom were minority** and **3,879 were Hispanic**. Of UCD's 7,491 students in fall 2005, **2,023 were minority** and **899 were Hispanic**.

## **NEW MEXICO**

*Northern New Mexico College*  
*921 Paseo de Onate*  
*Espanola, NM*

*Two-Year Public*  
*Project Director: David Trujillo*  
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*Award Amount: \$698,293*

Activity Description:

This proposed Title V Cooperative Arrangement project, ***“Increasing Access and Ensuring Quality Academic Opportunities for Northern New Mexico,”*** combines the efforts of University of New Mexico at Taos (UNM- a two-year community college), Northern New Mexico College (NNMC- a rapidly evolving regional four-year college); and New Mexico Highlands University (NMHU- a comprehensive regional university with some graduate programs). Together, these three historic HSIs will address barriers of geography, distance and under-funded K-16 educational systems that keep northern New Mexico’s communities and residents from having access to quality postsecondary opportunities.

The Title V project will build upon the strengths of all three institutions, which will share expertise and resources, conduct joint planning and continuous improvement efforts, and focus Title V and institutional resources on “gaps” in the region’s secondary to graduate school pipeline. The project will have six campus-specific and partnership-wide components: a College and Career Preparation Bridge Program for low-income secondary students; a comprehensive effort to increasing the partner’s distance education capacity and effectiveness, including the implementation of online/distant student services; developmental studies enhancements to better prepare students for baccalaureate and graduate level study; four new programs (three baccalaureate and one PhD) in critical areas; and long-term efforts to align transfer and student success practices and to conduct joint planning.

The project will have measurable and significant outcomes in three areas: (1) increases in the numbers of Hispanics and other students enrolling in and succeeding in two year and four year programs at NNMC, NMHU and UNM-Taos; (2) increases in the number of distance education courses (online and ITV) available to students across northern New Mexico, and increases in the capacity of faculty to develop distance education courses and teach effectively in distance modes; and (3) increases in the retention, success and graduation rates of students at NNMC, NMHU and UNM-Taos via our implementation of effective student services, developmental instruction, and other retention strategies.

The project’s overall five-year budget of \$3,475,539 is split evenly among the three partner institutions, with less than 3 percent of the budget allocated to project management (\$104,308 over five years). Predominantly, Title V funds will support personnel (55.2 percent) and fringe benefits (16.4 percent). The five-year budget also includes travel at 2.6 percent, equipment (distance education) at 7.9 percent, supplies (largely software and library materials for new programs) at 9.7 percent, and other budget items at 7.6 percent of the total.

## **NEW YORK**

***Research Foundation of City University of New York - John Jay College  
899 Tenth Avenue  
New York, NY 10019***

*Four-Year Public  
Project Director: Anthony Carpi  
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Award Amount: \$699,418

Activity Description:

The proposed cooperative arrangement between John Jay College (JJC) of the City University of New York (CUNY) and Queensborough Community College (QCC) of CUNY will develop the capacity to address recognized cross-institutional needs in retention and graduation rates of Hispanic students in the sciences and among non-native English speaking (NNES) students. This represents a coherent and comprehensive set of developmental tasks that are based on the most recent educational literature and our history of success. This proposal has two activities.

Activity I, Developmental Work in Science, will: (1) create pathways to success for students from disadvantaged pre-college environments; and (2) prepare young scientists of the highest caliber for post-graduate study. Toward these objectives, the proposed tasks include: incorporating the process of discovery in the freshman science courses through curricular changes and Web-based enhancements, expanding mentoring and advisement services to students, fostering the articulation of QCC students to JJC, and providing a capstone undergraduate research experience. Key measurable outcomes include: (a) a 15 percent reduction in freshman failure rates; (b) a ten percent increase in transfer rates from QCC; and (c) a ten percent increase in graduation rates and the number of students who go on to post-graduate education.

Activity II, Academic Support for NNES students, will: (1) develop an online system of tutoring services and linguistically-graded instructional and advisement modules; and (2) complement it with tutor- and faculty-training initiatives that focus on the language and cultural features of NNES students. Toward these objectives, the proposed tasks include: developing asynchronous tutoring facilities and Web modules for NNES students in disciplines including science; and developing tutor and faculty training modules. Key measurable outcomes include: (a) a ten percent increase in CUNY Proficiency Exam scores of NNES Hispanic students; and (b) a ten percent increase in the performance of NNES Hispanic students in writing intensive disciplines.

These activities will be integrated into the operating structure of the institutions and will improve the long-term stability at both colleges.

***Vaughn College of Aeronautics and Technology***  
***86-01 23<sup>rd</sup> Avenue***  
***Flushing, NY 11369***

*Four-Year Public*

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*Award Amount: \$700,000*

Activity Description:

Vaughn College of Aeronautics and Technology (Vaughn) and Metropolitan College of New York (MCNY), both urban, Hispanic-serving institutions located in the greater New York City area, are logical partners for this project which is directly related to the development plans and critical needs of both institutions. Through this cooperative project, Vaughn and MCNY will build on their complementary strengths to address serious problems in common impeding their development as mission-driven institutions committed to improving the educational and career opportunities for Hispanic and other low-income students.

Vaughn and MCNY will develop a new pathway to teaching modeled on best practice that will significantly strengthen both colleges, and is tailored to the needs of their Hispanic students, through the following strategies: (1) establishing an **early readiness awareness outreach** framework for teacher preparation which is consistent with national best practice for Hispanics and other underrepresented students; (2) establishing **an accessible and effective math and science teacher education pathway for Vaughn and MCNY** students so they may successfully complete an M.S. in Education on schedule and pass all New York State certification exams; and (3) developing **comprehensive and coordinated student support services and an accessible delivery system** which provides the same level of support to all students (on-campus, off-campus and hybrid learners).

**Key Performance Measure:** Strengthen both institutions' curriculum, instruction and student services in order to increase the number of students who complete degrees at both institutions, qualify for admittance to the MCNY M.S. in Education program, graduate from the M.S. program, and pass all New York state teaching certification exams on schedule.

## **PUERTO RICO**

*Inter American University of Puerto Rico - Barranquitas*  
*P.O. Box 36255*  
*San Juan, PR 00936*

*Four-Year Public*  
*Project Director: Norma Aviles*  
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*Award Amount: \$629,802*

### Activity Description:

Inter American University of Puerto Rico–Barranquitas Campus (IU-BARRANQUITAS) and Inter American University of Puerto Rico.–Arecibo Campus (IU-ARECIBO) propose “*Enhancing Student Opportunities Through Technology and Research Based Assessment*” a project comprised of two activities geared to improving their ability to provide high-quality educational experiences to their Hispanic student populations.

*Activity I: Enhance student opportunities through technology and resources.* IU-BARRANQUITAS and IU-ARECIBO recognize that distance education courses are important tools they can use to better serve current and prospective students. They can serve to overcome schedule constraints through time-shifting, to overcome geographical / topographical constraints through remote access, and to cost-effectively expand academic offerings by enabling course-swapping between geographically separated institutions. The institutions will greatly improve and expand their academic programs, with emphasis on their Teacher Education Program. The institutions also recognize the benefits of integrating technology into classroom instruction. Professional development provided to faculty through this activity will encourage a more effective and frequent use of instructional multi-media tools in classroom settings. Activity funds will be used to secure equipment needed to support this integration.

*Activity II: Establish offices of research and assessment to manage student outcomes.* IU-BARRANQUITAS and IU-ARECIBO will each establish an office of research and assessment to serve urgent needs for mission-critical data. As resources for these new units, the institutions will stabilize (or replace, if necessary) and integrate (within each institution) their numerous disparate and incompatible data systems. This activity will focus on developing systematic assessment and performance-based learning and to promote the continuous improvement in student services.

***Inter American University of Puerto Rico - San German  
P.O. Box 36255  
San Juan, PR 00683***

*Four-Year Public  
Project Director: Zulma Quiones  
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Award Amount: \$677,335*

Activity Description:

**Activity 1:** “Build campus retention through the CLC’s mentoring/advisement program; creation of a campus learning community; acquisition of equipment for strengthening instruction and student support services.” Increase retention and success while improving the campus environment by: creating a campus learning community through the development of CLC’s for teaching, learning, mentoring, training and development of a community of achievement; and acquiring equipment for strengthening student, administrative and academic programs. Budget: \$3,027,858 for five years.

**Goal 1:** Strengthen the mentoring /advising /learning services by developing CLC’s to train faculty, staff and students in models of learning, teaching, advising, life skills and improvement strategies. To strengthen the campus environment by re-engineering the learning advising, mentoring processes, through the creation of learning communities and a service culture organization, by focusing on faculty involvement—a must for retention and staff involvement. In addition the CLC’s will serve as development center.

**Goal 2:** Strengthen the processes through the use of technology; train faculty/administrative staff in teaching, learning, and serving methods; identify materials for improvement; and increase access to information. This activity will strengthen academic programs and service processes by providing additional technology in already established laboratories and by creating new external Smart Classrooms. Project activities are expected to increase retention rates (currently at 70 percent/SG; 65.18 percent AA) by at least 15 percent and improve services.

***Universidad Metropolitana - Jayuya***  
***P.O. Box 1527***  
***Jayuya, PR 00664***

*Four-Year Private*

*Project Director: Maria I. Delgado*

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*Award Amount: \$557,799*

Activity Description:

Activity 1: \$3,365,373 over five years - **Development of Learning Communities to Improve Achievement of Teacher Preparation Students on the State Certification Examination.**

This cooperative project proposes to collaboratively address the implementation of a project to impact teacher preparation students with:

1. curriculum revision in both general and professional education courses;
2. the establishment of information resources and support for mobile technologies;
3. implementation of a faculty development program in Teacher Preparation; and
4. Local Area Network (LAN) enhancement and technology infrastructure.

This capacity-building activity will be integrated by the following strategic actions: Curriculum development to increase undergraduate and graduate offerings, e- and Web-enhanced courses, e-learning student and faculty competencies, e-pedagogy training, online faculty and student's research competencies, network development and enhancements, I/T facilities and infrastructure developments, I/T staff technology competencies. These actions are geared at fostering Hispanic student's access to quality higher education, retention and graduation over a five-year span.

***University of Puerto Rico at Arecibo***  
***P.O. Box 4010***  
***Arecibo, PR 00614***

*Four-Year Public*

*Project Director: Philippe Scott*

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*Award Amount: \$699,999*

Activity Description:

University of Puerto Rico at Arecibo Campus (UPRA) and Humacao Campus (UPRH) Cooperative Agreement.

Activity Title: **Collaboration through Technology Initiatives to Enhance Academic, student and Library Support Services.** The total amount requested is \$3.5 million over the five-year period. Goals and objectives shared by the partner institutions are addressed, which will enhance student learning outcomes in academic programs; make curricular reforms / renovation through infusion of technology; strengthen library resources by providing online services and information literacy support; and upgrade their campus-wide technology infrastructure.

Sample of Key Measures: The graduation and persistence rates of students participating in the tutoring and mentoring programs will increment five percent on an annual basis after the second year; targeted students passing rates in gatekeeper/bottleneck courses will be five percent higher than similar cohorts in previous years not impacted; a minimum of 40 percent of all faculty members will have acquired technology skills and integrated technology initiatives into the curriculum by the end of the grant period; online tutorials on gateway/bottleneck courses and information literacy will be developed and used by at least 400 students annually; 100 percent of the students and faculty will have enhanced remote access to the library's new electronic journals; and by the end of the fifth year, facilities to house student and faculty centers for academic and student support services will have been constructed, and classrooms renovated to incorporate electronic capabilities. To sustain this technology-supported learning initiative, continuous assessment at all levels will be implemented in order to ensure achieving shared Title V outcomes of Hispanic students' access to quality higher education opportunities and academic success.

***University of Puerto Rico at Carolina  
P.O. Box 4800  
Carolina, PR 00984***

*Four-Year Public*

*Project Director: Maria del Pilar Toral*

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*Award Amount: \$699,997*

Activity Description:

**Activity Title: Improving Student Learning Outcomes Through Extensive Assessment, Faculty Development, and Improvement of Library and Telecommunications Infrastructure.**

This activity includes four components: (1) Development and implementation of an institutional and student-learning assessment plan; (2) Enhancement of faculty's skills in integrating e-Portfolio and Web logs to assess the teaching-learning process at the course and program levels; (3) Development of a Digital Library to improve the availability of information resources; and (4) Improvement of the technological, telecommunications, and television infrastructure and resources.

The expected outcomes include: (a) create the infrastructure and training for implementing the Assessment Management System centralized database (baseline=0); (b) increase to 75 the number of faculty and staff (25) participating in institutional and student-learning assessment activities; (c) increase to 75 the number of faculty integrating e-Portfolio and web logs as assessment tools in the teaching/learning process (baseline=0); (d) increase to 500 the number of students in partner institutions using e-Portfolio as an assessment tool of their academic progress and achievement in their respective programs (baseline=0); (e) increase by 100 percent the availability of online services and library resources (reserve and audiovisual) in a digital format (baseline=0); (f) increase to 40 (baseline=0) the number of faculty integrating information literacy in the teaching/learning process; (g) increase partner institutions' student's information literacy skills; and (h) Increase and improve partner institutions' technological and telecommunications infrastructure and resources by 90 percent (baseline=10 percent).

Through these key components, the institutions expect to achieve the ultimate goal of this activity: Hispanic students' academic excellence.

## TEXAS

***Coastal Bend College  
3800 Charco Road  
Beeville, TX 78102***

*Two-Year Public*

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*Award Amount: \$700,000*

Activity Description:

***Improving Hispanic Attainment in South Texas: Building Community Among the High School, the Community College, and the University*** is a cooperative arrangement between Coastal Bend College (CBC) and the University of Houston – Victoria (UHV).

The project will provide needed services and programs aimed at keeping the educational pipeline open to Hispanics, low-income and traditionally under-represented students who attempt a baccalaureate degree. Goals of the project include: (1) expanding outreach, admissions, and retention capacities; (2) increasing student persistence and transfer rates; (3) building distance learning capacities; and (4) increasing educational attainment up to the bachelor's degree level.

The project has three components. Component I focuses on outreach to six high schools, a summer student success “boot camp,” and a first-year experience. The first year experience includes providing (1) pairings of English and psychology courses to improve writing skills while exploring the Mexican-American experience; (2) counseling sessions; (3) university visits; and (4) mentoring with community leaders. Component II focuses on building community between CBC and UHV professionals by improving the distance learning infrastructure and by providing joint faculty training. The training will lead to three levels of distance learning certification. Component III consists of an online mentoring program that will build community between UHV and CBC students thus closing the transition gap from the community college to the university.

November 6, 2006