AHSIE | Alliance of HSI Educators

2013 Best Practices Conference

FROM SEED TO TREE:
Cultivating Leadership and Success in HSIs
March 10 - 13, 2013

Hosted and Co-Sponsored by:
New Jersey City University
Office of Grants and Sponsored Programs
2039 Kennedy Blvd, Jersey City, NJ 07305

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Dear Colleagues,

On behalf of the entire Conference Site Organizing Committee, we are delighted to welcome   this   year's participants to New Jersey City University (NJCU) for the 5th Annual Alliance of Hispanic Serving Institution Educators (AHSIE) Title V/HSI Best Practices Conference. *From Seed to Tree: Cultivating Leadership and Success in HSIs* is the theme for this year's annual conference. As with the life stages of trees, this year's conference includes the best practices for all stages of growth for an HSI ranging from best practices for faculty development and students to innovations in professional development. Each stage of growth requires continuous energy and resources and we hope this conference and carefully selected presentations will provide you with the optimal environment to share, learn, and grow amongst each other's thriving culture.

We are pleased to welcome notable champions of higher education as our keynote speakers from the Department of Education and the United States Senate. In the tradition of past conferences, you will once again be treated to outstanding presentations, networking sessions, and lively social entertainment. This year's conference also debuts the AHSIE scholarship program. Through this program four current students attending HSIs will have the opportunity to experience and witness the success of HSIs across the country and network with members of the ever-expanding AHSIE family. We are particularly delighted to have these scholarship recipients participate in a student panel and share their collective stories of success.

Our host, NJCU is located in Jersey City, New Jersey's second most populated city after Newark. Jersey City is conveniently minutes away from New York City's thriving commerce, historic landmarks, and a major tourist destination. Some of NYC's most popular destinations include Central Park, Times Square, Broadway, and the Metropolitan Museum of Art as well as Jersey City's own landmarks including Ellis Island, Statue of Liberty, and the Liberty Science Center. NJCU's campus is a reflection of the thriving urban environment that it is surrounded by with history dating back to 1929. The university first opened as a teacher training school then grew to become a liberal arts college in 1968, and in 1998 achieved university status. NJCU expanded from normal school training to 41 undergraduate degree major programs, 28 graduate degree programs offered in three colleges and most recently launched its first doctoral program. The student body is approximately 8,700 students (37% Hispanic, 20% Black). Eight-nine percent of instructors carry their respective field's highest academic credentials.

As your conference co-chairs we wish you a great experience,

David A. Ortiz, Ph.D.   Ruddys Andrade
Director, Graduate Support Center   Associate Vice President
Assistant Professor, Graduate Studies & Research   Academic Affairs/Grants & Sponsored Programs
University of the Incarnate Word   New Jersey City University
AHSIE Conference Co-chair   AHSIE Conference Co-chair

Dear Colleagues:

On behalf of the AHSIE Council, I am pleased to welcome you to the 5th Annual Alliance of HSI Educators (AHSIE or "the Alliance") Best Practices Conference at New Jersey City University. We are certain that the Best Practices Conference will provide many opportunities for you to connect with your peers, to learn from their efforts and to share your own knowledge and wisdom.

The Best Practices Conference expresses the purpose and the mission of the Alliance. AHSIE exists to support the work of the nation's Hispanic Serving Institutions (HSIs) as they seek to provide quality, relevant educational opportunities to their students and communities. AHSIE's activities are intended to benefit practitioners/educators at HSIs through cooperation, networking, partnerships, information sharing, technical assistance and collaboration. Much of this work revolves around "best practices "– the things we do every day to support the success of our students.

Our goal is to contribute to the capacities and successes of the nation's HSIs, and through them to the nation's higher education system. We see our role as paramount in the advancement of Hispanic postsecondary students. While HSIs represent less than 10% of colleges and universities in the U.S., we enroll over 50% of all Hispanic students. Clearly, the current environment for HSIs is difficult and uncertain, both in terms of the national political picture and the instability of funding for HSIs, and in terms of the organizational and financial stressors affecting each of our campuses. As we go forward, we invite your comments, input and suggestions on ways to improve the effectiveness of the Alliance, and on ways we can advance the HSI Community.

Please don't hesitate to contact the members of the AHSIE Council, who are your representatives in this work.

Have a great conference,

David Trujillo, AHSIE President
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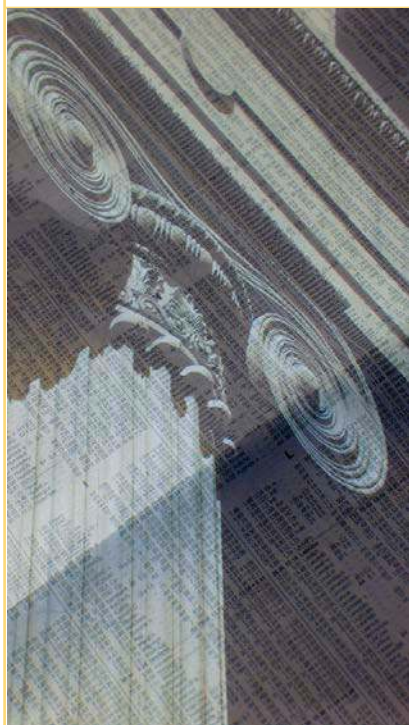
The Alliance of HSI Educators exists to support the work of the nation's Hispanic Serving Institutions as they work to provide quality, relevant educational opportunities to the large and growing numbers of underserved populations, particularly Hispanic students.

The Alliance's activities directly benefit practitioners and educators at HSIs through cooperation, networking, partnerships, information sharing, technical assistance and collaboration. In addition, the Alliance communicates with federal agencies on behalf of members and their institutions.

Our Council

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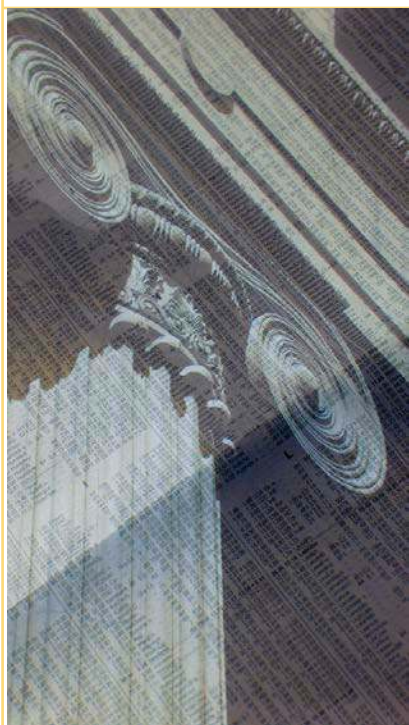UNM Taos
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Our Council

The AHSIE Council consists of thirteen Alliance of HSI Educator members and the chairs of all standing and ad hoc committees of the Alliance of HSI.

The Council is elected by the full Alliance membership and is responsible for directing all Alliance activities, including oversight of the five components of the Alliance: Technical Assistance; the HSI Directory; the Library of Best Practices; the Best Practices Conference; and HSI Advocacy and the members who work to maintain these components.

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Conference Agenda

<u>Sunday, March 10</u>

3:00 – 7:00 PM   Registration at Westin Hotel

<u>Monday, March 11</u>

7:00 & 8:30 AM   Shuttle Bus to NJCU, from Westin Hotel

7:30 – 10:00 AM   Light Breakfast: GSUB 2nd Floor

8:00 – 5:00 PM   Registration: GSUB 2nd Floor

8:30 – 11:45 AM   HSI Grantsmanship Institute: GSUB 129

12:00 – 1:15 PM   Lunch Program: GSUB 2nd Floor

                        Institutional Welcome by Joanne Z. Bruno, Esq., VP for Academic Affairs, New Jersey City University

                        Opening Remarks by 2013 Conference Co-Chairs: Dr. David Ortiz, University of the Incarnate Word & Ruddys Andrade, NJCU

                        Introduction of Guest Speaker by David Trujillo, UNM Taos

                        Guest Speaker: Mr. Ralph Hines, U.S. Department of Education

1:30 – 2:30 PM   Concurrent Sessions 1 – 4

2:30 – 4:00 PM   Afternoon Coffee/Snack Break: GSUB 2nd Floor

2:45 – 3:45 PM   Concurrent Sessions 5 – 8

4:00 – 5:00 PM   Concurrent Sessions 9 – 12

5:00 – 8:00 PM   Evening Program: GSUB Main Lobby

                        Networking Reception

                        Introduction of Scholarship Recipients by Anita Bringas, UNM Taos

                        Entertainment by Barba Roja, Latin Band

7:30 & 8:15 PM   Light Rail/Shuttle Bus to Westin Hotel

Conference Agenda

Tuesday, March 12

7:00 & 7:45 AM	Light Rail/Shuttle Bus to NJCU, from Westin Hotel
7:30 – 10:00 AM	Light Breakfast: GSUB 2nd Floor
8:00 – 5:00 PM	Registration: GSUB 2nd Floor
8:30 – 9:30 AM	Concurrent Sessions 13 – 16
9:45 – 10:45 AM	Concurrent Sessions 17 – 21
11:00 – 12:00 PM	Concurrent Sessions 22 – 25
12:00 – 1:15 PM	Scholarship Lunch, GSUB 2nd Floor
	Introduction of Scholarship Winners by Anita Bringas, UNM Taos
	Panel Presentation by 2013 Scholarship Winners
1:30 – 2:30 PM	Concurrent Sessions 26 – 29
2:30 – 4:00 PM	Afternoon Coffee/Snack Break: GSUB 2nd Floor
2:45 – 3:45 PM	Concurrent Sessions 30 – 33
4:00 – 4:30 PM	AHSIE Presidential Address: GSUB 2nd Floor
4:30 & 5:15 PM	Light Rail/Shuttle Bus to Westin Hotel

Wednesday, March 13

7:00 – 8:00 AM	Light Rail/Shuttle Bus to NJCU, from Westin Hotel
8:00 – 10:00 AM	Light Breakfast
8:30 – 9:30 AM	Special Topic Sessions: GSUB Room B
9:45 – 10:45 AM	Special Topic Sessions: GSUB Room C
11:00 – 12:00 PM	Regional Networking Meetings: GSUB Room B
12:00 – 2:00 PM	AHSIE Council Business Meeting: GSUB 312

Special Guest Speaker

Mr. Ralph Hines
Director, Hispanic-Serving Institution Division &
Director, Find for the Improvement of Post-
Secondary Education
U.S. Department of Education

Ralph Hines serves as Director of the Hispanic-Serving Institutions (HSI) Division and Director of the Fund for the Improvement of Postsecondary Education (FIPSE). The HSI Division provides grants to assist HSIs to expand educational opportunities for, and improve the attainment of, Hispanic students. The HSI Division grants also enable HSIs to expand and enhance their academic offerings, program quality, and institutional stability. FIPSE's primary legislative mandate is the encouragement of reform and improvement of, and innovation in, postsecondary education and the provision of educational opportunity for all students. Through its grant competitions, FIPSE supports the implementation of innovative reforms, evaluates how well they work, and shares lessons learned with the education community.

Prior to assuming his current positions, Mr. Hines served as Director of the Department's International and Foreign Language Education (IFLE) office. The IFLE administers the international education programs authorized under Title VI of the Higher Education Act (HEA) and Section 102(b)(6) of the Fulbright-Hays Act. As such, he managed the major federal programs dedicated to the maintenance and development of a national capacity in foreign language, area studies and international business.

Mr. Hines has held a variety of programmatic and management positions during his long tenure with the Department. He has served the public in a great variety of professional activities, including work on governmental and non-governmental advisory groups and task forces in the United States and abroad that focused on the totality of the federal education effort, particularly in the areas of international education and exchanges, graduate education, and postsecondary education reform and innovation.   His professional activities have included travel and consultations in the Americas, Africa, Asia, Europe, the Middle East, and the Caribbean. He holds BA and MA degrees from Norfolk State University and the George Washington University, respectively, and a Senior Executive Fellows certificate from the Harvard Kennedy School, Harvard University.

Cultivating New Leadership
A Bright Future is on the Horizon for our Scholarship Winners

The Alliance of HSI Educators is pleased to announce the recipients of the inaugural conference student scholarship. In order to be eligible for the scholarships, students needed to be enrolled in an undergraduate or graduate program at an HSI and possess an overall GPA of 3.0 or higher, with special consideration given to those students selected to present at the conference. We received over sixty applications from well-qualified students across the country. Congratulations to each of the following outstanding students for a job very well done!

Philip Mercado, born to immigrant parents from Puerto Rico and Jamaica, attends Miami Dade College where he studies Biomedical Sciences. Mr. Mercado aspires to become a primary care physician, serving communities with limited access to health care. His hobbies and interests include conducting research on the examination of natural chelating agents in the removal of heavy metal contaminants, volunteering with the Beautiful Gates Cancer Support Group, and the Annie Appleseed Project. When Mr. Mercado is not serving his community, he and his wife compete in marathon obstacle racing.

Melissa Flores, a fifth year mechanical engineering and applied mathematics undergraduate student at California State University Northridge, is the second in her family to attend college. She started at a junior college at the age of 16 where she received an Associate of Arts degree at 18. She hopes to pursue her Ph.D. in mechanical engineering. She enjoys being an active member of the American Society of Mechanical Engineers (ASME) and the Society of Hispanic Professional Engineers(SHPE). In addition, Melissa enjoys tutoring her peers and working as a research and lab assistant at her school.

Julien Ekiaka-Oblazamengo is currently a multilingual-multicultural doctoral student of Bilingual Education at Texas A&M University-Kingsville. His research interests focus on multilingualism, multiculturalism, acculturation processes, second language acquisition, and biliteracy. His future goal consists of finding a faculty position at an HSI in U.S., right after his graduation. He is the youngest of three brothers and one sister. He likes traveling, practicing sports (soccer, volleyball, Badminton, tennis, jogging, gym, etc.), listening to the music, playing musical instruments (piano, guitar, percussion instruments, etc.)

Angelica Luna is currently pursuing a Masters in Business Administration from the University of Texas at Brownsville. Ms. Luna graduated from UT Brownsville in 2010 with a Bachelor of Arts in Psychology. Angelica was raised in the border city of Matamoros, Tamaulipas, Mexico. This upcoming fall, through another study abroad program, Angelica plans to travel to Switzerland and continue her MBA. One of Angelica's career goals is to be an administrator at a hospital specifically in the Human Resources Department. After gaining experience as an administrator, her next goal is to open a behavioral health clinic in the Rio Grande Valley.

Session Descriptions

Sessions are assigned to the following NJCU spaces
(Please note: Fine Arts Building is called "Visual Arts" on Campus Map, page 25)

Session 1	Fine Arts B-08	3D Visualizations for STEM Disciplines
Session 2	GSUB 129	Enhancing Transfer Success through Faculty Involvement
Session 3	GSUB 317	Flipped Classes in Engineering Programs at UT El Paso
Session 4	CTL-Vodra Hall	A Project Manager's Resource Kit
Session 5	CTL-Vodra Hall	Student to Student Connection: Utilizing Peer Mentors
Session 6	GSUB 317	Student Leaders Modeling Success in Academics & Beyond
Session 7	GSUB 312	Implementing and Evaluating an Interdisciplinary STEM…
Session 8	GSUB 129	The Graduate Writing Institute: An Innovative Approach
Session 9	Fine Arts B-08	Developing Leaders -The Role of SI
Session 10	GSUB 317	Building a Culture of Mentoring at a Research Institution
Session 11	CTL-Vodra Hall	Centralizing Academic Support Services for STEM Majors
Session 12	GSUB 129	Filling Your Advising Toolbox
Session 13	GSUB 317	STEM Studio Learning Environment Impacts
Session 14	GSUB 129	Making External Evaluations Work for You
Session 15	CTL-Vodra Hall	The Lacayo Leadership Academy
Session 16	Fine Arts B-08	Completion by Design: Using Your Grant to Create…
Session 17	GSUB 312	A Title V Educational Model: A Cooperative Effort
Session 18	GSUB 317	Diffusions of Innovations Sustainability
Session 19	Fine Arts B-08	Facilitating STEM Articulation
Session 20	CTL-Vodra Hall	CSU Channel Islands' University Experience Program
Session 21	GSUB 129	STEM Mentor Program: Enhancing Student's Experience
Session 22	CTL-Vodra Hall	Best Practices in Faculty Development: PPOHA
Session 23	GSUB 129	Maximizing Your Title V Budget: Getting to know EDGAR
Session 24	Fine Arts B-08	Expanding and Strengthening the CC STEM Pipeline
Session 25	GSUB 317	Identifying Factors that Predict Student Completion
Session 26	GSUB 129	Design & Implementation of a STEM Learning Community
Session 27	GSUB 317	Planning & Managing Facilities Development Activities
Session 28	Fine Arts B-08	Innovative Virtual Outreach Strategies
Session 29	CTL-Vodra Hall	Implementing a Culture of Writing with a Title V Grant
Session 30	GSUB 317	The PASEO Program: Promoting STEM Success
Session 31	CTL-Vodra Hall	Dolphin Interest Groups: Peer-Designed Student Success
Session 32	GSUB 129	Don't Make it Optional: Effective Strategies…
Session 33	Fine Arts B-08	Innovative Seminar Course Model for Underrepresented…

Monday, March 11, 2013
HSI Grantsmanship Institute 8:30 AM - 11:45 AM

Presenters: David F. Trujillo, University of New Mexico-Taos
               Teri Erickson, Otero Junior College
               Amanda Quintero, California State University Channel Islands.

Location: GSUB Room 129

The Grantsmanship Institute focuses on grantsmanship in the HSI environment, and will cover both the basics of HSI grantsmanship and advanced grants-seeking strategies for HSIs. The Institute is an opportunity for HSI staff at all levels to learn more about the process of applying for a range of HSI-specific grants.

While Title V and Title III Part F (HSI STEM and Articulation) funding represents critical sources of capacity-building and institutional development funding, this presentionation by three experienced HSI grants-seekers will look at other sources, as well, both "set aside" programs and programs where HSI status provides applicants with a competitive advantage.

Institute participants will take an in-depth look at writing effective Title V grant proposals and receive tips for maximizing points received on their applications.

This material is designed for anyone who has never written a Title V grant, those who have written but not been funded, and Title V staff seeking more information on the application process.

The Institute also includes a discussion of strategies for seeking funding from other agencies, and will cover such topics as:

- The Proposal as a Problem-Solving Process
- Developing and Maintaining Partnerships
- Presentation Strategies and Rhetorical Approaches
- Using External Funding to Drive Systemic Change
- Cultivating Long-Term Success

Monday, March 11th

1:30 PM – 2:30 PM Concurrent Sessions 1 -4

Session 1
3D Visualization for STEM Disciplines
Presenters: Aaron S. Ellis, Alamo Colleges / San Antonio College
Conference Theme: Best Practices in Teaching
Location: Fine Arts Building, Room B-08

3D visualization is an update to the classic "show and tell" formula, employing innovative technology to enhance traditional teaching tools. The digitization of physical teaching aids allows educators to liberate and extend the reach of artifacts beyond the classroom: giving traditional and online students greater access to these valuable resources. Digital 3D object files, like documents, photos and videos, can be easily duplicated, distributed and displayed on existing computer hardware and networks.   This presentation will introduce the concept of 3D visualization in STEM education and discuss its value to online and asynchronous learning while addressing possible legal concerns. Current and potential 3D visualization projects will be explored and interactive examples of the tools, techniques, best practices and end results will be presented.   There will be a brief question and answer session following the presentation. Attendees are encouraged to share their own experiences with this emerging technology at this time.

Session 2
Enhancing Transfer Success through Faculty Involvement
Presenters: Debbie Bogh, Daniel Bahner, Jennifer Floerke, and Mariana Moreno, Crafton Hills College
Conference Theme: Best Practices in Faculty Development
Location: Gilligan Student Union Building, Room 129

Join us for an engaging discussion of ways faculty and staff can help students to not simply get to, but also through, college via transfer. The Faculty Transfer Advocacy Program is based on proven past practices from Santa Rosa Junior College and East Los Angeles College. Our program includes training 10 full-time and 5 part-time Faculty in key transfer majors to serve as advocates for students, providing them emotional support, and individual advice and guidance. CHI has experienced tremendous growth and success illustrated by steady increases in faculty and student participation, curriculum and articulation agreements, and scholarly opportunities. The collaboration between faculty and student leadership is evidenced by a thriving and effective Honors culture.

This presentation will explain how to develop a Faculty Transfer Advocacy Program with specific ideas to help with the advising and tracking of students. Presenters will share specific information about how to create a student leadership committee with a variety of activity suggestions, as well as how to pilot a student research conference.

Session 3
Flipped Classes in the Manufacturing Engineering and Systems Engineering Program at the University of Texas at El Paso
Presenter: Eric Smith, Bill Tseng, and Paras Mandal, University of Texas at El Paso (UTEP)
Conference Theme: STEM Teaching for Hispanics
Location: Gilligan Student Union Building, Room 317

The concept of the flipped classroom was applied in two courses in the graduate program on Systems Engineering in the Industrial, Manufacturing and Systems Engineering Dept. in the College of Engineering at the University of Texas at El Paso (UTEP), and HSI.

The program works closely with the Research Institute for Manufacturing and Engineering Systems (RIMES) of UTEP. While the traditional notion of student pre-preparation is maintained and augmented, flipping the classroom became necessary with the growth of the SE Program as a method for increasing student quality outcomes, as well as a way to increase human contact, given the growing size of the program. Preliminary outcomes are presented in this session.

Flipping the classroom is considered indispensable to maintaining and assuring the quality of graduating students; it is re-establishing the traditional state of education. The true promise of a flipped classroom arises from the possibility of fulfilling the internet age: facilitating and fomenting evolving and self-generating nuclei of knowledge generation through the active interchange of information and the cross-fertilization of the core information bases of subject matter experts (SMEs).

Session 4
A Project Manager's Resource Kit
Presenters: Dr. Stephanie K. Lewis-Briggs, San Bernardino Valley College, California
Location: Project Mangement
Conference theme:
Location: Center for Teaching and Learning, Vodra Hall

Managing an HSI/Title V project can be daunting whether it is your first project experience or whether you have had prior management experience. Current research suggests that investing ample time and effort in project planning, monitoring, tracking, reporting project progress and nurturing communications between key participant members can make the difference in your success toward grant implementation (Mochal, 2009; Buehring, 2013;Heagney, 2012).

This presentation is designed to share resources that I have found helpful in managing the San Bernardino Valley College Title V HSI PASS GO STEM grant. Some resources include technology support like zoho, shared folders, and calendaring that support greater task and scheduling organization. Other resources, like building human resources for the project, are no less important.   For example, employing a staff that is computer savvy, excited and engaged in building the project is invaluable! Central to this presentation, however, is my sharing with Project Managers how to use zoho. Zoho.com is an online project management software tool. Zoho helps the project, like manager stay organized and focused.

2:45 PM – 3:45 PM Concurrent Sessions 5-9

Session 5
Student-to-Student Connection: Utilizing Peer Mentors in Recruiting and Retaining STEM Students
Presenters: Dr. Maria V. Dela Cruz and Adrienne Brown, California State University Fullerton:
Conference Theme: Successful Student Services for Hispanics
Location: Center for Teaching and Learning, Vodra Hall

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 presentation will focus on a variety of components to the (STEM)2 grant such as: Peer Mentors, an eight-week Summer Research Experience designed for community college students and a collaboration with CSUF Information Technology department in developing a computer based application called the California Education Planner (CEP) for the alignment and management of courses and facilitates the tracking of students transferring from the partner community colleges to CSUF.

Session 6
Student Leaders Modeling Success in Academics and Beyond
Presenters: University Experience Associates, California State University Channel Islands
Conference theme: Successful Student Services for Hispanics
Location: Gilligan Student Union Building, Room 317

University Experience Associates (UEAs) are innovative students who promote student success at CSU Channel Islands by being a liaison between faculty and students in core seminars that serve to transition students to the University. We are peer advisors and peer mentors, co-curricular learning community leads, and student and academic support services specialists.

By actively engaging in leadership and professional development trainings with an experienced facilitator, we gain skills needed to be successful in supporting faculty and students. Through these trainings and our on-the-job experience, we have been able to create templates, models, and portfolios that promote the success of our students and ourselves as UEAs, thus creating a University Experience Associate Model. Our presentation will include a PowerPoint displaying the UEA Model. We will share examples of tools and strategies we have created and new mentoring skills we have implemented with our students. As a result our audience will gain a clear understanding of the best practices necessary to successfully develop and deliver innovative mentoring methods for student success.

Session 7
Implementing and Evaluating an Interdisciplinary STEM Summer Research Institute
Presenters: Connie Baker, Ed. D., Philip Hampton Ph.D., and Harley Baker, Ed.D, CSU Channel Islands
Conference theme: Assessment and Evaluation for Hispanic Students
Location: Gilligan Student Union Building, Room 312

For the past four years, CSU Channel Islands (CI) has implemented an interdisciplinary Summer Research Institute (SRI) and has engaged over 100 STEM community college students from a local community college, Oxnard College, in authentic STEM-based interdisciplinary research experiences. CI has continued this successful SRI program under its own HSI-STEM grant entitled Project ACCESO and expanded it to include CI students and students from other regional community colleges. This intensive 3-4 week learning experience was developed as a best practice to assist Hispanic and low-income students in their development of critical STEM skill sets including: critical thinking, analytical reasoning, scientific literacy, and interdisciplinary communication.

This presentation focuses on the structure and comprehensive evaluation of the 2010 SRI. The goal of the evaluation study was to document and describe students' experiences of the SRI. The evaluation employed a mixed methods pre-post design to determine and document key ways participants changed during their immersion in the program in terms of interest, engagement, challenge and identity based on the Strong Interest Inventory, participant surveys, and open-ended questions.

Session 8
The Graduate Writing Institute: An innovative approach to improving the writing skills and confidence of graduate students and adult learners
Presenters: Dr. David A. Ortiz and Dr. Kevin B Vichcales, The University of the Incarnate Word
Conference Theme:Innovations and Professional Programs
Location: Gilligan Student Union Building, Room 129

Research has identified that students' ability to write at the college level continues to decline. This finding is even more pronounce for graduate students and adult learners due to lack of successful migration at the undergraduate level and high-level competency expectations at the graduate

level. In addition to poor writing skills, these students must also overcome self-perceived issues of low confidence as writers.

This presentation will provide a detailed model of a highly successful writing program designed for graduate students/adult learners. The Graduate Writing Institute (GWI) at the University of the Incarnate Word (UIW) was designed to meet the needs of graduate students/adult learners who work full time with particular emphasis on first-semester students. Research on college student success overwhelmingly finds that early intervention is a key to persistence. The GWI is designed to provide an in-depth and personal approach to the development of professional and academic writing skills. UIW Writing Coaches (Adjunct English Faculty) coordinate the delivery of Saturday workshops and are assigned a small group of graduate student participants whom they meet with regularly via one-on-one coaching sessions. Data analysis of pre- and post-test participant assessment instruments demonstrates significant improvement in particular writing competencies in a number of subject areas. During this presentation, audience members will learn a step-by-step process to setting up a writing institute including content development, marketing, and program evaluation.

4:00 PM – 5:00 PM   Concurrent Sessions 9-12

Session 9
Developing Leaders - the Role of SI
Presenter: Janice Levasseur, Mt. San Jacinto College
Conference Theme: Best Practices in Teaching
Location: Fine Arts Building, Room B-08

In an effort to improve student performance and retention, Supplemental Instruction (SI) has been part of the instructional component of several recent MSJC HSI grants. MSJC data continues to demonstrate that students who participate in SI outperform their non-SI counterparts in terms of success and attrition rates. The success of the SI Program has solidified SI as a primary student support program at MSJC. However, with so much emphasis placed on the SI students, another group of students involved in the SI Program often gets overlooked. What about the student SI Leaders? What do they gain from their involvement with the SI Program? An overview of the MSJC SI Program, its grant funding, and its effectiveness will be presented along with the results from a preliminary SI alumni survey. Former SI Leaders' reflections about their SI experience, soft skills gained, and educational paths will be shared.

Session 10
Building a Culture of Mentoring at a Research Institution with a Hispanic Majority Student Population
Presenter: Benjamin C. Flores, Sara Rodriguez, and Jessica Shenberger Trujillo, The University of texas at El Paso
Conference Theme: Cross Cultural Teaching and Mentoring
Location: Gilligan Student Union Building, Room 317

This paper discusses a project at a Hispanic majority institution on the U.S.-Mexico border that is designed to build a stronger culture of mentoring through workshops for faculty and students as well as professional development opportunities for students. It includes a brief review of research on doctoral student persistence, the challenges faced by students in doctoral programs, and the role of the mentoring relationship for culturally diverse.

This is followed by a presentation of the lessons learned from the project by drawing on results from: 1) a campus-wide survey of faculty who mentor doctoral students, and 2) the survey results and experiences of faculty and students from events organized such as visits by nationally recognized mentors. The presentation focuses on the need for more purposeful preparation of faculty mentors which includes facilitated discussions on mentoring, the importance of guiding students through the development of a research plan, and the need to balance teaching opportunities about mentoring between cross-disciplinary and within-discipline activities.

Session 11
Centralizing Academic Support Services for STEM Majors at an HSI
Presenters: Jennifer Aitken and Joan Serafin, New Jersey City University
Conference Theme: Successful Student Services for Hispanics
Location: Center for Teaching and Learning, Vodra Hall

This presentation will provide an overview of New Jersey University's model for the centralization of academic support programs available to STEM majors. The recent pairing of the Office of Specialized Services for Students with Disabilities and Supplemental Instruction (OSS/SI) has provided our campus with the opportunity to increase the number of Hispanic students both with and without disabilities in our STEM programs. Supplemental instruction (SI) is a trademarked method of delivering academic support to students through a "collaborative learning environment" that is currently an activity under five of the University's Title V grant initiatives. This model includes the oversight of all math and science tutoring programs, workshops, and SI sessions and provides training and resources to both faculty and students. The centralization of these services provides us with the opportunity to scaffold student efforts to succeed in the gatekeeper courses required for entry into various STEM majors.

An overview of our tutor/SI training programs, faculty, development trainings, online tutor scheduling system and collaboration with the University's Center for Teaching and Learning, Writing Center, and Counseling Center will demonstrate how this collaboration supports student success. A discussion of our partnerships with several community colleges will identify the value of collaborative initiatives in providing services for faculty and students in STEM programs across campuses.

Session 12

Filling Your Advising Toolbox
Presenter: Dee Dixon and Leslie Hopper, San Antonio College
Conference Theme: Successful Student Services for Hispanics
Location: Gilligian Student Union Building, Room 129

This is a presentation on how to develop training for STEM faculty members who will be advising students majoring in STEM fields. Information presented will be based on first-hand experiences. Attendees will learn the steps needed to start developing a training program that will teach STEM faculty how to advise STEM students at their respective institutions.

Some of the key areas of training areas included: Understanding software, Internet-based student management programs, Core Curriculum, Degree-specific requirements, and Student service programs.

Tuesday, March 12th

8:30 AM – 9:30 PM   Concurrent Sessions 13-16

Session 13
STEM Studio Learning Environment Impacts Student Retention, Interest, and Performance in STEM Fields.
Presenter: Dr. Adiagha Mbonisi, Lee College
Conference Theme: Best Practices in Teaching
Location: Gilligan Student Union Building, Room 317

Nationally, student centered learning courses have high rates of class attendance (generally > 90%) as well as lower failure rates. The available research further suggests potential beneficial impacts on issues that are of particular concern to Lee College in the area of minority student persistence. Based on research, Lee College has taken on the task of developing a studio learning style environment within STEM courses. A studio environment promotes a transition away from traditional passive learning (lecture) towards an emphasis on more powerful active learning methods. Outcomes within one year have shown that the studio-style teaching has a greater impact on learning for students than the traditional teaching classroom.

The presentation will include sample work, instructor and student comments, quantifiable data, and video. The presentation will compare and contrast the traditional classroom with the studio-style classroom through setup and design, curriculum, and student response. We will explore key areas of the learning environment: authentic class work, student centered environment, collaboration, active learning, and feedback-rich. We will present statistical data on the impact of the studio-style classroom on grades, retention, and attendance. We will also show qualitative data on the impact the studio-style classroom has on the teaching style and involvement of the instructors as well as the impact on peer learning and problem solving.

Session 14
Making External Evaluations Work for You
Presenters: Alma Adamez, Coastal Bend College, Moises Almendariz, Mountain View College, Amanda Quintero, California State University-Channel Islands, David Trujillo, University of New Mexico-Taos.
Conference Theme: Project Management
Location: Gilligan Student Union Building, Room 129

A candid and pragmatic panel discussion about external evaluation of your Title V, HSI-STEM and other federally-funded projects – the purposes of external evaluation, how you can use external evaluators to advance your project's management, image and effectiveness, and pitfalls to avoid. Four experienced panelists will share their experiences and advice.

Session 15
The Lacayo Vista Leadership Academy: Connecting New and Experienced Latina/o Leaders
Presenter: Dr. Kaia Tollefson, CSU Channel Islands
Conference Theme: Cross Cultural Teaching and Mentoring
Location: Center for Teaching and Learning, Vodra Hall

In this presentation, participants will learn of several ways in which a learning community model for professional development has been implemented at CI through Project Vista, a PPOHA grant now in its third year at CSU Channel Islands.

While several different kinds of learning communities designed to promote the PPOHA goal will be described, this session will focus on one initiative in particular: the Lacayo Vista Leadership Academy (LVLA). Through the LVLA, Latina/o leaders in the community serve as formal mentors, assisting Latina/o graduates in achieving their educational, career and leadership goals. Monthly leadership meetings, goal setting protocols and the mentor relationship culminate with each protégé executing a community action plan according the their unique vision.

Section 16
Completion by Design: Using your grant to Create a Culture of Evidence-based Change
Presenters: Dr. Richard Duran and Dr. Cynthia Herrera, Oxnard College
Conference Theme: Assessment and Evaluation for Hispanic Students
Location: Fine Arts Building, Room B-08

Many educational institutions struggle with the utilization of grants to create evidence-based models for increasing student success through institutional improvement. Creating the conditions for successful community college to four-year college transfer for Hispanic and under-represented students requires multiple forms of institutional support. It also requires cultural and organizational change. Most solutions focus on problem solving rather than "problem-questioning" of the systems in which the process or problem is embedded. Oxnard College will present the System and Tools created under the Title V HSI STEM grant to support institutional leaders, faculty and staff enact values, policies and practices to assess institutional performance to achieve equitable learning environments and outcomes.

By using the tools and strategies for organizational learning, professional development and innovation presented in this session, two-year and four-year institutions can evaluate institutional effectiveness in producing greater diversity and student success and increase the number of Hispanic/under-represented students who are awarded degrees. For too long, the approach to improving student success has been overly focused on the "demand" side of the problem, and on "fixing" presumed student deficits through attempts to improve their aspirations, motivation, or willingness to succeed. In contrast, Oxnard College balances the solution and will present a system that focuses on fixing the "supply" side of the problem in addition to the "demand" side by creating the culture to improve organizational effectiveness and the quality of the education that supports student success through HSI Title V grant resources and projects.

9:45 AM – 10:45 AM Concurrent Sessions 17-21

Session 17
A Title V Educational Model: A Cooperative Effort to Increase the Passing Rate in Developmental Mathematics with an Emphasis in the Use of Technology and Faculty Development
Presenters: Julio Guillén, Christopher Shamburg, Karen Morgan Ivy, and Ms. Wendy Paul, New Jersey City University
Conference Theme: Best Practices in Faculty Development
Location: Gilligan Student Union Building, Room 312

New Jersey City University (NJCU) and Hudson County Community College (HCCC) are located in a region where historic shifts in the labor force and the economy are readily apparent, providing an excellent example of what lies ahead for the rest of the nation over the next decade. One of the main changes is an increased demand for STEM-focused employees and marginalized, underprepared sections of the labor pool. Currently, Hispanics are under-represented in STEM fields nationwide; and, moreover, they are under-represented in STEM majors at NJCU and HCCC. Research shows that the gatekeeper for a college career in a STEM major is students' preparedness and success in introductory mathematics courses.

The purpose of this presentation will be to provide summaries of relevant research, outline the Hispanic-focused STEM initiatives, and relate how the implementation of several of the features of a previous CCRAA grant generated an educational model which was later extended to a broader HSI/STEM project with an emphasis on Developmental Mathematics. We will present strategies for integrating a variety of tools into a seamless learning environment for developmental math students, as well as the salient and replicable elements of the innovative professional development component of this project, including fall/spring faculty development workshops and a Summer Institute. Discussion throughout the presentation will be focusing on using technology in teaching mathematics, successfully integrating of adaptive learning systems into the developmental math curriculum, and planning, implementation, testing and revising an ambitious program of lecture capture software. The challenges and solutions in this undertaking of preliminary assessments will be summarized.

Session 18
Diffusion of Innovations Sustainability: Is there life after the tipping point?
Presenters: Lili Steiner and Judith SlapakBarski, Nova Southeastern University
Conference Theme: Best Practices in Faculty Development
Location: Gilligan Student Union Building, Room 317

The scope of this presentation will encompass the continuous analysis, design, implementation, and evaluation of a virtual lab for faculty development and collaboration on course media enrichment, created on the principles of Everett Roger's diffusion of innovation model. After reaching the "Tipping Point", the project aims at cementing institutionalization and guaranteeing sustainability. A selected group of ten faculty members called "Faculty Champions", were originally selected to act as change agents to improve distance education and promote faculty collaboration and higher engagement.

As the Virtual Lab Coordinator and the Instructional Designer at the Title V-B Grant at the Abraham Fischler School of Education ("The Team") analyze the immediate future of the project, which appears to steadily advance towards achieving the Tipping Point (as posited by Roger Everett in his Diffusion of Innovation Theory), the Team is planning the final leg in the project. The projected progression towards the institutionalization of the system developed includes: recruitment of additional faculty Champions; development of procedures and structures that can assure a systematic work flow; strengthening the collaboration between key departments within the institution; and cementing of the new culture of collaboration that resulted from this project.

Session 19
Facilitating STEM Articulation
Presenters: Philip Hampton, CSU Channel Islands
Conference Theme: STEM Teaching for Hispanics
Location: Fine Arts Building, Room B-08

The California Legislature recently mandated the creation of a uniform Transfer Associates Degree for each major to be offered by community colleges; CSU campuses are not only required to accept the coursework included in these Transfer Associates Degrees but also to ensure that students can graduate with only 60 additional units after transfer to a CSU campus.

This presentation discusses the process that we have used and the success that we have had in engaging STEM faculty members, articulation officers, and advisors from CSU Channel Islands (CI) and our regional community colleges in eliminating articulation barriers for STEM transfer students. Prior to the implementation of two HSI-STEM grants, significant gaps existed in the articulation of STEM coursework between CI and regional community colleges. Innovative Articulation Summits have led to several new course articulations and increased collaboration amongst our partner institutions.

11:00 AM – 12:00 PM Concurrent Sessions 22-25

Session 22
Best Practices in Faculty Development: PPOHA
Presenter: Nora Hutto Dr. Xaio Han, Dr. Xaio Han, and Dr. Dominic Aquila Univerity of St. Thomas
Conference Theme: Best Practices in Faculty Development
Location: Center for Teaching and Learning, Vodra Hall

This presentation will focus on best practices in faculty development including initial grant efforts to place courses on-line to increase student access to Master Degree opportunities. The focus will be on the development of an on-line format for the delivery of courses within the Special Education and Leadership/Principal programs. During the third year of grant funding, the School of Education began critical alignment of faculty credentials for Southern Association of Colleges and Schools. This alignment of teaching and learning had tremendous implications for the School of Education and the grant as it ensured terminal degrees in their needed area as a criterion for both tracking and course development. All graduate programs in the School of Education are scheduled to be on-line as highly effective learning experiences that will develop Hispanic educational leaders in Special Education, the Principalship, and Bilingual/Dual Language. We will conclude by discussing the process of continuous monitoring and assessment that is being re-developed for the on-line teaching and learning experiences.

Session 23
Maximizing your Title V Budget: Getting to know EDGAR
Presenters: David F. Trujillo and Moises Almendariz, University of New Mexico - Taos
Conference Theme: Project Management
Location: Gilligan Student Union Building, Room 129

The purpose of the presentation is to provide insight on efficiently using grant funds without getting into trouble. The presenters will begin by discussing the importance of maximizing your grant budget to make the most effect on institutional capacity. The session will allow open dialogue from participants to share unique campus issues and challenges as they relate to budgeting. In addition, the presenters will review examples of allowable and unallowable spending as well as budget things to consider at different stages of your project. Finally, the presentation will provide insight on the role of expanded authorities as well as available resources for grant managers.

Session 24
Strategies for Expanding and Strengthening the Community College STEM Pipeline
Presenters: Amelito Enriquez, Ph.D, Cañada College
Conference Theme: Successful Student Services for Hispanics
Location: Fine Arts Building, Room B-08

This presentation provides an overview of the activities developed and implemented by Cañada College to increase the interest, entry, retention and success in STEM fields among minority students in a Hispanic-serving community college as well as middle school and high school students in surrounding areas. Among these strategies are: a) Summer Math Jam – a two-week intensive program designed for incoming college freshmen; b) Summer Engineering Institute – a two-week residential summer camp for incoming freshmen that offers insight into the engineering profession; c) Physics Jam; d) STEM Institute – a four-week summer program that introduces high school freshmen and sophomores to careers in STEM fields; e) a ten-week summer research internship program for community college engineering students; and f) Technology-enhanced instruction using Tablet computers and distance education. This presentation will summarize each strategy, show videos of sample activities and student testimonies, and highlight student projects and program results. The presentation will involve audience through the use of Tablet PCs and InkSurvey tool to solicit audience questions and comments throughout the presentation.

Session 25
Identifying Factors that Predict Student Completion in STEM Disciplines;
Challenges for Persisters and Non-Persisters
Presenter: Vicky Dueer, Univerity of New Mexico
Conference Theme: Assessment and Evaluation for Hispanic Students
Location: Gilligan Student Union Building, Room 317

The University of New Mexico (UNM) Title V STEM Gateway program is a $3.8 million grant-funded initiative through the Hispanic-Serving Institutions' Science, Technology, Engineering and Mathematics and Articulation Programs (HSI STEM & Articulation Programs). The STEM Gateway program emphases four main areas of concentration: 1) Gateway Science and Math Course Reform, 2) Peer-Learning Facilitators (PLF), 3) STEM Student Interest Groups (SSIG), and 4) Data-Based Decision Making.

Each component is designed to meet the needs of the UNM campus as identified through the approved application which included multiple data collection points. The research team has developed a set of questions that facilitate a better understanding of the challenges that our students face completing STEM disciplines. Our results will help us inform current practices, future course reform projects and institutionalization efforts of "best practices" for STEM students. This presentation shares research results based on the following two questions for students who persist in STEM disciplines vs. those who do not persist; a. What factors predict the successful completion of a STEM degree? b. What trigger points affect whether students stay in STEM or leave?

1:30 PM – 2:30 PM Concurrent Sessions 26-29

Session 26
The Design and Implementation of a STEM Related Learning Community
Presenters: Dr. Paul LaVergne and Said Lamhaouar, Vaughn College
Conference Theme: STEM Teaching for Hispanics
Location: Gilligan Student Union Building, Room 129

Freshman physics and mathematics are often viewed as stumbling blocks to student success in STEM-related majors. The group discussion focuses on how professors can integrate these courses in a learning communities setting that incorporates collaborative inquiry-based learning with ultimate focus to increase student learning outcomes. This will lead into a further examination of the similarities and differences in teaching and learning methods of these subjects and discussion on how interdepartmental collaboration can be encouraged through the implementation of learning communities and supplemental instruction mentors in the classroom. The discussion will conclude with the benefits of learning communities and examples of how a holistic approach was facilitated at Vaughn College through the College's Teaching and Learning Center.

Session 27
Planning and Managing Facilities Development Activities in Title V Projects
Presenter: John Grew, Ph.D, New Jersey City University
Conference Theme: Proejct Management
Location: Gilligan Student Union Building, Room 317

Title V funding enables institutions to undertake capital projects that would otherwise not be possible in the current economic environment. These include construction and renovation of teaching and learning spaces that support or house educational activities within Title V-supported projects. The local and institutional impact of facility-development activities cannot be overstated in the current operating environment, and students and educators are the direct benefactors of these improvements.

The planning and management of renovations and other capital projects are complex tasks that require detailed needs analyses, careful staging, and the assistance of professionals. Pre-award analyses must involve in-house or external construction estimators to itemize and allocate costs across a wide array of project components. Proposed renovations must support institutional master planning efforts and must comply with building codes and other applicable standards, such as the inclusion of green building technology and the Americans with Disabilities Act.

Post-award management requires careful sequencing, compliance with regulations, and the assistance of professionals. Construction projects require licensed architectural/engineering consultants, building permits, and inspections. All expenditures must comply with institutional, governmental and Department of Education policies. Bringing all the required tasks together is challenging, but the rewards are immediate, tangible and profound.

Session 28
Innovative Virtual Outreach Strategies
Presenters: Vanessa Mendoza and Jessica Chiang, CSU Channel Islands
Conference Theme: Assessment and Evaluation for Hispanic Students
Location: Fine Arts Building, Room B-08

This workshop is designed to teach HSI administrators, staff and students about the virtual outreach model taking place at CSU Channel Islands through the Title V Project ISLAS Outreach program coined *University Culture*. University Culture seeks to provide high school and community college students with accessible information on the 4-year university going process by both visiting campuses physically and virtually. The intent of University Culture is to infuse a university-going culture throughout Ventura County and surrounding counties. We seek to inspire local area students to pursue higher education by empowering them from home using multiple media outlets such as YouTube video workshops, web tutorials and lesson plans, virtual mentors, e-mail, Facebook and other social media.

This presentation will include a step-by-step guide on the development of a multimedia grant objective and resources used in this outreach effort. This workshop is designed to inform participants on the effectiveness of a virtual outreach model and will outline the key components of maintaining online services for students, in specific HSI student populations. As a result of engaging in this session, participants will learn the benefits and successes of engaging students through media outlets, become exposed to tools and resources available to develop an effective virtual outreach model and understand the challenges associated with attracting an online audience.

Session 29
Implementing a Culture of Writing with a Title V Grant
Presenter: Kevin D. Williams, M.Ed., Moises Almendariz, and Quentin Wright, Ed.D., Mountain View College - Dallas, Texas
Conference Theme: Innovations in Professional Programs
Location: Center for Teaching and Learning, Vodra Hall

The Presentation will provide an overview of best practices to address the challenges of developing students' writing skills by increasing writing within the disciplines and creating a culture of writing across the Mountain View College (MVC) campus. The presenters will provide an engaging Prezi™ inclusive of key elements and visuals on how the college is managing a Title V grant to help implement its SACS Quality Enhancement Plan (QEP) centered on "Writing". The presentation will cover the purpose and structure of the new Academic Center for Writing along with the resources used in the center to assist students with writing. The panel will provide data related to the use of the center as well as course success data associated with it. Secondly, the session will discuss the steps it took to implement writing intensive courses across disciplines through the Title V grant. Discussion of the challenges and unexpected outcomes it encountered during this process will also be included.

2:45 PM – 3:45 PM Concurrent Sessions 30-33

Session 30
The PASEO Program: Promoting STEM Success in the Southern San Joaquin Valley of California
Presenter: Robert Urtecho, PhD, College of the Sequoias and Karen Cianci, PhD, Fresno Pacific University
Conference Theme: STEM Teaching for Hispanics
Location: Gilligan Student Union Building, Room 317

College of the Sequoias (COS), a public two-year college, and Fresno Pacific (FPU), a private faith-based University, are located in the Southern San Joaquin Valley of California. High poverty and low educational achievement are endemic to this region. Students seeking post-secondary educational opportunities flock to these institutions because of their affordability and proximity. Science Technology, Engineering and Mathematics (STEM) majors have historically suffered high attrition and failure rates at both FPU and COS. Efforts to increase student success and reduce attrition have led to the creation of a model that addresses three major areas associated with attrition: 1) Freshman assimilation into STEM culture; 2) Student socialization and institutional connectedness; and, 3) Critical course assistance and guidance. Early results of our tripartite model indicate that the strategy increases student success, engagement and eventual graduation or transfer. This project is supported by a Cooperative Hispanic Serving Institutions grant awarded to both COS and Fresno Pacific University.

Session 31
Dolphin Interest Groups: A Peer-designed Student Success Strategy
Presenters: University Experience Associates, California State University Channel Islands
Conference theme: Successful Student Services for Hispanics
Location: Center for Teaching and Learning, Vodra Hall

University Experience Associates (UEAs), guide new students' transition through the "University Experience", whether they are freshmen, sophomores or transfer students. As UEAs, we use our personal experiences to guide students like us— Hispanic students who have fought for their higher education, and are then lost when we get to the university. Our jobs are in no way simple, but the concept is simple. The student support services that we provide equip students with the ability to build alliances with other peers, faculty, and their campus community. This in turn creates confident students who successfully navigate student services offered by the university.

One student support strategy we have developed is Dolphin Interest Groups (DIGs), which we will simulate in our presentation. We will demonstrate how we, as bilingual and bicultural university students, can help other university students not only stay and graduate but personally flourish. This interactive simulation will include topics such as student life, personal endeavors, and academia. Through this simulation the participants will have a better understanding of the student support services we have developed. After modeling our DIG meeting we present on the impact we have made on student success.

Session 32
Don't Make It Optional: Effective Strategies that Increase Hispanic Students' Retention and Academic Success
Presenter: Dr. Oralia De Los Reyes and Johanna Torres, The University of Texas at Brownsville
Conference Theme: Successful Student Services for Hispanics
Location: Gilligan Student Union Building, Room 129

The University of Texas at Brownsville and Texas South most College (UTB/TSC) serves one of the poorest Hispanic populations in the State of Texas. 93% of the student population at this university is Hispanic and 90% receive some sort of financial aid. This population faces many barriers to college, including language.

Because of the high percentage of Hispanic students we serve and the many challenges they face, our program is focused on increasing their success. Through a Title V grant, UTB/TSC was able to implement high impact educational practices that would not only expand educational opportunities but also improve academic attainment of this population. These practices include learning communities, a peer mentoring program, tutoring programs, targeted student support services to gatekeeper courses, and critical thinking assessments using the Critical Thinking Assessment Test (CAT).

In this presentation we will share the evaluation plan and assessment results for the program. We will discuss the results of four semesters worth of data with clear evidence of both improved student retention and academic success. We will also share the results from the National Survey of Student Engagement (NSSE) outlining areas such as classroom community and learning; both of which are empirically linked to high levels of learning and development. The plan to institutionalize the most effective practices will also be discussed. This will be an interactive PowerPoint presentation, the audience will engage in answering questions and discussing what other high impact educational practices they have implemented at their institutions. We will present information from the developmental to the implementation stages of these high impact educational practices.

Session 33
Innovative Seminar Course Model for Underrepresented Freshman/New Transfer Undergraduates in Math and Science
Presenter: Dr. Mary Jo Parker and Rene Garcia, University of Houston Downtown
Conference Theme: Successful Student Services for Hispanics
Location: Fine Arts Building, B-08

UHD is a minority-serving and Hispanic-serving institution integrating teaching, service and scholarly research to develop students' talents and preparing them for a global outcome. This four-year urban University is engaged with the community to address the needs and advance the development of the Greater Houston region and of Texas. The UHD Scholars Academy is an academically competitive scholarship and mentoring program which supports gifted minority and female students, first-time-in-college (FTIC) students, first generation students and transfer students pursuing bachelor's degrees in science, engineering, technology, mathematics, and computer science (STEM) fields. The Scholars Academy is focused on the retention and graduation of students in high-demand STEM fields, in order to prepare them for productive STEM careers and/or entrance into STEM graduate school programs. The program accepts up to 60 new FTIC/Transfer students annually and its total enrollment is approximately 180 students, each of whom receives the intense and targeted support needed to insure success. Since its founding in 1999, the Scholars Academy has graduated over 500 students, 91 percent of who have gone on to medical/professional/PhD graduate programs or entered STEM-related workforce careers.

The Scholars Academy College Success Program Seminar Course is offered to freshmen (CSP FTIC) and new transfers (CSP Transfers) is in its fourth year of working toward several goals which include: 1) building a cohort community of learners, thereby increasing retention; 2) providing first generation STEM students foundational reading, writing, presentation skills, and knowledge/skill of applied research, thereby enabling a visioning process of advanced graduate work for minority students; and 3) building leadership skill sets through teamwork and service learning, thus building self-sufficiency, confidence, capacity for the rigors of university academics and STEM careers.
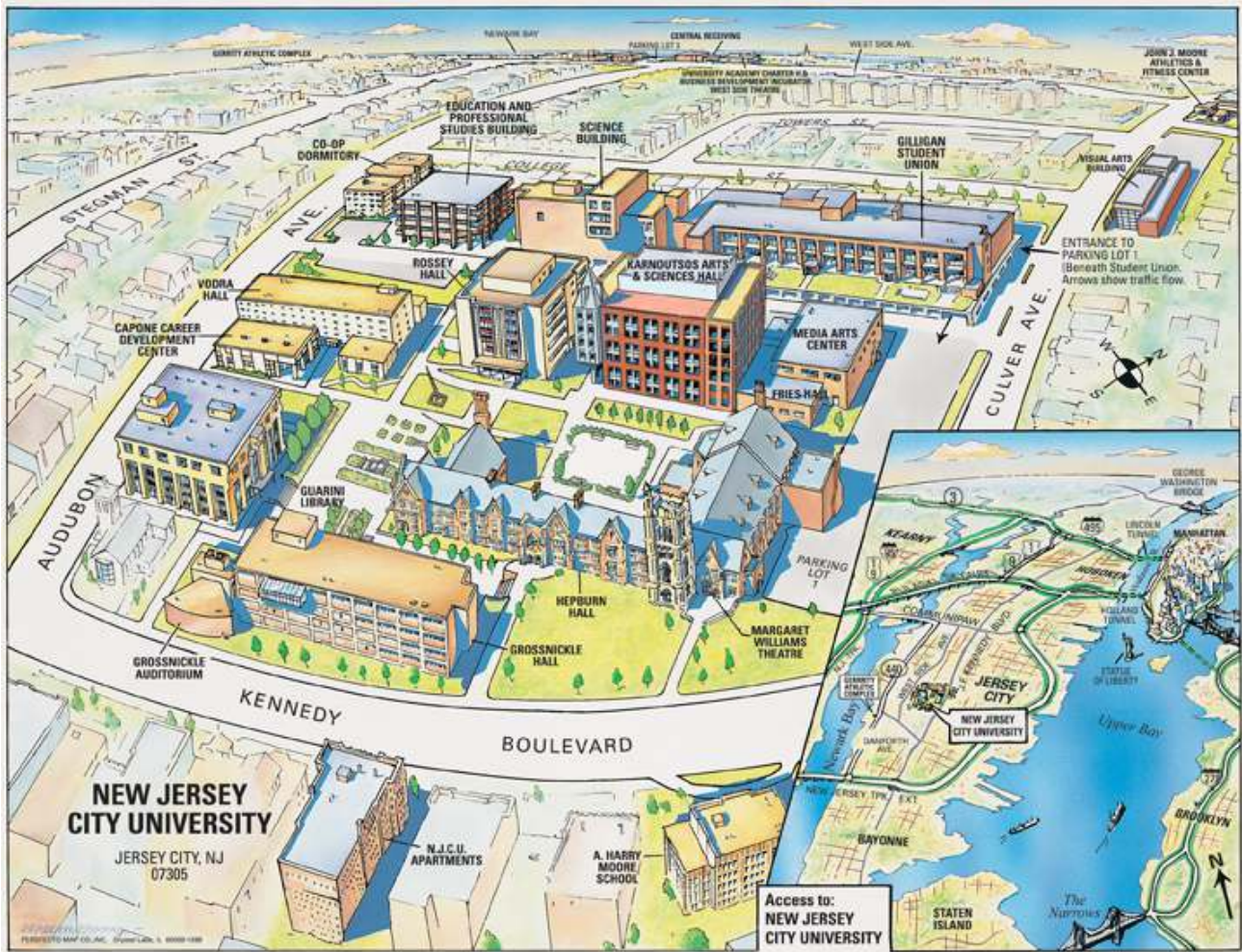
Campus Map

Travelling to NJCU

Shuttle Bus: A shuttle bus will transport attendees between the Westin Hotel and NJCU's campus in the morning and afternoon (please see agenda for times).

Parking: Free parking for attendees will be available in Lot 1, which lies underneath the Gilligan Student Union Building (GSUB). Access to this lot is on Culver Avenue. We advise that you do not park on neighboring streets, as there are restrictions that can result in your car being booted after 3 pm.

Note: the Fine Arts Building is called "Visual Arts" in the above rendition (upper right corner).

Using the Light Rail

The Newport **Light Rail** station is located behind the Westin hotel, and runs from 5 am to midnight. Buy your ticket ($2.10) on the platform, and be sure to time stamp it in the "validation" slot on the side of the ticket machine before boarding.

Hop on the train headed to West Side Ave (it'll say "West Side" on the train). Once you reach West Side Ave station, it is a 5-10 minutes walk to NJCU's campus.

Total travel time from Newport to West Side is 15-20 minutes.