



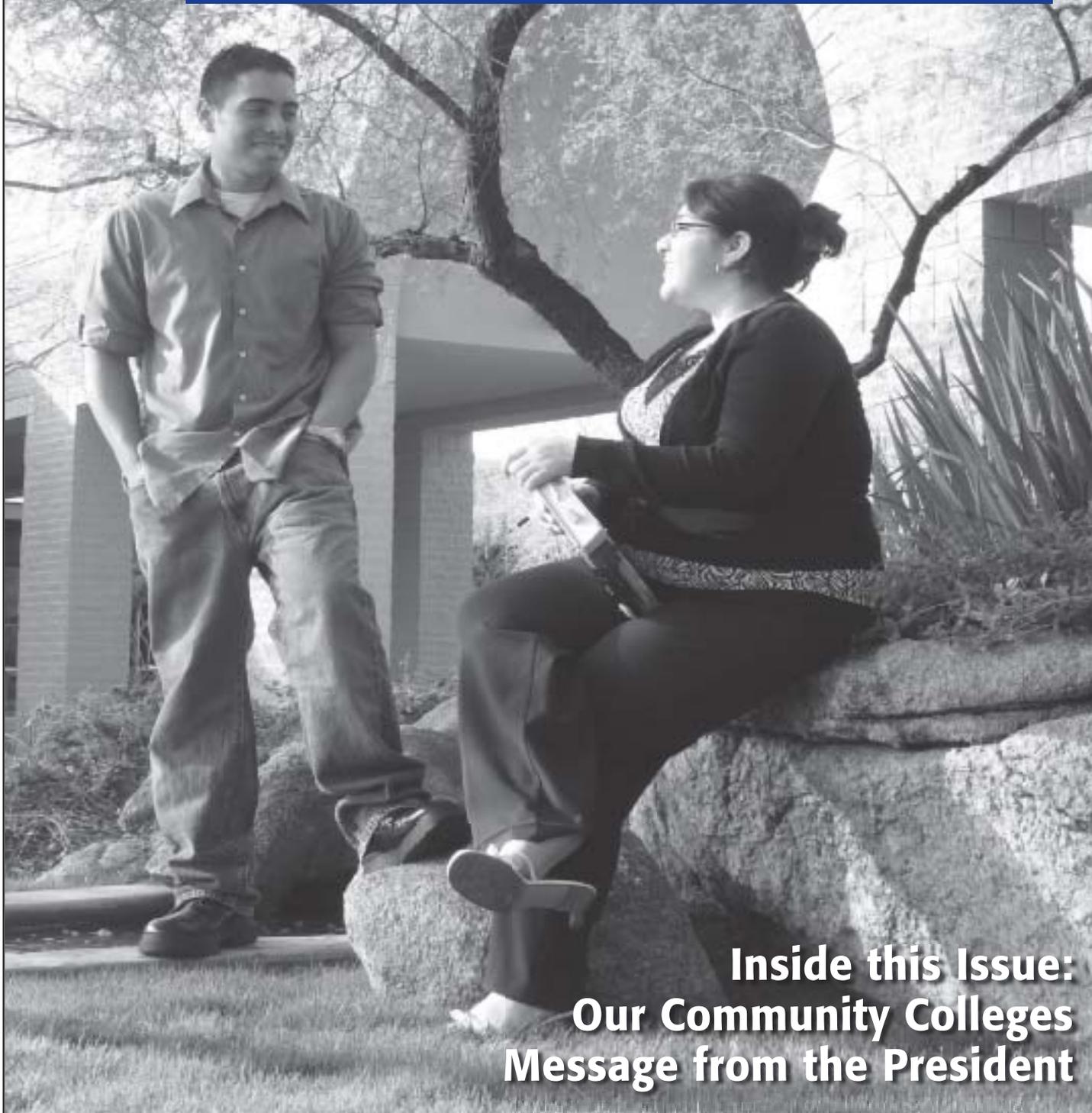
**HACU**

HISPANIC  
ASSOCIATION  
OF COLLEGES &  
UNIVERSITIES

VOLUME 14, NO. 2, FEBRUARY 2005

# THE VOICE

**OF HISPANIC HIGHER EDUCATION**



**Inside this Issue:  
Our Community Colleges  
Message from the President**

## EARLY REGISTRATION: HACU CAPITOL FORUM

The deadline is March 4 for early registration discounts to attend HACU's 2005 Capitol Forum on Hispanic Higher Education April 3-5 at The Madison Hotel in Washington, D.C. Visit the Capitol Forum page at [www.hacu.net](http://www.hacu.net) for online registration and additional information about the year's most important platform for promoting Hispanic higher education needs to Congress and the country.

## EARLY REGISTRATION: INTERNATIONAL CONFERENCE

Early registration discounts end March 11 for HACU's 6th International Conference, "Technology and Culture: International Convergence," May 22-24 in Santa Fe, New Mexico. An international roster of public policy and education leaders will join participants at a conference that will foster new partnerships and cross-border strategic initiatives, address 21st century challenges, explore latest trends and promote Hispanic higher education access and excellence. For more information, visit [www.hacu.net](http://www.hacu.net).

## SCHOLARS PROGRAM

The Bernard Osher Foundation donated \$1 million to HACU member San Francisco State University to augment funding for the Presidential Scholars program, which awards four-year scholarships to the university's top incoming freshmen every year. The Presidential Scholars program is also funded by Evergreen Group Chairman Y.F. Chang and with other donations.

## ENVIRONMENTAL INITIATIVES

Researchers at the Hemispheric Center for Environmental Technology at HACU member Florida International University will launch a series of initiatives in Latin America seeking to help military forces in the region make efficient and clean use of the environment. The projects are part of a \$2.1 million, two-year contract recently awarded to Florida International University by the U.S. Army, which also includes support for an energy plant in El Salvador and a wastewater facility in Mexico.

## GRANT OPPORTUNITIES

The deadline is March 10 to submit proposals for National Science Foundation (NSF) Partnerships for International Research and Education program grants. The program is intended to establish innovative new models for international collaborative research and education. For more information and detailed proposal requirements, visit [www.nsf.gov](http://www.nsf.gov).

## SCIENCE, MATH AWARDS

HACU member Miami Dade College was awarded two grants totaling more than \$600,000 to enhance the academic goals of students in mathematics, science and engineering fields. The Florida college was awarded a \$230,391 Math Science Partnership grant from the Florida Department of Education and a four-year, \$400,000 grant from the National Science Foundation.

## DEGREE PROGRAM PARTNERS

HACU members Otero Junior College and Adams State College in Colorado will jointly offer three new bachelor degree-completion programs at Otero Junior College. The two institutions are long-time partners in providing four-year degree completion programs to regional students.

## LAW ENFORCEMENT

The new Institute for Cold Case Solution at HACU member Morton College in Chicago, Illinois, is dedicated to analyzing unsolved homicide cases. The Institute is part of the required coursework in the new Morton College law enforcement college credit course. "This program puts us on the cutting edge in community college law enforcement education and gives us a national scope to helping solve cases considered closed or unsolved," said Morton College Vice President for Academic Affairs Beatriz Espinoza.

## BACHELOR'S DEGREES

HACU member South Texas College joined HACU member Midland College as among the first Texas community colleges accredited to offer a limited number of bachelor's degrees. South Texas College and Midland College were selected from among the state's 50 community colleges to participate in a 10-year pilot project recently approved by the Texas Legislature.

## COURSE EXCHANGE

Beginning this spring, HACU member Albuquerque Technical Vocational Institute (TVI) in New Mexico will offer eight classes at the Rio Rancho Center of HACU member New Mexico Highlands University (NMHU), and NMHU will offer five classes at four TVI sites. NMHU Rio Rancho Center Director Lew Granados said that faculty members will assist any TVI student who wishes to transfer to any of NMHU's four-year programs. "From there they can go on to any of our master's programs," Granados added.

## OVERVIEW

### IN THIS ISSUE

- Pg. 3 • Message from the President
- Pg. 4 • Notes from Washington
- Pg. 5 • HNIP Update
- Pg. 6 • Special Report:  
Community Colleges
- Pg. 9 • Partnerships
- Pg. 10 • Positions and Announcements

### ABOUT OUR COVER

Students enjoy the outdoors at Estrella Mountain Community College in Phoenix, a HACU member Hispanic-Serving Institution and nationally recognized leader within Arizona's Maricopa Community College District. A special report on community colleges begins on page 6. Photo by: Ralph Campbell.

### MARK YOUR CALENDAR!

HACU's 2005 Capitol Forum  
April 3-5, 2005 • Washington, D.C.

HACU's 6th International Conference  
May 22-24, 2005 • Santa Fe, New Mexico

HACU's 19th Annual Conference  
October 15-18, 2005 • Phoenix, Arizona

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## MESSAGE FROM THE PRESIDENT



# STRENGTHENING THE K-COLLEGE PIPELINE

By Antonio R. Flores  
President and CEO of HACU

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### ABOUT HACU

The Hispanic Association of Colleges and Universities represents more than 395 member and associate member colleges and universities in the United States, Puerto Rico and abroad with high Hispanic student enrollment rates — including federally designated Hispanic-Serving Institutions. HACU's mission is to improve access to and the quality of post-secondary educational opportunities for Hispanic students; to meet the needs of business, industry and government through the development and sharing of resources, information and expertise; and to promote the development and success of member and associate member colleges and universities.

With the 109th Congress now in session and President Bush's new Cabinet Members in place, HACU must persuade our country's leadership of the need to address strengthening the K-College pipeline for our Hispanic students as an investment vital to the national interest. Too many Hispanic students continue to face barriers that close the doors to their higher education success and thus close the doors to the nation's future economic success and security.

To best address the need to ensure an educated labor force, HACU's Legislative Agenda this year will present a comprehensive series of interdependent proposals designed to strengthen the K-College pipeline for Hispanic students.

Two key challenges that must be overcome are that Hispanics continue to suffer the lowest high school and college graduation rates of any major population group, and that Hispanic-Serving Institutions (HSIs) collectively receive only half the dollars per student compared to all degree-granting institutions.

To address these challenges most effectively, Congress, in addition to investing in Hispanic-Serving colleges and universities, must also increase investments in Hispanic higher education partnerships that embrace pre-collegiate initiatives, student financial aid, student retention programs and graduate education programs critical to meeting our country's pressing teaching, science and technology needs.

The Hispanic higher education community needs the funding and support to become lead partners in every initiative to strengthen the K-College pipeline.

Through program support provided by Title V of the Higher Education Act to Hispanic-Serving Institutions, HACU-member community colleges are already working with their four-year counterparts to provide the training and support that will assist more under-served Hispanic students to attend four-year institutions. However, substantial increases in Title V funding are needed to build upon and expand these efforts.

Proactively, HACU is proposing that the fast-growing sector of Emerging HSIs, many of which are HACU Associate Member colleges and universities, secure a formal role as supporting partners in Title V and other initiatives as their student populations near the 25 percent Hispanic enrollment rates that will eventually define them as HSIs.

HACU is also proposing that Congress take steps now to support urgently needed graduate education programs at HSIs to increase the number of students who have successfully moved through the two-year/four-year pipeline to advanced and professional degree programs vital to our nation's future workforce and leadership ranks.

The prerequisite for a college pipeline to academic excellence and success for our Hispanic students is necessarily the success of pre-collegiate pipeline initiatives.

Thus, HACU is also calling for a more comprehensive approach to addressing pre-collegiate and college access issues for Hispanic students.

With the rising tuition costs and shrinking state and local dollars earmarked for higher education disproportionately impacting a population that continues to suffer high poverty rates, it is imperative that Congress dramatically increase the amount of direct student financial aid dollars available to low-income students through the Pell Grant program.

To strengthen the K-College pipeline, this year HACU will also request substantially greater federal funding for pre-collegiate dropout prevention and migrant education programs, federal HEP-CAMP (High School Equivalency Program/College Assistance Migrant Program) initiatives, GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) and all TRIO student support and retention programs.

In addition, HACU will continue to call for new and/or enhanced funding support for technology, teacher training, international education, graduate education fellowships and other programs important to enhancing the K-College pipeline.

HACU is also requesting that Congress formally incorporate these funding increases for K-College pipeline in the pending five-year reauthorization of the HEA

# HACU AND THE 109TH CONGRESS

By Gumecindo Salas  
Vice President, Government Relations



With the first session of the 109th Congress now under way, HACU is in daily contact with the new leadership of key House and Senate committees that will address issues of importance to the Hispanic higher education community.

HACU welcomes the newest members of Congress, and celebrates the historic first that two Hispanic U.S. Senators are serving in Congress at the same time – the Honorable Ken Salazar of Colorado and the Honorable Mel Martinez of Florida.

HACU is completing work on a new Legislative Agenda that will request substantial funding increases for Hispanic higher education for the federal Fiscal Year (FY) 2006 budget, and also within the language of proposals that will be introduced this year as part of the five-year reauthorization of the Higher Education Act.

Once again, the leadership of the Senate Hispanic-Serving Institutions Coalition, Congressional Hispanic Caucus and Congressional Hispanic Conference will prove powerful advocates for those colleges and universities serving the country's largest and fastest-growing ethnic population.

The final FY 2005 appropriation under Title V of the Higher Education Act was set at \$95.1 million, which translated into a minimal increase. HACU is urging the leadership of the Senate – which had proposed a \$100 million Title V appropriation for FY 2005 during the closing days of the 108th Congress – to again propose a much more substantial Title V funding increase for FY 2006.

HACU for FY 2006 is seeking a \$175 million appropriation under Title V, which remains the chief vehicle for targeting federal funding to Hispanic-Serving Institutions (HSIs).

HACU is calling for the swift re-introduction of several legislative measures that won strong, bipartisan support during the first and second sessions of the 108th Congress, but did not lead to final votes.

HACU will call upon the many bipartisan supporters in the House and Senate for a proposed new category of Title V funding for graduate education programs to re-introduce this proposal for a new funding category within the language of legislation reauthorizing the Higher Education Act (HEA).

Although the 108th Congress addressed numerous HEA reauthorization issues, it is the 109th Congress that is expected this year to produce the final votes on reauthorization language that will establish federal funding policies for all higher education institutions for the next five years.

HACU is confident that several bills introduced in the 108th Congress will be reintroduced this year to finally eliminate the

cumbersome 50-percent low-income assurance requirements defining HSIs within Title V, and also to eliminate the costly two-year wait-out now required between Title V grant applications.

HACU is advocating for the swift reintroduction of bills that would allow states to offer in-state tuition to eligible immigrant college students who otherwise would pay higher out-of-state tuition fees.

The bipartisan Development, Relief and Education for Alien Minors Act of 2003 (S.1545), or DREAM Act introduced in the Senate – introduced as the Student Adjustment Act in the House – also would make it easier for immigrant students who have met long-term residency and other requirements to pursue permanent legal residency status.

HACU will request reintroduction of the Minority-Serving Institution Digital and Wireless Network Technology Opportunity Act, which would provide as much as \$250 million annually in new federal funding for technology education at HSIs and other Minority-Serving Institutions.

In coming weeks, HACU will provide updates as Congress addresses these and other issues through HACU Member Advisories that also will inform HACU member and partner institutions of new federal funding opportunities as they become available.

HACU will again call upon the leadership of the Hispanic higher education community to join HACU in correspondence and testimony to Congress on issues of importance spanning the K-16 pipeline.

For example, HACU will be seeking legislation to create and fund new pre-collegiate programs in partnership with HSIs, and also to increase support for student retention initiatives.

Those issues will be the focus of HACU's 2005 Capitol Forum on Hispanic Higher Education April 3-5 at The Madison Hotel in Washington, D.C.

With funding for so many vital higher education programs at stake in this year's HEA reauthorization process, it is imperative that every HACU member and partner higher education institution be represented at this single most important grassroots platform to advocate on Capitol Hill for Hispanic higher education needs.

HACU's 2005 Capitol Forum also will afford participants the rare opportunity to meet individually with the new leadership of Congress, the U.S. Department of Education and key federal agencies overseeing targeted Hispanic higher education grants and research initiatives.

Record attendance will be critical to HACU's efforts to persuade Congress to make substantial long-range investments in support of our country's fastest-growing college-age population. Please make plans now to attend HACU's 2005 Capitol Forum on Hispanic Higher Education.

## STRENGTHENING THE K-COLLEGE PIPELINE *Continued from page 3*

so that they may become continuing investments and long-term federal funding priorities for higher education.

Complex challenges require comprehensive solutions, and these in turn will require the strongest support from our citizenry and their elected representatives. Please join HACU in calling upon our

national leadership in Congress and the White House to support HACU's Legislative Agendas for FY 2006 and HEA Reauthorization as investments vital to our country's future prosperity, security and well-being.

## HNIP WINS NEW SUPPORT FROM FAA

The nation's largest Hispanic college internship program was awarded a new five-year contract with the Federal Aviation Administration (FAA) to provide the agency with high caliber students through the acclaimed HACU National Internship Program—better known as HNIP. The contract is valued at more than \$1 million over the next five years.

"HACU thanks the Federal Aviation Administration, a founding partner of HNIP, for the confidence placed in our ability to meet their current and future workforce needs, and introduce hundreds of our Hispanic college students over the next five years to rewarding careers in public service," said HACU President and CEO Antonio R. Flores.

"The Federal Aviation Administration is a proven leader in efforts to reverse the under-representation of Hispanics in the federal labor force. We are deeply grateful for this new, long-term partnership with the FAA in service to the largest ethnic population and fastest-growing segment of the U.S. work force," Flores said.

Since 1992, HNIP has provided more than 5,000 top Hispanic college students paid internships with leading public and private sector employers.

The FAA was the first federal agency in 1992 to accept HNIP students, with the success of that initial placement of 24 interns serving to help ultimately attract the annual participation of dozens of federal agencies and the later launch of the Corporate HNIP Program engaging leading private-sector employers.

Since 1992, offices of the FAA in Washington, D.C. and at field locations throughout the country have sponsored 384 HNIP interns.



*HNIP interns meet in nation's capital.*

"This new contract with the FAA will allow us to greatly multiply the number of students we can place in paid internships at the FAA, matching the career goals and skills of our students to the specific needs of the agency," said HNIP Director Sandra Penaherrera.

"From the success stories we hear each year from HNIP participants, we are confident that this new contract also ultimately will lead to rewarding, full-time careers at the FAA for our students and a more diversified federal work force," Penaherrera said.

Although Hispanics already make up one of every three new workers joining the U.S. labor force today, Hispanics remain the only under-represented population in federal workforce ranks.

HNIP was established to reverse the under-representation of Hispanics in the federal labor force and has since been

lauded as an "enviable" recruitment by independent surveys. Each year, many interns accept full-time job offers after completing 10- and 15-week assignments during spring, summer and fall sessions. During 2004, when HNIP surpassed the 5,000-mark for student participation, more than 500 interns were on the job at 21 federal agencies and five private corporations.

The 15-week 2005 spring session of HNIP, which began last month, welcomed more than 80 new interns. The 2005 summer session – the program's largest session – begins in June.

Dozens of students also have participated since 2004 in the new HACU Cooperative Education Program (HCEP), which allows interns to accrue enough on-the-job hours to make them eventually eligible for noncompetitive placement in select federal positions.

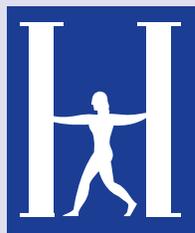
The co-op program is directly responding to long-standing government mandates to recruit and hire more Hispanics to better reflect the diversity of the civilian workforce.

In addition to on-the-job training, HNIP interns are provided professional development workshops and career networking opportunities such as annual career fairs and the Congressional Breakfast Series in Washington, D.C.

HNIP also has spawned an active alumni association with members who participate in community volunteer activities and serve as role models and mentors to new interns.

For more information, visit [www.hnip.net](http://www.hnip.net).

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## TITLE V PROVING THE 'BEHEMOTH' OF GRANTS



*Students at HACU member Cerritos College in California will benefit from a new Title V cooperative grant.*

**T**itle V grants are proving a critical resource for HACU member community colleges at the forefront of outreach to Hispanic higher education students.

"These grants are known as the behemoth of grants - the largest amount of money you can get for community colleges," said Marvin Martinez, associate vice president of planning and development for HACU member Santa Monica College. The California campus was

notified in the fall that it had won two Title V grants representing the largest federal grants ever awarded to the college.

More than 50 percent of all Hispanic higher education students attend community colleges.

Title V grants also are funding an increasing number of crucial partnerships among HACU member community colleges and four-year institutions to ultimately increase the numbers of Hispanic students who successfully earn their associate's degrees and continue on to earn bachelor's and advanced degrees.

HACU and its allies in Congress were instrumental in efforts that led to the creation of Title V programs under the Higher Education Act specifically targeting Hispanic-Serving Institutions (HSIs). HACU continues each year to advocate for substantial increases in Title V appropriations for HSIs.



*HACU member Borough of Manhattan Community College of the City University of New York was awarded an individual FY 2004 Title V grant.*

The greatest number of Title V grants awarded in the fall of 2004 were for continuing grants benefiting dozens of HACU member community colleges and four-year institutions. Altogether, under the FY 2004 Title V grants program, 14 individual development grants, 17 cooperative agreement grants, and 181 continuation grants were awarded.

HACU member community colleges awarded new FY 2004 individual Title V grants included: North Harris Montgomery Community College District in Texas, Borough of Manhattan Community College of the City University of New York, West Los Angeles College in California, Santa Monica College in California, California's Mission College, Hostos Community College of the City University of New York, South Plains College in Texas, Victor Valley College in California and Los Angeles Mission College in California.



*HACU member St. Augustine College in Illinois is a Title V cooperative grant recipient.*

### TITLE V PARTNERSHIPS

Many HACU member community colleges also benefited from the award of FY 2004 Title V Cooperative Grants in partnership with other HACU member two-year or four-year institutions.

Del Mar College in Texas won a cooperative grant in partnership with Texas A&M University at Corpus Christi.

In California, cooperative grants were awarded to partnerships between Chaffey College and Riverside Community College, and Santa Monica College and El Camino College. In New Mexico, Albuquerque Technical Vocational Institute partnered with Santa Fe Community College for a Title V-funded initiative.

Other new Title V-funded partnerships include: Yakima Valley Community College and Columbia Basin College in Washington, Long Beach City College and California State University at Long Beach, Harry S. Truman College and St. Augustine College in Illinois, Mountain View College (Texas) and Tulsa Community College (Oklahoma), and Northwest Vista College and University of the Incarnate Word in Texas.

Title V grants also were awarded to partnerships that include: California's Cerritos College and California State University at Dominguez Hills, Fresno City College and Reedley College in California, Pasadena City College and Mount St. Mary's College in California, Odessa College in Texas and College of the Southwest in New Mexico, Porterville College and College of the Sequoias in California, and Compton Community College and Charles R. Drew University in California.

At California's Santa Monica College, an individual Title V grant will be used in part for an intensive program to help first-time, at-risk students stay on track with their coursework and degree requirements through counseling and an "early alert" system that allows the college to identify and help students who are having difficulties.

Santa Monica College also received a Title V cooperative agreement grant in partnership with HACU member El Camino College in California designed to help future teachers complete their lower-division coursework.

HACU members Odessa College in Texas and College of the Southwest in New Mexico will share a \$3.3 million Title V grant that will fund a digitally televised distance education project targeting Hispanic and other disadvantaged students.

*Continued on page 7*

## FOR HACU MEMBER COMMUNITY COLLEGES

Continued from page 6



### STRATEGIES FOR SUCCESS

HACU members Cerritos College in California will share a \$1.25 million Title V grant with HACU member California State University at Dominguez Hills to improve Hispanic learning outcomes in mathematics – a

field where Hispanics remain under-represented.

“The grant money will in part be used to hire Spanish-speaking tutors. It will also provide opportunities for the faculty to develop and employ new instruction strategies that will increase success rates among Hispanic students in our developmental mathematics courses,” said Sally Sestini, mathematics department chair for the Division of Science, Engineering and Math at Cerritos College.

The partnership between the community college and four-year California State University campus also is expected to increase the two-year/four-year transfer rate for Cerritos College students, college officials said.

In New Mexico, HACU members Santa Fe Community College and Albuquerque Technical Vocational Institute were awarded Title V funds to develop a cooperative plan to expand access to

academic programs through a state-of-the-art distance education network to be called “Colegio: A Virtual College for New Mexico.” Hispanics make up nearly 50 percent of the student enrollment at each institution.

“By cooperatively designing and supporting this system, we can greatly improve our mutual capacities to reach rural Hispanic and low-income students, increase student opportunities for success and educational attainment, and accomplish our common goals effectively and in the most cost-effective manner,” said Santa Fe Community College President James N. McLaughlin.

Pasadena City College in California partnered with Mount St. Mary’s College in California for a Title V grant to improve student retention and degree completion rates.

The award is Pasadena City College’s second Title V grant. The college’s first five-year grant led to the creation of ESL (English as a Second Language) Learning Communities and also Career Pathways, a summer bridge and first-year experience program. The new cooperative grant will build upon the results of the first Title V grant, said Pasadena City College President James Kossler.

“Our Title V program has been a leader in developing creative strategies to ensure student success,” Kossler said. “I look forward to this opportunity to give our students additional tools to help them reach their educational goals.”

## COMMUNITY COLLEGE SURVEY TRACKS DIVERSE STUDENT BODY

A new survey by HACU associate member University of Texas at Austin of 92,000 community college students finds that today’s community colleges are serving a student body that is “remarkably diverse, non-traditional and multi-tasking.”

The Community College Survey of Student Engagement (CCSSE), in which dozens of HACU member two-year HSIs participated, reports that only about a quarter of community college students who intended to complete an associate degree or obtain a certificate did so in six years.

Nationally, almost half of the undergraduate students in public colleges and universities are enrolled in community colleges. More than half of all Hispanic higher education students are enrolled in community colleges.

According to the new CCSSE survey, students reported spending a substantial amount of time working and meeting outside obligations while attending classes. About two thirds of two-year college students are enrolled part-time, and 60 percent work more than 20 hours per week. Around 20 percent spend six to 20 hours a week commuting to and from class, and 33 percent have children who live with them.

While survey results indicate that 53 percent of students say transfer to a four-year institution is their goal, national data show that only about 25 percent do so.

“These survey results underscore the challenges that community colleges face in engaging students,” said CCSSE program director Kay McClenney.

“Most community college students will continue to have to work, commute and address other demands on their time, and many may feel that abandoning their education is an easier path than completing it,” McClenney said.

Although 69 percent of students surveyed reported that their colleges encourage them to spend significant amounts of time studying, 68 percent of full-time students indicated they spend 10 or fewer hours per week studying.

The survey also showed that a large percentage of community college students are adults who may be returning to college to obtain extra credits in areas such as technology or to obtain specialized training that will enhance employment opportunities. Of students surveyed, 16 percent indicated that they already have a degree.

The CCSSE was developed and administered by the Community College



Leadership Program in the College of Education at the University of Texas at Austin, compiling responses from 152 colleges in 30 states.

The CCSSE is modeled after the National Survey of Student Engagement, which surveys students at four-year institutions and makes a public report of the results available. Development and administration of the assessment tool have been supported by grants from The Pew Charitable Trusts, the Lumina Foundation for Education and The Houston Endowment, Inc.

For more information, visit [www.ccsse.org/survey/findings2.html](http://www.ccsse.org/survey/findings2.html).

## COMMUNITY COLLEGES ADDRESS DROPOUT ISSUES



*Broward Community College in Florida is among HACU member and associate member institutions participating in a new pilot project addressing dropout issues.*

Six HACU member community colleges are participating in a three-year pilot project from the Lumina Foundation for Education and Scholarship America designed to provide emergency aid for community college students who might otherwise drop out of school.

The Lumina Foundation awarded a \$1.5 million grant to Scholarship America to help design and test the program with a total of 11 community colleges. The colleges will each receive \$20,000 to \$100,000 in matching funds. Scholarship America will administer the program in cooperation with the selected institutions.

The Lumina Foundation reports that historically underserved students attending community colleges often fail to persist because

of a variety of insurmountable financial barriers. A student may be forced to drop out for lack of a relatively small sum to buy books, pay a car-repair bill, or to afford temporary child care. Regular financial aid programs typically fail to meet these kinds of needs, which arise after other forms of financial aid have already been assigned.

“Community colleges have told us that one way to help keep these students in school is to establish a fund that would help colleges address their emergency needs,” said Martha D. Lamkin, president and CEO of Lumina Foundation. “This program will be designed to support the success of these students by cultivating a mechanism for institutions and communities to respond to their particular needs.”

The 11 community colleges selected for the Scholarship America pilot are part of the “Achieving the Dream: Community Colleges Count” initiative, which is addressing the need to increase the success of community college students, particularly those in groups that have been underserved in higher education.

“The Foundation is using a limited amount of money to design and test a program that can stimulate institutions to respond to emergency needs that regular forms of financial aid do not address,” Lamkin said.

“If successful, the Foundation’s investment could do far more than meet the emergency needs of the students included in the pilot project,” said Lamkin. “It could lead to a national model, helping schools learn how to support the real-life needs of nontraditional students and enlisting the help of community resources to extend the life of the program.”

HACU member community colleges participating in the project include Broward Community College and Hillsborough Community College in Florida, Albuquerque Technical Vocational Institute and Santa Fe Community College in New Mexico, and Coastal Bend College and Galveston College in Texas.

## PUENTE PROJECT ENGAGES COMMUNITY COLLEGES TO INCREASE 2-YEAR/4-YEAR TRANSFER RATES

The award-winning Puente Project each year enlists dozens of community colleges to dramatically increase two-year/four-year transfer rates among disadvantaged students, as well as encourage those students to return to their communities as mentors and future leaders.

The Puente Project, a past winner of the Innovations in American Government Award, serves students attending 36 high schools and 56 community colleges in California.

Participating students in the Puente Project’s high school program meet regularly with mentors and counselors, attend field trips to college campuses, and take a two-course English class sequence with a focus on Latino literature and culture.

Puente Project surveys show that students participating in the high school program enter college at a rate of 83 percent, compared with 49 percent of all California graduating high school seniors.



*Puente Community College Program students at a Southern California Transfer Conference.*

Puente Community College Program students are three times more likely to succeed in pre-transfer-level English classes than non-Puente students enrolled in such courses. Between 1999 and 2003, Puente transfers to four-year institutions increased by 67 percent.

HACU member California community colleges participating in the Puente Project include: Bakersfield College, Cerritos College, Chaffey College, City College of San Francisco, College of the Desert, College of the Sequoias, East Los Angeles College, El Camino College, Fresno City College, Fullerton College, Gavilan College, Grossmont College, Long Beach City

College, Los Angeles Trade and Technical College, Mt. San Jacinto College, Oxnard College, Pasadena City College, Rio Hondo College, Riverside Community College, San Bernardino Valley College and Southwestern College.

## GRADUATE RECEIVES COMPUTER AWARD FROM GATEWAY AND HACU

**J**essica Barrientez, a December graduate of the College of Education and Human Development at HACU member University of Texas at San Antonio, was the fall semester winner of the UTSA Office of Information Technology Award – sponsored by HACU and Gateway.

“UTSA helped me believe in myself,” Barrientez said. “Now that I have my teaching degree, I want to give back what UTSA gave to me by being a teacher. My dream of being an elementary teacher will finally come true. I thank HACU and Gateway for helping to make this possible.”

Barrientez, who was selected from December graduates of the UTSA Academic Development Program (ADP), received a commemorative certificate, a Gateway laptop computer, a printer, software and a carrying case. Sponsored by HACU and Gateway, the award is given each spring and fall semester.

An early childhood education major, Barrientez, particularly impressed the award committee with her extensive volunteer experience with special education students in an after-school program, as a basketball coach, as a facilitator in drug-abstinence workshops and as a fund-raiser for the South Texas Hoops program and youth activities at her church.



*University of Texas at San Antonio graduate Jessica Barrientez shows her computer to her parents.*

The award was presented by Jeffrey Noyes, UTSA Associate Vice President and CIO for information technology, followed by congratulations from Cynthia Rodriguez, ADP Associate Director; Patricia Glenn, UTSA Tomas Rivera Center for Student Success Executive Director; John Moder, HACU Senior Vice President and Chief Operating Officer; Lorena Blanco, HACU Director of Development and Marketing, and Charles Kennedy, Gateway Director of Public Sector Sales.

## COMMUNITY COLLEGE DISTRICT JOINS NEIGHBORS TO WIN FUNDING FOR \$8 MILLION REGIONAL FACILITY

**A** new \$8 million San Bernardino Regional Aircraft Rescue and Fire Fighting Training Center is under construction in Southern California, thanks to 10 years of collective efforts by community college leaders and their neighbors.

The center is expected to open later this year and will be operated by HACU member San Bernardino Community College District. The center is under construction at San Bernardino International Airport, formerly Norton Air Force Base.

Firefighters from throughout the country are expected to use the facility that will train fire fighting personnel in state-of-the-art techniques for rescue operations and fighting aircraft fires.

“When everyone works together, this shows what you can bring to your community,” U.S. Rep. Jerry Lewis of California said at last summer’s groundbreaking. Lewis was praised for helping project partners to secure two grants from the Federal Aviation Administration (FAA) totaling more than \$8 million to build the new center.

Gloria Macias Harrison, president of Crafton Hills College of the San Bernardino Community College District, is chair of the



*Congressman Jerry Lewis of California greets Public Safety Academy Cadets at the new San Bernardino Regional Aircraft Rescue and Fire Fighting Center in Southern California. Lewis was instrumental in helping HACU member San Bernardino Community College District and project partners win \$8 million in Federal Aviation Administration (FAA) grants for the project.*

Joint Powers Authority formed to apply for the federal funding.

The Joint Powers Authority includes the San Bernardino Community College District, Crafton Hills College, the County and the City of San Bernardino Fire Department, with the support of Congressman Lewis, the regional Inland Valley Development Agency,

the San Bernardino International Airport Authority and others.

“Our immediate goal is to build a state-of-the-art aircraft fire fighting facility that will provide training for fire fighting personnel, and our long range goal is to provide training for all emergency personnel involved in aircraft fires,” Harrison said.

Crafton Hills College, which has a Fire Tech program already in place, will work jointly with the San Bernardino County Fire Department to oversee the educational component of the program.

Also winning praise at groundbreaking ceremonies for their leadership in seeing the project become a reality was San Bernardino Community College District Chancellor Don Averill and Frank Reyes, special assistant to the chancellor, government relations, for the San Bernardino Community College District.

The center will be located on 15 acres with state-of-the-art training simulators and a two-story training building that will consist of classrooms, offices and a control room. The project also will include a first of its kind off-road driving course for Aircraft Rescue Fire Fighting vehicles.

## DESERT COMMUNITY COLLEGE DISTRICT

### College of the Desert



College of the Desert is located approximately 120 miles from Los Angeles and San Diego among the desert resort communities of the greater Palm Springs area. This premier location is characterized by the physical beauty of its mountains and desert.

#### FACULTY POSITION

English as a Second Language	March 11, 2005
English	March 11, 2005
Mathematics	March 11, 2005
Psychology	March 11, 2005
Nursing	March 18, 2005
Early Childhood Education	March 18, 2005

#### ADMINISTRATIVE POSITION

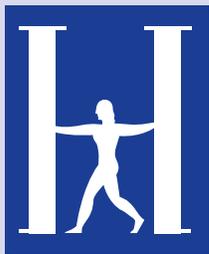
Dean, Communication	March 18, 2005
Dean, Social Science & Arts	March 18, 2005

E-mail address: [humanresources@collegeofthedesert.edu](mailto:humanresources@collegeofthedesert.edu)

WebSite: [collegeofthedesert.edu](http://collegeofthedesert.edu) (Vacancy notice and application form on-line.)

Tel. # (760)773-2529. TDD# 776-0120. Written inquiries should be sent to Office of Human Resources, College of the Desert, 43500 Monterey Ave., Palm Desert, CA 92260

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## California State University Long Beach COLLEGE OF ENGINEERING

Two Associate Dean Positions Available: Effective Date: on or about July 1, 2005

### • Associate Dean for Research & Development

**#2080** Provide leadership and vision in the pursuit of externally-funded contracts and grants. Promote and help faculty to conduct research and scholarship activities. Develop and manage externally-funded contracts and grants. Manage the contract and grant approval process in the college working with the Office of University Research and the Foundation. Manage the internal grant proposal process for the college. Facilitate faculty collaboration and promote interdisciplinary research and research centers. Be a strong contributor to tenure-track faculty hiring and ABET accreditation issues across the college. Oversee the college's joint Ph.D. program. Work with industry to maintain existing and create new public/private partnerships. Promote and support student research and student organizations.

### • Associate Dean for Instruction

**#2081** Under the general direction of the Dean of the College of Engineering, the Associate Dean for Instruction is responsible for providing leadership to the College in all areas. Specific responsibilities include: Creation of new instructional initiatives and marketing of college programs; Supervise the College's Admissions and Advising Center and its Coordinator. Promote outreach, excellent advising, and improved retention and assessment activities for the College. Handle student and instructional issues. Oversee the college curriculum process and chair the College Curriculum Committee. Serve as the primary ABET coordinator for the college. Promote and support student organizations. Develop grant proposals to further the instructional and outreach needs of the college.

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## Department of Family and Consumer Sciences

**Adolescent Development Specialist. Assistant Professor.** This faculty member will collaborate with extension educators, action teams, leaders of community organizations, and faculty from across the university and in other educational institutions to coordinate resources and to address the issues of children and youth (ages 8-19) in Nebraska. Collaboration and involvement in 4-H and other youth organizations is expected. Provide leadership to extension and other educators and relevant organizations in designing, delivering, and evaluating programming to address critical issues surrounding this age group. Procure external funding to support educational outreach programming. Develop a research agenda supportive of departmental and cooperative extension goals and of interest to the faculty member in the area of children and youth (ages 8-19). Procure external funding to support research agenda.

The qualified candidate must demonstrate an earned doctorate in human development and family studies, adolescent development, or a closely allied field. The candidate should also possess excellent research, computer, and grant-writing skills.

For inquiries, contact the search committee chair: **Dr. John DeFrain (402) 472-1659; jderain1@unl.edu**

Screening of applicants begins March 1, 2005, and will continue until the position is filled. An applicant should submit a letter of application, vitae, graduate transcripts, sample publications, and three letters of reference.

**Family Sciences. Assistant Professor.** This faculty member will be expected to: 1) teach two classes each semester that may include parenting, marriage and family, interpersonal helping skills, and supervision of student internships; 2) advise graduate students on course work and theses, help undergraduates with career choices, and assist with new student recruitment; 3) develop and engage in an ongoing program of research, present results at national conferences, and publish in refereed journals; 4) prepare and submit internal and external grants; and 5) participate in university committees.

This qualified applicant must demonstrate an earned doctorate in family studies, human development, marriage and family therapy, or related field such as family sociology or family psychology. Experience in college level teaching, grant writing, and publishing is preferred but not required.

For inquiries, contact the search committee chair: **Dr. Doug Abbott (402) 472-1665; dabbott@unl.edu**

Screening of applicants begins March 1, 2005, and will continue until the position is filled. An applicant should submit a letter of interest, vitae, graduate transcripts, sample publication, and three letters of reference.

**Immigration/Refugee. Assistant/Associate Professor.** This faculty member will: 1) establish a nationally prominent research program on U.S. immigrants and/or refugees, emphasizing family functioning and cultural adjustment, including the dissemination of research results and preparing of individual and/or collaborative grant proposals for external funding; 2) teach undergraduate or graduate courses in family sciences with a particular emphasis on family and cultural diversity; and 3) provide quality advising for graduate students.

This qualified applicant must demonstrate an earned doctorate in human development and family studies, or a closely related field, with an emphasis in immigrant studies or cultural diversity. Research and grant writing experience is preferred.

For inquiries, contact the search committee chair: **Dr. Rochelle Dalla (402) 554-2356; rdalla@unomaha.edu**

Screening of applicants begins March 1, 2005, and will continue until the position is filled. An applicant should submit a letter of application, vitae, graduated transcripts, two or three samples of scholarly publications, teaching philosophy (and teaching evaluations, if any), and three letters of reference.

**Send all materials to the relevant search committee, 135 Mabel Lee Hall, University of Nebraska-Lincoln, Lincoln, NE 68588-0236.**

The University of Nebraska is committed to a pluralistic campus community through affirmative action and equal opportunity and is responsive to the needs of dual career couples. We assure reasonable accommodation under the Americans with Disabilities Act; contact Dr. Julie Johnson at (402) 472-2923 for assistance.

## CHIEF DEVELOPMENT & MARKETING OFFICER

The Hispanic Association of Colleges and Universities (HACU) invites nominations or applications for the new senior staff position of Chief Development and Marketing Officer (CDMO). Based at HACU's headquarters in beautiful San Antonio, Texas, the CDMO will lead an outstanding staff of seasoned professionals to advance HACU's fund raising and marketing efforts.

We are looking for a proven leader to plan and execute strategies in support of HACU's development and marketing goals. Nominees or applicants must be thoroughly versed on donor search and cultivation, corporate and individual appeals, planning and oversight of capital and endowment campaigns, and on leveraging of conferences and special programs or events for fund raising purposes.

Prospective candidates must document a minimum of five years of successful fundraising in a management capacity at a university, college, or other non-profit organization, along with a master's degree or higher credentials in a related field. Bilingual proficiency (English-Spanish) is preferred.

HACU offers competitive compensation and a generous benefits plan in a stimulating and rewarding work environment.

Interested parties please submit a letter of interest and résumé, with salary history, for consideration to:

**Veronica Aguilar, Director of Human Resources**  
8415 Datapoint Drive, Suite 400, San Antonio, Texas, 78229

Fax résumés to (210) 692-0823 or e-mail them to [jobs@hacu.net](mailto:jobs@hacu.net).



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