

## **PPOHA FY 2024 NEW AWARD ABSTRACTS**

### **Individual Development Grants**

<b>IHE</b>	<b>State</b>	<b>Award Amount</b>
Mount Saint Mary's University	CA	\$600,000
Universidad Adventista de las Antillas	PR	\$600,000
Universidad del Sagrado Corazón	PR	\$597,369
New Jersey City University	NJ	\$600,000
Angelo State University	TX	\$513,616
The University of Texas at San Antonio	TX	\$520,346
Roosevelt University	IL	\$593,310
CSU - Monterey Bay	CA	\$600,000
CSU - San Bernardino	CA	\$582,077
Dominican University	IL	\$600,000
Escuela de Medicina San Juan Bautista	PR	\$600,000
Calumet College of St. Joseph	IN	\$600,000
University of Houston-Clear Lake	TX	\$492,819
CSU Fullerton	CA	\$596,964

### **Cooperative Arrangement Development Grants**

<b>IHE</b>	<b>State</b>	<b>Award Amount</b>
Sul Ross State University	TX	\$1,499,499
La Sierra University	CA	\$1,499,717

## **P031M240012 - Mount Saint Mary's University, Los Angeles (CA) (\$600,00)**

### **Bridging Gaps, Building Futures: MSMU's Holistic Approach to Health Sciences Education**

#### **Mount Saint Mary's University, Los Angeles Mount Saint Mary's University,**

Los Angeles (MSMU) is a small, Catholic, liberal arts institution in Los Angeles (LA). MSMU offers 25 certificate and credential programs, 54 baccalaureate, 15 master's, and two professional doctorate degrees, and is accredited by the Western Association of Schools & Colleges Senior College & University Commission. MSMU serves over 2,300 students who hail primarily from the greater LA area. MSMU is one of the most diverse universities in the nation; 88% of our students identify as Black, Indigenous, or People of Color (BIPOC); 54% identify as Hispanic. Additionally, over 50% of MSMU students are the first in their families to go to college, and 62% rely on Pell Grants to fund their education. Approximately 25% of our students are enrolled in our graduate or professional programs.

#### **Institutional Goals Academic Programs:**

Expand MSMU's healthcare pathway by developing two new in-demand graduate degree programs that will prepare a diverse and culturally competent healthcare workforce committed to eliminating health inequities in our communities. Institutional Management: Remove institutional barriers to access, persistence, and completion of graduate programs by strengthening holistic student support services and cultivating a sense of connection and belonging for Hispanic and low-income students both in- and outside of the classroom. Fiscal Stability: Grow capacity to enroll new students in MSMU's advanced healthcare pathways to attract and retain Hispanic students and stabilize enrollment revenue.

#### **Project Strategies & Implementation Activities**

Through three key project strategies, MSMU's project addresses the Absolute Priority, Invitational Priority #3, and all elements of the Competitive Preference Priorities (CPPs).

- Strategy #1: Develop New Programs in MSMU's Health Sciences Pathway that Prepare Students to Address Racially Biased Health Inequities (CPP 2): 1) Create a new PA Master's Degree Program; 2) Develop an AMSN -Nurse Educator Program.
- Strategy #2: Deliver Healing, Culturally Affirming, and Holistic Support to Graduate Students that Cultivates a Sense of Belonging & Connection (CPP 1a, 1b, and 2): 1) Holistic Support, Healing, and Wellness; 2) Career Readiness & Experiential Learning.
- Strategy #3: Build Upon MSMU's Equity, Diversity, and Justice Efforts to Catalyze Institutional Transformation Inside and Outside of the Classroom (CPP 1b): 1) Intensive, Cohort-Based Faculty Professional Development; 2) Culturally Responsive Support Service Training.

#### **Project Objectives**

MSMU aims to achieve the following measurable objectives by the end of the project period: • Objective #1: Enrollment: 1.a: Graduate program enrollment; 1.b: PA program enrollment; 1.c: AMSN program enrollment

- Objective #2: Progression: 2.a: Hispanic graduate student course withdrawal rate in health science programs; 2.b: Hispanic graduate student course failure rate
- Objective #3: Completion: 3.a: PA program graduation; 3.b: AMSN program graduation
- Objective #4: Engagement: 4.a: PA student engagement in work-based learning; 4.b: AMSN student engagement in work-based learning; 4.c: Faculty professional development engagement
- Objective #5: Belonging: 5.a: Graduate student sense of belonging

**P031M240020 - Universidad Adventista de las Antillas (PR) (\$600,000)**

The Universidad Adventista de las Antillas (UAA) proposes a Promoting Postbaccalaureate Opportunities for Hispanic Americans (PPOHA) project with the purpose of expanding graduate educational opportunities for our region. The project, “Promoting Diversity and Inclusion in Graduate Opportunities Through Distance Learning,” seeks to improve the academic attainment of UAA’s graduate students, expand graduate academic offerings, as well as enhance the program quality in the Institution. It complies with the established Absolute Priority and aims to increase the number of Hispanic and other underrepresented graduate and professional students by expanding its graduate academic offerings that will prepare graduate students for the workforce. It also addresses Competitive Preference Priority (CPP) 1 (Meeting Student Social, Emotional, and Academic Needs) and CPP 2 (Increasing Postsecondary Education Access, Affordability, Completion, and Post-Enrollment Success). The Project has four goals:

**Goal 1. Broaden the Scope of Graduate Academic Programs at UAA.** This goal aligns directly with the established Absolute Priority, CPP1 and CPP2, ensuring a comprehensive approach to addressing the needs of graduate students. UAA is embarking on an ambitious expansion of its academic offerings, particularly in the realm of distance learning. Activities: Converting MSN to distance learning and developing three (3) Master’s Degree programs and eight (8) Graduate Certificates, all in distance learning.

**Goal 2: Enhance the Quality and Accessibility of Graduate Student Services.** This goal aligns with CPP1 and CPP2. Activities: Strengthening of student support initiatives through increased resources and personnel, with a focus on delivering holistic, data-driven strategies to promote the success of underserved students. This will encompass: academic guidance, therapeutic services, structured/guided academic routes, career assistance; virtual librarian; and coaching opportunities both in-person and virtual (CPP1).

**Goal 3: Enhance accessibility and affordability of graduate degree programs for diverse and economically disadvantaged Hispanic students.** This goal aligns with CCP2. Activities: (a) Implementation of fellowship program specifically targeted towards economically disadvantaged students, and (b) Expansion of flexible and accelerated degree programs as outlined in Goal 1. Through these initiatives, the PPOHA project aims to increase postsecondary access, affordability, completion, and success for underserved postbaccalaureate students in our region (CPP2).

**Goal 4. Enhance and expand the UAA technological infrastructure that will allow the successful delivery of high-quality graduate online program.** This goal is intrinsically linked to CPP1. Proposed activities: (a) Upgrading/expanding the existing technological infrastructure to support the delivery of online programs, (b) Implementing a robust Learning Management System (LMS) to facilitate online learning, (c) Providing training for faculty to effectively use the new technology and LMS for online teaching, (d) Ensuring all online programs meet quality standards for online education, (e) Implementing a continuous improvement process to ensure the technology infrastructure remains up-to-date and effective in delivering high-quality online programs. These activities will ensure that UAA is equipped with the necessary technological infrastructure to successfully deliver high-quality graduate online programs, thereby fulfilling CPP1.

The total requested costs of \$3,000,000 are deemed reasonable, allocable, and necessary to effectively support the goals and objectives of the five-year project.

**P031M240053 - Universidad del Sagrado Corazon (PR) (\$597,369)**

**Sagrado's Graduate PATHS: Promoting Advancement Through Higher Studies in Puerto Rico**

Sagrado's Graduate PATHS overarching goal is to increase the number of Hispanic and other underrepresented graduate and professional students in Sagrado's postbaccalaureate programs. Project goals are: 1) Increase graduate students' enrollment and graduation through an integrated support mode (**Absolute Priority/Competitive Preference Priority 1**); 2) Establish four new STEM-related postbaccalaureate degrees with industry-recognized credentials supported by a Collaborative Center for Graduate Research (**Absolute Priority/Invitational Priority 3**); 3) Integrate work-based learning experiences and Quality Matters guidelines in 100% of graduate programs through the implementation of the Graduate Faculty Development Program (**Absolute Priority /Competitive Preference Priority 1 & 2**); 4) Promote accessibility and affordability to graduate studies through Sagrado's Graduate Incentive Program (**Absolute Priority/Competitive Preference Priority 2**); and 5) Strengthen Sagrado's Endowment Fund targeting graduate-level students (**Absolute Priority/Competitive Preference Priority 2**). These initiatives address the factors influencing student's persistence and graduation, such as academic and career advising, financial stipends and academic support. Sagrado aims to implement effective interventions to improve graduate student enrollment by 5% and the graduation rate by 10%. Also, 95% of postbaccalaureate students will graduate with an Individual Assessment Plan, a Professional Development Plan, and a Lifelong Learning Plan. Incentives will be awarded to qualified graduate students for Prior Learning Assessments, work-based learning (WBL) experience costs, and successful and innovative graduating students. Sagrado's commitment to reducing financial barriers and accessibility in graduate education is also demonstrated through incentives and support of an endowment fund dedicated to graduate-level students. Additionally, establishing four STEM-related degrees as part of Sagrado's graduate offer will provide new and relevant opportunities for Hispanic students at STEM. By aligning all of Sagrado's graduate programs with industry needs, fostering faculty development, and providing students with practical experiences that prepare them for success in their chosen fields, Sagrado's Graduate PATHS will increase access and support for more Hispanic students with postbaccalaureate degrees.

**P031M240055 - New Jersey City University (NJ) (\$600,000)**

**The Professional Pathways Project**

New Jersey City University, a public, four-year Hispanic Serving Institution, located in New Jersey, directly across the Hudson River from New York City, proposes The Professional Pathways Project as a “Grown Your Own” solution to increasing the attainment of graduate professional degrees that help our students meet their career goals and to prepare more Hispanic and low-income students to become professionals and faculty in higher education. The Goals of the project are to: 1) Increase enrollment of Hispanic and low-income students in postbaccalaureate, professional, and degree programs by expanding and enhancing academic programs. NJCU will create a Master of Social Work Degree and a micro-credential in Multicultural/Multilingual Services, and enhance the curriculum in the Doctor of Educational Technology Leadership and Doctor of Cybersecurity programs to be more culturally responsive, inclusive and flexible; 2) Increase retention of Hispanic and low-income students through an Advocacy, Inclusion and Support Team that will provide direct services to students and implement faculty learning opportunities focused on culturally responsive, inclusive and asset-based practices; 3) Increase graduation rates for Hispanic and low-income students through coordinated, workbased learning opportunities with professional mentoring and paid internships. 4) Expand entry and access for Hispanic and low-income students in Education and STEM pathways. The Objectives of the project are designed to increase Hispanic enrollment, retention and degree completion by at least 15% by September 2029. The Professional Pathways Project addresses the Absolute Priority through anticipated outcomes of increased enrollment, retention, and graduation rates for Hispanic and low-income students. It addresses Competitive Preference Priority 1 by improving students' social, emotional, academic & career development. Strategies will focus on: 1) Creating work-based learning experiences and 2) Creating a positive, inclusive & identity-safe climate at NJCU. The project meets Competitive Preference Priority 2 by increasing postsecondary education access, affordability, completion, and post-enrollment success. We will support the development & implementation of high-quality and accessible learning opportunities, including learning opportunities that are accelerated or hybrid online; credit-bearing; work-based; and flexible for working students. The Professional Pathways Project meets Invitational Priority 2 by supporting students in our Master of Arts in Teaching program and meets Invitational Priority 3 by providing support to the Educational Technology and Professional Security Studies masters and doctoral pipelines. Reasonable, allocable, and necessary costs requested to support the goals and objectives of the project total \$3,000,000.

**P031M240070 - Sul Ross State University (TX) (\$,1499,499)**

Sul Ross State University (Sul Ross), a Hispanic-serving Institution (HSI) in Alpine, Texas, was established in 1917 and is the only graduate-degree granting institution within a 200-mile radius along the southwestern Texas-Mexico border. Sul Ross is committed to enhancing student learning through low student-to-teacher ratios, quality faculty, and hands-on experience.

Through this project, entitled Water in the Desert: Cooperation and Purpose-built Programs in Far West Texas, Sul Ross is committed to implementing a Cooperative Arrangement Development Grant – through a partnership with Texas Tech University and Texas A&M University-Kingsville – that will significantly strengthen postbaccalaureate educational opportunities through expanded program offerings and enhanced program quality. The project will achieve two overarching goals: 1) Expand postbaccalaureate educational opportunities by developing new and improving existing market-driven graduate programs; and 2) Improve the educational experience for graduate students through better facilities, equipment, technology, and hands-on learning. To achieve these goals, the Water in the Desert project will attain the following measurable outcomes:

- Increase the number of graduate students enrolled from a baseline of 430 to 500;
- Increase the number of Ph.D. students enrolled from a baseline of 0 to 10;
- Increase the number of annual graduate degrees and certificates awarded from a baseline of 128 to 150;
- Increase the number of postbaccalaureate credentials offered from a baseline of 26 to 31;
- Increase the retention rate for graduate students from a baseline of 63.4% to 70%; and
- Increase graduate student satisfaction, as demonstrated by an increase in the aggregate percentage of graduate students who respond either 4 or 5 on selected statements on the GradSERU or similar survey by at least 15% over baseline

As a result of this project, Sul Ross will implement four new graduate-level program offerings—a Cooperative Ph.D. in Natural Sciences; a M.S. in Water Science; a graduate certificate in Dual Credit Teaching; and a graduate certificate in Professional Spanish—while providing support for the growth of the nascent M.A. in Anthropology.

Water in the Desert will address both Competitive Preference Priorities, meeting student social, emotional, and academic needs while increasing access, affordability, completion, and post-enrollment success, and respond to all three Invitational Priorities—improving the Hispanic Ph.D. pipeline through collaboration, supporting the Hispanic educator pipeline, and increasing Hispanics in STEM.

The budget requested (\$7,497,102) reflects reasonable and justified expenses to achieve the objectives, including subawards of \$273,020 (over five years) to each of the two cooperating institutions. The personnel category is the largest (48.5%) and includes eleven new faculty positions, ten of which are included in the institutionalization plan, a Project Director, and various supporting staff.

**P031M240073 - Angelo State University (TX) (\$513,616)**

Angelo State University (ASU), a Hispanic-Serving Institution located in the mostly rural region of West Texas, proposes to implement GradQuest: Navigating Your Graduate Program, to create improvements in the course offerings and academic and non-academic supports and services for our graduate students.

This program is designed to expand access to all students, including Hispanic and other underrepresented graduate and professional students in our region and state that can be served by courses, institutional resources, and services in all modalities (online, hybrid, and face-to-face).

The five major project activities proposed under this program specifically address the needs and requests of our graduate students. These activities are as follows:

- 1) GradLaunch: Comprehensive orientation to graduate school,
- 2) GradHub: A one-stop-shop for graduate student resources, including wraparound services,
- 3) GradEdge: Faculty development and support to improve graduate education,
- 4) PreceptConnect: Specific support for completing graduate health professions programs, and
- 5) GradFunds: Scholarships and other financial support to ensure students have the resources necessary to successfully complete their graduate program.

Expected project outcomes include increased graduate student satisfaction with programs and services, increased faculty capacity to create and deliver quality graduate education, and increased enrollment, persistence, and graduation from master's, doctoral, professional, and graduate certificate programs.

**P031M240034 - The University of Texas at San Antonio (TX) (\$520,346)**

xQuant@ACOB responds to PPOHA's absolute priority to expand the number of Hispanic and other underrepresented graduate students that can be served by The Alvarez College of Business (ACOB) at The University of San Antonio, by expanding courses and institutional resources; the Competitive Priority 1, to Meet Student Social, Emotional, and Academic Needs; and the Competitive Priority 2, to Increase Postsecondary Education Access, Affordability, Completion, and Post-Enrollment Success. The goals of the program are to:

- Increase the enrollment in Master's programs at ACOB that prepare students for high-paying jobs by creating new Quantitative Business Master's programs, including a Research-based program.
- Increase the persistence and completion in Quantitative Business Masters programs at ACOB by expanding institutional resources.

The activities in the program aim at almost tripling the new enrollment in Quantitative Business Master's programs at the Alvarez College of Business over five years; to have increases in retention and graduation rates; and to expand institutional resources for Master's programs students.

The central activities in the program are to provide evidence-based retention coaching; to develop in-house capacity for evidence-based retention coaching of Quantitative Master's students including training of leadership, faculty, and staff; and to intentionally design and deliver comprehensive advising for the students of the new Masters of Science in Business Research and other Business Research-based Master's programs, including advising for Ph.D. applications, mentoring, academic support, and personalized coaching. The program will use close to 20% of its funding for students' financial aid.



**P031M240048 - Roosevelt University (IL) (\$593,310)**

Roosevelt University (RU), a private, diverse, liberal arts university, proposes Navegando Hacia el Éxito (NHE, Navigating Toward Success), for the RU Promoting Postbaccalaureate Opportunities for Hispanic Americans (PPOHA) Program. NHE is a project that will increase Hispanic and low-income graduate student recruitment, enrollment, retention, and graduation. The PPOHA Planning Committee developed this proposal with the concept of servingness (Garcia, Nunez, and Sansone, 2019 in Toward a Multidimensional Conceptual Framework for Understanding “Servingness” in Hispanic-Serving Institutions: A Synthesis of the Research) as the driver for all activities. The strategies proposed are theory based and include coaching and mentoring (Bettinger and Baker, 2011), recruitment through socialization (Greer et al., 2021), and cohort theory (Estrada et al., 2011). All project goals address the Absolute Priority.

The goals of the project are as follows: **Goal 1. Develop Enhanced & Accelerated Pathways to Graduate Degrees by 1)** enhancing the pathways to Master Degrees in Clinical Psychology, Counseling Practice (CPCP MA) for diverse therapist preparation and pathway to PsyD program and 2) developing an accelerated MS in Information Technology program and an accelerated MS in Data Science program - both with alignment to Information Technology Ph.D. program. These programs will have courses that are online/low residency and are based on Quality Matters and cultural responsiveness standards. **Goal 2. Provide Support for Students & Faculty to Support Goal 1** by developing and deploying student cohort activities (to include Graduate Resource Center, Micro-internships, Fellowships) and faculty cohort activities (to include Pedagogy & Recruitment Training, Online Teaching Training, Mentorship Training) and developing and deploying Alumni/ Community/ External Partnership Development Activities

**Competitive Preference Priorities Addressed: Yes. CPP1: Meeting Student Social, Emotional, Academic, and Career Needs.** The NHE project is designed to improve Hispanic and low-income students’ social, emotional, academic, and career development by fostering a sense of belonging and inclusion (cohorts), implementing evidence-based practices for advancing student success (Social Emotional Learning, micro-internships) and providing evidence-based professional development opportunities (culturally relevant teaching PD) designed to build assetbased mindsets for faculty and staff on campus and that are inclusive with regard to race, ethnicity, culture, language, and disability status. **CPP2: Increasing Postsecondary Education Access, Affordability, Completion, and Post-Enrollment Success.** This priority will be met by increasing postsecondary access, affordability, completion, and success for underserved students by supporting the development and implementation of high-quality and accessible learning opportunities. Access will be increased through enhanced or accelerated programs and with the provision of fellowships. Success will be increased through career-related activities and services that will be developed with grant funds to help prepare students for post-university employment. Completion will be increased as the project is designed around strong evidence, best practices, and research.

**Invitational Priorities 2 and 3 (IPs)** are addressed by supporting the Hispanic Educator Pipeline (IP2) and increase Hispanics in Science, Technology, Engineering, and Mathematics (STEM) through developing two accelerated MS degrees – Information Technology (IT) and Data Science (DS) and aligning both with the Ph.D. in Information Technology (IP3). The CPPs and IPs are identified within the body of the narrative as indicated by IP2, IP3, CPP1, or CPP2. Roosevelt University requests \$2,866,790 (serving a minimum of 465 students) to fund the necessary costs directly related to the implementation of the activities proposed in this PPOHA project application.

**P031M240023 - La Sierra University (CA) (\$1,499,717)**

La Sierra University (LSU) is the lead institution in this cooperative grant project and will partner closely with Loma Linda University (LLU). LSU and LLU are two of the most diverse private institutions in the nation and are each federally designated Hispanic-Serving Institutions. We share a commitment to improving the outcomes and experiences of our students and understand our capacity to achieve our goals increases through collaboration. Our proposal leverages our individual institutional strengths to overcome our individual institutional weaknesses. As a result, LSU students will benefit from a clear pathway – Pathway Adelante – to advanced degrees in STEM and healthcare at one of the nation’s premiere research and medical institutions, LLU. The project is intentionally designed to address the Absolute Priority and Invitational Priorities #1 and #3 by leveraging the strong infrastructure for STEM and Health Science PhD and professional programs at LLU. LSU and LLU will partner to ensure seamless articulation, accelerated program pathway agreements, and augmented support to Hispanic and low-income postbaccalaureate and graduate students applying to LLU’s PhD and professional degree programs.

**Academic Program Goals:** #1: Expand LSU’s Health Sciences Pathway Partnership with LLU to create a clear pathway to terminal STEM and health sciences degrees for LSU’s majority Hispanic and low-income student population. #2: Engage students in rigorous research experiences that foster academic and research self-efficacy. **Institutional Management Goals:** #1: Cultivate a graduate school-going culture through the creation of a Post-Baccalaureate Student Center at LSU that will centralize all graduate academic and student support services and an Active Learning Graduate Center at LLU that will create a collaborative workspace for graduate students and advisors. #2: Coordinate graduate-level advising and support across all STEM and health science pathways between LSU and LLU. #3: Sponsor faculty to participate in equity-minded, data-informed professional development. **Fiscal Stability Goals:** #1: Grow enrollment in LSU’s graduate programs to support long-term program viability and sustainability of improvement. #2: Improve equitable and timely completion to reduce financial impact on students and the institution.

To achieve these goals, LSU and LLU will deploy three implementation strategies with evidence-based activities which address all Competitive Preference Priorities (CPPs): **Implementation Strategy #1: Accessible & Flexible Pathway to Advanced Degrees:** 1.1: Expand LSU’s Health Sciences Pathway Partnership with LLU to create a clear, flexible pathway to terminal STEM and Health Sciences degrees (IP #1; CPP #2); 1.2: Augment Graduate-Level Advising & Financial Support Across the LSU-LLU Pathway (CPP #1b(2)); **Implementation Strategy #2: Supportive & Affirming Graduate Culture:** 2.1: Renovate a physical space on campus to establish a highly visible and accessible LSU Post-Baccalaureate Student Center and LLU Active Learning Graduate Center where students can access centralized services and programs; 2.2: Develop culturally responsive, equity-minded, and data-informed faculty professional development to facilitate faculty access to and use of course-level data to conduct a course audit and initiate informed improvements (CPP#1b(2)) **Implementation Strategy #3: Career-Relevant Academic & Support Infrastructure:** 3.1: Increase graduate student participation in Work-Based Learning through augmented placement and through an established work-based learning fund (CPP #1a); 3.2: Engage graduate students in rigorous research experiences that foster academic and research self-efficacy, and remove barriers to participation through an established research fund (CPP #1a).

These strategies are designed to achieve the following measurable objectives by September 30, 2029: a.1: LSU graduate school enrollment; a.2: LSU Hispanic student enrollment in graduate school at LSU; a.3: Number of LSU students who enroll in LLU’s graduate programs; a.4: Increase Hispanic student representation in LLU’s graduate programs; a.5: Increase Hispanic student representation in LLU’s professional programs; b.1: LSU Hispanic graduate student fall-to-fall retention; c.1: Number of Hispanic students awarded a graduate degree from LSU; c.2: Number of Hispanic students awarded a graduate degree from LLU; d.1: LSU graduate student engagement in work-based learning; d.2: Graduate program faculty data training; d.3: Graduate program faculty course audit completion.

**P031M240043 - University Corporation at Monterey Bay (CA) (\$600,000)**

**California State University Monterey Bay** is proposing the project SALUD (Supporting Access for Latinx and other Underrepresented Demographics). It has three distinct but interlocking activities that will improve courses, programs, and services to students seeking postbaccalaureate degrees in allied health programs, specifically: an Educational Specialist (EdS) degree in School Psychology; a Master's degree in Speech Language Pathology; or a Master's degree in Social Work.

**Overview:** To ensure that more Latinx, low-income, first-generation, and other underserved CSUMB students are enrolling in and completing these programs, the institution has developed SALUD to provide a variety of in-depth services, including:

1. Creating the SALUD Graduate Center, where students will participate in peer tutoring, attend workshops, utilize study space, participate in financial literacy, and be able to apply for scholarship funding and conference travel awards.
2. Improving career pathways through a new mentorship program, workshops and panel presentations on allied health careers, an internship program, and a career fair.
3. Expanding clinical experiences by creating a new clinical space for students to undertake practical experiences in their fields, and engage in interpersonal training.

**Objectives:** When completed, SALUD will meet the following objectives:

**Objective 1:** By Sept. 30, 2029, CSUMB will increase the number of applications to the targeted programs from Latinx, first-generation, and rural individuals by up to 30 a year.

**Objective 2a:** By Sept. 30, 2029, CSUMB will increase the rate of Master of Social Work students being retained from Year 1 to Year 2 within the program by 10 percentage points.

**Objective 2b:** By Sept. 30 2029, CSUMB will improve the time to completion of School Psychology students from 3.8 years to 3.0 years.

**Objective 2c:** By Sept. 30, 2029, secure a year-to-year retention rate for Speech-Language Pathology postbaccalaureate students of 7 percentage points above baseline.

**Objective 3:** By Sept. 30, 2029, CSUMB will serve 610 allied health postbaccalaureate students through grant-funded services in the SALUD Graduate Center or related programming.

**Objective 4:** By Sept. 30, 2029, graduates of the three allied health programs at CSUMB will be employed in related jobs at a rate of 75%.

**Budget:** To implement this project and meet the targeted objectives, CSUMB is requesting \$3,000,000 over five years. These funds will be used to renovate space for the SALUD Center and clinical experiences, provide ongoing support to students, and improve the educational outcomes within three allied health postbaccalaureate programs.

**Priorities:** CSUMB is responding to the Absolute Priority (Expanding the number of Hispanic and other underrepresented graduate and professional students); Invitational Priority 2 (Supporting the Hispanic educator pipeline); Competitive Preference Priority 1 (Meeting student social, emotional, and academic needs); and Competitive Preference Priority 2 (Increasing postsecondary access, affordability, completion, and post-enrollment success).

**P031M240046 - University Enterprises Corporation at CSUSB (CA) (\$582,077)**

**California State University, San Bernardino (CSUSB)**, a public Hispanic-serving institution, proposes Creating Inclusive Pathways to Allied Health Professions (CIPAHF) to increase enrollment of Latino and other underrepresented students in postbaccalaureate programs by expanding graduate degrees in in-demand allied healthcare professions and creating a comprehensive support system to meet their academic, social and emotional needs. In addition to the Absolute Priority, CIPAHF addresses Competitive Preference Priority 1 and Priority 2.

**Population to be Served:** CSUSB is the only Cal State in California's vast San Bernardino and Riverside counties. The region's population of 4.6 million is 52% Latino and 22% foreign born; only 24% of ages 25+ have bachelor's degrees and 9% graduate degrees, well below U.S. averages. The great majority of CSUSB's graduate students—76%—live in the region; 60.4% are from traditionally underserved groups, 63.5% are female, 55% are Latino, and 79% do not have a parent who graduated from college.

**Project Goals:** 1) Increase postbaccalaureate enrollment by Latino students and other underrepresented students in allied health graduate programs. 2) Increase retention and timely graduation of Latino and other underrepresented allied health graduate students. 3) Build assetbased mindsets for faculty to provide inclusive postbaccalaureate online pedagogy. 4) Foster postbaccalaureate students' sense of belonging, involvement, and engagement in real-world hands-on learning that takes place in community settings.

**Primary Activities:** CSUSB is embracing the tremendous potential of two recent state-level changes to 1) offer blended degree programs in which students can share up to 12 units of coursework between the undergraduate and graduate degree, creating an accelerated pathway to master's degrees, and 2) provide professional and applied doctoral degrees. CSUSB has ambitious plans for creating four new allied health graduate degrees (two doctorates and two master's), developing two accelerated bachelor's-master's blended programs in allied health, and increasing enrollment in two recently created allied health master's programs. In developing these degrees, CSUSB is emphasizing flexible pathways to degree completion for working students. CSUSB will be the only public university in the region offering these in-demand allied health degrees at lower costs vs. the region's private universities, and in primarily online and hybrid formats.

To increase retention and graduation of graduate students, CSUSB's comprehensive development plan revealed opportunities to a) transform advising for graduate students so they receive evidence-based, sustained, personalized, proactive advising; b) increase peer, professional and faculty mentoring; c) expand Graduate Equity Fellowships to ease the financial burden on low-income, underrepresented students; d) increase faculty's use of equity-minded online course design in graduate-level courses; and e) create a sense of belonging and community for students who are primarily learning in online and hybrid formats. Also, graduate allied health students will be encouraged to earn a certificate in Healthcare Spanish to meet the region's needs for bilingual healthcare providers. CIPAHF will add a clinical practice course to the Healthcare Spanish certificate so that allied health grad students can demonstrate language proficiency while completing their required hands-on clinical practice or field work. CSUSB leadership is fully committed to CIPAHF and to the institutionalization of effective activities developed by the project.

## **P031M240005 - Dominican University (IL) (\$600,000)**

### **Pathways to Wellness: Empowering Hispanic and Low-Income Scholars to Build Successful Careers in Healthcare**

**Dominican University (DU)** is a federally recognized Hispanic-Serving Institution (HSI) enrolling roughly 3,400 students annually, of whom over 1,000 are enrolled in graduate degree programs. Since 1901, DU has served a primarily First-Generation student population and is proud that we serve more Hispanic students than any of our peer institutions, with 65% of undergraduates and 25.3% of graduate students identifying as Hispanic.

**Strategies: Strategy #1 | Healthcare Academic Program Development:** Prepare graduates to capably deliver culturally responsive care to historically minoritized communities through accessible, inclusive, and rigorous advanced degree programs in healthcare – activities will increase institutional capacity to offer/grow post-baccalaureate and graduate programs in high demand health care fields in which Hispanic Americans are underrepresented. **Strategy #2: Healthcare Student Support Services** | Strengthen student support services across the pipeline to high-demand, high-wage careers in healthcare – activities will increase institutional capacity to offer graduate-level academic and career supports that prepare students for post-graduate career readiness and success.

**Strategy #3: Holistic Student & Community Wellness** | Cultivate a supportive, wellness-oriented educational and career path by embedding holistic student supports in partnership with community and industry leaders – activities will increase institutional capacity to develop and leverage partnerships that strengthen educational, career, and holistic supports for DU graduate students.

**Goals: Academic Programs:** 1. Fill gaps in the educational pipeline to advanced degree completion, including terminal and professional degrees, to meet a widely recognized community, state, and national need for an effective pathway to healthcare careers; 2. Leverage existing partnerships and forge new lineage agreements with area universities to develop articulation agreements to facilitate student access to and completion of advanced degrees. **Institutional Management:** 1. Strengthen academic and career pathway advising through an effective, culturally competent, and sustainable cohort advising model; 2. Cultivate a graduate school culture of holistic wellness to support current students to persist and complete, and to strengthen the resilience of the healthcare workforce among DU graduates. **Fiscal Stability:** 1. Grow enrollment in health sciences programs to support long-term program viability and sustainability of improvements; 2. Improve equitable and timely completion to reduce financial impact on students and the institution.

**Competitive Preference Priorities (CPP):** The project is intentionally designed to address the **Absolute Priority**, both Title V PPOHA Competitive Preference Priorities (CPPs) and **Invitational Priority #3**. **CPP #1:** DU will meet students' social, emotional academic needs in all elements of this CPP: CPP #1.a: Supportive, Positive, and Identity Safe Settings Through Hands-On Learning Experiences; CPP #1.b(1): Evidence-Based Practices to Advance Student Success; CPP #1.b(2): Evidence-Based Professional Development. **CPP #2:** DU will increase postsecondary education access, affordability, completion, and post-enrollment success by supporting the development and implementation of high-quality and accessible learning opportunities: **Access & Completion:** DU will design new post-baccalaureate certificates that are stackable toward master's degree completion and which prepare students for high-demand, living wage jobs for which students seeking experience in their field of study and/or are pursuing a gap year before enrolling in advanced medical and research programs (activity 1.a). **Affordability:** DU will alleviate financial burdens to access, completion, and workforce entry through scholarships, emergency aid, and a fund to cover testing and licensure fees (activity 3.a). The paid apprenticeship program alleviates financial burdens and increases affordability (activity 2.b); **Post-Enrollment Success:** DU will embed Graduate Supplemental Instructors (GSIs) in key courses to augment targeted academic support outside of traditional classroom meeting times; GSIs will provide virtual supplemental instruction to ensure working learners can access additional support (activity 2.a).

**P031M240008 - Escuela de Medicina San Juan Bautista (PR) (\$600,000)**

**“Cultivating Success: Enhanced Graduate Programs and Services”**

San Juan Bautista School of Medicine (SJBSM), a Hispanic Serving Institution located in Caguas, Puerto Rico, is proposing the Promoting Postbaccalaureate Opportunities for Hispanic Americans (PPOHA) Program. This program aims to expand and enhance SJBSM’s graduate academic offerings, improve program quality, enhance faculty expertise, and strengthen institutional stability. The Project aims to fulfill the established Absolute Priority by increasing the enrollment of Hispanic and other underrepresented graduate and professional students through the expansion of the academic offerings and institutional resources. Additionally, it addresses Competitive Preference Priority (CPP) 1 (Meeting Student Social, Emotional, and Academic Needs) and CPP 2 (Increasing Postsecondary Education Access, Affordability, Completion, and Post-Enrollment Success). The initiative will not only expand SJBSM’s postbaccalaureate academic offerings but also expand institutional physical facilities, enhance student support services, and promote academic success. Through faculty and staff professional development, the initiative will create a supportive, positive, and inclusive environment for Hispanic and low-income students, considering factors such as race, ethnicity, culture, language, and disability status, thereby facilitating their completion of graduate studies. The proposed initiatives include: (a) expanding postsecondary education access, affordability, completion, and post-enrollment success through the introduction of a newly approved PhD in Nurse Practice and the development of two professional certificates, one in the Clinical Forensic Transdisciplinary Management of Sexual Violence and the other in Advanced Clinical Anatomy (**CPP2**); (b) addressing the social, emotional, and academic needs of graduate students and fostering an inclusive and supportive environment through evidence-based practices such as coaching, advising, and counseling (**CPP1**), as well as providing professional development opportunities for faculty and staff that promote asset-based mindsets and inclusivity in terms of race, ethnicity, culture, language, and disability status (**CPP1**); (c) enhancing real-world, hands-on learning opportunities by improving and expanding SJBSM’s instructional laboratory facilities, relocating the Anatomy Wet-Lab, and creating a medical procedures laboratory enabling research, clinical practices, and simulations that enhance the instruction of both new and existing graduate programs (**CPP1**); (d) establishing learning and wellbeing spaces for graduate students; and (e) offering PPOHA scholarships to support students in completing postbaccalaureate degrees.

The successful implementation of the PPOHA project is expected to yield several significant outcomes. It will boost the enrollment of Hispanic and other underserved graduate students, fostering a sense of belonging on campus through a range of professional development activities. Ultimately, the goal is to increase graduation rates for Hispanic and other underserved graduate students, thereby contributing to their academic success and future prospect.

## **P031M240045 - Calumet College of St. Joseph (IN) (\$600,000)**

### **Camino al Éxito: A GPS for Hispanic Student Success**

**Calumet College of St. Joseph (CCSJ)** is a Catholic institution dedicated to the academic, spiritual and ethical development of undergraduate and graduate students. For 70 years, we have been dedicated to enhancing the social and economic mobility of first-generation college students. CCSJ is among the most diverse liberal arts colleges in the Midwest and was the first Hispanic-Serving institution in Indiana. Nearly half of entering students are first-generation college students; half of our student body each year qualify for federal Pell grants; and over 30% of our students are Hispanic. CCSJ is committed to expanding the number of Hispanic and other underrepresented groups in postbaccalaureate programs, which in turn will lead them to high-demand, high-pay jobs in the regional economy. First, we will develop postbaccalaureate opportunities and connect students to them, ensuring that Hispanic and low-income students have full access, through flexible delivery models and new and revised academic programs, meeting crucial community needs in Education, public administration, social services, and management. Second, we will provide inclusive, culturally appropriate support to ensure access to graduate education and success in graduate programs. We will establish the Office of Graduate Program Services, students' GPS to success, to provide information, programming, and support, along with training for faculty and staff in research-based culturally competent communications and pedagogy. Third, we will strengthen fiscal stability by increasing enrollment and tuition revenue.

### **5-Year Objectives to Be Accomplished by September 30, 2029:**

- Increase graduate enrollment by 60 students across the College's four postbaccalaureate programs, including a redesigned Psychology program, a new Nonprofit Management track in the Management program, and a new Ph.D. program in Public Administration.
- Increase the percent of Hispanic students in postbaccalaureate programs over 5 years to match the percent of Hispanic undergraduate enrollment in the College as a whole.
- Increase the number of certified teachers and Clinical Psychologist students who are Hispanic.
- Improve Hispanic grad student persistence from the first semester to the second semester of postbaccalaureate programs to the KPI of 90% and on-time completion to 50%.
- Improve on-time completion to 50%.
- Improve professional employment of Hispanic alumni within a year of graduation to the institutional goal of 80% and within 3 years of graduation to the institutional goal of 90%
- Improve graduate student satisfaction.
- Provide experiential learning opportunities in 25% of postbaccalaureate classes.
- Provide regular professional development for faculty and staff in culturally competent communications.

**COMPETITIVE PREFERENCE PRIORITIES:** The institutional priorities that CCSJ identified through comprehensive strategic planning fully align with all Title V priorities:

**Absolute Priority:** To expand the number of Hispanic and other underrepresented graduate and professional students, we will revise current graduate programs and offer new postgraduate opportunities based upon a comprehensive competitive analysis.

**Competitive Priority 1:** To improve students' social, emotional, academic, and career development, we will develop a supportive Graduate Program Services Office (GPS) to integrate evidence-based student support initiatives, offer professional development opportunities, and enhance cultural competence.

**Competitive Priority 2:** To increase access, affordability, and completion, we will develop flexible online and hybrid program options and expand outreach, assistance for entry to graduate programs, scholarships and graduate assistantships, experiential learning opportunities, and support programs.

**Invitational Priority 2:** To increase the number of Hispanic educators, Calumet College of St. Joseph will expand the postbaccalaureate Transition to Teaching certification program through scholarships, community partnerships, and support services, including tutoring.

**Invitational Priority 3:** To increase Hispanic postbaccalaureate students and educators in STEM, we will revise the Psychology master's degree program, provide internships and support services for Clinical Psychology students and emphasize pathways from undergrad Psychology to counseling careers.

**P031M240050 - University of Houston-Clear Lake (TX) (\$492,819)**

**Title:** Exploring Careers in Teaching (EXCITE): Building on Strengths, Expanding Access, and Transforming Lives

The University of Houston-Clear Lake (UHCL) is a state-funded, four-year, regional comprehensive, public university. It is situated in the greater Houston area which has a Hispanic population of 1.02 million which is 44.5% of the total population. EXCITE: Building on Strengths, Expanding Access, and Transforming Lives seeks to expand access to postsecondary education for Houston's growing population of Hispanic and minority residents by addressing the absolute priority and the two competitive priorities of the Promoting Postbaccalaureate Opportunities for Hispanic Americans Program.

**Absolute Priority:** Expanding the number of Hispanic and other underrepresented graduate and professional students served by the institution by expanding course and institutional resources. This project addresses the absolute priority by increasing the retention and graduation of students in the Master of Arts in Teaching (MAT), Master of Science (MS) in School Counseling, and the Doctor of Education (EdD) in Curriculum and Instruction with a STEM emphasis. The absolute priority is also addressed by the expansion of certificate options and increasing institutional resources for MAT, MS, and EdD students.

**Competitive Preference Priority 1:** Meeting student social, emotional, and academic needs. This project will meet student social and emotional needs by providing them with a summer orientation to develop a sense of belonging and opportunities to connect with faculty, staff, and students. During the summer orientation faculty, staff, and students will have the opportunity to complete the Clifton Strengths online assessment and to participate in one-on-one small group discussions about their strengths led by a Gallup-Certified Strengths Coach. Identifying strengths focuses everyone on a positive rather than a deficit mindset and helps them create plans to use their strengths as building block for future success. MAT and MS students will be given access to online resources and professional development sessions to prepare them for their required certification examinations.

**Competitive Preference Priority 2:** Increasing Postsecondary Education Access, Affordability, Completion, and Post-Enrollment Success. The MAT and the MS degrees include capstone experiences that are completed in the schools where the students are employed. This provides both access and affordability for the students as they can continue to work and provide for their families as they complete their degrees. Project services and courses are provided in both face-to-face and online modes to enhance accessibility. The project provides scholarships for low-income students and the scholarships will continue after the program ends because an endowed scholarship will be established.



**P031M240078 - California State University Fullerton (CA) (\$596,964)**

California State University, Fullerton (CSUF) has designed ELEVAR: Excelencia for Latinx: Engagement, Validation, Academics and Resources (a proposed project for the U.S. Dept. of Education's Title V, pt. B, PPOHA program), in seeking to increase the number of Hispanic graduate students and improve their academic attainment through expanding academic offerings and enhancing institutional resources for student support. CSUF, one of the largest in the 23-campus California State University (CSU) system (student headcount), conducted a data-driven, collaborative process to create a comprehensive development plan on graduate education; the process engaged campus stakeholders: faculty who teach graduate courses, faculty advisors, administrators who lead graduate education, and graduate students. ELEVAR is framed to address the CDP institutional goals under three objectives: 1) expanding courses and academic programs to support workforce readiness and accessible, hybrid course modalities, 2) adding institutional resources for student engagement in real-world learning and for supporting student's belonging, and 3) enhancing the supportive, inclusive, and identity-safe climate for Hispanic and other underserved students through faculty training. Each objective has multiple activities, including: 1) Workforce Learning Expansion for core graduate courses; 2) Course Conversion to hybrid online to improve accessibility; 3) two new academic certificates in Social Justice and Workforce Readiness; 4) a course in Teaching Community College; 5) Onboarding Program in each department for new graduate students; 6) Graduate student Writing Communities in each college; 7) Alumni Professional Mentoring for graduate students; 8) training for faculty advisors, teaching faculty, and department administrators. Each activity has been framed to serve Hispanic, low-income, and other underserved graduate students. Strong implementation and management plans, plus evaluation, will ensure ELEVAR's effectiveness.