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INTRODUCTION

On March 9, 2015 AHSIE answered the call set forth by the White House Initiative on Educational Excellence for Hispanic’s 25th Anniversary Commitment to Action.

The AHSIE Council unanimously agreed to submit a Commitment to Action in the form of a national report that would highlight the crossroads of federal funding in education and high impact programming. We learned in the fall of 2015 that our application was accepted. Over the next handful of months, AHSIE established a national call for nominations and received an impressive and diverse array of applicants. In the final analysis, twelve programs/institutions were selected as the paragons of innovative programming with evidence-in-action to support their success.

This report begins with an impactful delineation and summary of the landscape of Hispanic-Serving Institutions presented by Deborah Santiago of Excelencia in Education. Next, Luis Maldonado with the Hispanic Association of Colleges and Universities presents an overview of federal funding among HSIs. The narrative presented by our invited authors is both a compelling and cautionary tale. We know that HSIs cultivate leadership and success; yet, the funding sources that have provided the opportunities for educational attainment are becoming a limited commodity that has struggled to keep pace with the growth of HSIs. The 12 programs in this report are intended to showcase to our stakeholders the powerful impact of student success that federal funding has provided to HSIs. We trust that university presidents, advocacy organizations, and elected officials will reference From Funding to Practice as an example of outstanding stewardship of federal monies and models of excellence in Hispanic Higher Education.

There is an old saying that many of us might recall from our childhood, “Dime con quién andas y te diré quién eres.” The literal translation means tell me who you walk with and I’ll tell you who you are. The meaning behind this phrase suggests that if you spend considerable amounts of time with a certain type of people, you will start to become more like them. This inaugural publication is AHSIE’s attempt to showcase 12 of the highest achieving and innovative programs among Hispanic-Serving Institutions in American higher education that are leaving an imprint of success and a pathway to graduation. In many ways, these 12 programs represent the company that we aspire to keep and become more like.
The Latino college student profile influences—and is influenced by—the changing higher education landscape. Latino students represent a post-traditional profile more diverse in preparation, choices, enrollment, financing, and pathways to college completion than ever before. Among the institutions leading the way in serving these post-traditional and Latino students are Hispanic Serving Institutions (HSIs). In 2014-15, HSIs represented 13 percent of all institutions of higher education yet enrolled 62 percent of all Latino undergraduates, and a high concentration of post-traditional students overall. Understanding what works at HSIs to improve and increase student success to degree completion is thus critical for our families, our communities, our institutions, and our country.

The number of HSIs has more than doubled over 21 years—from 189 to 435—and the enrollment of Latinos at HSIs has more than tripled—from .49 to 1.75 million. And this growth is only expected to continue across the country. While these 435 HSIs are located in 18 states and Puerto Rico, there are over 300 Emerging HSIs, located in 33 states and the District of Columbia. Data show the majority of HSIs are public institutions (almost 70 percent) and they are almost evenly split between two-year and four-year institutions. Further, about 40 percent of HSIs offer graduate degrees.

HSIs play a central role in our understanding of the education policies and institutional practices that can accelerate Latino student success if replicated or brought to scale. Excelencia in Education accelerates Latino student success in higher education by providing data-driven analysis of the educational status of Latinos, and by promoting education policies and institutional practices that support their academic achievement. Increasingly, HSIs are standing out as “trendsetters” in higher education because of their evidence-based practices in student access, retention, transfer, and completion that can inform the efforts by institutions only beginning to experience a growth in the enrollment of Latino and post-traditional students. There are also a growing number of HSIs with effective faculty development strategies, efficient curricular alignment, and innovative student support services.

Those committed to advancing what works for Latino college completion around the country know there are HSIs leading the way. Their asset-based approach to serving Latino students relies on the investment by students, parents, educators, community leaders, funders, and policymakers to ensure their efforts continue to evolve so that more students and communities can benefit from their leadership to attain educational success.
A federal grant program for Hispanic-Serving Institutions (HSIs) was first funded in FY 1995. Since then, Congress has been losing the race to keep up with their growing number. Despite 21 years of funding, HSIs have received over $2.9 billion from various dedicated sources of funding (HEA Title V—parts A & B, Title III—Part F, Housing and Urban Development, Department of Defense, and United States Department of Agriculture); it is not proportional to the number of eligible colleges and universities and the need at these institutions.

One of the challenges HSIs face as they address their critical role is persistent underfunding relative to every other degree-granting institution. According to 2010-11 IPEDS data, HSIs on average received $3,815 per student from all federal revenue sources, compared to $5,554 per student for all degree-granting institutions, just 68.7 cents on the dollar received by other institutions to educate a disproportionately low income student population. The chart below illustrates this reality and the painful challenge of underfunding at HSIs:

As the chart illustrates, federal funding grew in the early years (1998-2004) of Title V (the original and still linchpin HSI federal funding program), then leveled off from 2004-07 as the number of HSIs and Hispanic college students continued to grow. Funding increased dramatically in 2008 with the addition of the HSI STEM program, but since the recession of 2009-10, funding has actually declined while HSIs and Hispanic enrollments have increased even more rapidly. This situation needs to change if HSIs are to play their role in educating the nation’s workforce in this century.

Couple the funding situation with the significant increase in enrollments by Hispanic students in higher education and one can begin to appreciate the dearth of dedicated federal resources at HSIs. There were 1.09 million Hispanic students enrolled in higher education in 1995. In the fall of 2014, the number was 3.0 million Hispanic students with projections that the number would continue to grow.

A significant increase in national investments is essential to help support the growing number of HSIs and their students. It is imperative that stakeholders join efforts to advocate on their behalf. Current fiscal conditions and political climate necessitate a targeted and consistent effort. The Hispanic Association of Colleges and Universities continues to lead this call to action—please join it today.

Luis Maldonado
Chief Advocacy Officer
Hispanic Association of Colleges & Universities
Placing students at the center of the educational experience, California State University Channel Islands provides undergraduate and graduate education that facilitates learning within and across disciplines through integrative approaches, emphasizes experiential and service learning, and graduates students with multicultural and international perspectives.

GRANT DESCRIPTION

Project ISLAS (Institutionalizing Student Learning, Access and Success) built a university-going culture in the region and strengthened university infrastructure and programs that further promote CSU Channel Islands’ commitment to fostering diversity, facilitating access and promoting educational attainment. A cross-divisional collaboration with a campus-wide and regional impact, project components include:

Getting Ready: To improve university readiness of Ventura County’s future university students by developing targeted outreach programs for students in public high schools and community colleges.

Getting Through: To increase retention and educational attainment of CI students by developing a University Experience Program that focuses on academic success of students in their freshman year or transfer year.

GOAL 1 Increase direct access to 4-year institutions for traditionally underserved populations.

GOAL 2 Increase student success by developing a University Experience Program. Integrated HIPs: Freshman/Transfer Year Experiences; interdisciplinary; Linked/peer-led Learning Communities.

GOAL 3 Build an institutional culture of evidence and assessment and to provide professional development opportunities that support student success.
HIGH IMPACT PROGRAMMING

1 Peer mentors are embedded in interdisciplinary critical thinking First/Transfer Year Seminars and lead student success activities in co-curricular learning communities, Dolphin Interest Groups (DIGs).

2 First Year Experience includes a Linked Learning Community: 4-unit First Year Seminars linked to freshman writing-intensive classes, linked faculty collaboration, and peer-led interest groups.

3 Transfer Year Experience: interdisciplinary problem-based seminars, peer-led co-curricular learning communities, and writing-intensive pedagogy to increase upper-division readiness, success in majors and integration into university.

EVIDENCE IN ACTION

Integration of high-impact practices in the University Experience Program (first and transfer year interdisciplinary seminars, embedded peer mentors, Dolphin Interest Groups, learning communities, interdisciplinary learning, writing intensive) brings higher persistence rates and academic achievement.

<table>
<thead>
<tr>
<th>Retention in Learning Community (UNIV 150 and linked ENGL 102 or 105 composition class) after census</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
<th>2014-15</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>100% (78 of 78)</td>
<td>96% (95 of 99)</td>
<td>99% (113 of 114)</td>
<td>96% (177 of 184)</td>
</tr>
<tr>
<td>UNIV 150 students with peer mentors on academic probation after first semester</td>
<td>6% (5 of 78)</td>
<td>13% (13 of 99)</td>
<td>13% (15 of 114)</td>
<td>11% (19 of 184)</td>
</tr>
<tr>
<td>C or better in both UNIV 150 and ENGL 102/105</td>
<td>96% (75 of 78)</td>
<td>92% (91 of 99)</td>
<td>86% (96 of 114)</td>
<td>91% (161 of 177)</td>
</tr>
</tbody>
</table>
California State University, Fresno ("Fresno State") is a four-year public university in the 23-campus California State University system. Fresno State is the largest Hispanic-Serving Institution (HSI) and Asian American, Native American, Pacific Islander Serving Institution (AANAPISI) north of Los Angeles and largest public university that serves the Central San Joaquin Valley. The university's mission is to provide quality education through a general education program and other opportunities to expand students' intellectual horizons, foster lifelong learning, prepare them for further professional study, and instill within them an appreciation of cultures other than their own.

**GRANT DESCRIPTION**

In October 2010, Fresno State received a five-year Title V - HSI grant to utilize high impact interventions in response to the needs of Hispanic students. As part of a university-wide effort, “Commitment to Latina/o Academic Success & Excellence” (CLASE) was charged with increasing Hispanic student graduation and retention rates. CLASE's mission was to support faculty in creating innovative and optimal learning environments, while supporting Hispanic students with academic, professional and career skills and resources needed to graduate and succeed. CLASE strived to build a campus environment that was conducive to the academic, social, and cultural needs of Hispanic students. CLASE actively participated on campus committees and initiatives to advocate for better academic programs, student support services, and policies to drive institutional change and improve Hispanic student success.

**GOAL 1** Establish a $500,000 endowment for ongoing student success activities beyond Title V individual development grant funding.

**GOAL 2** Increase Hispanic student first-year and second-year retention by at least 1% over 2009-2010 baseline.

**GOAL 3** Increase faculty participation in training (at least 15% of faculty teaching selected gateway courses will participate) and implementation of redesign models in courses.

**GOAL 4** Increase student success rate (letter grade of "C" or better) in redesigned courses (which included identified student learning outcomes) by at least 2% points over 2009-2010 baseline.

**GOAL 5** Increase the Hispanic 4, 5, and 6-year graduation rate by 5% points over 2009-10 baseline and decrease the achievement gap by 10%.
HIGH IMPACT PROGRAMMING

1. Course redesign was intended to be a cost-effective strategy to enhance teaching effectiveness for faculty and promote an engaged learning environment and provide service-learning opportunities for students. Course redesign efforts led to more higher students passing rates in selection classes.

2. Faculty Learning Communities (FLCs) were designed to enhance teaching effectiveness using group discussions of shared teaching experiences. CLASE offered technology/pedagogy conferences to promote effective teaching modalities as well as cultural competency/student success workshops to enhance understanding of diversity and inclusion in classroom instruction and student services activities.

3. Supplemental Instruction was initially offered to students in redesigned courses and then expanded to other high enrollment courses. SI is aimed to achieve mastery of course content through the development of successful critical thinking strategies.

4. SupportNet, an early alert intervention targeted at-risk student groups to provide academic interventions, personal assistance, and appropriate referrals to university resources. SupportNet provides holistic academic advising which includes study strategies, on and off campus resources and learning styles.

5. CLASE raised more than $1.25 million, which consisted of 650,000 of private donations to establish an endowment and $600,000 of grants to continue initiatives indefinitely.

EVIDENCE IN ACTION

CLASE goal was to increase faculty participation in training (at least 15% of faculty teaching gateway courses will participate in training) and implementation of redesign models in the following number of courses. CLASE implemented activities to engage more than 360 faculty in course redesign activities, which exceeds the Title V project goal of 42 faculty (15%).

Overall, CLASE received positive faculty feedback where they indicated:

1. Collaboration with colleagues was invaluable.
2. Appreciation for variety of workshops and training to support faculty and student learning.
3. Greater access to technology and information resources.
4. Assisted in bridging cultural barriers in class and on campus.
We are a comprehensive, regional university with a global outlook, located in Orange County, a technologically rich and culturally vibrant area of metropolitan Los Angeles. Our expertise and diversity serve as a distinctive resource and catalyst for partnerships with public and private organizations. We strive to be a center of activity essential to the intellectual, cultural and economic development of our region.

Our affordable undergraduate and graduate programs provide students the best of current practice, theory and research and integrate professional studies with preparation in the arts and sciences. Through experiences in and out of the classroom, students develop the habit of intellectual inquiry, prepare for challenging professions, strengthen relationships to their communities and contribute productively to society.

Learning is preeminent at California State University, Fullerton. We aspire to combine the best qualities of teaching and research universities where actively engaged students, faculty and staff work in close collaboration to expand knowledge.

GRANT DESCRIPTION

California State University, Fullerton (CSUF), a four-year comprehensive university and Hispanic-Serving Institution (HSI), in addition to three of its feeder community colleges, Citrus, Cypress and Santiago Canyon, also HSIs, have all created "(STEM)2 - Strengthening Transfer Education & Matriculation in STEM," a multifaceted project funded by the U.S. Department of Education.

This five-year grant project, awarded in October 2011, is designed to encourage Science, Technology, Engineering, Math (STEM) degrees, retain students in STEM fields, produce more community college STEM transfers to four-year institutions and ultimately, increase the number of Hispanic/Latino and low-income students attaining STEM baccalaureates.

GOAL 1
Increase the number of Hispanic and low income students attaining degrees in the fields of science, technology, engineering or mathematics.

GOAL 2
Develop model transfer and articulation agreements between two-year HSIs and a four-year institution in STEM fields.

GOAL 3
Enable more data-based decision making by creating a system to collect, analyze and use high-quality and timely data on program participant outcomes.
HIGH IMPACT PROGRAMMING

1 (STEM)2 funds a full-time staff STEM Advisor on site and Supplemental Instruction in gateway STEM courses at Citrus College, Cypress College, and Santiago Canyon College. The campuses also host CSUF Peer Mentors (STEM transfer students) on their campus to conduct workshops and encourage and support community college STEM transfer students. Representatives from the partner colleges participate in the Collaboration Council, an advisory group for the grant.

2 SRE is an 8-week research program designed for students from our partner community colleges to gain hands-on experience working in research laboratories with a faculty mentor at CSUF. SRE students receive a $5000 stipend while CSUF faculty receives $1500 in lab supplies per student hosted. At the conclusion of the 8 weeks, students present their research at the Summer Research Symposium hosted by the College of Natural Sciences & Mathematics (NSM) & (STEM)2.

3 ATP assists the STEM transfer students’ (from the 3 grant partner community colleges) acclimation to CSU Fullerton and increase their familiarization with the academic resources as well as the student support services oncampus. Students join STEM related clubs and are engaged in academic development activities such as tutoring, supplemental instruction and office hours. Students meet with their assigned Peer Mentors each month to discuss a variety of topics such as setting goals, study habits, time management, resources, and opportunities. Students also meet with the Academic Transition Coordinator to discuss how to balance their time between work, family, and academics, and ways to either maintain or improve their grades.

4 TRC provides students a space to study, network with other STEM transfer students, and campus resources they can use to achieve their academic and career goals. TRC hosts workshops facilitated by campus staff on a variety of topics from research and scholarships to internships and interview etiquette. Peer Mentors are readily available in the TRC to assist students.

EVIDENCE IN ACTION

Academic Transition Program (ATP) assists the STEM transfer students’ (from the 3 grant partner community colleges) acclimation to CSU Fullerton and increase their familiarization with the academic resources as well as the student support services oncampus. Data collected after the first semester has shown ATP students had higher rates of persistence in the STEM major and university than the total CSUF STEM transfer class. In addition, the data demonstrated that students in ATP had higher rates on the Dean’s List than the total STEM transfer class.

<table>
<thead>
<tr>
<th></th>
<th>Good Standing 2.0</th>
<th>Dean's List 3.0</th>
<th>Probation</th>
<th>Left STEM Major</th>
<th>Left CSUF</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATP Total (137)</td>
<td>57</td>
<td>56</td>
<td>24</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>42%</td>
<td>41%</td>
<td>18%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>STEM Total Transfer Class (825)</td>
<td>590</td>
<td>118</td>
<td>127</td>
<td>40</td>
<td>48</td>
</tr>
<tr>
<td></td>
<td>64%</td>
<td>13%</td>
<td>14%</td>
<td>5%</td>
<td>6%</td>
</tr>
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</table>

ATP - Academic Transition Program (Fall 2013, Spring 2014, Fall 2014 and Spring 2015 Cohorts)
Total STEM Transfer Class (same cohorts) data provided by Institutional Research
East Los Angeles College (ELAC) was established in 1945 and was first located on the Garfield High School campus. In 1948, the college moved to its present 82-acre site on Avenida Cesar Chavez in Monterey Park, a suburb located six miles from the Los Angeles Civic Center. ELAC is one of the nine public community colleges within the Los Angeles Community College District. The college offers both academic transfer courses, which prepare students for admission to four-year colleges and universities, and occupational programs, which prepare students for careers in two years or less. East Los Angeles College empowers students to achieve their educational goals, to expand individual potential, and to successfully pursue their aspirations for a better future for themselves, their community and the world.

GRANT DESCRIPTION

GANAS (Goals and Needs to Accelerate STEM) was proposed as a broad, campus-wide strategy to attract students into STEM disciplines and careers, and then help them to achieve completion (degrees or transfer) within a shorter time period than the usual average of 4.1 years. Transfer to high research and private institutions is emphasized, with the University of Southern California (USC) providing expertise and advocacy to other targeted transfer institutions.

GOAL 1 Increase the success rates of ELAC students enrolled in Math 125 (transfer Math).
GOAL 2 Decrease the time students need to complete STEM degrees or certificates.
GOAL 3 Increase the number of students awarded STEM degrees or certificates.
GOAL 4 Increase the number of transfers to 4-year institutions.
GOAL 5 Develop new STEM transfer programs and develop articulation agreements from private universities.
HIGH IMPACT PROGRAMMING

1. STEM Summer Bridge Academy - A 5-week program, for up to 60 students, outreaching to high school graduates at 14 feeder high schools targeting first generation, minority, low-income STEM students, to prepare them to transfer and pursue four year STEM degrees. Representation of minorities under-represented in STEM totals 88.4% since the beginning of the project. Representation of women has been strong, ranging from 40% to 46% each year. Maybe as an evidence in action data point?

2. STEM First-Year Cohort – Introduces students to STEM through contextualized courses; provides Supplemental Instruction Coaches, tutors, and a STEM Personal Development course. It prepares students to become Calculus ready in one year, while increasing critical thinking skills in math and in English and developing a STEM community.

3. Supplemental Instruction (SI) Program – Employing successful students as learning coaches, facilitating discussion and review sessions between classroom sessions, the program has been effective in helping students raise grades by at least one letter grade in difficult courses, and progress toward completion of their STEM programs.

4. STEM Mentor Program - Pairs each STEM student with a STEM faculty mentor in their major for one-on-one advising. Students succeed in science and math courses; engage students at school, increasing retention rates; create career awareness; help students better understand university-level work with workshops on proper studying habits and techniques; and empower (and facilitate) students to transfer and complete a STEM degree.

EVIDENCE IN ACTION

STEM First-Year Cohorts introduce students to STEM through contextualized courses, provides Supplemental Instruction Coaches, tutors, and a STEM Personal Development course. The cohort program prepares students to become calculus ready in one year, while increasing critical thinking skills in math and in English and developing a STEM community. The cohort success, measured as persistence from fall-to-fall and successful completion depends largely on intrusive interventions, such as classroom visits and performance biweekly check-ins.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Measures</th>
<th>Intermediate Algebra</th>
<th>Plane Geometry</th>
<th>Trigonometry with Vectors</th>
<th>Pre-Calculus</th>
</tr>
</thead>
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<tr>
<td>2012-2013</td>
<td>ELAC Hispanics</td>
<td>38%</td>
<td>49%</td>
<td>56%</td>
<td>35%</td>
</tr>
<tr>
<td></td>
<td>STEM Cohort</td>
<td>86%</td>
<td>85%</td>
<td>70%</td>
<td>79%</td>
</tr>
<tr>
<td></td>
<td>ELAC Persistence Fall-Fall</td>
<td>10.3%</td>
<td>48.0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cohort Persistence F-F</td>
<td>48.0%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 2013-2014     | ELAC Hispanics | 38%                  | 49%            | 56%                       | 35%          |
|               | STEM Cohort   | 80%                  | 80%            | 86%                       | 88%          |
|               | ELAC Persistence Fall-Fall | 10.3%      |                |                          |              |
|               | Cohort Persistence F-F | 61%           |                |                          |              |
Based on the central premise that, “Opportunity changes everything,” Miami Dade College is composed of seven campuses and two outreach centers located throughout Miami-Dade County in Florida. The North Campus serves the largest percentage of low-income students in the MDC system, with 58% of the population dependent on grants and scholarships to fund their education, higher than the college rate of 53%. The Campus student population reflects a broad demographic wherein approximately 57% of students are of Hispanic origin and 34% are black and non-Hispanic. Mirroring the demographics of the surrounding area, the North Campus serves a student body that is 89% minority and 71% low-income. Consequently, North Campus has the highest proportion of students below the poverty level (51%), out of all the eight Miami Dade College campuses.

GRANT DESCRIPTION

The STEM Ladder to Student Success Grant works to increase the enrollment of Hispanic and other low-income minorities attaining STEM degrees. This grant attracts promising Hispanic and other low-income students in Miami-Dade County to STEM studies, ensuring their transition from high school through the first two years of college, and transfer to four-year colleges and universities through a variety of methods. High-impact practices have been incorporated into the program design in order to proactively engage students and ensure a successful STEM learning experience.

MDC’s STEM Ladder grant offers participants innovative approaches to STEM education, impacting their learning experience in a multi-level pipeline from high school to post-secondary enrollment at Miami Dade College, with transfer to a four-year institution and completion of a STEM baccalaureate degree.

GOAL 1
To increase the number of Hispanic and other low-income students attaining degrees in the fields of science, technology, engineering or mathematics.

GOAL 2
To develop model transfer and articulation agreements between Miami Dade College and four-year colleges and universities in the fields of science, technology, engineering, and mathematics.
HIGH IMPACT PROGRAMMING

1 The STEM Ambassador Initiative allows high achieving students in STEM pathways and majors to become more deeply involved with STEM activities on campus, learning to help others while simultaneously gaining valuable training in both hard and soft skills. The STEM Ambassadors also have the opportunity to participate as research assistants, research interns, or presenters in our STEM-themed summer camp programs.

2 Middle and high school students participate in the CSI and Robotics Camps presented by members of the MDC faculty, M-DCPS faculty, and members of the STEM Ambassadors associated with the North Campus Robotics Club.

3 A wide variety of outreach activities for middle and high school students in the STEM fields such as a STEM Expo and Stem Days are designed to increase the interest of these young students in science, technology, engineering, and mathematics.

4 The STEMversations Career Speaker Series aims to bring experts from a wide variety of fields from across the spectrum of science, technology, engineering, and mathematics to the North Campus in order to share their stories and experiences with the student body.

5 Innovative internship programs provide students the invaluable experience of designing and carrying out research experiments while still pursuing their undergraduate degrees.

EVIDENCE IN ACTION

Activities that promote deeper exposure to STEM have marked impacts on student success and retention. The STEM Ladder Grant has been highly successful in employing activities that increase the interest, involvement, and continued progression of students from underrepresented groups in their pursuit of careers in the STEM fields. During Year 3 of the STEM Ladder Grant: 1,105 high school students and 1,511 MDC students attended multiple sessions including STEMversations and other STEM-related events and activities with high levels of programmatic satisfaction.
Miami Dade College, Wolfson Campus (MDC Wolfson) is one of the seven campuses of Miami Dade College and the only comprehensive urban campus in the city of Miami. Since it’s humble opening in 1970, with classes being held in storefronts, MDC Wolfson has played an integral role in the development of the metropolitan skyline. Among community colleges in the U.S., MDC ranks first for conferring associate degrees and for awarding the most associate degrees to both black and Hispanic students. From a small faculty to student ratio (25:1), to outstanding degree programs designed to support the county’s education needs, MDC offers a great learning environment and unique perspectives that prepares its students for success. MDC Wolfson supports a student body that is more likely to be low-income (65%), and 26 years or older, with a mean age of 25, as per enrollment demographics of the 2013-14 academic year. Students are also more likely to be enrolled part time (58%), work while attending college (68%), and nearly half (45%) are first-generation college students.

GRANT DESCRIPTION

STEM First Year Experience (FYE) is a Title V, U.S. Department of Education grant funded from 2010 to 2015. The grant is designed to focus on improving student enrollment, course completion, student success, and general retention in the fields of Science, Technology, Engineering, and Mathematics (STEM) at the Miami Dade College-Wolfson campus. STEM FYE is divided into three components: The STEM Summer Bridge Program, the STEM Student Success Center, and the STEM Pedagogy.

GOAL 1 By the final year of the grant, increase enrollment in STEM pathways by 5%.
GOAL 2 By the final year of the grant, increase student retention in STEM pathways by 8%, by target cohorts.
GOAL 3 By the final year of the grant, increase 8% the average student success in target math and science courses.
GOAL 4 By the final year of the grant, increase by 10% course progression of target math and science courses, by target cohorts.
GOAL 5 By the final year of the grant, 20% of target math and science courses will have new pedagogy for enhanced student engagement.
HIGH IMPACT PROGRAMMING

1. STEM Summer Bridge's seven-week program is designed with: a math/science course, weekly seminars, organized peer-led study sessions, faculty mentored STEM projects, and field trips.

2. STEM Student Success Center is a Peer Leader-run facility that offers a sense of community, a place to study, and study skills coaching and tutoring.

3. Wolf Pack adopts a hierarchical model where faculty mentors second-year peer mentors, while they in turn support first-year-student mentees with their transition to college life.

4. Peer-led Team Learning sessions are held weekly—increasing exposure to course material through problem-solving techniques, active learning, and teamwork promotion. Sessions have an assessment component.

5. STEM Learning Communities vary in design, linking interdisciplinary courses. They create a community of learners, are enhanced with technology, and have shared hands-on assignments.

EVIDENCE IN ACTION

From 2011 to 2015, substantial outreach was executed by the grant holding 115 activities and events that reached 4,958 high school students. Outreach activities included college fairs at the college's various feeder high schools, presentations to schools visiting the campus, and targeted STEM presentations coordinated with the high schools College Assistance Program (CAP) Advisors. These activities and the project's focus on STEM retention contributed to a 40% increase in STEM enrollment from 2009 (baseline) to 2014. In Fall 2009, 1,843 students were enrolled in STEM majors for the Associate in Arts degree, of which 309 were First-Time In College (FTIC). Over the next five years, incremental increases in STEM enrollment occurred, reaching 2,571 students in the fall of 2014 while 408 of these students were FTIC.

MDC Wolfson Fall STEM Enrollment 2009-2014 by the Numbers

<table>
<thead>
<tr>
<th>Year</th>
<th>Other</th>
<th>Dual HS Enrolee</th>
<th>Transfer</th>
<th>Former</th>
<th>Continuing</th>
<th>New/FTIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-10</td>
<td>59</td>
<td>55</td>
<td>90</td>
<td>74</td>
<td>83</td>
<td>76</td>
</tr>
<tr>
<td>2010-11</td>
<td>55</td>
<td>0</td>
<td>1</td>
<td>16</td>
<td>16</td>
<td>8</td>
</tr>
<tr>
<td>2011-12</td>
<td>90</td>
<td>52</td>
<td>54</td>
<td>57</td>
<td>55</td>
<td>56</td>
</tr>
<tr>
<td>2012-13</td>
<td>74</td>
<td>99</td>
<td>104</td>
<td>108</td>
<td>114</td>
<td></td>
</tr>
<tr>
<td>2013-14</td>
<td>57</td>
<td>1618</td>
<td>1871</td>
<td>1908</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014-15</td>
<td>309</td>
<td>305</td>
<td>391</td>
<td>321</td>
<td>387</td>
<td>408</td>
</tr>
</tbody>
</table>
Northern Essex Community College is located in Massachusetts with campuses in the cities of Haverhill and Lawrence. It serves between 6,400-7,000 students, 66% of whom are part time and 34% full-time with 70% of them receiving financial aid, and many of whom are first generation college students. The Lawrence campus, designated a Hispanic Serving Institution in 2002, is located 25 miles north of Boston. Known as “The Immigrant City,” the most recent wave of immigrants come from Puerto Rico and the Dominican Republic, and represent 73.8% of the city’s approximately 781,970 residents. The median household income in Lawrence is $34,496.00. The Lawrence campus received its second Title V grant in 2011. Our mission is “to educate and inspire our students to succeed. We provide a welcoming environment focused on teaching and learning—strongly committed to unlocking the potential within each student and empowering our diverse community of learners to meet their individual goals. We are a community college dedicated to creating vibrant and innovative opportunities that encourage excellence and enhance the cultural and economic life of our region.”

GRANT DESCRIPTION

The grant’s goal is to eliminate barriers and build bridges for Hispanic Student Success. The main components are the enhancement of the Career Planning and Advising Center (CPAC) in Lawrence to support demand for intensive academic advising, financial aid advising and career planning, and the creation of a Student Success Center (SSC) in Lawrence. The SSC focuses on retention work, addressing the complicated needs of students poor preparation for college-level work, external work and family pressures, need for academic tutoring, study skills, time management and realistic educational and career planning. The center uses a holistic, intrusive case management approach to connect students to programs and services to strengthen their academic and leadership skills, reinforce positive behaviors, and build strong support networks that promote student success.

GOAL 1 Expand existing support services at the Lawrence Career Planning and Advising Center, increase Hispanic students receiving services, and provide financial literacy and financial aid sessions.

GOAL 2 Provide Social Services counseling support and referral services to students rendering at least a 75% fall to spring retention rate among those students receiving services.

GOAL 3 Increase the number of tutoring hours and supplemental instruction on the Lawrence campus such that students receiving services attain at least a 70% rate of course completion.

GOAL 4 Increase awareness of STEM programs through STEM Exploration: Science, Math, Engineering & Technology Seminars/Lab Experiences. Presenting 40 seminars and 8 lab experiences per year, reaching a minimum of 200 Hispanic students per year.
HIGH IMPACT PROGRAMMING

1. Student Success Center – to provide intrusive counseling and connect students to support services including tutoring/supplemental instruction, academic support workshops, career exploration and preparation services.

2. Summer Bridge Program - to prepare students for college; provide English/Math remediation, develop skills more appropriate for college level work and build support networks to increase performance, retention and degree completion.

3. Early Success (Alert) program - to identify students with academic/personal struggles & connect them to resources to positively impact their academic performance and retention.

EVIDENCE IN ACTION

The purpose of the Student Success Center (SSC) Bridge Program is to help students transition to college. After completing the two week college prep program, Bridge participants can retake the assessment test and some are able to move from developmental into college level courses saving time and money, increasing retention and degree completion.

<table>
<thead>
<tr>
<th>SSC Summer Bridge Program</th>
<th>All Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retention Rates</td>
<td></td>
</tr>
<tr>
<td>79%</td>
<td>62.5%</td>
</tr>
<tr>
<td>GPA 2.996</td>
<td>GPA 2.61</td>
</tr>
</tbody>
</table>

Hispanic students who participate in the SSC Summer Bridge Program have higher retention rates when compared to all students (79% vs. 62.5%) and overall higher GPA (2012-2015) 2.996 compared to all Hispanics (2.42) and all students (2.61) over the same range of years.
Palo Alto College (PAC), one of the five Alamo Colleges, has been a pillar of the South San Antonio community since it began offering classes in 1985 with an enrollment of 231 students. During its 30 years of operation, the college has upheld its mission “To inspire, empower, and educate our community for leadership and success.” The college serves a population faced with multi-faceted challenges, of which 42% are considered economically disadvantaged, 49% receive financial aid, and 78% require remediation. The college aims to enhance community development and support the revitalization of this underserved area through higher education.

The CAARE Project (Coaching, Active-learning, Advising, Research & Endowment) at Palo Alto College enables talented, financially needy Hispanic students to secure a first-rate education and receive the support and preparation they need to transfer and graduate with degrees in science, technology, engineering and mathematics. The overarching goals of the project focus on improving instruction through faculty development, ensuring student success by providing enhanced services to STEM students, providing academically enriching experiences, and financially supporting students.

GOAL 1
Increase the academic success of Hispanic and low-income students through professional development of STEM faculty.

GOAL 2
Increase the transfer and degree attainment of Hispanic and low-income students through the creation of the Intrusive Academic and Career Advising/Planning Initiative (IACAPI).

GOAL 3
Increase the academic success of Hispanic and low-income students through coaching services for students at risk of failing or dropping out of STEM courses.

GOAL 4
Increase the number of students enrolled in STEM majors by creating a summer program to interest incoming freshmen in STEM fields.

GOAL 5
Increase the academic success of Hispanic and low-income students through expansion of the Science Exploration Lab Center to create new educational opportunities.

GOAL 6
Palo Alto College will significantly increase the amount of external funding available for student scholarships and program development.
HIGH IMPACT PROGRAMMING

1. The Problem-Based Learning cohort model provides faculty development around a collaborative, student-centered approach in which learning occurs through the experience of solving a real-world problem.

2. The Intrusive Academic and Career Advising/Planning Initiative is a casement management system that develops STEM advising strategies and training, student records database, and program assessment.

3. The STEM Student Success Coaching Program is a holistic approach to academic success integrating learning and coaching strategies with discipline-specific material so students learn independently.

4. The Summer STEM Experience program generates interest in STEM majors by exposing incoming freshmen to faculty-led experiential learning activities in science and engineering labs.

5. The seven-acre outdoor Science Exploration Laboratory & Interpretive Center (SELIC) links theory with practice to increase student interest, master course objectives, and develop scientific reasoning.

EVIDENCE IN ACTION

When surveyed, students participating in the STEM Summer Experience rated a significant increase in their knowledge of STEM, stated that they were likely to consider a STEM degree/career and stated that they were likely or highly likely to recommend the program to other incoming students. The number of students served by the STEM Student Success Coaching Program has increased from 2,740 students in 2011-12 to 3,509 students in 2014-15. The percentage of STEM students who were retained has increased from 44% to 76% (2012-13), 65% (2013-14) and 67% (2014-15). The percentage of graduates who earned a STEM degree has doubled from 9% in 2011 to 18% in 2014.

<table>
<thead>
<tr>
<th>Palo Alto College STEM Graduation Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year</strong></td>
</tr>
<tr>
<td>-----------</td>
</tr>
<tr>
<td>2011</td>
</tr>
<tr>
<td>2012</td>
</tr>
<tr>
<td>2013</td>
</tr>
<tr>
<td>2014</td>
</tr>
</tbody>
</table>
Texas A&M University-Kingsville (TAMUK) is a state-supported institution serving an area of rural South Texas bordering Mexico. The university serves an area approximately the size of West Virginia, ranging from San Antonio to the Mexican border. TAMUK is dedicated to serving an ethnically and culturally diverse population and is committed to its mission of teaching, research, and service in South Texas for the advancement of knowledge and regional development.

**GRANT DESCRIPTION**

Title V grants have helped develop and expand Texas A&M University-Kingsville’s capacity to support students, families, and the communities they live in through the development of support and innovative programs, best practices, and services designed to encourage learning and empower learners. Partnering for Student Success in South Texas Title V grant, in particular, strengthened institutional capacity in academic career guidance through career exploration and planning programming. Participants gained increased understanding of opportunities available to them upon graduation. As students are prepared for life after college in the professional world through this program, they will develop a better sense of options available to them as they develop skills and abilities important to the workforce or for future graduate study. The development of an educational academic career awareness program improving the total learning experience served as the foundation for this activity.

**GOAL 1**

Provide valuable support to new and continuing students, especially during times of transition, which maximizes opportunities for graduation and a bachelor’s degree in four years.

**GOAL 2**

Enhance student employability through student participation in academic career exploration and planning to support the development of essential career-related knowledge, skills, and abilities.

**GOAL 3**

Enhance career outcomes by helping students establish academic and professional goals.
HIGH IMPACT PROGRAMMING

1. The Academic Career Literacy Program has helped students establish academic and professional goals by expanding the number of individuals who play a role in the delivery of career information.

2. The National Scholarship Awareness Campaign has increased student awareness of the value of undergraduate research and awareness of funding opportunities (national scholarships) for graduate school.

EVIDENCE IN ACTION

1. Facilitated the academic career exploration and planning activity (designed by the Academic Career Literacy Program) with a total of 445 first-time freshmen completing the portfolio activity

2. Invited into 44 classrooms to present career literacy related workshops with 566 students in attendance

3. Exposed 2,526 prospective students to the academic exploration event

4. Exposed 634 students to scholarships connected to graduate study and one student awarded a total of $70,000 to study Plant Sciences at Wageningen University in the Netherlands

5. The number of first-time in college students actively seeking career guidance increased by 263%

6. 97% of participants, reported a positive attitudinal change after receiving services through the Academic Career Literacy Program
The University of Houston-Downtown is a comprehensive four-year university offering bachelor’s and selected master’s degree programs and providing strong academic and career preparation as well as life-long learning opportunities. Located in the heart of the city, the university reflects the diversity of the Greater Houston Area, and through its academic programs, engages with the community to address the needs and advance the development of the region. UHD is an inclusive community dedicated to integrating teaching, service and scholarly research to develop students’ talents and prepare them for success in a dynamic global society.

GRANT DESCRIPTION

The U.S. Department of Education’s Title V award in 2013 has enabled UHD to implement a three-component freshman-year transition initiative: 1) Student Transition And Retention (STAR) Program, Summer Fast Track Institutes (intensive math, reading, and writing skill development); 2) Welcome Institutes (awareness of university facilities, programs, instructional support resources, and instructional expectations); and ) College Acculturation and Personal Success (CAPS) program.

GOAL 1 To increase the academic readiness of First Time In College (FTIC) students with moderate deficiencies in math, reading, and writing skills, who are scheduled to enroll in remedial classes in the following fall semester.

GOAL 2 To facilitate the smooth adjustment of FTIC students to the University of Houston-Downtown’s culture, supports, facilities, resources, degree programs, and co-curricular opportunities.

GOAL 3 To increase the academic success of the FTIC students during the freshman and sophomore years.

GOAL 4 To increase the first year and second year retention/persistence rates of FTIC students.
HIGH IMPACT PROGRAMMING
The program is a cohort-based summer-bridge acculturation immersion, with a common intellectual experiences framework, and having the following four strategic programming components:

1. Academic immersion, involving a carefully selected group of freshman-year faculty, and the adoption of small-group instruction, and collaborative learning, that targets math, reading, and writing skills.

2. Commuting immersion that enabled students to practice how to get to campus on time by car, metro-rail, bike, etc.

3. Facilities and supports familiarization immersion that allowed students to independently use the food vendor facilities on campus, know about library resources and instructional supports such as tutoring, advising, peer mentoring, and financial aid services, and navigate the facilities/classrooms.

4. University staff and administrator immersion that provided the opportunity to meet and be welcomed by the staff of a sample of departments and administrators, such as the university president and his spouse.

SUMMER FAST TRACK INSTITUTE (SFTI) & CONTROL GROUPS
The one-year SFTI persistence rate of 73.3% and two-year persistence rates of 51.2% were considerably higher than those for, not only the Control Group 1 (55.8% and 36%), and Control Group 2 (69.8% and 44.2%), but also for UHD’s past seven-year averages for FTIC cohorts (61.3% and 40.7%).

In effect, the summer-bridge program appears to have had a special effect, beyond academic skills, that has facilitated the achievement of a higher desire in the SFTI students to remain at UHD.

STUDENT RETENTION/PERSISTENCE RATES IN FIRST & SECOND YEARS

<table>
<thead>
<tr>
<th>GROUPS</th>
<th>Year 1 (fall-to-fall)</th>
<th>Year 2 (fall-Yr1-to-fall-Yr3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>STFI</td>
<td>73.3%</td>
<td>51.2%</td>
</tr>
<tr>
<td>Control Group 1</td>
<td>55.8%</td>
<td>36.0%</td>
</tr>
<tr>
<td>Control Group 2</td>
<td>69.8%</td>
<td>44.2%</td>
</tr>
<tr>
<td>All 2013 FTIC Students</td>
<td>66.0%</td>
<td>46.5%</td>
</tr>
<tr>
<td>7-Year Average (2007-12)</td>
<td>61%</td>
<td>41%</td>
</tr>
</tbody>
</table>
The UNM-Taos branch campus serves students from Northern New Mexico and the larger community with comprehensive educational opportunities in order to better prepare them to successfully participate in the world as educated, skilled, creative, and responsible individuals. The Taos Campus is an open-access, student-centered, affordable college, offering dual-credit, basic skills, transfer, career-technical, workforce training, and lifelong learning courses, and programs.

**GRANT DESCRIPTION**

The activities of the Title V Access to Success: Developing Academic Support Services and Institutional Capacity for Student Success at UNM-Taos project are designed to create the critical capacities that will enable us to address our mission: (a) to provide high-quality learning environments for all students; (b) to prepare students to take advantage of our academic programs and to attain associate degrees; (c) to prepare students for transfer into four-year programs; (d) to provide developmental education courses to acquire the basic verbal, quantitative, and cognitive skills necessary for a student's successful transition into college-level study; and (e) to provide an array of student support services that include academic advisement and career counseling. The overarching goals are geared at developing new capacities that support student success, persistence and retention, and graduation of our Hispanic students in remedial/developmental coursework.

**GOAL 1**
UNM-Taos strives to serve the surrounding community with open-enrollment opportunities and to be the primary departure point for career pathways for many Taos County residents.

**GOAL 2**
Increase persistence and success of Hispanic and other students through academic support services inclusive of peer tutoring, career and academic advising.

**GOAL 3**
CASA provides academic support for students through small group sessions or one-on-one tutoring sessions.
HIGH IMPACT PROGRAMMING

1. We have created and solidified a course (Orientation to College Success: UNIV 101) which supports the transition of all incoming freshmen with the development of the requisite study skills, college knowledge, and experience with the required learning management systems. The course is now required of all incoming freshmen.

2. The Early Alert program, administered through the academic advising office, was implemented with the intention of improving student retention and persistence through early intervention strategies, inclusive of intrusive advisement and personal connection to learning supports.

3. A year-long pedagogy improvement initiative where a cohort of 17 full-time and part-time faculty engaged in monthly workshops, classroom observations, and action research projects.

EVIDENCE IN ACTION

Students averaged 19 hours of tutoring through the Center for Academic Achievement and Success (CASA) Early Alert Program in Spring 2015.

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**Early Alert Form** sent via UNM email to all faculty

**Student Success Associate (SSA) receives report through Early Alert email address:** taosearlyalert@unm.edu

**Thank you email is sent as confirmation of receipt of report**

**SSA evaluates student academic history**

**SSA follows up frequently throughout semester w/instructor re: student progress**

**Report is logged in tracking spreadsheet, accessible on shared drive**

**Correspondence is logged on EA Report, scanned into shared drive, notes made on LoboWeb & filed in student folder**

**Correspondence is sent to student re: report via UNM email**

**SSA cross references tutoring #s w/reports to identify students receiving support**

**At the end of the semester, SSA evaluates grade/completion of course, makes note in student file & student tracking spreadsheet**
The University of the Incarnate Word (UIW) is a Catholic institution that welcomes to its community persons of diverse backgrounds, in the belief that their respectful interaction advances the discovery of truth, mutual understanding, self-realization, and the common good. UIW has an enrollment of 8,906 students. UIW is the largest Catholic university in Texas and the forth-largest private university in the state. The enrollment reflects the diversity of South Texas, as more than 60% of the students are from racial or ethnic minority groups. UIW is ranked No. 1 nationally among faith-based universities in the conferring of bachelor’s degrees to Hispanics by the Hispanic Outlook in Higher Education Magazine, and No. 6 nationally among all private, not-for-profit universities. International students represent over 70 countries. UIW enrollment is over 50% Hispanic with a majority of these students being first-generation college attendees.

GRANT DESCRIPTION

The Graduate Support Center (GSC) was established through a federal grant under the Department of Education’s Promoting Postbaccalaureate Opportunities for Hispanic Americans (PPOHA) program. The GSC’s staff directs a variety of activities geared towards increasing student engagement, academic performance, and persistence to graduation. The GSC is housed in the Office of Research and Graduate Studies which provides academic support and services to nearly 2,000 post-baccalaureate students.

The project at the inception of the proposal for the grant was the result of a thorough institutional-needs assessment and input provided from stakeholders at all levels of the university, including graduate students and faculty. Based on the assessment, the planning team selected Hispanic master’s degree students as the target population for the activities that were carried out during the grant period. The activities of the project focused on increase these students’ retention, academic performance, and persistence to graduation.

GOAL 1 The creation of a physical space specifically to manage academic and university-related activities for UIW’s master’s students and engage this population in graduate life.

GOAL 2 The establishment of an Academic Peer Mentor Program in which successful, more advanced students mentor junior master’s students in academics.

GOAL 3 The establishment of a comprehensive academic & professional skills workshop program to assist students with building or refreshing skills that are essential in a master’s degree program.

GOAL 4 The establishment of a mandatory master’s student orientation to include a separate orientation for students’ family members from which support networks can be derived.

GOAL 5 Improving library services to support master’s student research and scholarship, which involves the hiring of a full-time Graduate Research Librarian.
HIGH IMPACT PROGRAMMING

1. Reformating of workshop programing to an all-day Saturday, fast-paced series with thematic topic areas in academic and professional development.

2. Incorporation of family to new graduate student orientation, in which family engages in concurrent workshops to develop the role of family and external support networks.

3. New graduate student orientation facilitating a foundation for student success by providing and educating students on resources available in a framework that creates graduate student culture.

4. Graduate Writing Institute, a dynamic series of workshops and individual writing coaching sessions that reinforces basic writing skills from which advance level academic writing skills are developed.

5. Constant communication plan in print, online, and in person that reinforces and purposefully centers around the graduate student culture of success in unison with the mission of the grant.

EVIDENCE IN ACTION
University of the Incarnate Word’s award-winning New Graduate Student and Family Orientation generally draws up to 250 participants per orientation. Family evaluations average in the mid 90%. Equally impressive is the diversity of family participants in orientation.

The innovative Graduate Writing Institute found an average of 22.1% net increase in writing competence comparing pre and post test results.