

Developing Hispanic-Serving Institutions
FY 2023 Abstracts of New Awardees (FY 2023 Competition)
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ABSTRACT

Atlantic University College (AUC) had a total undergraduate enrollment for 2021-2022 of 1,581 (100% Hispanic). AUC proposes an **Individual Development Grant** to improve the academic attainment of Hispanic students and other low-income individuals. **The proposed Project addresses Competitive Preference Priority (CPP) 1 (Meeting Student Social, Emotional, and Academic Needs) and CPP 2 (Increasing Postsecondary Education Access, Affordability, Completion, and Post-Enrollment Success).** In addition, the Activity has been designed to strengthen the academic programs, increase students' services, and enhance campus physical facilities and technological infrastructure, thus improving the teaching and learning environment. The proposed activity **"Enhancing the University's Environment to Foster Inclusiveness and Student Success."** intends to: 1) Expand physical facilities to established six lavatories for LGBTQ+ students and to establish a college food bank to support needy students; 2) Strengthening of academic and student support services by expanding tutoring services for at-risk students; 3) Provision of professional development opportunities designed to build asset-based mindsets for faculty and staff on campus that are inclusive with regard to race, ethnicity, culture, language, and disability status in a positive, inclusive, and identity-safe climate (**CPP1**); 4) Improve student support programs with additional resources and staff to emphasize the provision of multiple comprehensive evidence-based services to include academic advising, structured/guided pathways, and career services; 5) Enhance of AUC's student accessibility services; 6) Provision of services to meet students' basic needs to include the creation of a food pantry and provision of collective transportation (**CPP2**). These strategies will bolster students' academic outcomes, improve recruitment, retention, and graduation rates, reduce the number of withdrawals per course, foster students' better grades, and increase student satisfaction. The Project is central to AUC's Comprehensive Development Plan to improve the teaching and learning processes of Hispanic students and low-income individuals, who comprise 100% of the student population at the University and in the service area.

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Performance measures will include, but not be limited to (1) increasing AUC's physical and technological infrastructure capacity, (2) meeting student social, emotional, and academic needs through the provision of evidence-based professional development opportunities designed to build asset-based mindsets for faculty and staff on campus and that are inclusive with regard to race, ethnicity, culture, language, and disability status (**CPP1**); (3) strengthening academic support services through the provision of intensive tutoring services for at-risk students in a positive, inclusive, and identity-safe climate, and expanding multiple comprehensive and evidence-based services, such as academic advising, structured/guided pathways, and career services (**CPP2**); (4) provision of collective transportation to assist students remain in college and complete their postsecondary education; and, (5) reduce time-to-degree completion by minimizing course withdrawals and course failures.

The **Activity's budget** dedicates 41% for personnel and fringe benefits; 34% for consultants' compensation; 3% for supplies needed to improve the academic programs and support services; 1% for travel; and 17% for construction (expansion and renovation). Around 13% of the total funding request (\$403,075) will be assigned to the **Project Management and Evaluation**.

ABSTRACT

Berkeley City College is a public, two-year Hispanic Serving Institution in Berkeley, CA, located in Northern California on the east shore of the San Francisco Bay. The college is one of 116 California Community Colleges. Berkeley City College is a densely populated and diverse community with an increasingly complex and demanding economy.

Berkeley City College's **Adelante Project** will outreach to, prepare, and guide more Hispanic and low-income students to improve representation in higher education, advance their educational attainment, and increase career placement in high-demand industries in the region.

Berkeley City College's Title V grant project will overcome weaknesses and gaps in service identified through ongoing assessment and analysis and will put into place innovative structures that are "high impact practices" designed to create enriching academic opportunities that foster student success. These high impact practices will be informed by the Guided Pathways research and will include: 1) the development of a bilingual outreach program, 2) bilingual peer-mentoring program that connects Hispanic students to matched peers, 4) a bilingual Success Coach program that implements caseload management and wrap around services, 5) centralized retention programs including connection to transfer/career advisement, and 6) professional development for faculty and staff in culturally responsive curriculum, pedagogy, and practice. The Project meets the Competitive Preference Priorities 1 and 2.

The **Adelante Project** will build institutional capacity to increase the number of Hispanic students earning certificates and attaining postsecondary degrees. The project will facilitate improvement in access, persistence, retention, and completion outcomes. Project Goals include: 1) increase access and enrollment; 2) increase academic success and retention; 3) increase graduation and transfer rates; 4) increase career placement rates; 5) implement a professional development program to increase culturally responsive curriculum, pedagogy, and practices.

Berkeley City College is requesting **\$2,986,030** over five years to support the **Adelante Project** initiatives and activities.

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ABSTRACT: Project RISE – BORICUA COLLEGE (NY)

Institution/Applicant – Boricua College is a private, not-for-profit institution designed to meet the educational needs of Hispanics, Puerto Ricans, Latinos, and other underrepresented populations. The College has three campuses throughout New York City (Manhattan, Bronx, and Brooklyn).

Requested Funding – \$1,768,087

Project/Activity – Project RISE (Retention, Instruction, Support, and Enrollment)

Significant Problems – Boricua College is facing three significant problems. First, the College is experiencing low retention in the freshman and sophomore years primarily due to poor student performance in certain gateway courses, which is hampered by a lack of institutional expertise in using retention data. Secondly, academic support services are disconnected and not sufficiently monitoring students in the first two years. Thirdly, adjunct faculty are not well-served by existing faculty development opportunities, which is impacting student success in the gateway courses.

Project Description – The overarching goal of **Project RISE** is to improve degree completion of undergraduate Hispanic/Latino and low-income students via new retention strategies, redesigned and centralized academic support services, and coordinated adjunct faculty development. The project objective and activity objectives are as follows:

- **Project Objective** – By 9/30/2028, increase the completion rate of degree-seeking Hispanic/Latino and low-income students graduating within six years from 37% to 42%.
- **Activity Objective 1** – By 9/30/2028, increase fall-to-spring retention rate for Hispanic/Latino and low-income students from 59% to 84% and for all students from 67% to 89%.
- **Activity Objective 2** – By 9/30/2028, increase fall-to-fall persistence rate for Hispanic/Latino and low-income students from 61% to 86% and for all students from 49% to 74%.

The project involves the following three strategies:

- **Strategy 1** – Establish a Research and Retention Office to lead institutional retention efforts using new technology that monitors student success.
- **Strategy 2** – Centralize academic supports and services within an Academic Success Center on each campus.
- **Strategy 3** – Implement a comprehensive and coordinated approach to the professional development of adjunct faculty.

Competitive Preference Priority – The project responds to Competitive Preference Priority 1 and Competitive Preference Priority 2.

Cabrillo College (Aptos, California) is a comprehensive, public two-year community college serving Santa Cruz County with the main campus at Aptos and a Center in Watsonville. With 45% Hispanic enrollment, the College serves high-need students from the Pajaro Valley where families struggle with persistent poverty and low educational levels.

Proposed Project: Cabrillo College proposes *Camino al Éxito*, a five-year Developing Hispanic Serving Institutions project. Activities and services include the following:

1. To improve career and major exploration in local high schools (HS) and provide seamless support to High School (HS) students leading to a first-year educational plan and pathway to completion of educational goals;
2. To improve Cabrillo's strategic enrollment management system through scheduling a first-year experience to better identify, recruit, schedule, enroll, and retain Hispanic and low-income college students so they complete their college and career pathways in a timely manner.
3. Assist first-year experience (FYE) faculty in the use of disaggregated course-level data to identify the impact of teaching practices on course outcomes; support faculty in adopting evidence-based practices in culturally-responsive pedagogy (CRP).

Project Addresses the Following Priorities

CPP1: Expand the Equity-minded Culturally responsive Curriculum (EMC-C) for faculty teaching first-year courses so they can transform them into asset-based teaching and learning environment and engage a more diverse student body (Ladson-Billings, G (2020); Bensimon & Malcolm, 2012)

CPP2: Introduce a new college advising model in the high schools and transition students to college with a full-year, "Opt-out" schedule that encourages students to take 15 units per semester including transfer-level English and transfer-level math in the first year (Meinz, P. (2020))

Outcomes - Five-year outcomes (by September 2028) include: Obj. 1.1) increase dual enrollment of Hispanic or low-income students by 338%; Obj 1.2: inc. # of HS students with an Ed Plan by 400 students; Obj. 1.3 inc. by 8% points college-going rate to 530; Obj. 1.4) incr. by 8% points the college-going rate to 117; Obj. 2.1 increase by 25% points the incoming first-year HS students receiving an opt-out full-year schedule that is aligned with their Ed Plan. Obj. 2.2: 6% point increase in completing transfer-level English and transfer-level math to 19%; Obj. 2.3: increase Fall to Spring persistence to 72%; Obj. 2.4: incr.by 5% point for students completing 30+ units; Object. 2.5: incr by 25% in students completing their AA/AS degree to 1,250; Obj. 2.6: decrease by 6 units in the number of units earned by Hispanic students who earned a degree; Obj 3.1: at least 30 faculty / teachers participate culturally responsive pedagogy (CRP); Obj. 3.2: at least 30 faculty access disaggregated course level data; Obj. 3.3: at least 24 faculty complete their portfolio to integrate CRP in a course.

Abstract

Engaging and Graduating Hispanic Students through Undergraduate Research (Engage)

Engage proposes to expand educational opportunities for and improve the academic attainment of Hispanic students by providing increased access to undergraduate research for students. A specific focus of Engage is to engage and support students who are traditionally under-served in undergraduate research opportunities, such as first-generation, under-represented minority (URM), Pell-eligible, non-traditional, community college, and transfer students. Engage will create a flexible model of undergraduate research experiences and provide multiple touch-points throughout a student's career. Engage's vision is to build capacity at Cal Poly Pomona (CPP) to promote student success including retention & degree completion.

Along with research opportunities, Engage will create a structure of wrap-around support for students through faculty, staff, and peer mentoring – including training for faculty, staff, and peer mentors to meet diverse students' social, emotional, and academic needs. Engage will collaborate with the CPP Financial Aid Office to better support students' ability to remain in college. The three goals of Engage will address identified weaknesses in CPP's academic programs, institutional management, and fiscal stability.

Three goals of Engage

Goal 1	Provide broad access to undergraduate research for students by creating a flexible model of engagement and through multiple touch-points.
Goal 2	Create wrap-around support for student success. This includes advising, mentoring, cohort building for students, and training for staff and faculty on providing a supportive and safe learning environment for students that meets diverse students' social, emotional, and academic needs.
Goal 3	Create sustainability through collaboration with CPP's Financial Aid Office to maximize aid available to students and supporting students through the process of obtaining financial aid.

California Baptist University

California Baptist University (“CBU”) is one of the top private Christian colleges and universities in Southern California. CBU offers associate's, bachelor's, master's, doctoral and credential programs in Riverside, San Bernardino and online. CBU strives to help students understand and engage their purpose by providing a Christ-centered educational experience that integrates academics with spiritual and social development opportunities. Graduates are challenged to become individuals whose skills, integrity and sense of purpose glorify God and distinguish them in the workplace and in the world.

CBU serves a broad and diverse student body, including over 7,500 undergraduate students. Many of the university’s students are first generation college goers with little exposure to the opportunities available in higher education. This Title V project, **Preparados para el Exito** (Prepared for Success), is designed to address the needs of these students.

Preparados para el Exito centers on support services for CBU’s commuter and Pre-Nursing students, many of whom are Hispanic and low-income. The objectives of this project include:

- Increasing enrollment, retention, and graduation rates for Hispanic students.
- Increasing student connection to campus and a sense of “belonging.”
- Expanding students services such as bridge programs and academic coaching.
- Ensuring success for Pre-Nursing students through academic support services.

Project goals will be accomplished through student-centered activities including a) community outreach b) creation of a Summer Bridge program for Pre-Nursing students c) provision of success coaching, tutoring and supplemental instruction and d) professional development for faculty and staff to ensure success of all students in a welcoming, inclusive, and supportive environment. In addition, CBU will create a Commuter Engagement Center and a Peer Mentoring program to assist the university’s commuter student population.

California Baptist University is requesting **\$3,000,000** over five years to support the project initiatives.

Preparados para el Exito addresses Competitive Preference Priority Number1: Meeting Student Social, Emotional, and Academic Needs and Competitive Preference Priority 2: Increasing Postsecondary Education Access, Affordability, Completion, and Post-Enrollment Success. This grant application also addresses the Invitational Priority.

FULLERTON ASPIRE:

Access, Support, Pathways, and Inclusive Resources for Everyone

ABSTRACT

The overarching goals of Project ASPIRE are to (1) improve the academic attainment (i.e., increase degree completion and retention rates) of Hispanic and underserved students, and (2) build institutional capacity in data collection and assessment and fiscal stability.

Strategy One: Inclusive Access and Pathways. Cal State Fullerton will enhance access and pathways through multiple points of connection to educational and career pathways, focusing on Hispanic and other underserved (e.g., first generation, Pell-grant recipients) students (e.g., Transfer Open House, Transfer Summit, Summer Bridge 2.0 for Rising Sophomores).

Prospective, dual admitted, and transfers students from local community colleges will benefit from holistic, strength-based, and culturally minded commitment to improve higher education access, onboarding, and career development. **Strategy Two: Enhanced Support and Care.** Cal State Fullerton will utilize a holistic approach to serve students' social, emotional, and academic needs, targeting Hispanic and other underserved students, to increase education success and degree completion, through enhanced pre-transfer advising focusing on dual admitted and transfer community college students (i.e., Transfer Success Specialists), integrated classroom activities to foster a sense of belonging focusing on first-time freshmen, and invest in faculty's cultural competence with regard to race, ethnicity, culture, language, and disability status.

Strategy Three: Expand Capacity. Cal State Fullerton will invest in the institutions' system in high-quality data collection and analysis (i.e., annual administration of BCSSE), and fiscal capacity to increase education access affordability for Hispanic and other underserved students by establishing the Fullerton ASPIRE endowment fund.

PROJECT ABSTRACT

*"Camino al Bienestar: A Model Health Career Pathway
as a Route to Success for Hispanic Students in the Calumet Region"*

Calumet College of St. Joseph (CCSJ) is a Catholic institution dedicated to the academic, spiritual and ethical development of undergraduate and graduate students. For 70 years since our founding, we have been dedicated to enhancing the social and economic mobility of first-generation college students. CCSJ is among the most diverse liberal arts colleges in the Midwest and was the first HSI recognized in the state of Indiana; today, 36% of students are Hispanic. Nearly half of CCSJ's freshman cohorts, over the past five years, are first generation college students; over half of our student body each year qualifies for federal Pell grants; and half of all students can expect zero family contribution for their college education according to financial aid records. CCSJ is eager to strengthen our institution to better serve our ambitious Hispanic students as they strive to improve life for themselves and their families.

GOAL 1: Connections to High-Demand, High-Wage Careers in Health Services: Focusing on preparing students for jobs, we will develop and implement a coordinated campus-wide initiative that reflects an institutional priority and commitment to equitable degree completion and upward socioeconomic mobility in high-growth, high-demand jobs identified for the state and the region. The objectives to achieve this goal include enrollment growth through Centers for Academic Excellence and Achievement and new and revised academic programs, improved retention through additional student support in the CCSJ Writing Center, and culturally appropriate communications and pedagogy. The result will be improved completion rates. **GOAL 2:** Focusing on improving a learner-centered campus environment, we will provide necessary institutional support for the new Centers by upgrading information technology, clarifying policies and procedures to better serve students, and integrating student data collection to provide seamless support for our Hispanic and low-income students across all institutional departments. **GOAL 3:** Focusing on building institutional capacity, we will provide financial incentives to enable students to complete a college degree, and we will establish new campus departments in grants management and outreach to support enrollment, student satisfaction, and retention to graduation.

5-Year Objectives to be accomplished by September 30, 2028:

- **Enrollment** in traditional undergraduate programs will be 20% higher, due to the Centers for Academic Excellence and Achievement, new academic programs, and expanded outreach, and Hispanic students will retain or improve their current proportion of the student population at 36% as enrollment increases
- **Retention** will be at or approaching the KPI of 65% from freshman to sophomore and 80% from sophomore to junior and junior to senior, due to Writing Center interventions, increased cultural competency across campus, an improved campus environment that includes Centers for Academic Excellence and Achievement, an enhanced IT infrastructure, integrated policies and procedures, and data coordination, and additional financial support from the expanded Calumet Commitment. Hispanic student retention rates will match or better overall institutional rates
- An **increased sense of belongingness** due to campus culture changes and an **improved sense of satisfaction** with student service and grant-sponsored interventions will be expressed by 75% of Hispanic students on standard assessments
- **Graduation rates** will be at or approaching the KPT of 25% 4-year completion and 75% 6-year completion because of the initiatives across the institution that are included in the Centers for Academic Excellence and Achievement proposal. Hispanic graduation rates will match institutional rates as a whole.

COMPETITIVE PREFERENCE PRIORITIES (CPPs): The project is intentionally designed to address both CPPs. To meet **CPP 1**, serving student social, emotional, and academic needs, CCSJ will provide wraparound support services in the CCSJ Centers and change the campus climate. The program is closely designed to meet **CPP 2**, increasing access, affordability, completion, and post-enrollment success, because CCSJ's performance measures focus on enrollment, retention, and graduation through academic programs, revised policies, guided pathways to careers, academic support, technology support, data integration, and developing a culture of belongingness. The culture of belongingness, along with academic support, also contributes to meeting the **Invitational Priority** of addressing the impact of COVID.

ABSTRACT

California State University, Chico (Chico State) is a comprehensive, public, four-year university located in Butte County in the largely rural and agricultural Northern Sacramento Valley. The institution has a designated community outreach Service Area, “The North State” which encompasses a 12-county area that extends to the Oregon border. In the Fall of 2021 Chico State’s undergraduate enrollment was 14,379 (58%) of which were Hispanic and Other low-income (HLI) students and Hispanic enrollment 4,810 in Fall 2023 represented 37.5% of 2,816 students. The proposed *B⁵: Bridges to the Baccalaureate* Project is presented by the College of Behavioral and Social Sciences (BSS) who enrolls the highest number and percentage of HLI students in eleven departments (2021 Headcount 3,365; HLI (57.2%) includes three of the largest majors at Chico State: Psychology, Criminal Justice, and Sociology.

The Project activities developed with the collaboration of academic and student support units across campus, will support increasing the enrollment, retention, and graduation rates of undergraduate Hispanic and Other Low-Income (HLI) students at four critical transitions:

- 1) College Bound: After admissions and before enrollment;
- 2) Transfer: Movement from a two-year institution to a degree programs of study;
- 3) Second/Sophomore Year: Adaptation of learning and study strategies to coursework demands, selecting a major course of study, and establishing an academic identity; and
- 4) At the time students confirm an academic and career direction, mentoring from department advisors and faculty, and participation in high impact practices such as undergraduate research are needed to explore strengths and opportunities for scholarly endeavors.

The activities to support these transitions are centralized under five **Bridges: I: College-Bound Postsecondary Preparation:** Enrollment in two dual-credit courses for high need students; mentoring from peers for newly admitted first year students (BSS Mentors for Success); and assistance to attend college orientation events including academic advising. **II. Transfer:** Mentoring from peers for transfer students. **III. Second Year Support: Game Changers, Second Year Student Success Program.** Students are co-enrolled in two courses (300-level Social Science in Fall and Elective Option in Spring); Mentors meet individually and with a Cohort of 10 students as a group. **IV. Preparation for Scholarly Activity (Undergraduate Research Experiences-UREs):** Five strategies will address preparation needs: A) Establishing an Undergraduate Research Center in the College of BSS; B) Establishing a Faculty Cadre to explore new and innovative approaches to increase capacity for UREs; C) Offering semester-long undergraduate student research experiences with a faculty mentor; D) Providing support for faculty professional development focused on developing culturally relevant pedagogy; and E) Providing support for students to attend research conferences and to present outcomes of their projects. **V. BSS Success Information Hub** is an activity to develop services within the BSS Student Success Center that support students’ sense of belonging by providing wraparound information and opportunities to develop community engagement that has been found to positively influence student persistence and achievement of academic goals. Chico State also responds to **Competitive Preference Priority 1:** Meeting Student Social, Emotional, and Academic Needs; **Competitive Preference Priority 2:** Increasing Postsecondary Education Access, Affordability, Completion, and Post-Enrollment Success.

PROJECT ABSTRACT: Semillas

Located in an area with high poverty and low educational attainment, College of the Mainland (COM) is a public community college in the suburban and rural region between Houston and Galveston, Texas. COM serves 4,482 students pursuing certificates, associate degrees, transfer credits, and a new bachelor's degree in nursing. COM is a proud Hispanic Serving Institution (HSI) with 36% Hispanic students.

Semillas: Planting the Seeds for a Brighter Tomorrow is a comprehensive, cost-effective plan.

Goal 1: Increase Institutional Support of Math Corequisite Students. Make transformative changes to the institutional services provided to students to improve success rates and retention trends for underrepresented students and to promote a strong start to students' academic journeys.

Goal 2: Strengthen Student Support Services. Strengthen student support services surrounding academic transfer students and student resource needs to increase educational outcomes and post-graduation success and transfer rates.

Research-Based Strategies: *Semillas* is supported by strategies rated Tier 2, Moderate Evidence, by the What Works Clearinghouse. The following proven and promising strategies will achieve the project goals: **new math lab, increased contact hours for corequisite math students, math software/technology provided at no cost to students, success coaches, new articulation agreements, student resource coordinator, and a new graduation and transfer coordinator.** Funding for these strategies is needed to improve success rates, persistence, and outcomes for students. Five objectives will be tracked and measured annually.

Objective 1.1 The percent of students successfully completing both courses in a corequisite math pairing will increase from 35% to 43%. **Objective 1.2** Fall-to-spring persistence rates for corequisite math students will increase from 66% to 70%. **Objective 2.1** The average number of credits earned per degree will decrease from 76 to 71. **Objective 2.2** The percentage of first-time, full-time, degree seeking undergraduates enrolled at COM graduating within three years of enrollment will increase from 34% to 37%. **Objective 2.3** The percent of students enrolled in a transfer degree program that successfully transfer will increase from 19% to 24%.

Competitive Preference Priority (CPP) 1: *Semillas* will meet student social, emotional, and academic needs by substantially increasing access to free community resources through a Student Resource Coordinator who will connect students with existing services in the local community and will leverage on-campus needs assessments already being conducted to further strengthen student supports. **CPP 2:** *Semillas* will increase postsecondary education access, affordability, completion, and post-enrollment success by introducing a Graduation and Transfer Coordinator to focus on student support, completion, and transfer success while also increasing articulation agreements to strengthen student pathways to institutions of higher education.

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Concordia University Irvine

Concordia University Irvine (“CUI”) is a private, Christian university in Irvine, CA. The university enrolls over 2,500 undergraduate, graduate, and non-traditional students. The university consists of six schools: Christ College (theology, philosophy, and church careers), the School of Arts and Sciences, the School of Business and Economics, the School of Education, the School of Health and Human Sciences, and the Townsend Institute (counseling and leadership); and offers 30 undergraduate majors and 60 specializations, 16 graduate programs, an online bachelor’s degree in Organizational Leadership, and an accelerated bachelor’s degree in nursing. In 2014, CUI added its first doctoral program, Educational Leadership; a Ph.D. in Counselor Education and Supervision was launched in 2021.

The university offers comprehensive academic STEM programs at both the undergraduate and graduate levels. Like many institutions, CUI has experienced a growth in Hispanic students interested in STEM fields. However, these same students have struggled with lower retention and graduation rates than the rest of the student body. Many of the Hispanic and low-income students who chose to attend CUI are first generation college goers with little exposure to the opportunities and services available at the university. This Title V project, *Valerosos y Curiosos*, is designed to address the needs of these students.

Through an innovative, cohort-based **STEM Scholars Program**, CUI will build a community of undergraduate students steeped in the culture of STEM. The program will include a summer bridge opportunity, academic success coaching, tutoring, mentoring, supplemental instruction, and undergraduate research positions. In addition, CUI will provide faculty and staff professional development to help build a “sense of belonging” on campus.

The Goals and Objectives for this project include the following:

- Increase enrollment of Hispanic and low-income students in STEM majors by 10%.
- Double the number of Hispanic students who transfer from community colleges into CUI STEM programs.
- Increase retention rates for Hispanic and low-income STEM students by 8%.
- Increase graduation rates for Hispanic and low-income STEM students by 8%.

Concordia University Irvine is requesting **\$3,000,000** over five years to support the project initiatives.

Valerosos y Curiosos addresses Competitive Preference Priority Number1: Meeting Student Social, Emotional, and Academic Needs and Competitive Preference Priority 2: Increasing Postsecondary Education Access, Affordability, Completion, and Post-Enrollment Success. The Project also addresses the Invitational Priority,

ABSTRACT, EL CAMINO COLLEGE

El Camino College (ECC) is applying for funding for the program *Warrior* Initiative for Greater Success*, or WINGS. WINGS will provide targeted holistic support to students in high academic need (in Gateway Courses w/support), professional development for select Math faculty members, and health/wellness activities to faculty/staff to help heal from the effects of the COVID-19 pandemic. (*Note: El Camino's mascot is a Warrior.)

The Goals for WINGS include:

- Provide holistic support services to Hispanic and/or low-income students (and other students who qualify under this grant opportunity);
- Increase the annual rate of degree (or certificate completion) and/or transfer rate for Hispanic and/or low-income students;
- Increase the annual persistence rates from semester-to-semester and year-to-year for Hispanic students; and
- Provide equity-focused, asset-based mindset professional development to close equity outcomes in Math “gateway” courses.

WINGS will primarily target Hispanic and/or low-income students, though the program will serve other populations as defined by this grant opportunity. WINGS will have three components: 1.) Component 1 of WINGS will employ Success Coaches to help students devise plans for their academic journey at ECC, refer them to campus services/resources, monitor their progress in courses, and connect them with just-in-time support, such as tutoring with tutors trained in a certified tutoring program, using the College's early alert system, 2.) Component 2 of WINGS will offer required Equity-focused Professional Development (PD) workshops to faculty/staff teaching “gateway” or basic Math (51 professors), and 3.) Component 3 of WINGS's will provide health and wellness opportunities to ECC faculty and staff.

The expected outcomes will include:

1. Over the next 5 academic years 450 students will have received holistic/comprehensive support services;
2. 75% of participants who complete one-year of WINGS will complete their AS, AA, or AST and or be transfer ready;
3. 80% of participants who complete WINGS will persist to the next academic year; and
4. 80% of participating Math 150 faculty will have created changes in their syllabi (via WINGS PD) .

Abstract: Felician University (Felician), a private, Hispanic- and Minority-Serving Institution (HSI and MSI) located in Rutherford and Lodi, New Jersey, is applying for a Department of Education Title V – Developing Hispanic-Serving Institution grant for *Felician Advising Learning Communicating On-boarding Navigating Supporting* (FALCONS) Connect (FC). As an HSI and MSI, Felician educates students from culturally, racially, ethnically, and linguistically diverse areas who often choose to stay near home while attending college and after to serve their communities. Of the 1,746 students enrolled in Fall 2022, 42% were Hispanic, and 54% were low-income. The University’s two campuses are located eight miles apart.

FC is a comprehensive set of evidence-based services to promote students’ academic, social, and emotional wellbeing. The program comes from a comprehensive analysis of the University’s strengths, weaknesses, and strategic plan. The goals are the following:

Goal 1: *Students benefit from comprehensive, accessible, wrap-around services supported by integrated technology on both campuses, leading to an accessible and integrated student experience.*

Goal 2: *Students benefit from expanded academic, fiscal, and social support, leading to stronger academic performance, reduced financial stress, and a greater sense of belonging.*

This application meets the requirements for the Invitational Priority and both Competitive Preference priorities.

FC was designed to ensure that the support programs and services that Felician is offering its current students are expanded and tailored to better serve its Hispanic population. This will ensure that a larger percentage of Felician’s students will benefit from existing programs that have been shown to be successful, including the Summer Bridge program, GRIT (Goals, Resiliency, Integrity, and Tenacity) program for students on academic probation, and support of mentors in a peer-led team learning model for gateway courses. Felician will also integrate its existing services, providing a greater connection with students regardless of which campus they are on by creating a FALCONS Commons on each campus. To best serve Hispanic students and their families, the four navigators staffing these sites will be bilingual in Spanish and English.

Several other activities have been designed to serve Hispanic students and their families. This includes the Scholarship Universe platform with information tailored for Hispanic students, the creation of a multi-cultural site to provide a gathering spot for students, the development of Hispanic student organizations to create a greater sense of community, and the provision of training for faculty and staff to give them a better sense of the life experience of students, many of whom have very different backgrounds than Felician faculty and staff.

By implementing these activities, Felician will meet the following objectives: (1.1) increase student satisfaction with the “business of being a student” on the Moving the Needle survey from a baseline of 3.75 to 4.04 (on a 5-point scale); (1.2) increase the student ratings of “high” in the area of Quality of Interactions under Student Services on the NSSE data from a baseline of 29% (first-year students) and 19% (seniors) by 10%; (2.1) increase the first year-retention rate for all undergraduates from 74% to 79%; (2.2) increase the first-year-retention rate for Hispanic undergraduates from 73% to 78%; (2.3) increase the second-year-retention rate for all undergraduates from 61% to 66%; (2.4) increase the second-year-retention rate for Hispanic undergraduates from 60% to 65%; (2.5) increase the average pass rate for undergraduates in identified gateway classes from 84.4% to 89.4%; (2.6) increase the average pass rate for Hispanic undergraduates in identified gateway classes from 83.8% to 88.8%; (2.7) reduce the number of students withdrawing from the University for financial reasons from 50% to 35%; and (2.8) increase the MTN Social Connectedness score for students of color from 3.53 to 4.0.

Abstract

Applicant Institution: Galveston College (GC)

College Profile: GC is a two-year, public college located in the city of Galveston, which is situated on a thirty-mile long island in the Gulf of Mexico just off the Texas mainland. In Fall 2022, GC served 2,026 students, of whom 68.1% were minority, including 41.8% of whom were Hispanic. The majority (67.6%) of GC's students attend part-time. The majority (71.5%) are first-generation college students (80.1% of Hispanic students), and nearly half (39.6%) require developmental education upon entering the college (45.7% for Hispanic students).

Area Profile: The region's rich history is punctuated by devastating tropical storms, economic booms, and an equal number of economic busts. With extreme disparities in economic levels, the city of Galveston (population 53,695, US Census 2016) includes a large percentage of residents struggling at poverty or low-income levels, as well as a number of professionals from the nearby University of Texas Medical Branch (UTMB) and Texas A&M University Galveston. The City of Galveston is still recovering from the catastrophic damages caused by Hurricane Ike several years ago; with continued recovery, displaced residents and job opportunities are returning to the island.

Proposed Project: Pathway Model for Improved Teaching, Advising, and Transfer at a Hispanic-serving Community College

Proposed Project Initiatives: GC proposes to transform its approach to instruction and advising, thereby increasing retention and associated enrollment revenues while improving overall graduation/persistence rates and transfer rates. Over the five-year project period, GC will redesign 11 high-risk courses across three transfer pathways utilizing a Learning Assistant (LA) model. GC will also redesign and customize by Pathway its Learning Frameworks Course into an 8-week basic skills development Learning Framework (LFW) course. To facilitate active and collaborative learning, GC will renovate and equip space in the Student Success Center for Title V activities. GC will also develop a comprehensive First-Year Experience (FYE) and customize it by Transfer Pathway. As part of the FYE, a new Pathway Major Advisor model will be developed that will provide the necessary structure and practices for proactive intentional advising. The new system will be holistic, infusing pathways advising strategies across student services departments and aligning student support with pathway-specific needs. To this end, GC will renovate key student services spaces (e.g., Student Success Center) and update IT and data analysis capacity to support an integrated, data-driven pathways advising model. The new FYE by Pathway and the LA Program will be customized for GC's Transfer Pathways: Arts & Humanities, STEM, and Business & Education. A key aspect of the new system will be the development of pathway-specific transfer agreements and transfer maps with regional four-year institutions to promote student transfer.

The project addresses **Competitive Preference Priority #1 and #2**.

Project Abstract

INICIO: Inclusive Network for Increasing College Involvement and Opportunity

Gavilan College is part of the largest system of higher education in the country, the California Community Colleges. Over 60% of Gavilan's student body identifies as Hispanic, and the institution is committed to enacting a culture of "servingness." This project will enhance Gavilan's capacity to fulfill its mission as an HSI by providing culturally sustaining practices both inside and outside the classroom, resulting in higher completion rates for Hispanic students, and more degree holders needed for high-paying jobs in the local economy.

Strategy #1: Re-engage the Community - Implement a college transition program that dismantles the barriers that Hispanic students face when applying, enrolling, and completing their first semester of college.

Strategy #2: "La Familia de Gavilan" - Actualize an asset-based community approach to meeting student needs, supporting enrollment, retention and success.

Strategy #3: Enhancing Infrastructure for Serving - Build critical components of an equity-minded ecosystem where Hispanic students thrive.

Goal #1 (Academic Programs): Re-envision how Hispanic students are introduced and onboarded to GC's programs so that Hispanic students know that they belong and are supported.

Goal #2 (Institutional Management): Transform structures for serving that are responsive and adaptive to the strengths and needs of Hispanic students and faculty.

Goal #3 (Fiscal Stability): Increase capacity to keep pace with the rising level of care students need, stabilizing enrollment and outcomes-based apportionment funding.

Objective Areas: **1. Access:** (a) Increase the number of dual enrollment College and Career Access Pathways (CCAP) agreements with high schools from 1 to 9; (b) Increase first-time Hispanic student enrollment by 20%. **2. Milestone Completion:** Increase the number of students completing the following critical onboarding milestones by 10%: (a) FAFSA or CA Dream Apps; (b) Student Education Plan (SEP); (c) Pilot new FYE courses to 500 students and scale up to 700 students. **3. Persistence:** Increase the fall-to-spring persistence rate by 5% and eliminate equity gaps. **4. Course Success:** Eliminate the equity gap between Hispanic and white students in course success rate. **5. Completion:** Increase the degree and certificate completion or transfer rate by 5% and reduce equity gaps. **6. Sense of Belonging:** Achieve a statistically significant increase in Hispanic student sense of belonging using an established research-based instrument.

Competitive Preference Priority 1: Meeting Student Social, Emotional, and Academic Needs: This project is rooted in a sense of belonging for Hispanic students. From outreach that includes family and the community in conversations about college, to dual enrollment programs at high schools and juvenile detention centers, to individualized counseling and programming for pathways, Gavilan's proposal aims to provide academic and social belonging at all levels for students.

Competitive Preference Priority 2: Increasing Postsecondary Education Access, Affordability, Completion, and Post-Enrollment Success: Increasing affordability at Gavilan is of utmost importance since our service area has a large population of low-income individuals and families. Students need to know college is affordable and that their time away from work is well-spent and will lead to careers.

Invitational Priority: Addressing the Impact of COVID-19 on Students, Educators, and Faculty: Nationwide and statewide surveys of college students found that a majority of students felt they would benefit from mental health services, counseling, and emotional support, yet only few colleges provided this. By utilizing a needs-based survey in onboarding, more impacted students can be connected to El Centro services including mental health and other services, such as housing or financial aid.

PROJECT ABSTRACT

Glendale Community College (GCC) is a large, public, open access community college serving the greater Los Angeles area and enrolling approximately 5,000 Hispanic students annually. Through this project, ***Project CONNECT: Cultivating Opportunities through Nurturing Networks, Enhanced Cohesion, and Transformation***, GCC will embrace its responsibility to close equity gaps in student outcomes **and** enact a culture that enhances the educational and racial/ethnic experiences of our Hispanic students to truly ***become the Hispanic-Serving Institution our students deserve, and our community must have.***

- ***Strategy #1:*** Unify GCC's Efforts to Connect Students to Academic Programs & Services
- ***Strategy #2:*** Provide Holistic Support Throughout the Student Journey
- ***Strategy #3:*** Build Sustainable Infrastructure where Hispanic Students Thrive

Goal #1: Academic Programs: Foster a sense of belonging among prospective and current Hispanic students through early, frequent, and sustained connection to GCC's pathways.

Goal #2: Institutional Management: Utilize culturally sustaining, equity-minded cohort management strategies to actively case manage Hispanic and low-income students to utilize academic and basic needs supports, improving persistence and timely completion.

Goal #3: Fiscal Stability: Increase student outcomes and close equity gaps to ensure alignment with state-mandated performance-based funding focused on student equity and student success.

Objective 1: Increase the percent of Hispanic student applicants that enroll in classes from 27% to 38%. ***Objective 2:*** Increase financial aid application rate from 65.1% to 70%. ***Objective 3:*** Increase Hispanic student course success rates from 62% to 70%. ***Objective 4:*** Increase Hispanic student fall-to-spring persistence rate from 62% to 70%. ***Objective 5:*** Increase Hispanic student completion of 12+ units in the first year from 30% to 38%. ***Objective 6:*** Increase Hispanic transfer rate within 3 years from 18.1% to 30%. ***Objective 7:*** Achieve a statistically significant increase in students' sense of belonging as measured by a validated instrument against baselines established in the beginning of Fall 2023. ***Objective 8:*** Increase Hispanic utilization of GCC CARES program by 20%.

Competitive Preference Priority 1: GCC's project will address social, emotional, and academic needs by fostering a positive, inclusive, and identity-safe environment for Hispanic and other underserved students through intentional, early, ongoing, and sustained efforts to connect students to their peers, college personnel, and their programs of study. ***Competitive Preference Priority 2:*** GCC's project will increase postsecondary education access, affordability, completion, and post-enrollment success by setting Hispanic and other underserved students up for success in high-demand, high-wage careers. ***Invitational Priority:*** GCC's Project will also address the impact of COVID-19 on students, educators and faculty by developing programs and services to support basic and mental health needs, an early alert/unified communication platform and peer mentors in the Vaquero Success Center.

Abstract

Goshen College (GC), a private, liberal arts institution located in the city of Goshen, Indiana, is the second largest city in Elkhart County with a 139-acre campus and an Environmental Learning Center near Wolf Lake, Indiana, and the Jonathan N. Roth Marine Biology Station, in Layton, Florida. Goshen College achieved Hispanic Serving Institution (HSI) status in 2023 and is proposing to serve our Hispanic and underserved students with vitally needed support services, resources, staffing and a renovated location for students to have a “home away from home”. As of Fall 2022, GC has **717 undergraduate students** including 5% who identify as Black or African American, **29% Hispanic/Latinx**, and 11% nonresident alien. GC also serves a high number of Pell-eligible, low-income students (38%) and a high percentage of first-generation college students (35%). An additional 44% are commuter (non-residential) undergraduate students.

The proposal was developed with the concept of servingness (Garcia, Nunez, and Sansone, 2019 in *Toward a Multidimensional Conceptual Framework for Understanding “Servingness” in Hispanic-Serving Institutions: A Synthesis of the Research*) as the driver for all activities. With intention, this project is not a deficit model based on barriers to success, but rather it is based on supports to success. The strategies proposed are primarily based on Bettinger and Baker’s work, *The Effects of Student Coaching in College: An Evaluation of a Randomized Experiment in Student Mentoring* (2011), which focused on individualized student coaching interventions. Goshen has incorporated 4 core strategies that were developed from a SWOT analysis.

The project and its proposed strategies below will support Hispanic, low-income, and other underserved students as they develop a sense of belonging through academic support services and social integration efforts.

Strategy #1 – Creation of a Student Success Center for Students at GC: To ensure retention and acclimation to the college, students must have a centralized, welcoming space to connect to campus, resources, and community.

Strategy #2 – Expand first-year advising program and incorporate SEL into first year curriculum through targeted course revision: Students need a trusted individual who understands their specific academic and social/emotional strengths and needs. Currently, GC provides first-year advising through faculty teaching the first-year seminar course (Core 100 Identity, Culture, and Community). Connections advisors and major advisors will partner to create appropriate academic plans of study that support students with low GPA or are undecided about major.

Strategy #3 - Guiding and Advising Students to Choose a Program of Study and Career Path. Hispanic, commuter, and underserved students express a desire for more assistance with career. The project will hire a career educator to provide individualized career pathways for students, assist with developing micro-internships, and map career trajectories to major content.

Strategy # 4 - Facilitating Professional Learning for Faculty and Staff Cohorts: Hispanic and underserved students express a desire to work more closely with faculty throughout their college program and for faculty to develop their inclusive advising and teaching skills.

Competitive Preference Priorities Addressed: The proposed strategies and activities in Conexiones por Excelencia will meet CPP 1. Meeting Students Social, Emotional and Academic Needs. CPP 2. Increasing Postsecondary Education Access, Affordability Completion and Post Enrollment Success, and the Invitational Priority: Addressing the Impact of COVID-19 on Students, Educators, and Faculty.

Harry S Truman College ABSTRACT

The TRUMomentum HSI project aims to support Hispanic and low-income students by improving their sense of belonging, increase the success rates of their academic performance, expand support services to address their unique personal needs and barriers they face, and provide professional development opportunities to the college community that promote cultural representation. These goals align with the college's mission and strategic plan, and strategic objectives have been identified to measure the effectiveness of the program. Truman College is confident that these ambitious goals, when implemented with full participation from students and faculty, will lead to significant improvements in student success and institutional growth.

Through the implementation of the proposed programs and centers, Truman College plans to support student engagement, academic success, and personal and professional development. The Student Development and Engagement Center (SDEC) offers training and practical experiences to help students pursue postsecondary pathways and connect with staff, faculty, and alumni. The First Year Experience (FYE) Center focuses on building connections, ensuring academic readiness, and providing holistic support for students in their first year. The Truman Bilingual Learning Center (TBLC) supports Latino/a/x students by promoting bilingualism, career readiness, and professional development. Truman also plans to support faculty and staff by providing professional development opportunities, such as the Fireside Chats, where the college community can learn various techniques to support diverse student populations, improve teaching practices, and understand how to approach situations with a trauma-informed approach. The TRUMomentum HSI project will transform how Truman College supports Hispanic, Black, and underrepresented populations through these academic and holistic activities that are rooted in evidence-based practices and program design.

Project Abstract

<p>La Sierra University: 4500 Riverwalk Parkway, Riverside, CA, 92505</p>
<p>Project Director: Dr. Jennifer Helbley, Associate Professor of Chemistry & Biochemistry, jhelbley@lasierra.edu</p>
<p>Project Title: <i>Promoting Baccalaureate Degree Completion in High-Need Areas for Hispanics.</i></p>
<p>Target Area: Increase the number of Hispanic and low-income students who have access to and complete articulated Food Science degree and career opportunities in the Inland Empire of southern California that is one of the most diverse in the nation, where poverty is high, and educational attainment is low.</p>
<p>Goals: G1: Develop high-need Sustainability Science Program with 3 new degree pathways; G2: Expand focus on student support to include the development or redesign of instructional programs and support strategies; G3: Strengthen college capacity for improved equity outcomes.</p> <p>Objectives: O1: Enroll at least 30 first time freshmen (FTF) students annually in the new SSP Pathways; O2: Increase by 10% points the percentage of Hispanic first-time, full-time degree-seeking undergraduate students who were in their first year of postsecondary enrollment in the previous year and are enrolled in the current year who remain in a degree/ credential program (<i>GPRA b – retention.</i>); O3: Increase by 15 points the percentage of Hispanic, full-time degree-seeking undergraduate students graduating within six years of enrollment with a degree (<i>GPRA a – native baccalaureate graduation</i>). (2021 baseline: 33%); O4: Serve at least 200 Hispanic students annually, who participate in grant-supported services or programs and who persist to complete a degree or credential (<i>GPRA a - completion</i>); O5: At least 50 students annually (with Hispanics equitably represented) will participate in Work-based Learning activities, and Internships.</p> <p>Strategies/Outputs: Strengthened articulation program with community college and local high schools; Summer Bridge program for incoming freshmen and transfer students; Curriculum reform and learning space renovation in new SSP laboratories; High Impact Practices for improved learning; Holistic Student Support Services.</p>
<p>Services to be Provided/Activities to be Conducted:</p> <p>LSU’s SSP degree pathways will be linked to instructional improvements in gateway STEM courses including supplemental instruction, learning assistants, incorporation of High Impact Practices, personalized student coaching, summer bridge, effective early alert, and mental health workshops.</p>
<p>All project strategies and activities have been designed to meet both Competitive Preference Priorities (#1 & #2) as described in the NIA.</p> <p>The ways in which our project services meet the CPPs include: Academic Advising Intrusive advising across educational sectors with tailored guidance and accelerated pathways to completion (CPP 1; CPP 2.a.2). Career Readiness Incorporate career-building and giving Hispanic students tools to become competent professionals (CPP 2.b, d). Learning Assistance helps students problem solve and feel a sense of support and belonging (CPP 1.a.1, 2; 2.b, d). Culturally Responsive welcoming, supportive, and inclusive environment (CPP 1.a.1, 2, 3). Developing new SSP degrees A new high-need and high-earning degree pathway will increase postsecondary access for Hispanics (CPP 2.a, b, c, d). Mental Health Interventions Addressing the mental issues affecting students mainly due the pandemic (CPP 1.a.1, 2, 3).</p>

Long Beach City College PASO Program Abstract

Long Beach City College (LBCC) is the ninth largest college in the California Community College System, serving 34,550 students in 2021-22. The College is a minority-majority serving institution with Hispanic students representing 50% of the student population. In 2021-2022 68% were economically disadvantaged and received some form of need-based financial aid. The College holds two federal minority-serving institution designations and is both a Hispanic Serving Institution (HSI) and an Asian American/Native American/Pacific Islander Serving Institution (AANAPISI).

The Postsecondary Achievement and Success Opportunity (PASO) Program will create a structured support system that allows student who do not enroll in college immediate after high school (indirect matriculants) to easily navigate College infrastructure and achieve their academic goals. This will include the creation of a team of Peer Navigators, other indirect matriculants who will act as a point of connection and help participants navigate complex college resources. To support persistence, the PASO program will provide exclusive math and English courses taught by professors who have completed additional professional development, including equity-training, so that they can complete key foundational courses. Participants will also receive support for transfer and completion support from PASO staff who are trained in academic advising. Finally, the program will ensure the creation of a welcoming environment by providing training to college members that will educate them on the unique characteristics and needs of indirect matriculants, including how to provide culturally-relevant services to Hispanic students.

PASO will create a highly supportive framework that leverages the unique characteristics of indirect matriculants by utilizing their internal motivation and empowering their ability to self-navigate, therefore achieving the following long-term goals: 1) Empower IDMs to persist through achieving key milestones; 2) Increase LBCC's capacity to provide an inclusive environment that supports student success; and 3) Ensure IDMs are prepared to achieve their educational goals including completion and transfer.

This proposal addresses both of the solicitation's two Competitive Preference Priorities (CPPs). The PASO Program address *CPP#1: Meeting Student Social, Emotional, and Academic Needs* through fostering a sense of belonging and inclusion for underserved students through the creation of a team of Peer Navigators who will provide a personal point of contact for participants and have the shared experience of being indirect matriculants. This sense of belonging and inclusion will also be supported through professional development for college staff, faculty and administrators that will highlight not only the unique needs of indirect matriculants but specifically how to serve Hispanic indirect matriculants.

The PASO Program addresses *CPP#2: Increasing Postsecondary Education Access, Affordability, Completion, and Post-Enrollment Success*, through by increasing the number and proportion of underserved students who complete postsecondary education programs. Peer Navigators will help students connect with financial aid resources, free textbook resources, and basic need support that will help reduce the cost of attendance for participants. Additionally, the priority registration, PASO exclusive transfer-level math and English courses, and individualized transfer and completion support will help participants persist and complete their degrees and certificates at Long Beach City College.

Project Abstract: Los Angeles Harbor College *Alcanzando el Éxito* (Reaching Success)

Los Angeles Harbor College (LAHC) is a two-year community college committed to educating and empowering our students, providing equitable access to education, and serving our communities. With 60% of students identifying as Hispanic/Latinx, LAHC is a proud Hispanic-Serving Institution (HSI). Located in an 83-acre campus in Wilmington, CA, approximately 22 miles south of the city of Los Angeles, and near the Port of Los Angeles, Harbor College is an oasis of learning in a region surrounded by traditionally underserved areas such as Watts, Wilmington, Lomita, Harbor City, Carson, Gardena, San Pedro, and Long Beach. *Alcanzando el Éxito's primary goal is to increase and accelerate the success and transfer rate of Hispanic and low income students by building an aspirational and continuous student pipeline from high school to college to transfer to 4-year universities, and by offering integrated academic and student support services. Total Request: \$3,000,000*

Project Components

- 1. Bridge to Success** - Expand dual enrollment and create pathways that guide Hispanic and low-income students in LAHC's feeder schools with higher education opportunities and the culture of higher education.
- 2. Pathway to Success** - Improve collaboration between Career Transfer Center and Workforce Training Department to enhance the infrastructure to connect Hispanic and low-income students to work-based learning from enrollment to completion to a viable career.
- 3. Teaching to Success** – Develop equity-minded and culturally inclusive training for faculty that addresses the needs of dual enrollment students.
- 4. Building Sustainability for LAHC HSI Initiatives** – Increasing LAHC's Hispanic Equity Endowment to help increase financial resources in perpetuity to support the success of its growing Hispanic and low income students.

Major Activities: 1) Increase dual enrollment capacity by expanding number of courses, students and pathways; 2) Provide academic and socioemotional support; 3) Connect dual enrollment completers to Transfer Career Academic Pathways (TCAPs) through summer transition activities; 4) Expose students to career opportunities through Career Speaker Series and work-based learning activities (service learning, job shadowing, 21st Century work skills modules); 5) Expand industry partnerships, exploring internship opportunities for students, creating proactive recruitment strategies, and facilitating students' internship application and placement; 6) Develop and implement training for dual enrollment faculty; and 7) Redesign courses to increase the quality, effectiveness, and learning experiences of dual enrollment students.

Competitive Preference Priority (CPP): *Alcanzando el Éxito* addresses CPP #1: Meeting student social, emotional, and academic needs and CPP #2: Increasing postsecondary education access, affordability, completion, and post-enrollment success.

Abstract

Applicant: Los Angeles Mission College (LAMC)

Project Title: LAMC GANAS: Gaining Access to Needs to Accelerate Success

About LAMC: Founded in 1975, Los Angeles Mission College is an accredited, open access two-year institution serving with strong historical ties to the economically disadvantaged and ethnically diverse communities of the San Fernando Valley, Santa Clarita Valley, and other regions of greater Los Angeles. However, the primary service area continues to be the nearby communities of Sylmar, Pacoima and San Fernando, California, where over 80% of residents are Hispanic. The majority of students at the College are financially disadvantaged, with 68% receiving some form of need-based aid. LAMC is a minority-majority serving institution with Hispanic students as the largest population on campus at 72%. Of the 11,974 Hispanic students enrolled, 61% were first-generation students.

Project Summary: Los Angeles Mission College (LAMC) proposes to develop the GANAS Program (Gaining Access to Needs to Accelerate Success) designed to address the critical basic need insecurity faced by many of LAMC's Hispanic and low-income students and the barriers it poses to their academic, professional, and personal success. The GANAS program will implement strategies to address the following four goals: 1) To increase LAMC's capacity to address the basic needs and mental health of Hispanic and low-income students so that they are able to achieve their educational goals; 2) Create a continuum of care that supports Hispanic and low-income students experiencing basic need insecurity so that they feel valued throughout the process of completing their educational goals; 3) Ensure Hispanic and low-income students are prepared to transfer to a 4-year university; and 4) Provide short- and long-term career support that ensure Hispanic and low-income students have stable income and are prepared for the workplace. By achieving these goals, GANAS will create a community of support, collaboration between and across departments, and increased student outcomes measures including persistence, career support, graduation, and transfer.

Competitive Preference Priorities:

LAMC GANAS will address CPP#1: Meeting Student Social, Emotional, and Academic Needs through fostering a sense of belonging and inclusion for underserved students who are experiencing the stress and trauma of basic need insecurity

LAMC GANAS will address CPP#2: Increasing Postsecondary Education Access, Affordability, Completion, and Post-Enrollment Success, through the development and implementation of a student success program that integrates academic advising, career services, and services that meet students' basic needs. Participants will be supported by GANAS staff specializing in basic needs insecurity, mental health, career development (including immediate job placement and long-term career support), and academic advising focusing on completion and transfer.

Project Cost: The total funding requested for LAMC GANAS is \$2,999,999.

ABSTRACT

Manhattan College (MC), located in the Riverdale neighborhood of the Bronx in New York City, is a Catholic institution of higher education. Grounded in the Lasallian heritage, our mission is to provide a contemporary, person-centered educational experience that prepares graduates for lives of personal development, professional success, civic engagement, and service to their fellow human beings. With Title V funding, MC will build systemic and institutional capacity to support educational attainment, graduation, and positive career outcomes of Hispanic - other underrepresented and marginalized minority (URM), and low-income students by: **a)** developing a transparent transfer process into MC, including articulation agreements, particularly in STEM fields to support increased enrollment and educational attainment; **b)** providing services and supports to increase retention and graduation rates so they are more closely comparable to all students; and **c)** developing the DEI practices of MC administrators, faculty, and staff to improve a sense of belonging for Hispanic, URM and low-income students.

Our project is responsive to both Competitive Preference Priorities as follows:

- **Competitive Preference Priority #1:** Our Title V proposal will strengthen a sense of belonging and inclusion for Hispanic, URM, and low-income students, implement evidence-based and best practices for student success, and provide evidence-based professional development opportunities that build asset-based mindsets for faculty, staff, and students that are inclusive.
- **Competitive Preference Priority #2:** Our Title V proposal will improve access while decreasing the costs of college by implementing a strengthened transfer process; improve student outcomes using a variety of strategies including strengthened advising, and build on our institutional capacity to collect and analyze data for the purposes of transparency and improvement, and address student needs in multiple ways including a technology loaner program.

Our comprehensive development plan identifies our strengths and weaknesses and offers creative evidence-based solutions. Programs at MC are accredited. Institutionally, we have data-driven planning processes with effective administrative systems, and strong governance, leadership, and fund-development.

Weaknesses identified in our Title V proposal include: 1) too many Hispanic, URM and low-income students who fail to persist, be retained year to year, and fail to graduate on-time or within 150% of time in STEM fields. Furthermore, too many students drop, fail, or withdraw from core math and sciences courses. Finally Hispanic, URM, and low-income students have less positive career outcomes than their white peers; 2) Our transfer process for students who have completed an associate's degree program takes too long and lacks transparency, causing a lower yield in terms of enrollment and frustration among incoming students; 3) Hispanic, URM and low-income students are mostly commuting to campus and report a lack of a sense of belonging; 4) Diversity among administrators, faculty, and non-teaching staff is lacking on campus and does not represent the MC students, nor the Bronx community where we are located; and 5) Failing to enroll transfer students and retain students through graduation negatively impacts institutional finances, making it difficult to launch new programs.

With Title V funding and the support of MC's administrators, faculty, non-teaching staff, students, and alumni, we can provide services that strengthen our institution and improve student outcomes.

Abstract

Mercy College, a private, federally-designated Hispanic-Serving Institution with three campuses located in New York (Dobbs Ferry, Bronx, and Manhattan), is proposing a five-year project under the Title V Developing Hispanic-Serving Institutions (DHSI) Program. Project **COMPASS (Connecting Mercy Pathways and Student Supports)** is aimed at improving educational outcomes for Hispanic and other low-income students by implementing strategic, evidence-based innovations intended to engage students more deeply in learning while also connecting them with their peers, their faculty, and other college-wide support networks.

The goals of COMPASS are to increase the enrollment, retention, and persistence of Hispanic and low-income students; improve their on-time graduation rates; and meet student social, emotional, and academic needs. To achieve these goals, two key activities are proposed. First, we will **establish a cohesive First-Year Experience, including a comprehensive First-Year Seminar, for all Mercy College freshman.** The First-Year Experience will support academic achievement by strengthening the resources available to promote student learning and by creating a network of support to help connect students with these resources. First-year Faculty Fellows will be trained to offer an enhanced level of care and attention, including growth mindset skills, as part of the First-Year Seminar. In addition, dedicated Peer Mentors will be trained to assist first-year students in navigating college life, managing time and other stress factors, and seeking help where and when it is needed.

Second, we will **implement a fully remodeled General Education curriculum including co-curricular structures.** The redesigned General Education curriculum will work towards a more integrative, dynamic, and equity-minded model of Gen Ed for all Mercy students and will support student engagement and retention. Faculty Fellows supported by a dedicated Instructional Designer will collaborate to revise existing Gen Ed courses and develop new ones. The newly designed curriculum will envision subject matter from the perspectives of career and cultural relevance, incorporating themes from popular culture, current events, and applying theories to real world problems. In addition, funding would support a menu of integrated co-curricular activities, including field trips and guest speakers, to help bring course material into focus and connect students' learning to their lived experiences.

The success of these activities will be measured by three core objectives:

- 1) Successful completion of the First-Year Seminar by at least 80% of registered first-time, full-time students;
- 2) Retention of at least 75% of first-time, full-time students enrolled in the First-Year Seminar; and
- 3) On-time graduation of at least 50% of the Hispanic or low-income students who participate in project activities within six years.

COMPASS is centered on practices known to be effective, especially for Hispanic students, and is focused on meeting the priorities of the DHSI program to expand educational opportunities for, and improve the academic attainment of, Hispanic students. To that end, both the First-Year Experience and General Education activities described above are designed **to help meet student social, emotional, and academic needs (CPP1)** as well as **to increase postsecondary education access, affordability, completion, and post-enrollment success (CPP2).** Additionally, COMPASS **addresses the impact of Covid-19 on students, educators, and faculty** (Invitational Priority). Our project goals and associated activities have been developed to directly address institutional needs that are aimed at supporting the growth and stability of our college. We will increase Hispanic, low-income, and underserved students' readiness for college by improving teaching and learning and by increasing students' engagement in their college experience to foster an overall sense of belonging and inclusion.

TITLE: *Abriendo Caminos: Holistic Support to Increase Hispanic and Underserved Student Success at Middlesex College*

Middlesex College, Edison, New Jersey

POPULATION TO BE SERVED: Hispanic, low income, first-generation, underserved, English language learners, students impacted by COVID-19 or other factors who have dropped, part time and adult students

GOALS AND EXPECTED OUTCOMES

By the end of the 60-month project period:

(1) the annual persistence rate at Middlesex College for all students from one year to the next will increase to 67% *Baseline: 2022 Cohort =62%*;

(2) the annual persistence rate at Middlesex College for Hispanic students from one year to the next will increase to 64% *Baseline: 2022 Cohort=59%*;

(3) the annual rate of degree or certificate completion for all students at Middlesex College will increase to 31% *Baseline: FA2019 Cohort=27%*;

(4) the annual rate of degree or certificate completion for Hispanic students at Middlesex College will increase to 25% *Baseline: FA2019 Cohort=21%*;

(5) at least 75% of faculty and staff will have adopted the use of student success technology and new advising procedures to navigate interventions toward student success.

MIDDLESEX COLLEGE TITLE V PROJECT ACTIVITIES

Project Activity: Proactive, Holistic Student Support from Enrollment through Completion aims to implement a personalized and seamless student success experience that addresses the needs of Hispanic, low income and underserved students, and increases student retention and graduation rates.

Component 1. Intentional Advising and Supports to help Students Reach Educational and Career Goals

This comprehensive approach involves increasing equitable access by redesigning advising supports and services, providing institution-wide staff and faculty training, implementing culturally responsive institutional improvements.

Component 2: Enhance Data Decision-Making to Improve Student Success Experience and Advance Continuous Improvement Culture

Enhancing data management and analytics for actionable insights will strengthen institutional data decision-making capabilities. The project focuses on developing evidence-based interventions and student success initiatives to increase equitable access for underserved student populations, including Hispanic students, English language learners, low-income students, part-time students, adult students, and students who have dropped out.

ABSTRACT

Applicant: Morgan Community College, Fort Morgan, Colorado

Requested Budget: \$2,903,964 over five years

Endowment: \$280,000 is requested in Years 3-5 to develop an endowment fund. Fundraising for this purpose will be overseen by the MCC Foundation.

Project Title: MI CASA (MCC Innovating Careers, Access, and Student Achievement)

Project Summary: Morgan Community College enrolled 1,462 students in Fall 2022 (an FTE of 760). Of these, 35.57% were Hispanic, 88% of all full-time degree-seeking students received some type of financial aid, and 45% were Pell eligible. MI CASA (“my house” in Spanish) was developed to help encourage Hispanic and low-income students to feel a sense of welcome and belonging at MCC. It will address a series of significant problems that were identified through an in-depth process that involved administrators, faculty, staff, students, and community members. This project will focus on three components:

1. Developing career services for future and current students through a combination of outreach and direct student support and the creation of the MI CASA Career and Transfer Center.
2. Analyzing existing advising practices and implementing a new campus-wide advising system, along with providing additional support to students through a new technology position.
3. Providing assistance to MCC’s English as a Second Language students.

Project Objectives:

Objective 1: By Sept. 30, 2028, MCC will increase fall-to-fall retention for Hispanic and/or low-income students to 40%. **Baseline:** 32.04%

Objective 2: By Sept. 30, 2028, MCC will improve the average cumulative grade point average for Hispanic students to 3.23, making it equitable with the cumulative GPA for White students. **Baseline:** 3.09

Objective 3: By Sept. 30, 2028, MCC will increase the completion rate for Hispanic and/or low-income students to 28.43%, which would be equitable with the average rate for White students. **Baseline:** 24.77%

Objective 4: By Sept. 30, 2028, MCC will increase the transfer rate for Hispanic and/or low-income students to 10%. **Baseline:** 4.41%

Priorities:

MCC is responding to both Competitive Preference Priorities:

CPP1: Meeting student social, emotional, and academic needs.

CPP2: Increasing postsecondary education access, affordability, completion, and post-enrollment success.

ABSTRACT

Mount Saint Mary's University (MSMU, the Mount) in Los Angeles, CA requests funding from the Title V Developing Hispanic-Serving Institutions (DHSI) program to support the *Empowering Hispanic Student Achievement* project. MSMU is a Hispanic-Serving Institution (HSI): 57% of students identify as Hispanic). MSMU also has a large low-income population: 66% of Mount undergraduates are eligible for Pell Grant aid. This project meets the requirements for both Competitive Preference Priorities.

MSMU's first goal is to increase retention and graduation rates for FYFT students, including Hispanic and Pell-eligible students. Outcomes and impacts pertaining to this goal will be measured by specific measurable objectives for increasing first- to second-year retention by 6% for each disaggregated group (all students, Hispanic students, and Pell-eligible students); increasing six-year graduation rates by 3% for all students, Hispanic students, Pell-eligible students, and first-generation college students); and increase student satisfaction rates on the *Pathways to Student Success* survey by 20%. To meet these ambitious but attainable objectives, MSMU will hire a director of student success and retention (DSSR), create a comprehensive First Year Experience (FYE), assign a success coach to work with first-year students, pilot a professional advising model for departments with a high advising load, provide faculty development workshops to train faculty on best practices for a changing student demographic and provide Spanish to English support for students whose first language is Spanish.

MSMU proposes a second goal to increase diversity and reduce attrition in the pre-nursing program. Over the course of the project, MSMU will reduce DFW rates in key pre-nursing courses by 50% and close the gaps in first- to third-year retention rates for pre-nursing Hispanic students, low-income students and students whose primary language is Spanish. To accomplish these objectives, MSMU will provide structural support in key biology and scientific concepts courses, hire a success coach to work with pre-nursing students and implement a cohort experience for pre-nursing. To increase the diversity of the pre-nursing program, the project team will partner with the division of enrollment management and the community ambassador program to conduct outreach to area high schools to encourage Hispanic students to consider nursing careers.

To accomplish the third goal, to increase communication and data sharing across the institution, MSMU will implement the Axiom Elite Middleware and Anthology Reach platforms. Through improved data sharing across platforms and the implementation of an early alert system, MSMU will be able to identify students at risk of leaving their studies and provide actionable information to the student support team.

Project success will be measured by an extensive, tailored evaluation plan that uses formative and summative assessment and frequent interactions between the external evaluation team and project leadership to ensure continuous improvement and progress toward the stated goals and objectives. The project will be led by Lacey Smith, Dean of Baccalaureate Programs. Dean Smith will lead a team of dedicated individuals from across the institution to manage the various components of the project, leading to improved outcomes for Hispanic and low-income students and fiscal stability for Mount Saint Mary's University. MSMU will hire a data research analyst dedicated exclusively to student success and retention to ensure that the vast amounts of data this project will generate can be effectively and efficiently synthesized to help make crucial programmatic decisions.

**U.S. Department of Education, Title V, Developing Hispanic-Serving Institutions
North Central Texas College--“Pathways to Completion”
ABSTRACT**

North Central Texas College (NCTC) is the oldest continuously operating two-year public community college in Texas. NCTC serves a four-county area including Cooke, Montague, and Denton, and a portion of Young County. NCTC offers associate degrees, certificates, and transferable credits in Arts and Social Sciences, Math and Sciences, Career and Technical Education, Health Sciences, as well as Dual Credit and Adult & Continuing Education programs. In fall 2022, there were 7,360 students enrolled. Of the 1,253 who were first-time-in-college students, 31.5% were Hispanic, 48.1% were white, and 41.3% were Pell eligible. As a recently-designated Hispanic-Serving Institution in 2022, NCTC has both the challenge and the opportunity to expand educational opportunities through implementation of evidence-based services and activities designed to increase success and completion for the college’s large population of Hispanic and low-income students.

Goals: **AP Goal 1:** Increase NCTC’s capacity to improve academic achievement and completion for students, especially for Hispanic and underserved students; **IM Goal 2:** Expand professional growth and development opportunities for faculty and staff with emphasis on student engagement and success strategies for Hispanic and other underserved students; **IM Goal 3:** Increase access to high-quality data collection and analysis for transparency, accountability, and institutional improvement; and **FS Goal 4:** Stabilize college funding through improved student completion of credentials, transfer, or gained employment.

Problems to be Addressed: AP: low overall graduation rates; equity gaps in 4-yr graduation rates for Hispanic and low-income students; credit completion rates lower for Hispanic and low-income students compared to other student populations; limited capacity for early and ongoing connections with students; limited course modalities impact students, especially low-income students; IM: siloed and limited data systems for acquiring accurate and comprehensive data; low/limited levels of professional development opportunities; FS: changing state funding model; unstable enrollment; lower tax revenue/state appropriations.

Implementation Strategies: 1. **Coaching:** Education to Career; 2. **Guided Pathways:** Expansion and Communication; 3. **Course Redesign:** Improved Access and Completion; 4. **Professional Development:** Student/Faculty/Staff Engagement; 5. **Quality Assurance:** Data, Evaluation, Analyses, and Decision-Making

Outcomes: Increased 150% graduation rates overall (Obj. 1.1); increased 4-yr graduation rates for Hispanic and low-income students (Obj. 1.2-1.3); increased fall-to-fall retention for Hispanic and low-income students (Obj. 1.4-1.5); decreased credit completion gap for Hispanic students (Obj. 1.6); increased student engagement (Obj. 1.7); and lower ratio of adv/success coaches to students (Obj. 1.8); increased implementation of strategies into courses/services (Obj. 2.1); increased faculty/staff satisfaction with data systems (Obj. 3.1).

Addresses CPP 1 and CPP 2
Funds Requested: \$2,843,827

NORTHEAST TEXAS COMMUNITY COLLEGE PROJECT ABSTRACT

Contact Person for the Title V Proposal: Dr. Ron Clinton, President, Northeast Texas Community College; 903-434-8100, ext. 8101; relinton@ntcc.edu.

Institutional Background: Northeast Texas Community College (NTCC) is one of 50 public, open-access community colleges in Texas. The small College is located on 375 acres in a rural setting of gently rolling hills, streams, rivers, and farms, in the picturesque and historic Chapel Hill area. The main NTCC campus is located approximately equidistant between the county seats of the three counties which make up the NTCC district: Daingerfield (Morris County), Mount Pleasant (Titus County); and Pittsburg (Camp County). Over 36% of the service area population is minority.

Competitive Preference Priorities: NTCC will address CPP #1, parts a, b, and c. Strategies include hiring a bilingual Community Engagement Coordinator who will work with multiple organizations focused on underserved populations to foster a welcoming pathway to higher education and hiring four bilingual High School Transition Coaches, asset-based mindset training, and evidence-based best practices from the What Works Clearinghouse (Castleman, Page, and Schooley (2014) and Bettinger, E. P., & Baker, R. B. (2011)). It will meet CPP #2, parts b, c, and d through transition coaching and increasing institutional research capacity through hiring of a data analyst.

Goals: The project will increase Hispanic and other underserved student retention and completion through 1) equipping staff and faculty with asset-based mindsets, 2) collaborating with organizations serving Hispanic and underserved students, 3) development of comprehensive face-to-face and virtual career and transfer services, 4) High School Transition Coaches to encourage post-secondary continuation and support graduating seniors to complete milestones to college enrollment, 5) implement integrated customer relationship management software, 6) implement a student-facing mobile app to increase engagement and sense of belonging, 7) increase institutional research capacity, 8) development of data dashboards for data-informed decision-making and 9) comprehensive training for faculty and staff to use data to improve student outcomes and institutional effectiveness.

Key Outcomes: The project has major three activities: (1) Increase the Number of Hispanic & Underserved Persons Who Explore and Enroll in Post-Secondary Education; (2) Increase Retention, Credit Accumulation, Credential Attainment, Completion and Transfer, and (3)

Improving Planning, Institutional Effectiveness and Research. Ten measurable objectives focus on improving enrollment, fall-to-fall retention, degree completion, transfer, remediation of student outcomes through improved data analysis and training, developing a customer relationship management system to engage students throughout their educational journey and permeating the College culture with an asset mindset framework.

Five-Year Project Budget: \$3,000,000.

NTCC Student Profile Fall 2022		
Indicator	#	%
Fall 2022 Headcount Enrollment	2,794	100%
FTE Enrollment	2,110	100%
Full-Time Status	1,217	44%
Female Students	1,775	64%
Hispanic Enrollment	1,308	47%
Total Minority Enrollment	1,942	70%
Non-Traditional Age Students	615	22%
Pell Grant Recipients 2021-22	1,174	42%
Students Enrolled in Dual Credit (2021)	905	32%
Source: NTCC Accountability Report, 2022; TPEDS 2021-22.		

Abstract: TASSELS

Transforming and Advancing Student Success through Excellence and Learning Supports

Northeastern Illinois University (NEIU), a comprehensive public state university in Chicago, enrolls 5,756 primarily commuter students in over 70 undergraduate and graduate degree programs. It serves a population diverse in age, culture, language, and race. Undergraduates (n=4,207) are 38.2% Hispanic and 11.2% Black/African American. NEIU received its federal designation as a Hispanic-Serving Institution (HSI) in 1997. It is the longest-standing four-year public HSI in the Midwest. Academic programs employ a variety of perspectives to enrich learning experiences and prepare students for our society's multiculturalism. The increasingly diverse administrative staff and faculty demonstrate NEIU's commitment to diversity.

The proposed Title V project addresses the most urgent problems in the CDP analysis: second-to-third-year retention rates are low, leading to low graduation rates; many humanities and social sciences majors are not linked to career relevance; student tracking and support systems, especially academic advising, are inadequate, disparate, dislocated, and not uniformly used across all campus constituencies. Many of the strategies are extensions of existing programs at the University and call upon existing resources while acknowledging that those resources are disparate and isolated.

This grant will provide the resources needed to (1) draw common academic success, student support, and transition initiatives together; (2) bring together units that provide integral student support services so that they are not disparate and providing unnecessary roadblocks to student persistence and completion; (3) provide systematic access to student data across instruction and student support offices and add mentoring for students and for those supporting their success; (4) strengthen the structures and data sharing to engage faculty, staff, and administration across NEIU in increasing retention; and (5) implement a social science and humanities center to connect non-STEM students to career-preparation opportunities. The project will, by building on existing programs, address a stubborn barrier to student retention and graduation. Retaining these students will increase the financial resources of the University, making it possible to sustain the system when federal funding ends.

NEIU is confident that TASSELS will offer a rich and complex source of information in support of a comprehensive approach to supporting Hispanic or low-income students on their pathways to success, thereby adding to best practices available for institutions like NEIU. We have structured this project with intent and design to meet the needs of our students. We anticipate that this system will increase the value of an NEIU education without increasing its cost, and increase enrollment and retention, making it possible to attract more students. Successful activities will be shared with institutions such as NEIU to increase the number of effective student support strategies in practice.

Tassels project goals: Improve first-to-second-year and second-to-third-year retention rates by advancing strategies that promote student success; strengthen pathway from enrollment to graduation and post-graduation success; improve academic program delivery; and align curriculum to standards and career needs to facilitate transition from degree to career. Student success objectives with targets are (1) increase first-to-second-year retention of Hispanic and other low-income students from 62.7% to 68%, (2) increase second-to-third year retention of Hispanic and other low-income students 46.2% to 50%, (3) reduce the number of financial aid holds for all underrepresented minority students from 84.5% to 64.5%, (4) increase enrollment from 5,756 to 6,043.

The project addresses both competitive preference priorities.

Title: SHARK TAILS: Success for Hispanics in Academics, Research, and Knowledge Through Administration of Integrated Learning Supports

Applicant Institution: Nova Southeastern University (NSU), Fort Lauderdale, FL

NSU will increase its capacity to offer evidence-driven holistic support services to help both native and associate degree transfer students majoring in Computer Science, Cybersecurity Management, Information Technology, and Engineering (C2ITE). All targeted undergraduate degree programs will be transformed based on strategic and coordinated guided pathways that maximize the relationship between student mindset and academic success. The Comprehensive Development Plan is responsive to the needs of all students, particularly those who are members of Hispanic and other underrepresented groups, as well as those who are low-income. Collaborators are HSI Broward College (BC) and Broward County Public Schools (BCPS).

Overall Project Goal
The project goal is to transform NSU's C2ITE undergraduate degree programs by increasing institutional capacity to better understand issues in the retention and degree attainment of STEM majors who attend HSIs to pursue successful STEM careers and contribute to the US innovation economy. The outcome will be a sustainable model of sound educational practices that generate promising evidence in increasing success measures that broaden the participation of students who are historically underrepresented. Increased institutional capacity will involve fostering DEIA-related support strategies, increasing faculty ability to deliver guidance based on a framework that focuses on developing students' full potential.
Comprehensive Development Plan Goals
G1: <u>Close gaps</u> for entering, lower division, and transfer students who are at risk. G2: Support native and transfer student transition from on-boarding through BS degree <u>completion</u> . G3: Strengthen <u>opportunity equity</u> for Hispanic, low-income, and other underrepresented students.
Comprehensive Development Plan Objectives (Outcomes to be achieved by September 30, 2028)
Objectives: 1. Form a new holistic and timely support system for struggling C2ITE freshmen and sophomores and entering native and transfer students. 2. Conduct an education research study on the effectiveness of coordinated coaching for academically challenged diverse C2ITE majors at HSIs. Measurable Outcomes: By September 30, 2028: O1. Undergraduate full-time enrollment of Hispanic and other underrepresented students in C2ITE BS degree programs will increase 5%. O2. Fall-to-Fall retention rate for NSU Hispanic and other underrepresented full-time C2ITE major will increase 7% for underrepresented students and 9% for Hispanic students. O3. Percentage of full-time C2ITE majors who are on track to graduating within 6 years will increase to 25% in Computer Science and Cybersecurity Management, 7% in IT, and 40% in Engineering. O4. Enrollment of full-time associate degree transfers from BC in NSU C2ITE BS degree programs will increase 700%.
Project Activities
A1: <i>Specialized STEM Early Alert Services</i> - Specialized tutoring, coaching/mentoring for targeted students at academic risk identified in 7 STEM gateway courses through Early Alert Systems. A2: <i>STEM Dual Enrollment with Broward County Public Schools</i> - Exploration of computing dual enrollment course offerings and an Introduction to Research summer program. A3: <i>Culturally Responsive Holistic STEM Mentoring/Coaching/Advisement/Advocacy</i> - Establishing a critical mass of STEM faculty and near-peer students who will serve as coaches/mentors/role models/tutors/allies based on DEIA-focused training that prepares them to provide meaningful, holistic support to Hispanic and other diverse STEM majors. A4: <i>STEM Faculty Diversity, Equity, Inclusion, and Accessibility Professional Development</i> - Faculty will participate in training to learn the most effective mechanisms for coaching and advising diverse students revolving around a graduation and wellness mindset. Cultural responsiveness training will be incorporated to strengthen the faculty ecosystem; near-peer mentors will be trained as well. AS: <i>Broward College Associate Degree Outreach Programs and Services</i> - Strengthening connections between NSU and associate degree graduates at feeder community college Broward College.

Activities are based on evidence in diverse student success (particularly among Hispanics), coaching/mentoring, student wellness, student identity, professional development, and guided pathways.

Our Lady of the Lake University

With a strategic, intentional focus on Latinx, first-generation, and low-income student athletes, this project will interrogate and disrupt institutional mediocrity to catalyze a paradigm shift in how Our Lady of the Lake University (OLLU) serves Latinx, first-generation, and low-income students. To achieve this, we plan to engage students as partners in institutional improvement, while setting high expectations and holding students, faculty, and staff accountable, and fostering a vibrant, inclusive learning environment where students feel they belong and can be successful.

With campuses in **San Antonio, Houston, and the Rio Grande Valley**, OLLU serves 2,550 students annually (avg.), including **1,300 undergraduates – 78% of which are Latinx, 44% will be the first in their families to graduate with a four-year degree, and 58% receive the Pell grant**. Kinesiology is OLLU's 2nd largest undergraduate major and has above average retention rates, yet Kinesiology majors have below average GPAs and graduation rates. Notably, 78% of these majors are student-athletes, a population that, while bringing social capital and experiencing varying degrees of support and accountability from coaches, face extraordinary academic challenges including time constraints, misadvising, complicated eligibility requirements, and, at times, a lack of academic support. A disconnect in communication and expectations between coaches, faculty, and staff directly affects student success. Using a lens of inclusion, diversity, equity, and accessibility, this project will improve academic attainment of Latinx students by achieving the following objectives:

Obj. 1: Matriculate, retain, and graduate students in Kinesiology through equity-driven, evidence-based approaches (CPP 1, 2). OLLU will **A)** develop a collaborative advising model with staff advisors, faculty advisors, the faculty athlete representative, and athletic coaches; **B)** embed course-based undergraduate research experiences into select courses, renovate the kinesiology lab, including creating the Women's Metabolic Health Institute focused on cardiometabolic health in Latinas, and upgrade equipment to bolster experiential learning; and **C)** implement a cohort-based enrichment program including summer orientation, learning communities, and peer mentoring.

Obj. 2: Improve student preparedness and competitiveness for continuing education, careers, and post-graduation success. OLLU will embed optional certifications into the BA/BS degree, including Mental Health First Aid, CPR/AED, ACSM Personal Trainer, Group Exercise Instructor, and Exercise Physiologist; provide opportunities to work in an on-campus wellness program; and help students prepare for, secure, and complete internships in kinesiology-related fields.

Obj. 3: Meet student social, emotional, and academic needs and faculty/staff well-being (Invitational Priority, CPP 1). OLLU will create a wellness program and track engagement in relation to persistence, retention, and degree completion. In partnership with experts in the field, OLLU will provide ongoing, evidence-based professional development designed to build asset-based mindsets for faculty, staff, and administrators centered on inclusion, diversity, equity, and accessibility. Collecting, analyzing, and publishing data will ensure transparency, accountability, and institutional improvement. **This project addresses both competitive preference priorities and the invitational priority.**

Abstract

Pacific Oaks College (PO), located in Pasadena California, is a private, non-profit, Hispanic-serving, degree-granting institution that serves approximately 1,068 students. The region served by PO has a Hispanic population of approximately 49% far above the U.S. average of 18.9%. PO offers undergraduate degrees in early childhood education, psychology, human development, advocacy & social justice, and teacher credentialing & education degree programs. PO has been able to maintain its Latinx undergraduate population amidst the negative impact to higher education institutions due to the pandemic. However, these adult students are now requiring additional academic support. PO does not have sufficient support in place to assist these students. This Title V project, the Intentional Student Retention Initiative, will “Intentionally” focus on providing extra needed student interaction (academic systems instruction, personalized coaching, and will be offered all support services available by trained ISR advisors who will not only answer all their academic needs but will ensure that their academic journey is not alone.

The Intentional Student Retention Initiative is designed to help eliminate many challenges identified at PO including the lack of support to help students navigate the educational system; no professional development opportunities for students; limited support for online students; and few professional development opportunities for faculty and staff. These issues identified through a self-study and through a review of several related documents will be addressed through the development of activities that will enable PO to increase the services provided to students. This will be through five project components:

Component 1: Development of the Intentional Student Retention Center

Component 2: Outreach

Component 3: Improve Professional Development Opportunities and

Component 4: Data Analysis

Component 5: Endowment

Amount requested: The total request for this project is \$2,646,726 over five years. This represents approximately 63% invested in salaries and fringe benefits; 10% for equipment and supplies; 11% for contractual; 4% for construction; 5% for travel; and 6% for other expenses.

Program Management and Evaluation: PO is requesting \$695,593.60 over five years to support the program management dimension of the project. This represents just over 25% of the full project request and includes \$645,593.60 for a full-time Project Director (salary and fringe). The budget also contains a \$75,000 line-item request for an outside evaluation component.

Contact Person: Dr. Judy Castro, Project Director

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Palo Verde College

Blythe, California

Palo Verde College (PVC) proposes a Title V Developing Hispanic Serving Institutions grant entitled “*The CRECER Project.*”¹ The project addresses three significant needs at the college. First, it will be used to expand institutional research capacity, which will drive clearer and more precise understandings of PVC students, their needs, and their outcomes. Second, project funds will be used to support expansion of the college's emerging high-quality professional nursing programs including *registered nursing (RN)*, *certified nursing assistant (CNA)*, and *licensed vocational nursing (LVN)*. Finally, to continue building strength in Nursing and Allied Health, and other areas of *science, technology, engineering, and math (STEM)*, this project will help to fund improvements in classroom equipment to accommodate greater learning.

Palo Verde College is a small public 2-year institution in a single-college district in the *California Community Colleges*. From AY2018-19 through AY2022-23, PVC served about 7,500 unique students on average each year across all sources of enrollment, and an overall unduplicated headcount of about 20,000 individuals. About 63.0% of students identified with any nonwhite ethnicity, and 37.9% indicated that they were Hispanic of any ethnicity.

The CRECER Project has three main goals:

- Increase the college’s ability to serve students through institutional research.
- Increase enrollment, retention, and graduation rates of Nursing students.
- Increase enrollment of Hispanic and low-income students in science courses.

The college will accomplish these goals through a variety of strategies including the addition of personnel in institutional research, new adjunct faculty in Nursing, an Academic Success Coach, and expanded students services like tutoring and supplemental instruction. New classroom and clinical equipment will be purchased through project funding. In addition, faculty and staff will benefit from expanded professional development opportunities.

Palo Verde College seeks a total of \$3 million over five years for this project.

The CRECER Project addresses Competitive Preference Priority Number 1: Meeting Student Social, Emotional, and Academic Needs and Competitive Preference Priority 2: Increasing Postsecondary Education Access, Affordability, Completion, and Post-Enrollment Success. The project also addresses the Invitational Priority.

¹ *Crececer*, translated from Spanish to English means "to grow." This Title V project will help Palo Verde College (PVC), a small and rural member of the California Community Colleges (CCC), to grow by **Creating Reliable and Effective Capacity for Educational Responsivity (CRECER)**.

PROJECT ABSTRACT

UPREACH: Unifying PCC's Resources to Empower & Accelerate Completion for Hispanic Students

Pasadena City College (PCC) was founded in 1924 in the spirit of innovation to respond to the needs of the local community. Today, PCC serves over 30,000 students annually across Los Angeles County. Los Angeles County is home to 9.8 million residents whose backgrounds and needs are diverse and whose contributions are essential to the region's overall success. PCC will deploy the following three interconnected strategies to implement and scale the equity-minded interventions identified by research as holding the most promise to increase attainment of Hispanic students, filling essential gaps to realize a seamless pathway to careers in regionally high-demand, high-wage careers:

STRATEGY 1: Actualizing a Unified Approach to Personalized Care – Unify the myriad supportive and caring resources that are currently distributed across PCC's campus and empower and embolden students to utilize these resources. Further unify PCC's approach to career readiness by integrating classroom learning with career exploration.

STRATEGY 2: Foster Community and Connection through a Cariño Mindset – PCC will enact a culture emphasizing human connection and personal relationships to improve students' sense of community and belonging, more effectively connecting them with programs and services.

STRATEGY 3: Coalesce Existing Technologies to Develop a Unified and Student-Friendly Experience – PCC will identify fragmentation of current technologies and consult with providers to develop a seamless approach to electronic communication and student-support services.

5-Year Objectives to be accomplished by September 30, 2028: Increase Hispanic student enrollment from 14,176 to 15,000; Increase Hispanic student retention from 78.4% to 85%; Increase Hispanic student overall course success rates from 59.5% to 65%; Increase Hispanic student completion of transfer-level English in the first year from 47% to 55%; Increase Hispanic student completion of transfer-level STEM math from 36% to 42%; Increase Hispanic student completion of transfer-level non-STEM (SLAM) math from 45% to 52%; Increase self-reported sense of belonging from 53% to 63%; Increase Hispanic student participation in work-based learning activities from 1,884 to 2,500; Increase Hispanic student consultations with Career Counselors from 761 to 2500.

Competitive Preference Priorities (CPPs): CPP #1: Address social, emotional, and academic needs by fostering a positive, inclusive, and identity-safe environment for Hispanic and other underserved students through intentional, early, ongoing, and sustained efforts to connect students to their peers, college personnel, and their programs of study; **CPP #2:** Increase postsecondary education access, affordability, completion, and post-enrollment success by setting Hispanic and other underserved students up for success in high-demand, high-wage careers.

Pima County Community College District (PCCCD – d/b/a Pima Community College or PCC) is an open- admissions two-year community college serving more than 31,000 students at multiple campuses throughout Tucson, Arizona (pop. 1,052,030) as well as virtually via PimaOnline.

Hispanics comprise more than half of all PCC students (52%) and 43% of students who are enrolled exclusively online (meaning they take no face-to-face courses on one of our campuses.) Residents of Pima County are predominantly White (84%), with Hispanics residents making up the second largest racial/ethnic group at 39%. Almost 15% of area families live in poverty, which is higher than the national rate of 12% (U.S. Census).

The proposed StriveOnline project meets both purposes of the DHSI program as stated in the funding notice: 1) to help large numbers of Hispanic students and other low-income students complete postsecondary degrees, and 2) to expand and enhance academic offerings, program quality, faculty quality and institutional stability of colleges that are educating the largest enrollment of Hispanic students.

The institution's overarching weakness stems from performance gaps between online students and students who attend at least some classes on-campus (exclusively online or 100% online versus not 100% online). While online enrollment is the only demographic showing significant growth at the College, students in online courses are failing at higher rates. Students who are 100% online also fail to persist and complete at rates higher than their on-campus peers.

Addressing serious deficiencies in how we serve and engage online students, StriveOnline will implement a comprehensive Activity to completely revamp the support services for online students and update the underlying infrastructure that supports the online program for student success.

The Activity has two components: 1) develop and expand online student supports in a Virtual Success Center (like a one-stop-shop for on-campus students) and 2) develop and update essential infrastructure for online student success. Component #1 will develop comprehensive, evidence-based supports such as success coaching, peer mentoring, virtual communities, and virtual engagement activities—all of which are designed to increase the academic success and engagement of online students. Component #2 invests in developing targeted data dashboards to enable data-driven decision-making, support continuous quality improvement (CQI), and in expanding the media lab/studio that is essential to creating engaging learning activities for the rapidly-growing number of online courses. This proposed activity will rely on multiple evidence-based strategies to increase student engagement and academic success, while also building the college's capacity to produce online courses and online services that meet quality standards. Finally, professional development for faculty and staff is interwoven throughout the entire Activity to include both how to use the newly developed data dashboards as well as building asset-based mindsets to support student social, emotional and academic success.

Competitive Preference & Invitational Priorities: This application addresses Competitive Preference Priority #1 and #2, and the Invitational Priority. See the Project Narrative for details

Total Five-Year Budget Request: \$2,999,999

Providence Christian College
ABSTRACT

Providence Christian College (“PCC”) is a private, Christian university in Pasadena, CA. PCC offers a three-phase liberal arts education. All students take 64 hours of Core classes and then choose one of eight Concentrations, ranging from Education to Business Economics & Entrepreneurship to Biblical and Theological Studies. A Capstone is done in their fourth year and includes apprenticeships, internships, and other experiential learning opportunities. PCC students graduate with a well-rounded liberal arts degree coupled with career-oriented experiences that serve them beyond their college years.

Over 46% of PCC’s enrollment is Hispanic students. This Title V project, *Promesa de la Providencia* (The Promise of Providence), is designed to address the needs of these students.

The purpose of *Promesa de la Providencia* is to build institutional capacity to increase the number of Hispanic and low-income students attaining postsecondary degrees. The project has the following objectives:

- Increase enrollment of Hispanic and low-income students by 15%.
- Create a sense of “belonging” on campus.
- Institute a Summer Bridge program for underserved students.
- Increase retention rates of Hispanic and low-income students by 10%.
- Increase graduation rates and graduate school placement for Hispanic students.

Project goals will be accomplished through student-centered activities including a) extensive community outreach b) creation of a Summer Bridge program for underserved students c) renovation of student success space d) provision of success coaching, tutoring and supplemental instruction and d) professional development for faculty and staff to ensure success of all students in a welcoming, inclusive, and supportive environment.

Providence Christian College is requesting **\$3,000,000** over five years to support the project initiatives.

Promesa de la Providencia addresses Competitive Preference Priority Number1: Meeting Student Social, Emotional, and Academic Needs and Competitive Preference Priority 2: Increasing Postsecondary Education Access, Affordability, Completion, and Post-Enrollment Success. This grant application also addresses the Invitational Priority.

**Project CAMINO: Fortifying a Guided Pathway for College & Career Success
LaGuardia Community College, CUNY**

LaGuardia Community College is a powerful success engine for Hispanic and low-income students. Each year LaGuardia serves 15,000 credit-earning students: 45% are Hispanic, and at least 65% are low-income, if measured solely by Pell grant recipients. LaGuardia constantly assesses the needs of our students and our efforts to address those needs, and recent initiatives have shown measurable evidence of success, including a graduation rate that has nearly doubled in the last decade. Stanford’s *Mobility Report Card* ranked LaGuardia in the top five community colleges nationwide in moving low-income students to the middle class.

However, LaGuardia has more to do to improve retention and graduation rates to help more students reach their goals for college success, transfer, and careers. Thousands of admitted students do not engage fully in college orientation, dramatically undercutting access to the benefits of a LaGuardia education. Many students change their major after accruing credits, extending their time to graduation, and many fail to transfer to a baccalaureate campus despite their early intentions. We must support LaGuardia students more effectively from the time that they choose to attend, through major selection and the new student registration process, during their time at the college, and as they move toward transfer or career. We must provide guidance as well as time for career exploration and help students succeed in the present while they work toward their futures.

The promise of *Project CAMINO* is underscored by its name. In Spanish, *camino* means path or pathway, and *CAMINO* will support 40,000 high-need students as they find and map their own paths. Building on a foundation of rigorous, What Works Clearinghouse-accepted research and leveraging extant institutional strengths, resources, and current practices within a Guided Pathways framework, *CAMINO* will implement whole-college reform—from student acceptance, orientation, and first semester success to graduation, transfer, and career—through three cumulative and complementary Major Tasks:

Major Task 1	Pathway to College & Career: LaGuardia will support incoming students with rolling orientations within College-Career Communities, mentoring from discipline-based faculty, an online module to explore majors, and updated digital tools that connect students earlier to support.
Major Task 2	Pathway to Learning & Degree Success: LaGuardia will enrich the student experience by bringing advisors and mentors together within college-career communities for ongoing PD to support inclusive advising and data-informed intervention practices. Faculty will support Experiential Learning through course-based co-curricular learning activities.
Major Task 3	Pathway to Career & Transfer: LaGuardia will boost transfer success by increasing our capacity for holistic transfer support and offering ePortfolio studios to showcase students’ academic and co-curricular activities in support of transfer and careers.

Meeting students’ social, emotional, and academic needs and increasing college access, affordability, completion, and success (Competitive Preference Priorities #1 & #2) are central to *CAMINO*, but these are not discrete objectives. *CAMINO* is a cohesive, well-structured, and integrated pathway that focuses on the needs of and challenges facing our Hispanic students. If we provide our Hispanic and low-income students not just with equitable access but with improved means to achieve success, LaGuardia can evolve from being a Hispanic-enrolling Institution to a Hispanic-serving Institution.

Rio Hondo College Title V: LEGACIE+ : A Male Success Initiative Project Abstract

Rio Hondo College (RHC) is a two-year, public college located in the city of Whittier, California. As a HSI with 81% of its student population identifying as Hispanic, RHC served 17,241 students in FY 2020-2021. Student population is made up of 28% full-time students and 72%, part-time students. Over 56% of RHC students are considered high need, low-income, first-generation college students. RHC's five-city service area has a population of 303,137 with an unemployment rate of 9% and 16% of residents live in poverty. The highest levels of economic insecurity and unemployment factors within the state due to the pandemic have been found in the Los Angeles region, where unemployment factors have greatly impacted students and their families and contributed to the likelihood of increased rates of food and housing insecurity.

RHC's Title V grant project, "**LEGACIE+**" (**L**atinos **E**mpowered **G**uided **A**nd **C**ultivated **I**n **E**ducation): *A Male Success Initiative*, using a cohort-mentorship model to engage traditional and non-traditional male students who identify as Latino, other Men of Color (MOC), or those who self-identify as men in the East San Gabriel Valley. RHC intends use Title V funding to scale up and enhance the student experience and institutional outcomes via LEGACIE+ by implementing strategies to attain two (2) interrelated goals: 1) Increase AS/AA/ADT degrees and/or Certificate of Achievement attainment of LM/MOC by creating culturally relevant and collaborative outreach, academic support systems, and holistic student support programs; and 2) Create systemic institutional transformation to support LM/MOC through the development of a Transfer Success program, a mentorship certificate, and Faculty professional development in collaboration with Cal State Polytechnic, Pomona (CPP) while developing internal accountability tools. LEGACIE+ is designed as a cross system collaboration that connects LM/MOC students to mentors and campus resources at both RHC and CPP to support academic and personal success.

LEGACIE+ will employ five strategies to accomplish the stated goals: (1) **Engage (CPP2)**: deepen and expand community outreach services and engagement activities to LM/MOC high school students and adult learners (25+) (2) **Empower (CPP2)**: increase LM/MOC student enrollment at RHC and participation in academic support systems designed in a culturally relevant way to create academic success, a sense of campus belonging, and provide career exploration and life planning;; (3) **Guide (CPP1&2)**: provide mentoring, tutoring, case management, LEGACIE+ Summer Academy, and basic needs wrap around services to increase retention and completion; (4) **Cultivate (CPP)**: create systemic transformation creating a Transfer Success Program, developing an online Certificate in Mentorship with a focus on supporting mentors, increasing transfer partnerships, and providing culturally relevant professional development for Faculty and staff; and (5) **Knowledge Share (CPP1)**: create focused *Data Warehouse Tools* and dissemination strategies leading to an annual "State of Male /Men of Color Student Success" Report. Together, these five strategies will improve efficiency while strengthening institutional effectiveness in engaging and educating LM/MOC students, assisting them to reach the summit of their education and career goals.

RHC is requesting **\$2,984,915** over five years to support **LEGACIE+** strategy implementation, knowledge generation, and best practices dissemination.

Competitive Preference Priority: LEGACIE+ addresses **CPP #1**: Meeting student social, emotional, and academic needs; and **CPP #2**: Increasing postsecondary education access, affordability, completion, and post-enrollment success.

**Saint Elizabeth University
Morristown, NJ**

Abstract

Saint Elizabeth University (SEU) was established by the Sisters of Charity in 1899 in historic Morristown, New Jersey. Formally designated as a Hispanic Serving Institution, SEU has approximately 1200 students distributed between its Undergraduate Programs for Traditional-age university students, its Undergraduate Continuing Studies Programs, and its Graduate Programs. SEU serves a highly racially/ethnically diverse student body. As a measure of its commitment to the economically disadvantaged, SEU enrolls a large percentage of students who are eligible to receive federal Pell grants (62% traditional-age undergraduates; 70% traditional-age Hispanic undergraduates). Many are also first-generation University students.

Project Title: Strengthening STEM and Health Science Project

The goal of the proposed DHSI project is to increase academic success, first-year retention and university graduation rates, among low income Hispanic and other underserved low income (Pell-eligible) STEM and Health Science University students.

Projected Primary Outcomes and Results: Freshmen-to-sophomore year retention of underserved Pell-eligible STEM/Health Science students will increase from 66% to 75% by Year One of the project, to 80% by the midpoint of the project, and ultimately to 89% by project completion, ambitiously matching that of the small, but highly successful STEM Scholars Program. By the end of the grant-cycle, there will be an increase in the four-year graduation rates of non-STEM Scholars Program underserved Pell-eligible STEM/Health Science students from 53% to at least 70%. The University will also have a strengthened technology infrastructure, enhanced learning spaces, and reinforced student support for its STEM and Health Science Programs.

The Project has six objectives:

Objective 1: To improve scientific literacy, identity, and confidence, as well as math preparation for low income Hispanic, and other low income STEM/Health Science freshmen.

Objective 2: To increase gateway and milestone course completion rates for low income Hispanic, and other low income STEM/Health Science students.

Objective 3: To increase overall credit acquisition during the freshman year among low income Hispanic and other low income traditional-age STEM/Health Science students.

Objective 4: To improve freshmen year to junior year persistence in majors for low income Hispanic and other low income STEM/Health Science students

Objective 5: Accommodated through digitally-optimized flexible learning spaces and updated labs, to increase undergraduate research and project-based learning initiatives and activities among low income Hispanic and other low income traditional-age STEM/Health Science students.

Objective 6: To improve academic engagement, Campus Life engagement, and career readiness for low income Hispanic and other low income traditional-age STEM/Health Science students.

The Competitive Preference Priorities 1 and 2 are addressed. **Funds requested:** \$2,925,253

San Jose City College (SJCC), an accredited, public, two-year, Hispanic Serving Institution located in San Jose, California proposes the Title V ;*Si Se Puede!* project. ***Yes, it can be done!*** SJCC enrolls 10,990 students of whom the majority (46%) are Hispanic students, 46% report being the first in their family to attend college, and 66% receive Pell, California Promise or other low-income based financial aid (Cal-PASS Plus, 2021-2022).

High Need for the Project: Only 19% of Hispanic Santa Clara County residents have earned a bachelor's degree, yet SJCC's enrollment has dropped by over 1,000 students since Fall 2019. This fact alone underlies a range of equity gaps for Hispanic and low-income community residents. Relying on service sector and essential-worker income sources yielded disproportionately negative COVID-19 Pandemic impacts for SJCC's Hispanic students and their families. 27% of Santa Clara County's COVID-19 deaths occurred in Hispanic families who make up 25% of the population (ACS, 2021). Despite this, recent institutional analysis shows Hispanic students hold hope for their futures and want a rewarding collegiate experience.

The project's overarching goals and measurable objectives are to materially increase Hispanic students' postsecondary enrollment, retention, completion and transfer through three major activity themes:

1. **Pathways to College:** Strengthen successful college and transfer transitions through evidence-based strategies such as **Dual Enrollment (DE) and Summer Bridge Experiences (SBEs)** designed to empower Latinx students to leverage their social and cultural capital toward overcoming roadblocks and achieving postsecondary outcomes (Peña & Rhoads, 2019; Saucier, et. al, 2020).
2. **Pathways to Career and Transfer:** Strengthen Latinx postsecondary retention, completion and transfer through increased participation in **First Year Experiences (FYE) Student Pathways to Opportunity & Transfer (SPOTs), Honors Programs**, and intensive co-curricular experiences curated bolster academic achievement, enhance socioemotional well-being, generate a *sense of belonging*, and ensure Latinx postsecondary and career outcomes success (Scrivener, et al., 2015; MRDC, 2023)
3. **Organizational and Professional Learning:** Deliver evidence-based professional learning to advance the adoption of evidence-based pedagogical practices and thereby achieve SJCC's educational equity and anti-racism goals leading to stronger *sense of belonging* for all.

The project is fundamentally guided by the competition's **Invitational Priority Addressing the Impact of COVID-19** (a) by providing resources and supports to meet the basic, fundamental, health and safety needs of students and educators through strategies such expanded mental health and wellbeing supports, zero-cost textbooks, and Peer Mentoring. The project responds to **Competitive Preference Priority 1** area (a) *fostering a sense of belonging and inclusion* for underserved students through DE, SBE, FYE and SPOT programming and (c) by *providing evidence-based professional development opportunities* designed to build asset-based mindsets for faculty and staff. The project responds to **Competitive Preference Priority 2** area (d) through DE, FYE, SPOT and Honors Programs experiences and co-curricular pathways.

A successful ;*Si Se Puede!* Title V project will increase certificate and degree completion 20% over the AY 2021-2022 baseline meaning 877 more students will achieve this important lifetime success. SJCC requests a budget of \$2,961,575 from October 1, 2023-September 30, 2028.

Applicant: Santa Barbara City College

Project Title: *Inside and Outside the Online Classroom (SBCC's El Campus Invertido / The Flipped Campus)*

About SBCC: Santa Barbara City College (SBCC) is a comprehensive community college serving the southern Santa Barbara County, California. In 2021-2022, the student population was 13,781 (5,191 full-time equivalent), comprising 53% minority students (39% Hispanic) and 35% low-income.

Project Summary: SBCC is developing a project for this Title V grant competition that will assist more students - especially those who are Hispanic and low-income - in earning a degree through the development of an innovative project to reduce the modality gap (the difference in success rates between in-person and online classes) for the Hispanic student population. This project will have two parallel tracks. Firstly, it will train significant numbers of faculty to undergo the POCR process and align their courses with the CVC-OEI and Peralta rubrics, a process that has been shown to reduce modality gaps in and of itself. Secondly, it will create on-campus support spaces for the significant number of local Hispanic students who take online classes on account of their life circumstances. These activities will help SBCC to improve metrics related to the success of its Hispanic student population. The POCR training will support faculty in learning how to align their courses to the CVC-OEI rubric, will train faculty whose courses are already aligned how to serve as reviewers for the process, and will pay reviewers to review classes that are submitted for badging. In addition, it will provide staff support for revising curricular materials to make them accessible online. The on-campus support for students who are taking online courses will include the development of an integrated Learning Commons in the facility currently designated as the SBCC Library and Learning Resource Center. These spaces will be upgraded so that students can connect to the internet as needed, charge their devices safely, Zoom from sound insulated spaces, and work collaboratively with other students and faculty. In addition, the space will integrate Basic Needs Services into the only central space on campus that is open to students in the evenings. This project is designed to improve the experience of students taking online courses, while at the same time providing a flexible space from which students living in conditions that do not support their online learning can work on their own schedules.

Project Objectives: SBCC has established four project objectives. Each will be supported by performance indicators that will illustrate how the college expects to meet its five-year targets.

Objective 1: By Sept. 30, 2028, SBCC will improve the fall-to-fall retention rate for Hispanic students by six percentage points.

Baseline: 67% Goal: 73%

Objective 2: By Sept. 30, 2028, SBCC will increase the percentage of Hispanic freshman students who pass all of their courses with a C or better by seven percentage points.

Baseline: 67% Goal: 74%

Objective 3: By Sept. 30, 2028, SBCC will decrease the average time to degree completion for Hispanic degree-seeking students from 7.1 to 6.0 semesters.

Baseline: 7.1 semesters Goal: 6.0 semesters

Objective 4: By Sept. 30, 2028, serve 10,000 students with grant-funded services.

Baseline: 0 Goal: 10,000

Project Cost: The total funding requested for Experiencia en SBCC is \$2,998,568. This represents funding for salaries and fringe benefits for administrators, faculty, and staff (22%); architectural planning, construction management, and evaluation (7%); travel (1%); equipment (18%); supplies (25%); construction (25%); and other expenses (2%). **Competitive Preference Priorities:** SBCC is responding for this application to both CPP 1 and CPP 2.

ABSTRACT

Santiago Canyon College’s Title V Project—**Establishing *Nuestro Lugar***—will implement research-based strategies to increase Hispanic and low-income students’ college enrollment, completion and transfer. At SCC, 58% of students are Hispanic and 39% are low-income.

The design of the project is informed by scholarship on improving Hispanic students’ success in higher education (Garcia, 2023), on the influence of the physical environment on students’ experience, engagement and outcomes (Samura, 2018; Museus, 2017), and on evidence-based practices (What Works Clearinghouse, *Effective Advising for Postsecondary Students*, 2023), as well as deeply influenced by existing work to create an equitable and inclusive campus: e.g., faculty members work for the DECIDE program; classified staff and managers Caring Campus Initiative. In addition, students and faculty members had a strong influence on the design of the project through participation in five project planning sessions.

The key components of the project include the following:

1. Establish the *Nuestro Lugar* Center staffed by a full-time counselor and 10 Peer Mentors to provide case-management advising, mentoring, and coaching, as well as academic (study area, tutoring, service learning, learning communities) and support services (peer support, counseling, advisement, and incentives and referrals to use campus resources and services).
2. Create a campus where Hispanic students and families feel like they belong: create bi-lingual materials and website; provide bi-lingual outreach and orientation for parents/guardians and students; creation of artwork on campus that reflects Hispanic heritage, peoples, and cultures.
3. Provide extensive and continuous professional development that prepares faculty to implement culturally responsive and relevant pedagogical practices.
4. Create a Virtual Student Union to connect online-only students to support services.
5. Establish an alumni association and develop an active list of donors to increase scholarships and support innovative practices that improve equity and social justice, as well as raise funds to build the endowment fund, comprised of grant funds and SCC matching funds.

Key outcomes from implementing the project components include the following:

- 50% of incoming Hispanic students and parents participate in outreach/orientation, each year.
- 25% of SCC Hispanic students use *Nuestro Lugar* Center services, each year.
- 10% of Hispanic students in learning communities or service learning, by end of the project.
- 200 faculty will participate in professional development to implement culturally responsive and relevant pedagogical (CRRP) practices.

The project components will contribute to achieving the following measurable objectives:

- Increase Hispanic students’ persistence rate by 10% by the end of the project.
- Increase Hispanic students’ completion & transfer rates by 15% by the end of the project.
- Increase financial aid awards to Hispanic students by 5% each year of the project.
- Increase Hispanic students’ sense of belonging by 30% by the end of the project.
- 25% of courses with low Hispanic success rates implement CRRP and best practices.

The ***Nuestro Lugar*** Project will address *Competitive Preference Priority #1* and *Competitive Preference Priority #2*.

PROJECT ABSTRACT

Southwestern Adventist University (SWAU) seeks to be a community that supports academic, spiritual, physical, and emotional wholeness, encouraging all members to find their purpose and lead lives of service. Founded in 1893 and accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), Southwestern Adventist University (SWAU) offers forty-five on campus bachelor's programs, eight online programs, and two master's programs from its campus in Keene, Texas. SWAU is committed to diversity, with 47% of students currently identifying as Hispanic of any race and 80% of students from a minority group. Our proposed project, *Building Supports for the Critical First Two Years of College to Ensure Progress to Degree Completion for Hispanic and Other At-Risk Students*, reflects our aim to enact *serviingness* across our structures, culture, and environment to better serve Hispanic students.

Goal #1: Academic Programs | AP1.a: Reimagine and relaunch the Summer Bridge program, preparing students for their freshman year and leading them through their transition to sophomore year. **AP1.b:** Develop a highly effective, sustainable second year experience (SYE) program by fully integrating the current effective practices of the existing SWAU FYE program, focusing on early career preparation for the underprepared SWAU students, into a cohesive high-impact approach following AVID program principles and requirements for higher education institutions and modeled on best practice SYEs.

Goal #2: Institutional Management | IM2.a: Improve SWAU practices with second-year students by developing a partnership with the AVID program and developing an AVID Higher Education (AHE) program at SWAU. **IM2.b:** Strengthen the culture of evidence (now focused on improving institutional effectiveness related to student outcomes) by developing capability to evaluate specific practices for efficiency and effectiveness. **IM2.c:** Establish a permanent and fully institutionalized Center for Academic Success and Advising (CASA) in a central location on campus to provide direction and leadership needed for a new era of service to Hispanic and other low-income students.

Goal #3: Fiscal Stability | FS3.a: Improve operating efficiency and reduce costs through more evidence-based decision making and allocating of funds to programs which are proven to be effective with SWAU students. **FS3.b:** Improve SWAU's scores on all measures of student success that are critical milestones towards completing baccalaureate degrees for underrepresented students.

Competitive Priorities: The project is also intentionally designed to address the Invitational Priority (IP) and both Title V Competitive Preference Priorities (CPPs). **IP:** Strategies to address the impact of COVID-19 on students, educators, and faculty: *IP.a: Provide resources to meet basic needs; IP.b: Address well-being; IP.c: Assist students who did not enroll, withdrew, or reduced course loads due to COVID-19.* **CPP #1:** Strategies to address social, emotional, and academic needs by fostering a positive, inclusive, and identity-safe environment: *CPP 1.a: Foster a sense of belonging and inclusion; CPP 1.b: Implementing evidence-based practices; CPP 1.c: Providing evidence-based professional development.* **CPP #2:** Strategies to increase postsecondary education access, affordability, completion, and post-enrollment success: *CPP 2.a: Increase postsecondary access; CPP 2.b: Increase enrollment and completion; CPP 2.c: Establish a system of high-quality data collection; CPP 2.d: Develop and implement integrated success programs.*

PROJECT ABSTRACT: Saint Peter's University (SPU), Jersey City, New Jersey

SPU, an HSI for 25 years with an undergraduate student body of 67% racial/ethnic minorities (41% Hispanic) and 54% low-income (Pell recipients), proposes the *Bienestar for All* (Wellbeing for All) project to position students to thrive academically and to promote wellbeing for students, staff, and faculty. The project will implement four interconnected, evidence-based strategies derived from the comprehensive analysis that aim to increase the number and percent of Hispanic and low-income students enrolling, persisting, and graduating. The objective targets are to increase first-year persistence by 5% and satisfactory academic progress by 8%; increase second- and third-year persistence by 3%; increase the graduation rate by 2%; increase students' sense of belonging by 10%; and increase undergraduate enrollment by 13%.

Objective I. Foster inclusion, sense of belonging, and wellbeing with a robust diversity, equity, inclusion, and justice (DEIJ) infrastructure by creating a Center for Inclusive Excellence. Activities: (1) Create a Center for Inclusive Excellence led by a DEIJ executive, (2) Hire and train student DEIJ interns/ambassadors, (3) Develop a DEIJ strategic plan that includes training programs for students, faculty, and staff that foster a campus-wide sense of wellbeing and belonging. **Objective II. Enhance student performance in the core curriculum through a first-year seminar and re-entry program that include high-impact practices in project-based learning classrooms:** (1) Create a first-year seminar linked to core courses to promote career relevancy of general education skills, (2) Develop a re-entry program with accompanying persistence tracking system for students who stopped out because of the pandemic or for other reasons, (3) Upgrade instructional spaces for project-based learning. **Objective III. Increase student success by expanding academic, career, financial, and wellbeing support:** (1) Create *First Strut* program for first-generation Hispanic and low-income students and their families, (2) Create a Career Closet to provide appropriate clothing and training for job seekers, (3) Fund academic and cultural experiential learning. **Objective IV. Increase opportunities for post-secondary education among underserved populations by rebuilding networks disrupted during the pandemic:** (1) Create a peer mentoring program with area schools/organizations, (2) Offer a summer leadership institute on change agency with college prep components, (3) Develop a bilingual faculty/staff speakers' bureau to promote career awareness and college readiness.

Bienestar for All will implement a social belonging intervention reported as evidence of effectiveness by What Works Clearinghouse (WWC): *A customized belonging intervention improves retention of socially disadvantaged students at a broad-access university* (Murphy et al., 2020). (https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/WWC_SocialBelonging_IR_report.pdf).

COMPETITIVE PREFERENCE PRIORITY 1: In addition to the sense of belonging intervention, the project implements four activities from WWC practice guides/intervention reports for advancing success for underserved students: (1) first-year experience learning community, (2) digital badging, (3) intentionally coordinated comprehensive student support, and (4) performance-based monetary incentives. Other components that foster an inclusive environment are curriculum renewal, a Center for Inclusive Excellence, first-generation commons, student diversity ambassadors, and faculty/staff professional development.

COMPETITIVE PREFERENCE PRIORITY 2: The project includes three components to promote post-secondary access and success: *La Cultura Cura* Mentoring Program with high school students; *Promotores* Leadership Institute to prepare ambassadors on college benefits and affordability (FAFSA filing), and a faculty/staff speakers bureau with bilingual participants to promote college readiness and career awareness.

Project Abstract

Sul Ross State University (SRSU), a Hispanic-serving Institution (HSI) with campuses in Alpine, Del Rio, Eagle Pass, and Uvalde, Texas, and a location onsite at Midland College in Midland, Texas, serves two-thirds of the 1,200-mile Texas-Mexico border. Part of the Texas State University System (TSUS), SRSU is the primary bachelor's-degree granting institution of higher education throughout a 32-county service region in South and West Texas and seeks to fulfill its mission of offering life-changing opportunities by delivering quality undergraduate and graduate education; fostering critical thinking, creativity, diversity, and research; and empowering students to excel beyond the frontiers of what is possible.

Through this project, entitled *Digital Transformation and Modernization in Far West Texas*, SRSU proposes to expand educational opportunities for, and improve the academic attainment of, Hispanic students through two overarching program goals: 1) Increase institutional capacity and expand educational opportunities; and 2) Enhance the educational experience to support student success. To achieve these goals, the *Digital Transformation and Modernization in Far West Texas* project will attain the following measurable objectives: Increase the number of degrees and certificates awarded annually from a baseline of 544 to 598 by Sept. 2028; Increase total enrollment from a baseline of 2,071 to 2,278 by Sept. 2028; Increase the percentage of employees who "Strongly Agree" with the statement "I have access to appropriate technology" from a baseline of 16.95% to 35% by Sept. 2028; Increase the percentage of students who respond that they "Very often" or "Often" work with other students on course projects or assignments (NSSE Collaborative Learning Indicator 1e) from a baseline of 38% to 54% by Sept. 2028; Increase the percentage of students who are working or enrolled within one year after earning a degree or certificate from a baseline of 75.6% to 85% by Sept. 2028; Outfit the lab, classroom, or other learning spaces of at least six academic programs (cumulative) with modern equipment on par with current industry standards; Increase the annual persistence rate (retained from one year to the next) from a baseline of 68.6% to 75% by Sept. 2028; and Increase the percentage of students and employees who "Strongly Agree" with the statement "I know where to access information needed for marketing and communication at SRSU" from baselines of 25% and 9.66%, respectively, to 35% by Sept. 2028.

This project will address both **CPP-1: Meeting Student Social, Emotional, and Academic Needs** and **CPP-2: Increasing Postsecondary Education Access, Affordability, Completion, and Post-Enrollment Success**, as well as the **Invitational Priority: Addressing the Impact of COVID-19 on Students, Educators, and Faculty**.

The budget requested (**\$2,993,974**) reflects reasonable and justified expenses to achieve the objectives by implementing three primary activities: Catalyze a digital transformation to create resiliency and flexibility while increasing the attractiveness and accessibility of academic programs; Modernize equipment, instrumentation, and capabilities to provide world-class experiences for students across methodologies; and Improve the experience of students online and onsite to increase persistence and success.

Abstract

The **TAMIU Student Emotional and Academic Success (SEAS)** at Texas A&M International University (TAMIU) will provide resources and program innovation to a Hispanic-serving institution (HSI) with an undergraduate population that is 96% Hispanic and 74% low-income. The proposed Title V initiative, the **TAMIU SEAS Program**, will meet both **Competitive Priorities 1 and 2** through the activities described below and the **Invitational Priority** by addressing the ongoing impact of COVID-19 on our students. Overall, this project supports the improvement in HSI-specific academic and non-academic outcomes at TAMIU.

The TAMIU SEAS centers on meeting students social, emotional, and academic needs. The primary objective of the TAMIU NLE is to expand mental and physical wellbeing services to students. Other objectives of this project include enhanced advising to improve retention of stopped-out students; academic student success programs in nursing and the social sciences; and the development of certificates conferring highly marketable skills.

Within this framework, other specific activities, and goals for the **TAMIU SEAS Program**, which all seek to improve student wellness, retention, and completion at TAMIU, include the following:

- ▶ Improved disability services to TAMIU students and faculty.
- ▶ Increased crisis intervention mental and physical health services assisting 200 students per year.
- ▶ Using technology to improve student learning outcomes within nursing and social science courses.
- ▶ Expand certificates in marketable skills for all TAMIU students.
- ▶ Expand efforts to retain stopped-out students.
- ▶ Over a five-year period, the **TAMIU SEAS Program** will impact students over 5,000 students having a profound impact in terms of addressing student's social, emotional, and academic needs.

Competitive Preference Priority 1: The **TAMIU SEAS Program** will address this priority by meeting students' social, emotional, and academic needs. Specifically, **TAMIU SEAS** will promote HSI specific student wellness, academic, and non-academic success. Wellness programs will focus on student mental and physical health. Improved disability services will impact our most at-risk students. These programs will have a positive impact on Hispanic students' academic outcomes.

Competitive Preference Priority 2: The **TAMIU SEAS Project** will address this priority by increasing postsecondary education access, affordability, completion, and post-enrollment success. The **TAMIU SEAS project** focuses on the development of marketable skills certificates will act as a catalysis impacting economically disadvantaged South Texas region. Affordability is addressed by the academic resources that we will offer our high-need, minority student population at no cost. Enhanced advising will entice stopped-out students to return to their educational studies. Finally, state-of-the-art instruction supported with cutting edge equipment and software will form a milieu leading to student post-enrollment success in the fields of social science and nursing.

ABSTRACT

**Pushing the Education and Human Development Pipeline (PEP):
Furthering Texas A&M University as a Hispanic-Serving Institution**
Project Director: Dr. Beverly Irby, beverly.irby@tamu.edu, 936-870-5536

Project Pushing the Education and Human Development Pipeline (PEP): Furthering Texas A&M University as a Hispanic-Serving Institution is supported by Texas A&M University (TAMU), the School of Education and Human Development (SEHD), the Center for Research & Development in Dual Language & Literacy Acquisition (CRDLLA), the Education Leadership Research Center (ELRC), and the Institute for Early Childhood Development & Education (IECDE). We will work in collaboration with Texas community colleges, including Houston Community College, Lone Star College, Texas Southmost College, Blinn College, and Alamo College District, and their area districts. We address Competitive Preference Priority 1: Meeting Student Social, Emotional, and Academic Needs; Competitive Preference Priority 2: Increasing Postsecondary Education Access, Affordability, Completion, and Post-Enrollment Success; and Invitational Priority: Addressing the Impact of COVID-19 on Students, Educators, and Faculty.

Project PEP will include three major components. **Component 1** will involve the development of a strong 2+2 transfer pipeline program with community colleges in two Texas urban centers (Houston and San Antonio), the Rio Grande Valley, and Central Texas to recruit and advise 600 Hispanic community college graduates (who have earned their two-year degree). These transfer students will be recruited to TAMU and the TAMU Higher Education Center at McAllen into high-needs teaching and workforce majors: math/science education, special education, bilingual education, early childhood/K-6 education (language arts/reading), and human resource development. We will engage with 2+2 students' families to make connections and to provide information about financial aid and supporting their college students. **Component 2** will focus on student retention, mentoring, and advising and will house the randomized control trial (RCT) for impact. Students will be supported through a range of personalized academic and social-emotional learning (SEL) services, including tutoring, advising, counseling, and mentoring at the Student Success Center (TAMU), the SEHD Byrne Student Success Center, and the creation of the Byrne Success Center South (at the McAllen campus) and other TAMU success-focused services. **Component 3** will center on providing virtual professional development (VPD) and virtual professional learning communities (VPLCs) to 1,000 K-12 educators and school counselors and 200 and college/university faculty. The VPD and related VPLCs will extend their knowledge of culturally relevant pedagogy and strategies for working with Hispanic youth and college students.

PEP Component 2 incorporates a faculty-student mentoring program based on **strong evidence** from an Institute of Education Sciences practice guide (Karp et al., 2021) and on **promising evidence** from a What Works Clearinghouse-evaluated study (Campbell & Campbell, 2007). Via an RCT study, we will evaluate the effectiveness of the faculty-student mentoring program in terms of student achievement, retention rates, graduation rates, and student SEL. Three hundred randomly assigned treatment students will participate in the structured mentoring program for two years. Three hundred control students will not participate in the mentoring program, although they will have access to all the other supports, including peer mentoring and other supportive faculty mentoring in residencies and internships offered through the project. Other research approaches will be used to assess the component parts of Project PEP.

ABSTRACT

Institution: Texas A&M University San Antonio

Proposed Project: *Caminos Hacia el Exito* (Pathways to Success)

Summary: A&M-SA has a student enrollment that is 76.4% Hispanic and 50% Pell eligible. The university has an ongoing commitment to changing educational outcomes and economic disparities for its students. The project proposed in this application, *Caminos Hacia el Exito* (Pathways to Success), has been designed to reach as many undergraduate students as possible. It will assist the institution with this vision through the development of three in-depth activities: Laying the Foundations and Removing Barriers; Vertically Integrated Pathways; and Changing the Culture Through Professional Development. Specific components of these activities include:

- Developing summer bridge programs for students not deemed college ready as well as transfer students;
- Making laptops available for loan;
- Redesigning the First Year Seminar course to incorporate career exploration;
- Hiring Peer Leaders to work with students;
- Incorporating experiential learning into courses; and
- Providing in-depth professional experiences for faculty and staff.

Each activity is designed to improve the success of the university's large population of Hispanic and low-income students.

Objectives: This project was established with four objectives, as illustrated below.

Objective 1: By Sept. 30, 2028, increase the TSI readiness rate for incoming freshmen by 15 percentage points.

Baseline: 55%; Goal: 70%

Objective 2: By Sept. 30, 2028, improve the course success rate (C or better) for Latinx undergraduate students by 4.92 percentage points, which is equal to the rate for White students.
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Baseline: 76.89%; Goal: 81.81%

Objective 3: By Sept. 30, 2028, increase the fall-to-fall retention rate for Hispanic and low-income students by 5 percentage points.
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Baseline: 78.9% ; Goal: 83.9%

Objective 4: By Sept. 30, 2028, increase the graduation rate for Hispanic and low-income students by 5.44 percentage points, which is equal to the rate for White students.
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Baseline: 32.06%; Goal: 37.5%

Budget: A&M-SA is seeking \$2,999,354 over a five-year period to implement programming. Based on serving approximately 3,500 students and 200 faculty/staff over the course of the grant (accounting for some students and employees participating in multiple interventions), TAMUSA expects the cost per participant to be just above \$800 each, representing a reasonable use of federal funds.

Competitive Preference Priorities: TAMUSA is responding to both CPPs for this project.

Texas State Technical College

Abstract

From 2023-2028, the Turbo HSI (THSI) project at Texas State Technical College (TSTC) will implement services and activities that boost the persistence, degree/certificate completion, employment prospects, and earning potential of institution's students, with a strong focus on meeting the needs of Hispanic and low-income individuals. Specifically, the THSI project will consist of three components:

1. A program of direct student services (DSS) (cf., Title V, Part A, Sec. 503(b)(5)) to 245 low-income, Hispanic TSTC students who are at-risk of stopping out, not completing their degree/certificate program in a timely manner, or not finding employment or not earning at least an average wage post-graduation;
2. Professional development for TSTC faculty members (cf., Title V, Part A, Sec. 503(b)(3)) that enhances their ability to effectively instruct Hispanic, low-income, and other students; and
3. Renovations and equipment purchase for TSTC classrooms, laboratories, and other facilities (cf., Title V, Part A, Sec. 503(b)(3)) to ensure TSTC students benefit from a state-of-the-art learning environment that is essential for individuals in training to enter technical fields.

This will address FY2023 Competitive Preference Priority (CPP) #1 by delivering *difference education*, which is designed to enhance the sense of belonging and inclusion experienced by underserved students on college campuses, to the 245 aforementioned students as part of the DSS program. THSI will also address CPP #1 by making the development of asset-based mindsets the focus of the professional development the project provides to TSTC faculty member. THSI will address CPP #2 by prioritizing for receipt of DSS individuals who were/are emancipated minors, just coming out of foster care, or otherwise disconnected youth, as well as taking a proactive approach to connecting all DSS recipients with reliable and durable wrap-around support.

ABSTRACT - Title V DHST - University of California Santa Barbara (UCSB)

Project Title: Academy for Community-, Action-, and Use-Inspired Scholarship & Education (A-CAUSE)

Goals:

- Consolidate, improve, and expand undergraduate research scholarship and creative activities (RSCI) programs, making RSCI fundamental components of the learning environment, especially for Hispanic and low-income students.
- Engaging UCSB's Hispanic and low-income students in culturally congruent RSCI, prioritizing community-based, action-oriented, and use-inspired RSCI.
- Transform the ways that UCSB faculty embed undergraduate culturally congruent RSCI opportunities and approaches into their ongoing RSCI agendas.
- Develop new RSCI collaborations between UCSB faculty and those at other HSIs in California and beyond to create and strengthen pathways between 2- and 4-year institutions and between undergraduate and graduate programs.

Expected Outcomes: A-CAUSE will result in institutional transformation at UCSB. It will create a new resources center for Hispanic students that provides them with resources that improve rates of persistence, graduation, and enrollment in post-baccalaureate graduate and professional programs. It will facilitate a new RSCI culture at UCSB in which culturally congruent RSCI related to social, economic, and technological justice is embedded in the fundamental RSCI enterprise. It will promote new networks of RSCI collaboration and trust among HSIs in California which will forge new Hispanic student pathways for transfer and enrollment in graduate and professional programs. Specifically, A-CAUSE will result in an increase of Hispanic seniors who have participated in independent undergraduate RSCI opportunities by 35%; 500 faculty members participating in A-CAUSE professional development programs (45% of all UCSB faculty); an increase of UR faculty by 4%; an increase of extramurally funded collaborative research projects with other HSIs in California by 24 projects; an increase in the average GPA of Hispanic undergraduates by .5% and an increase of Hispanic seniors who enroll in graduate or professional school by 25%.

Contributions Related to Research, Policy, and Practice: A-CAUSE will create new models for policy and practice related to faculty promotion and tenure, and a virtual certificate program that will be accessible nationally for faculty interested in developing culturally congruent RSCI mentoring practices.

Population(s) to be Served: Hispanic and low-income students at UCSB (Over 9,000 students); over 1,000 faculty members at UCSB; at least 200 faculty members from other HSIs in California.

Primary Activities: Create the Academy for Community-, Action-, and Use-Inspired Scholarship & Education (A-CAUSE) a one-stop clearinghouse for culturally congruent RSCI activities, opportunities, internships, applications, and funding which will consolidate information about the disparate RSCI opportunities available across UCSB's departments and divisions, including student and faculty development in addition to facilitation of RSCI collaboration across the state of California.

Subrecipient Activities: No subrecipients

Career Awareness and Pathways at City College
(CAPACity) ABSTRACT

The City College of New York (CCNY), a public, 4-year Hispanic and Minority Serving Institution (HSI/MSI), was established in 1847 and is the flagship campus in the City University of New York (CUNY) system - the nation's largest urban university system. Located in the predominantly Hispanic and African American neighborhood of Hamilton Heights, CCNY serves more than 12,000 undergraduate students per year, with more than 10,000 of these coming from New York City itself. CCNY provides an affordable entry point into higher education for low income and first-generation students, and has an extremely diverse student body, reflective of the diversity of the city.

CCNY's Title V grant proposal, *CAPACity* (Career Awareness and Pathways At City College), will scale up practices from existing successful programs in STEM and expand their reach into the social sciences, arts, humanities, and architecture to reach a larger portion of the population and address weaknesses identified in our Comprehensive Development Plan. This initiative will focus on three areas - Career Awareness, Pathways and Skills – to improve retention, graduation, and post-graduation employment outcomes for Hispanic and other low-income students. By launching new programming in The Colin Powell School for Civic and Global Leadership (CP), the CCNY Division of Humanities and the Arts (H&A), and the Bernard and Anne Spitzer School of Architecture (SSA), *CAPACity* will leverage the newly established Office for Experiential learning to build capacity to serve an additional 44% of the undergraduate student body. With a grounding in the literature and best practices, *CAPACity* will create a new student career advising model; create and expand mentorship and experiential learning opportunities for students; build capacity in career services; and develop the internal infrastructure to map students' pathways and track engagement with integrated services and experiential learning.

The purpose of this initiative is to improve student success and post-graduation outcomes for Hispanic and low-income students by improving student retention, graduation, and marketability for employment in their field of choice. Specific project goals include to: 1) integrate student services to address social, academic and career needs in a comprehensive manner; 2) expand existing opportunities for professional mentorship and experiential learning to foster career awareness and create clear pathways to post-graduation success; 3) increase communication between students, alumni and faculty to create a sense of belonging to the College and their discipline; and 4) develop the internal infrastructure to map students pathways, and track student engagement with integrated services and experiential learning. These project goals will have measurable and significant outcomes, such as increased student participation in advising and career services, with 1000 students experiencing integrated advising and 2300 participating in career workshops; 450 students participating in near-peer mentoring; 1500 students participating in professional mentoring and internships; increased academic and social belonging; and the creation of data tools and analytics to track current students' usage of advising and alumni post-graduation outcomes. We expect that this initiative will greatly impact the retention and graduation rates of the Hispanic and other low-income students at CCNY.

CCNY is requesting **\$2,985,059** over five years to support the *CAPACity* initiative and its associated activities. **Competitive Preference Priorities:** *CAPACity* will address both Competitive Preference Priorities 1 and 2, as well as the Invitational Priority. Contact: Dr. Doris Cintron, Senior Associate Provost for Academic Affairs, The City College of New York.

California State University, Sacramento
Abstract
TECH4Equity

California State University, Sacramento (Sacramento State) is a regional comprehensive brick and mortar university enrolling a diverse student body of 31,000 students. Located in the heart of California’s capital city, the University proposes the Title V DHSI Project “*TECH4Equity*” to build our technological capacity to face increasing student demand for online course options and stay competitive in an evolving higher education landscape where declining enrollment threatens our fiscal stability and growth.

To address this need, *TECH4Equity* aims to expand our flexible, online course options that align with customized online wraparound student support services. We propose two campus-wide strategies primarily serving Hispanic and low-income students:

1. **Redesign quality online courses in critical General Education (GE) and Engineering pathways** to increase pass rates for Hispanic and low-income students in courses with a high fail rate, high enrollment and high equity gap.
2. **Expand digital and AI-supported resources to build on personalized tutoring and advising relationships** that contribute to underserved student persistence.

Our overarching goal is to increase enrollment, retention/persistence, and graduation rates for Hispanic and low-income students. Both strategies are based on What Works Clearinghouse evidence-based studies that: 1) use digital resources to design and deliver instructional content online impacting academic achievement; and 2) build on advising relationships while using technology to increase student achievement and persistence.

Primary project activities include: 1) professional development to develop faculty knowledge and skills using online, inclusive, culturally responsive and AI-informed teaching tools; 2) minigrants to redesign targeted GE and Engineering courses; and 3) integrating technology into existing peer tutoring and advising programs to design wraparound student support services that: a) expand online supplemental instruction for new redesigned courses; b) provide computers and hotspots to address the digital divide; and c) use AI innovation via our new Herky chatbot to trial retention campaigns for Hispanic students from migrant farmworker families and add a multilingual Spanish language webpage and chatbot function to make outreach more responsive to students and families.

The project has strong support from institutional leadership. It serves Sacramento State’s 2023-28 Strategic Plan goal to shift from an institution of place to one that includes quality online learning to address changing student need in a post-pandemic era. Moreover, it builds on prior DHSI grants that focused on faculty professional development to strengthen our fiscal stability in response to new demographic and competitive challenges. The project’s overall five-year budget of \$3,000,000 represents a cost-efficient approach that will support personnel, fringe benefits, professional development, supplies, travel and external evaluation. The **project also addresses both Competitive Preference Priorities** of this Title V competition.

The University of Texas Permian Basin

ABSTRACT

Fueling the nation's talent force and ensuring a more prosperous future for all requires Hispanic Serving Institutions such as the University of Texas, Permian Basin (UTPB) to address the obstacles to Hispanic and low-income students' success. This is particularly significant in Texas, where the Texas Education Agency (2019) reports that 51% of K-12 students are now Hispanic. Almost one in five (19%) Texas residents without a postsecondary education live in poverty (2020 U.S. Census).

UTPB's Title V DHSI project, **The Permian Basin Access & Success Initiative - *Iniciativa de Acceso y Éxito de la Cuenca Pérmica (IDEA)***, is a comprehensive and evidenced-based response to the needs of Hispanic and low-income UTPB undergraduate students. Through comprehensive and evidence-based strategies and activities, the project will strengthen enrollment, persistence, transfer-in, graduation, and career placement results for UTPB's Hispanic (52%), first-generation in college (41%), and low-income (39%) students who comprise a large and growing percentage of our enrolled population and community. The IDEA Project will ensure students regain lost momentum and experience a sense of hope for the future as we recover from the worst effects of the COVID-19 pandemic.

The Title V project will strengthen UTPB's **academic programs** by expanding our capacity to offer Summer Bridge Experiences, Peer-Led Team Learning (PLTL), mentored, paid internships, and Undergraduate Research Experiences (UREs). Evidence shows these experiences strengthen students' academic success, sense of college belonging, connections to academic discipline, and professional success. The Project will enhance **institutional management** through comprehensive, assets-based, culturally relevant faculty and staff professional learning to ensure the project's learning experiences reflect the highest quality standards. Through outreach efforts and increased student retention, we will improve UTPB's **fiscal stability** by increasing enrollment. Our application responds to both Competitive Preference Priorities (1&2) and the Invitational Priority as follows:

Competitive Preference Priority 1: Using high-impact practices, such as Summer Bridge Experiences, UTPB will customize academic instruction and support to advance a sense of belonging in college for Hispanic and underserved students.

Competitive Preference Priority 2: The **IDEA Project** addresses this priority by creating clearer pathways to UTPB, increasing the number of underserved students who enroll in and complete postsecondary education, and implementing multiple comprehensive and evidence-based initiatives through its Summer Bridge Experiences, Peer-Led Team Learning, internships, and Undergraduate Research Experiences.

Invitational Priority: The Project will provide resources and support to meet the basic, fundamental health and safety needs of students and educators through cross-agency collaborations that support mental, physical, and economic well-being. We will also re-engage students impacted by the pandemic through Summer Bridge Experiences and peer mentoring.

We request \$2,999,806 over the project period from October 1, 2023-September 30, 2028.

Abstract IAUPR Arecibo Campus Title V

Inter American University of Puerto Rico (IAUPR)—Arecibo Campus is a private, non-profit HSI institution located in an economically deprived region of the Island, serving a 99.4% Hispanic low-income student population. IAUPR Arecibo proposed project consists of a single activity with two components:

Component 1: Develop a Holistic Students Support Program to Promote Students Academic and Career Success The holistic student support program will be an integral and inclusive effort to support students to focus on addressing all aspects of their academic, social, emotional, and physical well-being. **(Priority 1)**.

Component 1 effort includes:
The Holistic Students Support Program with a range of interventions and services such as counseling, tutoring, mentoring, health services, social-emotional learning, career success, family engagement and engaging students, that will be available in the Holistic Student Success Services Center . Workshops and lectures will also be available on different topics that will help students, faculty, and staff. As an enrollment strategy, new and returning students will have the opportunity to participate in orientation activities (Tiger Orientation Activities). The Student Success Pathway to Graduation and Employment (SSPGE) will be a completion strategy, guiding students through their academic life. With this plan we will increase the number and proportion of underserved Hispanic students who will enroll and complete postsecondary education.

Component 2: Strengthening the academic environment through faculty and staff training, internships, and the availability of on campus student housing and services.

Component 2 efforts includes:
1. Faculty and Staff Development Program: Enhancing Social-Emotional Well-being – The Faculty Development Program will support the social-emotional well-being of students by including activities and resources into their curriculum to enhance emotional intelligence, self-care practices, and interpersonal skills into the academic environment. The Staff Development Program will provide the knowledge to support the social-emotional well-being of students focusing on the student and staff interactions.
2. Internal and External Internships- Students will have the opportunity to practice skills inherent to their discipline with the support of faculty and mentors, that will allow the strengthening and integration into the profession. The internship plan will be designed to consider workforce experiences, skills, and abilities for student’s future work.
3 Housing construction The Student Well-Being Village will be a conglomerate of two buildings and a town square, beginning with the one in this proposal. Each will be designed for higher education students and plays a crucial role in supporting their overall academic success, personal growth, and well-being. To design our housing construction, we will consider their specific needs and create an inclusive, diverse, safe, comfortable, and equity environment.

The anticipated outcomes include an expected increase in students’ retention, increased in holistic services and engagement activities. Improvement of the academic programs with new internships and faculty curriculum strategies to improve students’ well-being, better staff interaction and the satisfaction of students’ basic needs by providing the students, in campus student housing.

ABSTRACT

California State University Northridge (CSUN) is one of the largest public 4-year HSIs in California with a fall 2022 undergraduate enrollment of 31,957 students with 57 % identifying as Hispanic, 56 % receive Pell grants, and 71 % are First Generation. Demographic trends, along with the significant effects of the pandemic, have substantially impacted enrollment levels across the CSU including CSUN (projected drop of 9.5 % in FTES in 2022-23). "*Strengthening Equitable Culturally Responsive Environments*" (*SECURE*) for Student Success (*S*)*f**S*²: "Using a Servingness Model to Support Hispanic and Underrepresented Students" is designed in collaboration with two community colleges (LA Pierce College, and College of the Canyons), to expand the number of Hispanic and underrepresented (URM) students in Art, Health Sciences, Engineering, Computer Science and the STEM disciplines and reduce equity gaps in achievement. It supports CSUN's efforts to enhance recruitment, stem the decline in enrollment, and improve fiscal stability. Closely aligned with CSUN's *Road Ahead* (long-term strategic plan), (*S*)*f**S*² is a cross-divisional, multi-disciplinary project, to address and institutionalize the competitive preference priorities in the DHSI RFP through four major objectives: **1.** Increase enrollment, improve academic performance (retention/graduation rates) and reduce equity gaps. (*CPP 2(a), 2(b), 2(c), 2(d)*), **2.** Expand and enhance curriculum, research internships, and culturally-relevant, work-based learning experiences in in-demand industry sectors. (*CPP 1(b), 2 (d)*), **3.** Support and increase faculty capacity to plan and implement culturally responsive pedagogies, proactive advisement and mentoring. (*CPP 1(c)*), and **4.** Develop a "Servingness" model and culturally enhancing academic experiences to support mental health, emotional wellbeing, and academic outcomes. (*CPP 1(a), IP*)

Strategies and activities to accomplish these objectives include targeted outreach and recruitment, summer bridge workshops, ongoing workshops on study skills, time management and financial literacy, research internships, faculty, peer and industry mentoring programs, career guidance, increased experiential learning opportunities, wrap-around student services to support students in hybrid/virtual learning environments, and webinars on mental health and emotional wellbeing. Curriculum will be expanded and enhanced to emphasize culturally responsive pedagogies to reduce equity gaps, close articulation gaps, and develop and offer hybrid/online courses that improve access for working students. Bi-annual workshops and faculty professional development activities are built on Garcia, Nuñez, and Sansone's (2019) ¹servingness model at HSIs to support 40-50 faculty to create a culturally responsive faculty community of practice. Select anticipated outcomes (in support of Hispanic and low-income undergraduate students) to be accomplished in 5 years:

- 1.1** Increase enrollment by 10 %, from 18,313 (fall 2022) to 20,144.
- 1.2** Increase the number of Hispanic. and low-income undergraduate students retained and who complete a degree program by 10 % and 20 % respectively compared to the year 1 baseline.
- 2.1** Increase the number of students participating in experiential learning opportunities by 500 in 5 years.
- 2.2** Increase the number of hybrid/virtual undergraduate courses by 10 per year over the year 1 baseline.
- 3.1** Increase by 50, the number of faculty professional development opportunities to enhance and use CRT, and increase the number of participating faculty by 100 in 5 years over the year 1 baseline.
- 3.2** Increase by 100 the number of revised courses and modules using CRT, and serve 6,000 students in 5 years.
- 4.1/4.2** Gains in reports of peer-mentoring, cultural validation and campus belonging will increase by 5 % annually.

The project's participatory evaluation framework examines the relationship between student participation in the transfer model and (a) validation and belongingness, (b) social-emotional learning and development, (c) academic success and program completion, and (d) career preparation in their chosen fields. The study will use a mixed-methods design. Multiple data sources, including student group interviews, student structured journals, group survey (Undergraduate Research Student Self-Assessment), faculty group interviews, institutional data, and matching analysis with both institutional and program data (quasi-experimental design or QED) to examine institutional changes from program activities will be used. Individual faculty or group interviews will be facilitated to support understanding of changes in equity-minded teaching. The evaluation study will use a culturally responsive approach, including an informant at the community colleges and CSUN, investigator triangulation and peer feedback, and member checks with research participants.

Looking to the future, employment opportunities are especially high in areas such as Digital Technology, AI, Health Sciences, Cybersecurity, Biotechnology, Advanced Manufacturing, Clean Technology, and Sustainability. Our overall goal is to increase CSUN's capacity to serve the needs of Hispanic and URM students in these fields, and to recruit, enroll, retain, and prepare them for exciting careers in the post pandemic workforce. With the launch of CSUN's Global HSI Equity Innovation Hub in fall 2024, and CSUN's *Road Ahead* strategic plan we are well positioned to achieve the project objectives and ensure sustained long-term outcomes after federal funding ends.

University of Connecticut-Waterbury Developing Hispanic-Serving Institution Abstract

The University of Connecticut-Waterbury (UC-W), a designated Hispanic Serving Institution (HSI) proposes, *Camina Conmigo* (Walk with Me) to address the need for increased retention and graduation of Hispanic, low-income, and underserved students on the UC-W campus. Through activities designed to increase academic support, student engagement and sense of belonging, and financial literacy and wellness. A public, four-year institution, UC-W offers nine baccalaureate degree granting programs and also provides transfer students to the main campus, the University of Connecticut (UC-Storrs), located in Storrs, Connecticut. The administrators, faculty, and staff have developed this proposal with the concept of servingness (Garcia et. al, 2019) as the driver for all activities. UC-W proposes to take intentional action and strategically and purposefully serve Hispanic, low-income, and other underserved students in their endeavors to complete postsecondary degrees. With intention, this project is not a deficit model based on barriers to success, but rather it is based on supports to success. The four-pronged approach addressing increasing engagement and belonging, academic support, financial literacy and wellness, and career preparation will create capacity-building mechanisms strengthened by the interrelationships of individual components. The strategies proposed are primarily based on Bettinger and Baker's work, *The Effects of Student Coaching in College: An Evaluation of a Randomized Experiment in Student Mentoring* (2011), which focused on **individualized student coaching interventions**.

Camina Conmigo will address the following goals: **Goal 1. Increase fall-to-fall retention rate of Hispanic and low-income students** will occur through the development of a peer mentoring initiative, college success coaching, and a specialized FYE course. **Goal 2. Improve academic outcomes for Hispanic and low-income students by Increasing Academic Support** includes the addition of a tutoring initiative and an academic mentoring initiative. **Goal 3. Improve graduation rates for Hispanic and low-income students** includes major and career exploration and culturally competent academic advising. **Goal 4. Improve financial literacy and wellness** includes providing financial counseling, financial literacy programming and an online hub, and assistance in completing financial aid applications.

Competitive Preference Priorities (CPP) Addressed: Yes. CPP1: The project will address social, emotional, academic, and career development through creating a positive, inclusive, and identity-safe climate at UC-W by fostering a sense of belonging and inclusion through implementing a peer mentoring initiative and college success coaching using evidence-based practices for advancing student success. Project staff will promote cultural competency and diversity, equity, and inclusion (DEI) professional development to faculty, staff, and students engaged with each initiative. Workshops and presentations on topics to include developing an asset-based approach; difference and intersectionality theory; and access, equity, and inclusion in higher education will be promoted. **CPP2:** The project proposes multiple comprehensive and evidence-based initiatives to include culturally responsive advising, financial literacy and wellness, and the providing laptops in the *Camina Conmigo* space. Whether experienced individually or in combination, all integrated project activities are designed to foster postsecondary academic success.

UST Title V CORE (Counseling, Outreach, Retention and Engagement) Program

Project Director: Daniel Garcia

Evaluator: Dr. Amaury Nora

The UST Title V CORE Program will increase Hispanic, low-income and underserved student retention, success and graduation rates through the creation and delivery of new academic and non-academic support services for freshmen and transfer students. This Title V Program will create a new CORE Center to provide support to students struggling with UST's newly implemented core courses, as well as help with gatekeeper courses that have historically high failure rates. CORE will foster a greater sense of inclusion and belonging for Hispanic and underserved students by implementing evidence-based student success services. This program will also assist students by providing wrap-around support and referrals for academic and basic needs, as well as the implementation of a convenient e-Books textbook access system, new computing center with loaner laptops and tablets, and a core curriculum textbook loaner library.

Title V CORE staff include the Project Director, Student Success Manager, Success Coordinator and an Administrative Assistant. CORE staff will be trained to provide one-on-one student success coaching and wrap-around, proactive (intrusive) counseling to freshmen and transfer students. Peer mentors will also provide support to students in the CORE program.

Faculty Success Leaders will receive theory-based training focusing on student belonging, inclusion, cultural awareness and growth mindset instruction. The five Faculty Success Leaders will then deliver training to smaller groups of additional faculty on coaching techniques, belonging and inclusion, cultural awareness and building asset-based mindsets for instruction. These efforts will help create an expanded culture of belonging and inclusion on the UST campus and improve student retention and completion rates.

A new predictive analytics program will be implemented to support financial planning, forecast tuition revenues and predict critical program-specific enrollment and labor needs. This software will replace dated budgeting procedures and the current, unwieldy course scheduling process. By improving forecasting capabilities, UST will accurately determine faculty labor needs, reduce overall operating costs and increase institutional financial stability. Finally, an endowment component requiring a 1:1 match will create a new scholarship fund for Hispanic, underserved and low-income students.

The CORE program will feature proactive counseling focused on the best practices from Bettinger and Baker's coaching theory (2011), a theory that meets the evidence of "strong evidence of effectiveness" by the U. S. Department of Education's NCES *What Works Clearinghouse*. This program will also be influenced by the Cultural Asset theory of Nora and Kangala (2015) and the Growth Mindset theory of Canning, Muenks, Green & Murphy (2019).

This project will be directed by Daniel Garcia, who is the founding Director of the UST Rising Stars Student Success Program and previous director of several successful TRIO grants. The program will be evaluated by Dr. Amaury Nora, a respected higher education researcher and expert in the field of Hispanic student retention and success.

Meets Competitive Preference Priority 1 and 2: The CORE Project meets CPP 1: *Meeting Student Social, Emotional, and Academic Needs* and CPP 2: *Increasing Postsecondary Education Access, Affordability, Completion, and Post-Enrollment Success*

Strong Supporting Theory Used: Bettinger and Baker (March 2011). *The effects of student coaching in college: An evaluation of a randomized experiment in student mentoring.*

Total number of students served by this project: By September 2028, at least 3,735 students will participate in this grant, at an average cost of \$802 per student.

University of St. Francis (USF)

ABSTRACT

Overview and Goal: **University of St. Francis (USF)**, of Joliet, Illinois, a newly designated Hispanic Serving Institution (HSI), with steadily growing Hispanic enrollment, will implement *Going from Si se Puede to Si se Pudo*, a Title V Developing Hispanic-Serving Institutions (DHSI) project, with one overarching DHSI goal: to transform how the institution engages with current and future students to improve retention over the five-year project period.

Objectives and expected outcomes: By spring 2028, USF will achieve three institutional objectives: (1) increase retention of full-time, first year (FTFY) students to 80% by redesigning instructional support programming; (2) increase Latinx students' 6-year graduation rate to 60%; and (3) increase the 6-year graduation rate for all students to 66%.

Population(s) to be served: The project will serve USF's more than 1,200 undergraduate students, 30% of whom are Hispanic, 40% of whom are Pell-eligible/ low-income, and 64% of whom are first-generation college students. Approximately 75% of USF undergraduates are from the Chicago Metropolitan Statistical Area, with half coming from Will County, Illinois where USF is located.

Primary activities: Through the Title V DHSI project, USF will carry out the following activities to strengthen academic programs, improve institutional management, and increase fiscal stability: (1) Strengthen the first-year experience program to support all incoming students from orientation through sophomore retention by hiring a retention specialist, redesigning the required Foundations 1 first-year seminar, implementing an annual two-day faculty training institute for seminar instructors, offering free summer remedial math courses, and providing peer mentoring for incoming students; (2) Increase support for Latinx undergraduates by hiring a community outreach and relations coordinator to build partnerships, adding a bilingual academic coach and bilingual academic advisor, holding bilingual parent and family outreach events, expanding the availability of bilingual, culturally responsive campus ministry programming, offering a Spanish Language for Professionals course for faculty and staff, and translating admissions and financial aid materials into Spanish; (3) Integrate multicultural/ culturally responsive curricula across academic areas by providing professional development and faculty support for course revisions, and developing new courses on Hispanic cultural, historic, literary, and political issues; and providing a co-curricular tracking app for the USF campus community to engage in HSI-affirming events and activities; (4) Expand developmental on-campus employment opportunities for low-income undergraduates and support them with an endowment; and (5) Create an on-campus commuter lounge.

PROJECT ABSTRACT

Ventura College (VC) is an accredited, public, two-year California Community College located in Ventura, California, a community located approximately 60 miles north of Los Angeles and 30 miles south of Santa Barbara. Founded in 1925 as the first institution of higher education in Ventura County, VC enrolls nearly 18,000 students annually—61% of whom are Hispanic. The VC team developed its project, **Project PORT: Post-Traditional Opportunities, Research, and Transformation**, after a lengthy planning process, literature review of extensive research and examples of excellence, and an in-depth workshop with Dr. Gina Garcia, a leading HSI scholar on transforming HSIs through more intentional servingness. Through these efforts, VC designed this project to be a major step towards becoming a more effective HSI. The project will deploy three strategies designed to attend to Hispanic student connection, belonging, and holistic support in a post-pandemic era. **STRATEGY 1: EXPAND FLEXIBLE, SUPPORTIVE PATHWAYS:** VC will create accessible on-ramps to high-wage careers in the region for VC’s historically underserved adult, re-entry, and rural learners. **STRATEGY 2: DESIGN WRAP-AROUND, INTEGRATED, & AFFIRMING SERVICES:** VC will improve servingness to Hispanic students by shifting the burden of retention from the student to the college. By providing holistic support, VC will help students stay on path despite financial and basic needs barriers. **STRATEGY 3: STRENGTHEN INSTITUTIONAL CAPACITY FOR DATA-INFORMED ACTION:** VC will expand institutional capacity and infrastructure to create a serving-minded, engaging, and supportive learning environment for Hispanic students.

CDP GOALS: **Goal #1: Academic Programs:** Improve academic programs by creating accessible on-ramps to high-wage careers in the region for VC’s post-traditional students (i.e., historically underserved adult, re-entry, and rural learners). **Goal #2: Institutional Management:** Expand institutional capacity and infrastructure to create a serving-minded, engaging, and supportive learning environment for Hispanic students. Through holistic support and participatory action research networks, VC will drive a culture shift to advance VC’s *Hispanic-serving* identity, increase cultural competence among faculty, staff, and students, and better involve students in decision-making on campus. **Goal #3: Fiscal Stability:** Increase student outcomes and close equity gaps to ensure alignment with state-mandated performance-based funding focused on student equity and student success, as well as increase enrollment-based apportionment.

5-YEAR OBJECTIVES: To be accomplished by Sept. 30, 2027—VC will increase: Enrollment at VC East Campus (VCEC) to 1,000 Full-Time Equivalent Students (FTES), achieving “educational center” status for VCEC; Ensure that Hispanic students represent at least 80% of VCEC enrollments, maintaining representation at par with the surrounding community; Hispanic student course success rates; Hispanic student fall-to-fall persistence; post-traditional student fall-to-fall persistence; number of certificates (certificates of completion + transfer certificates) awarded to Hispanic students; number of associates degrees (AA/AS + ADTs) awarded to Hispanic students

COMPETITIVE PREFERENCE PRIORITIES (CPPs) #1 & #2: The project is intentionally designed to address both Title V CPPs. **CPP #1: Foster a positive, inclusive, and identity-safe environment for Hispanic and other underserved students:** Foster a positive, inclusive, and identity-safe environment for Hispanic and other underserved students through intentional, early, ongoing, and sustained efforts to connect students to their peers, college personnel, and their programs of study; Create a culture of Hispanic servingness by developing and institutionalizing comprehensive professional development; Leverage the case management model to directly connect students with campus and community resources around basic needs, including mental health services; Establish student ambassador “El Equipo” teams. **CPP #2: Increase postsecondary education access, affordability, completion, and post-enrollment success:** Address issues of access for Ventura County’s post-traditional population by augmenting relevant course offerings and expanding academic program modalities and scheduling to include online, hybrid, evenings/weekends, and short-term courses; Develop part-time program maps; Strengthen data measurement and collection systems to better monitor and evaluate post-traditional learner outcomes

PROJECT ABSTRACT

Warner Pacific University (WPU) is a private, Christian, liberal arts college in Portland, Oregon, serving approximately 700 undergraduate and graduate students annually. As of fall 2022, roughly 61% of WPU's traditional undergraduates identify as students of color, including 32% who identify as Hispanic. WPU is proud to be Oregon's most diverse university and the state's first federally designated four-year Hispanic-Serving Institution (HSI). Our proposed project reflects our aim to enact *serviingness* across our structures, culture, and environment to better serve Hispanic students.

Goal #1: Academic Programs | Actualize a coordinated campus-wide initiative that integrates career considerations and experiential learning into the WPU academic experience and ensure students are equipped to make informed decisions about their educational and career pathways from entry through to completion and career launch. **Strategy 1.a: Responsive Academic Programs:** Ensure WPU's academic programs embed career relevance throughout the curriculum in response to employer needs; develop a Spanish translation certification program to prepare students for in-demand careers throughout the region. **Strategy 1.b: Career-Focused Experiential Learning:** Intentionally introduce and reinforce career-relevant thinking, learning, planning, and experiences throughout the WPU student experience, moving well beyond basic exploration to career preparation and attainment for Hispanic students.

Goal #2: Institutional Management | Improve *serviingness* to Hispanic and low-income students through improved wrap-around supports that honor cultural wealth and foster a sense of belonging in and out of the classroom. **Strategy 2.a: Holistic Advising & Support Redesign:** Promote persistence through an ecosystem of wrap-around support services designed to holistically support students in both the cognitive and affective domains of learning, and increase their sense of belonging. **Strategy 2.b: Peer & Faculty Mentorship:** Develop and implement a coordinated campus- and community-wide mentorship and coaching initiative to connect Hispanic students with their peers and faculty.

Goal #3: Fiscal Stability | Adapt and institutionalize a new, evidence-based model of student advisement that adequately serves WPU's student needs, increasing student outcomes, closing equity gaps, and stabilizing tuition revenue. Increasing institutional capacity for data-driven improvements, professional development, and community relations will work in concert with one another to elevate our service to Hispanic students. **Strategy 3.a: Center for Academic Success & Achievement:** Create a permanent, accessible, welcoming, and inclusive physical space on campus with designated staffing to increase visibility, improve CASA's reach, and maximize impact on Hispanic student outcomes. **Strategy 3.b: Comprehensive Professional Development:** Drive a college culture shift to advance WPU's *Hispanic-Serving* identity, as well as increase cultural competency among faculty and staff.

Priorities: The project is also intentionally designed to address the Invitational Priority (IP) and both Title V Competitive Preference Priorities (CPPs). **IP:** Strategies to address the impact of COVID-19 on students, educators, and faculty: *IP.a: Provide resources to meet basic needs; IP.b: Address well-being; IP.c: Assist students who did not enroll, withdrew, or reduced course loads due to COVID-19.* **CPP #1:** Strategies to address social, emotional, and academic needs by fostering a positive, inclusive, and identity-safe environment: *CPP 1.a: Foster a sense of belonging and inclusion; CPP 1.b: Implementing evidence-based practices; CPP 1.c: Providing evidence-based professional development.* **CPP #2:** Strategies to increase postsecondary education access, affordability, completion, and post-enrollment success: *CPP 2.a: Increase postsecondary access; CPP 2.b: Increase enrollment and completion; CPP 2.c: Establish a system of high-quality data collection; CPP 2.d: Develop and implement integrated success programs.*

PROJECT ABSTRACT

Applicant: Westchester Community College

Location: 75 Grasslands Road, Valhalla New York 10595

Title: Viking ROADS Expansion: Caminos al Futuro en Westchester Community College

Students Served: Hispanic and low-income students.

Requested funding: \$2,931,988

Overview: Westchester Community College (WCC) is a public community college serving one of the most diverse student populations in the State University of New York (SUNY) System and is SUNY's first Hispanic Serving Institution. WCC enrolled 8,807 undergraduate credit students in fall, 2022 and assures that 42% of FTE undergraduate enrollment was Hispanic in Fall, 2021 (2,851 Hispanic Undergraduate FTE/6,781 Total Undergraduate FTE) in 2021-2022.

Goal: Increase WCC's capacity to serve Hispanic, low-income, and all students with evidence-based, high impact practices proven to double the graduation rate and increase academic success, persistence, completion and transfer, lowering the cost of successful outcomes per student.

Research-Based Strategies: The Accelerated Studies in Associate Programs (ASAP) model research on which this project is based meets the What Works Clearinghouse Tier 1 Strong evidence standards for a randomized controlled trial. Students in ASAP were significantly more likely to graduate from college within 150% of time and maintain full-time enrollment (Miller and Weiss, 2021)¹, and the graduation rates of developmental students doubled (Scrivener, et. al., 2015)².

Strategies include: expand enrollment in ROADS; increase "just-in-time" capacity for early warning outreach and support in 11 high enrolled developmental, gateway and pre-transfer to increase success rates by 5 percentage points for all classes; use college data to target Hispanic and low-income students to benefit from "Welcome, Continue and Complete" workshops/outreach to increase retention, completion and transfer by 5 percentage points for all groups; and increase sustainability for student success through professional development in ASAP, early warning, culturally relevant methods, teaching students with disabilities and online learning.

Expected outcomes. The overall goal of the project for Hispanic and all first-time full-time (FTFT) students is to double the number of Hispanic and all FTFT students supported by case-managed advisors in Viking ROADS (from 320 to 670 students); ensure that all Hispanic, low-income and beginning college students feel Welcome and encouraged to Continue and Complete their degree's (WCC's Strategic Plan goal); steadily increase retention, completion, and transfer rates for Hispanic and all FTFT students by five (5) percentage points over the grant period; and promote sustainability by equipping faculty, staff, counselors, and administrators with professional development in Starfish early warning, culturally responsive instructional methods, strategies to support learners with disabilities, and approaches to effective distance learning.

WCC is responding to both of the Competitive Preference Priorities and the Invitational Priority.

¹ Miller, C. and Weiss, M. (2021), Increasing community college graduation rates: A synthesis of findings on the ASAP Model from Six Colleges across Two States). NY: MDRC. Retrieved 6 8 2023, from <https://ies.ed.gov/ncee/wwc/Study/90361>

² Scrivener, S. et. Al. (2015). Doubling Graduation Rates: Three-Year Effects of CUNY's Accelerated Study in Associate Programs (ASAP) for Developmental Education Students. [Study: 81588 \(ed.gov\)](#)

ABSTRACT

Institution: William Rainey Harper College

Project Title: Driving Student Success Through High-Impact Practices

Goals and Expected Outcomes: *Goal 1 (Academic):* Improve student success outcomes for underserved minority students, including Hispanic and Black students, through expanded academic support programs and professional development. *Goal 2 (Institutional):* Enhance student supportive services and basic needs support for underrepresented students to foster academic success, personal development, and overall well-being and make more effective and efficient use of limited institutional resources. *Goal 3 (Fiscal):* Improve College's capacity to equitably evaluate initiatives to make data-informed decisions for leveraging fiscal resources for replication and scaling of successful initiatives. *Outcomes include:* increased graduation and average credit accumulation rates and decreased stop-out rates for Hispanic, Black, and other underserved students; improved teaching through culturally responsive pedagogies and practices that create a more welcoming and engaging learning environment; improved equitable advising through culturally responsive advising practices; increased awareness and usage of supportive services with centralized advocacy and resource center; increased student financial literacy leading to financial wellness; and improved process for leveraging fiscal resources to scale successful initiatives, pilot programs, and promising practices.

Contributions to Research, Policy, and Practice: Driving Student Success Through High-Impact Practices will contribute to the body of knowledge among educators and practitioners who are focused on and invested in improving enrollment, persistence, stop-out, and graduation rates for Hispanic and other underserved students.

Population to be served: Harper College is a comprehensive community college serving 23 communities in the northwest suburbs of Chicago, Illinois. Harper enrolls more than 21,000 credit students (headcount) annually of which 27.8% are Hispanic. This project will serve Hispanic, Black, low-income, and other underserved students.

Primary Activities: Activities include scaling the Connected Advising program, which connects students of color to academic advisors of color and provides positive incentives to participating students; updating 12 training modules for integrating culturally responsive pedagogies and practices for faculty and offering new multicultural competencies and culturally responsive advising training to student-facing staff; establishing and promoting a centralized Advocacy and Resource Center; coordinating multiple mentoring programs; developing and offering a financial literacy program; and creating an institutional framework to evaluate, scale, and appropriately fund successful initiatives and pilot programs which will better leverage fiscal resources.

Competitive Preference Priorities: This project supports and includes responses to CPP1, CPP2, and the Invitational Priority.

Subrecipient Activities: N/A

Yakima Valley College

ABSTRACT

As a federally designated Hispanic-Serving Institution located on the traditional lands of the Yakama Nation, Yakima Valley College (YVC) cultivates equity and a culture of innovative and inclusive teaching and learning. Title V funds will enable a servingness framework at YVC that recognizes the importance of equitable opportunity and access for diverse students to participate as change agents. The over-arching goal of the proposed YVC Title V DHSI project is to drive genuine and lasting culture change on campus, so Latinx and low-income students excel in their studies and graduate from college well prepared to pursue employment and leadership roles. Three interlocking project components will drive this campus change: (1) a career-readiness program that is student-centered; (2) a leadership learning community to create a more inclusive HSI environment that is institution-centered; and (3) a campus wellness program that provides culturally appropriate support for students and staff, benefiting social-emotional health, college success and centered in our community. This grant is titled the HSI Relevance Project (HSI-ReP) to reflect YVC's intention to make learning relevant to the campus community.

YVC's cultural, geographic and economic factors combine to create a valuable testbed for transforming the capacity of a diverse, rural, two-year college. The Service District spans nearly 8,000 square miles in south central Washington State, encompassing three counties, the Yakama Nation Reservation, and the Yakima Training Center, a 300,000-acre military facility. In 2021 – 2022, more than 6,000 students attended YVC; 67% identified as persons of color - 59% Hispanic, 3% Indigenous, and 5% others. YVC offers 50 comprehensive degree programs, including five Bachelor of Applied Sciences degrees, 13 Direct Transfer Agreements, and 39 professional-technical certificates.

Yakima Valley College requests \$2,872,888 over five years for the HSI-Relevance Project to advance its institutional goals to improve and sustain an institutional culture that is educationally equitable, enhancing, and welcoming via the following key objectives and related activities:

1. Strengthen academic programming by integrating career relevant curriculum and creating a career advising center around YVC's six Guided Pathways (CPP2).
2. Strengthen institutional capacities for servingness by creating Shared Equity Leadership academies for students and personnel and elevating student voice in college decision-making (CPP1).
3. Strengthen fiscal stability through robust campus wellness curriculum and counseling, including offering Mental Health First Aid Training, developing peer-to-peer support networks, and supporting student affinity groups (CPP 1).

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