



Mike Flores, Ph.D., president of Alamo Colleges District-Palo Alto College with students.

TITLE V SUCCESS AT COLLEGES AND UNIVERSITIES

SEEKING TITLE V STORIES FOR THE NEXT MAGAZINE

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Title V grants make a difference for students

Since 1985, Alamo Colleges District-Palo Alto College has provided high-quality education in San Antonio, the seventh largest city in the nation with one of the largest, fast-growing Hispanic populations. However, San Antonio residents make 11 percent below the nationwide average, with a per capita income of only \$22,619.

More than 25 percent of residents in Palo Alto College's surrounding community are lacking a high school diploma or GED – often the first level credential needed for employment – while nearly 42 percent of Palo Alto College students are economically disadvantaged and 49 percent receive financial aid.

In an effort to better understand student perceptions about services needed at Palo Alto College, an Advocacy Center Taskforce comprised of faculty, staff, and students commissioned a student survey in Fall 2015. Respondents indicated services that would be beneficial included career preparation, financial assistance, non-urgent healthcare, mental health services, and family counseling.

In 2016, Palo Alto College received a five-year, \$2.62 million Title V grant from the U.S. Department of Education Developing Hispanic-Serving Institutions program to establish college-wide best practices and support systems to address the concerns indicated in the survey to enable high-need students to successfully enter, persist, and earn an associate degree or certificate.

With the grant, Palo Alto College has been able to establish a one-stop resource center that provides valuable wrap-around services to students and the surrounding community. Known as the Student Health, Advocacy, Resource, and Engagement Center, or S.H.A.R.E. Center, the multi-service facility includes:

- A clothes closet in partnership with Goodwill Industries of San Antonio for currently enrolled students to provide free professional clothing options for interviews, networking events, and internships.
- Financial literacy education, as well as an emergency aid program to provide students with short-term, interest free loans to cover basic life expenses like car payments, rent, or childcare.
- Weekly health services from University Health System's healthyUexpress mobile clinic, with the amenities of a doctor's office to provide quality medical care for families across Bexar County.
- Short-term and crisis personal counseling from licensed counselors free of charge to enrolled students.
- Social services such as utility assistance, health care referrals for dental and eye exams, and assistance in registering for the healthcare marketplace, provided by Daughters of Charity Services of San Antonio.
- An official San Antonio Food Bank pantry site offering food assistance to students and the general public with once-a-week distribution.



Since the S.H.A.R.E. Center opened in December 2016, nearly 2,000 services have been provided for more than 1,200 individuals; 58 percent of services are attributed to the top five survey results (career preparation, financial assistance, non-urgent healthcare, mental health services, and family counseling), and nearly a quarter of services are attributed to the food pantry.

In the last academic year, Palo Alto College has seen a 3% overall enrollment growth and 20% increase in FTIC enrollment. As the College continues to grow, the services we provide are imperative to support the diverse population of students who continue to pursue their education.

The development of the S.H.A.R.E. Center aligns with Palo Alto College's core values and mission to inspire, empower, and educate its community for leadership and success. Providing access to basic human needs, like food and health services, can help students continue their educational journey towards achieving the American dream.



UMET Title V

UMET | UNIVERSIDAD
METROPOLITANA
SISTEMA UNIVERSITARIO
ANA G. MÉNDEZ

Universidad Metropolitana in Puerto Rico was recently awarded a project from the U.S. Department of Education under the Hispanic-Serving Institutions Title V Program. This Individual Institution-type project is focused on the development of a new bilingual teacher preparation program in science for secondary level education using a unique model that will prepare undergraduates to teach, as well as conduct research in science education.

A core component of this model is the role and importance given to multidisciplinary approaches to the development of general education courses and teacher preparation programs. To address this, three schools at the institution are actively engaged in the project: The School of Science & Technology, the School of Education, and the School of Social Sciences, Humanities and Communications. This collaboration is now facilitating the participation of faculty teams which are bringing together their expertise to jointly revamp the general education courses and thus improve the new teacher preparation programs. These teams will enable a transformation of the current curriculum in general education across the institution, as the project progresses from year to year. Furthermore, these teams will in turn share their experience and research findings among the wider academic community, impacting a broad range of faculty across the institution.



An exciting part of this project will be the use of the Teaching and Learning Innovation Center at the institution, and its expansion under the project. Having a place to provide trainings, talks, meetings and education demonstrations will enable different stakeholders across the university to share and learn together. In addition, the long-term vision for this center is to open its doors to in-service teachers from the broader community who wish to expand their knowledge, learn innovative teaching strategies, and engage in classroom research, in particular science education research.

To engage the entire institution, the project, Improving Newly Accredited Teacher Preparation Programs and Creating a New STEM Teacher Preparation Program with Linguistic and Cultural Competencies, will host an annual symposium to disseminate project findings, as well as the research results and other products developed by the multidisciplinary faculty teams. The U.S. Department of Education awarded UMET \$2,679,600 to implement this five-year project.



Cooperative Project STUDENTS in Puerto Rico



The Title V Cooperative Project STUDENTS from the Pontifical Catholic University of Puerto Rico sponsored by Hispanic-Serving Institution Division from the Department of Education of the United States faced significant challenges during the past year. Two catastrophic hurricanes lashed the Island of Puerto Rico within a couple of weeks. The consequences of these natural disasters are marked on the island months later. Education in Puerto Rico was potentially affected as many families emigrated to the United States, fleeing from the precarious situation in which the country remained. In addition, the loss of housing and jobs prevented many university students from completing their academic semester.



The Pontifical Catholic University of Puerto Rico began to carry out a series of initiatives to help students with particular needs to complete their academic semester. The Title V Cooperative Project STUDENTS was integrated into this initiative, obtaining donations of food and snacks that were distributed to students in need. In addition, the tutoring services offered by the Project modified their schedules to attend the particular needs of the student body. The demand for services increased as a service dissemination campaign was carried out to raise awareness among the student community about the help the Project offers to complete the courses satisfactorily. When resuming the semester after this difficult events, there was the greatest demand for services that the project has had since its beginning. We are grateful for the funds awarded under the Hispanic Serving Institution Division program that helped the Pontifical Catholic University of Puerto Rico contribute positively to the lives of so many Hispanic students affected by these events.

Title V Grant Success Story



As a direct result of being awarded the Title V grant, South Florida State College (SFSC) has been able to increase the exposure and impact of its STEM programs.

SFSC has placed coordinators in local high schools to ensure dual enrollment students of both Hispanic and low-income backgrounds receive information about STEM pathways. These students now have the option of receiving printed materials in either English or Spanish.

On campus, SFSC has created a mechatronics lab complete with a 3D printer, robotic systems and CAD-equipped computers for students to further their exploration of robotics, electronics and engineering.

With the grant, SFSC was able to expand upon its degree and certificate offerings. The college now offers an associate in science degree in mechatronics and certifications for students who require them to excel. SFSC has also entered into a FUSE partnership with the University of South Florida (USF) in biomedical sciences enabling students to make a seamless transition from SFSC to USF.

The Title V grant benefits will continue to develop as SFSC strives to meet the demands of its students, the community and the region.



Title V Students Success Organizational Culture

Projects subsidized with Title V funds - The Multidisciplinary Academic Learning Lounge (MALL) - The Students Success Center - The Students Engagement Center



The Inter-American University of Puerto Rico is a private non-profit institution of higher education and of deep Christian roots. For more than 100 years it has been dedicated to the education of students in all branches of humanistic, social and scientific works; and it has served as a cultural bridge between North America and Latin America. The Arecibo Campus is part of the multi-campus system consisting of 11 autonomous units and a Central Administration Office.

Historically, as part of its philosophy of service, IAUPR has provided access to higher education for a large segment of the population that is predominantly rural and low-income students.

Arecibo campus Title V, Project, called *Improving Academic Achievement, Persistence and Career Success by Building a Student Comprehensive First and Second Year Experience with Expanded Academic Student Support* contain some components that geared toward improving persistence and retention of the freshmen and sophomore's students through the implementation and focus on some areas:

- A **Faculty Training Program** to incorporate best practices and new teaching strategies related to engagement and persistence into the first and second year core courses, to increase student retention.
- A first and second year **Comprehensive Retention Program** that will provide students with engagement activities throughout the year to help students persist.



Students Success Center Personnel

- The creation of a **Co-Curricular Learning Academy** that will provide students with critical thinking skills and career readiness skills delivered through colloquia and workshops to help them clarify their individual education plan and focus in other skills such as ethics, collaboration, empathy, financial management and strategic planning among others.
- The creation of a **Students Engagement Center and a Multidisciplinary Academic Learning Lounge (MALL)**, where students can access personal and academic support, exchange ideas, form study groups, work collaboratively and have centralized meeting places making students want to remain on campus in a safe learning environment with faculty and student mentors support to help them with all their concerns.
- A **Virtual Tutoring and Mentoring Center** will be created and implemented to provide assistance to all students, especially those students at risk in our effort toward student persistence.
- A **Virtual Support Services Community** will also be developed under. It will provide students services, library support, academic planning services and counseling, to complement the face to face services offered on campus.

In November 2017, the Title V Project of the Arecibo Campus, received the invitation to participate as an example of successful projects and practices, in the New Directors Project Conference 2017, held in the United States Department of Education, Washington D.C. In addition, Dr. José Donate, Project Director, received a recognition "Outstanding Service Award" for the Inter Arecibo's contribution to the development of Hispanic students.



(center) Chancellor Rafael Ramírez Rivera



Photos courtesy of Notre Dame de Namur University

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NOTRE DAME DE NAMUR UNIVERSITY

Title V Success

Notre Dame de Namur University had both a Title V and a Title III Part F grant for the years 2011–2016. This funding has made possible several key changes, from the way that advising is provided to students, to the level of technology in our learning lab, to the distribution of textbooks.

Through this funding, we offered several professional development workshops for faculty to enhance their ability to support student learning and success. These trainings have had a lasting impact on our campus, and particularly on students in STEM majors at NDNU. Faculty are now better equipped than ever to teach students in STEM fields, particularly students from groups traditionally underrepresented in STEM majors.



As part of our expansion of student support services during this funding period, we contracted with an outside group to offer new students “high-touch” coaching. Through this program, students interacted with advisors and coaches more regularly and purposefully to assist with the transition to college. This experience allowed us to develop our own coaching and advising models that incorporate many of the same approaches.

NDNU also created a required class for all science majors that has enhanced learning and retention in STEM majors. The course, BIO 1000 Science Success Seminar, develops students’ noncognitive skills to help them thrive in STEM studies. We continued the program using institutional funds after the funding period expired, with consistently positive results.

This funding also provided the means for NDNU to acquire zSpace technology, one of the backbones of our new Virtual Reality learning lab. The technology allows students in physiology courses, for example, to view the human heart in three dimensions from the outside and the inside, while experiencing changes in the heartbeat that simulate the body in exercise mode.

Last but not least, this funding has allowed NDNU to create a textbook lending library for STEM students. Given the fiscal challenges our students experience (95% of NDNU students receive some form of financial aid), and the price of textbooks, this benefit is crucially important to many of our STEM students and has continued beyond the duration of the grant.

THE UNIVERSITY OF NEW MEXICO VALENCIA CAMPUS WAS AWARDED A US DEPARTMENT OF EDUCATION TITLE V GRANT

by Rosa Auletta

Principal Investigator
Title V Next Generation Project
UNM Valencia Campus

The University of New Mexico Valencia Campus was awarded a US Department of Education Title V grant in 2015. One of our goals was to update the Information Technology program at our community college. James Hart, the full-time professor hired with this funding, re-vamped the IT curriculum and created three mini-certificates for industry training courses. Within a year, Mr. Hart had established an Oracle Academy, a CISCO Academy, and a VMware Academy. Last year we started the Red Hat Academy and will soon be a Red Hat testing center -- the first in New Mexico.

Two students enrolled in the practicum course assisted Mr. Hart with the installation of the new equipment purchased with grant funds to gain hands-on experience. One of those students is Jesus Velasquez and this is his story.

In 2013, Jesus came to UNMV to be an engineering major. He took his core courses and started the IT classes, but they were not fulfilling. The classes were out-of-date and not challenging. Then he met, James Hart, who peaked his interest in IT and challenged Jesus to work towards the industry certifications. Mr. Hart's curriculum changes provided a strong knowledge base that prepares students for certifications. These stackable certificates allow students to build their skill level while they get hands-on experience and jobs. This was the beginning of the new Integrated Information Technology (IIT) program at UNMV.

Jesus is a 23-year-old first generation student whose family works hard in a small rural community south of Albuquerque. Jesus works 24 to 32 hours per week to pay for school and help his family which includes two younger sisters. He was just hired as a student employee in the IIT lab as a tutor and systems administrator. This job will allow him to reduce the number of hours he works off campus and keep his skills sharp while filling in the gaps in his knowledge. Last spring he earned his CISCO certification and is preparing to take the Linux-Red Hat certification in the next few weeks. His short-term goal is to get as many industry certifications as he can while at UNM-V and apply for an entry-level system administrator position, "...installing, supporting, and maintaining servers and be prepared for the unexpected."



Jesus Velasquez, student from The University of New Mexico Valencia Campus

In May, Jesus was awarded his Associates in Information Technology. He plans on eventually earning his Bachelor's degree at New Mexico Tech. Jesus stated, "You must be a lifelong learner because your knowledge has to be updated, especially in IT, which is always evolving." He encourages his classmates to take the core classes and get their Associate and Bachelor Degrees. IT knowledge is important but to advance, the degrees are valuable to open doors to employment and higher salaries. One of Jesus' goals is to qualify for the Department of Defense IT Baseline Certification so that he can work for the government. Jesus stated that this program has expanded his horizons in the field of IT and he's excited about learning new technologies and certifying in them.



James Hart, UNM full-time professor works with students at the IT lab.



VALENCIA



NOVA SOUTHEASTERN UNIVERSITY | **NSU** Florida

At Nova Southeastern University, Title V funds have been used to develop and implement many successful programs, initiatives and events across campus to impact Hispanic/Latino student success in and out of the classroom. Two of our most successful programs are Lunch Bytes and Career Bytes designed to meet ambitious national

college completion goals and allow NSU Florida to focus on better serving Hispanic students who are among the fastest growing US demographic, but whose rates of college attainment in STEM are low. The design and delivery of the programs demonstrate a strong passion for and commitment to STEM education, particularly the success of Hispanics and other underserved populations. By providing industry exposure from local and national employers to visit campus in-person or virtually to host presentations and workshops students have gained valuable experiences that promoted student success. These series provide NSU students the opportunity to learn about career paths in various industries and connect with employers, including governmental agencies, such as the FBI and CIA. In addition, there are workshops that focus on soft skill development in areas such development. The industry led presentations and panels reinforce hard and soft skills while offering insight on expectations in the workforce and connections to classroom learning. These programs have led to increased internships, research experiences, and full time employment opportunities. NSU has hosted over 35 employers focusing on STEM related fields in the Lunch Bytes and Career Bytes program. The overarching goal is to increase the number of Hispanic students who achieve an undergraduate STEM degree by increasing enrollment and improving persistence and graduation rates. Fall 2018, NSU welcomed its largest class of undergraduates pursuing a BS in Computer Science and is proud to report that the last graduating class all had job offers when they graduated.

HERE TO CAREER: IMPROVING STUDENT SUCCESS IN DIGITAL MEDIA DISCIPLINES

NORCO
COLLEGE

CALIFORNIA STATE UNIVERSITY
SAN BERNARDINO

San Bernardino
Valley College

During academic year 2016-17, California State University, San Bernardino, Norco College, and San Bernardino Valley College implemented a collaborative program, “Here to Career: Improving Student Success in Digital Media Disciplines.” Funded by the U.S. Department of Education, the initiative’s goals include enhancing career readiness, improving transfer success and expanding institutional resources for Hispanic and low-income students in digital media at the three institutions.

CSUSB, Norco and SBVC are located in the Inland Empire region of California, with a high percentage of underrepresented residents, a significant population living in poverty and a low college-going rate. An under-addressed sector of the economy lies in the development of new technology and skills in the high wage employment areas of digital media. Here to Career “aims to improve the academic attainment of Hispanic and low-income students in the digital media disciplines by providing project-based learning opportunities, enhanced internship opportunities, peer-mentoring, and transfer advisement,” per the 2017 Evaluation Report.

Here to Career’s toolkit recognizes the proven success of work-integrated-learning models and has created project-based learning (PBL) opportunities in response. The Report concludes that, “Students gain skills related to teamwork, leadership, communication and presentation, research and inquiry, and self-assessment, which will help them in digital media fields.”

Adding a peer mentorship element further supports this, by establishing a program which pairs a CSUSB students with a mentee at Norco and SBVC. The mentorship relationship builds bridges between community college and

university, which promotes transfers, acquaints students with the CSUSB campus, and ensures that community college students are familiar with transfer requirements. The next participant piece is an internship program, which connects students and institutions with key stakeholders in the field. Here to Career therefore not only identifies the internship programs for participants, it also assists them with the placement process.

The program’s final goal – to expand limited institutional resources to help Hispanic, low income students in identified programs – is being approached through two activities: developing a mobile/web application degree/certificate at SBVC and developing the Center for Digital Media. The SBVC program is meant to complement similar programs already in place at Norco and CSUSB. The CDM, which opened its doors for open lab hours and purchased most of the required equipment ahead of schedule, serves all three institutions along with the Inland Empire region itself through a space for collaborative projects and cross-disciplinary scholarship (2017 Evaluation Report).

While this program is in its infancy, having concluded its first year, a data analysis of the experience for students and faculty and results to date will inform any adaptations for the second year. As a collaborative initiative by public institutions to address an issue affecting this region of California and the U.S., Here to Career is a prime example of needs being effectively addressed, using data-based results to guide and adjust the program to ensure efficacy.