

ABSTRACT

EDP University of Puerto Rico, Inc. (EDP), a Hispanic-Serving Institution offering postbaccalaureate degrees and certificate-granting programs proposes a PPOHA project titled ***“Providing Opportunities for Hispanic Students by Increasing Access to Diverse, Flexible and Affordable In-demand Graduate Programs.”*** The purpose of the Project is to expand graduate academic offerings for low-income Hispanic students, improve the academic attainment of graduate students, as well as enhance the faculty expertise and program quality at the Institution. The Project addresses the established **Absolute Priority** (section 503 (b)(14)) and seeks to expand the number of Hispanic and other underrepresented graduate and professional students by expanding courses and institutional resources. It also addresses **Competitive Preference Priority 1** (Meeting Student Social, Emotional, and Academic Needs) and **Competitive Preference Priority 2** (Increasing Postsecondary Education Access, Affordability, Completion, and Post-Enrollment Success). The Activity intends to: (a) increase postsecondary education access, affordability, completion, and post-enrollment success through the development of four graduate degree programs (**CPP2**); (b) meet student social, emotional, and academic needs of graduate students and create a positive, identity-safe and inclusive climate by implementing evidence-based practices (i.e., advising, coaching and counseling) for advancing student success for underserved students (**CPP1**) and through the provision of evidence-based professional development opportunities designed to build asset-based mindsets for faculty and staff on campus and that are inclusive with regard to race, ethnicity, culture, language, and disability status (**CPP1**); (c) support students to engage in real-world hands-on learning by improving and expanding EDP instructional laboratory facilities that will allow students and faculty to conduct research, clinical practices, and simulations and enhance the instruction of new and existing graduate programs (**CPP1**); (d) early intervention/improved tracking system; and (e) provision of PPOHA fellowships that will allow students to complete a postbaccalaureate degree. The proposed strategies will bolster graduate students’ academic outcomes, improve retention, and graduation rates, and increase student satisfaction.

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Performance measures will include, but will not be limited to, increasing the number of 1) graduate program offerings; 2) students receiving multiple comprehensive student support services; 3) students receiving coaching, advising, and counseling services to enhance their academic achievement, 4) students conducting research and other activities in state-of-the-art laboratory facilities; 5) faculty participating in professional development opportunities, 6) faculty incorporating asset-based approaches into their teaching strategies. Of the \$3,000,000 request, approximately 10% will be dedicated to project management and evaluation, and 90% to the Activity. The **Activity budget** dedicates 14% to personnel; 3% to fringe benefits; 11% to consultants who will be key resources in delivering the activities and services to participating students and faculty; 25% for equipment, 16% for supplies; 1% for travel; and 20% for other costs (scholarships).

Abstract

Mercy College, an independent Hispanic-Serving Institution with campuses in New York City and Westchester County, New York, is proposing a new project, **Graduate Professional Resources and Opportunities (GRAD-PRO)**. GRAD-PRO addresses the Absolute Priority to expand the number of Hispanic and other underrepresented graduate and professional students served by Mercy College by expanding courses and institutional resources. Our project also addresses both Competitive Preference Priorities as well as the Invitational Priority including:

- (a) **Competitive Preference Priority 1**, Meeting Student Social, Emotional and Academic Needs, and
- (b) **Competitive Preference Priority 2**, Increasing Postsecondary Education Access, Affordability, Completion, and Post-Enrollment Success, and
- (c) **Invitational Priority**, Increasing the number of Hispanic students earning post-graduate degrees in preparation for employment as an educator.

Development of the GRAD-PRO project was informed by a thorough examination of Mercy's strengths, weaknesses, challenges, and opportunities in areas of academic programs, institutional management, and fiscal stability, together with institutional strategic planning for 2020-2025. In addition, GRAD-PRO is informed by a review of relevant current literature and studies on strategies for graduate student success and for establishing the role of faculty as mentors and incorporates a logic model demonstrating a rationale supported by promising evidence. These studies and resources, along with our assessment of the complex academic and personal challenges that Mercy's Hispanic and low-income graduates face, have guided the development of GRAD-PRO and lead us to propose objectives and strategies described in the project narrative. We propose a comprehensive approach that will meet our overarching goals to: (1) expand postbaccalaureate educational opportunities for, and improve the academic attainment of, Hispanic students; (2) provide an enhanced focus of academic and career alignment; (3) expand and support a culture of faculty mentorship with personalized interactions between faculty and students; and (4) bolster student retention, persistence, and degree attainment by providing supplementary resources including scholarships to offset the cost of educational expenses.

GRAD-PRO will improve teaching and learning on an institution-wide basis. Four key Activities are proposed for GRAD-PRO: (1) providing student access to experiential learning in community-based settings for our Health Science students (CPP1-(a)(1)); (2) implementing evidence-based practices for advancing student success for underserved students in our teacher education programs through faculty mentoring and induction support (meets CPP1-(b)(1) and Invitational Priority); (3) establishing a Faculty Mentoring Fellowship that provides evidence-based professional development opportunities designed to support mentoring of students and to build asset-based mindsets among faculty that are inclusive with regard to race, ethnicity, culture, language, and disability status (meets CPP1(b)(2)); and (4) offering a new series of advanced certificates in an online format that can lead to the completion of the MS in Business Analytics (meets CPP2(a)).

Abstract

Title: BRAVO: Building Resources for Academic and Vocational Opportunities at St. Mary's

Project Goals: The project's goals are to expand postbaccalaureate educational opportunities and academic attainment of Hispanic students and other underrepresented students; expand postbaccalaureate offerings; and improve quality of programs. Specifically, the project is designed to improve access to postbaccalaureate programs; support academic, social, and emotional needs of enrolled target students in positive, asset-based, culturally-inclusive programs; and assure that students have access to high-quality, meaningful internship experiences to facilitate entry into employment. Holistically, our goal is to create institutional change and integration of graduate student services that will strengthen the university's ability to serve students.

Population to be Served: The program will serve Hispanic and other low-income postbaccalaureate students enrolled at St. Mary's University in San Antonio, TX.

Primary Activities to be Performed:

We will begin by reviewing local and regional postbaccalaureate programs and identifying our unique offerings. We will increase community outreach and create application assistance programs to facilitate access as well as increasing funding to support postbaccalaureate students. We will review labor trends and ensure alignment with our programs. We will increase and improve on-line offerings to increase flexibility and access for working students and expand accelerated and interdisciplinary degrees to keep costs low and degrees flexible. To achieve the program goals and increase institutional capacity going forward, we will include all stakeholders in an assessment of needs. We will utilize the NCHA to assess emotional needs and tailor services provided by our Student Health and Wellness Programs to address those needs. We will train graduate faculty to recognize students in need, streamline the referral process, and increase and strengthen our service offerings. We will expand the Graduate Center for Excellence to integrate services to postbaccalaureate students and provide need-aligned graduate tutors. We will also create a peer mentoring/coaching program, a Graduate Student Association, and a Graduate Living and Learning Community to increase support and build community. We will activate an alert system to identify students who are struggling academically and connect those students with support services. To facilitate transition to the work force and expand the high-impact practice of experiential learning, we will create an internship identification and placement program in the Center for Career and Professional Development. We will also expand our community partnerships to create pathways to internships and employment. To improve our programs, we will provide faculty development programs to assure our offerings are asset-based and culturally responsive and create a workgroup of trained faculty and postbaccalaureate students to review and evaluate implementation in courses.

ABSTRACT

Colorado State University-Pueblo (CSU-Pueblo) is a state-funded, four-year, public university located in Southern Colorado, Pueblo County. CSU-Pueblo is a regional comprehensive, Hispanic Serving Institution (HSI), providing educational access to a region high in poverty and unemployment. CSU-Pueblo sits among in 9 opportunity zones, which indicates the severity of the region's economic development needs.

CSU-Pueblo's Title V proposal, ***Project Exíto***, is the Spanish word for "success" and proposes to support graduate students who need to pursue higher education online. ***Project Exíto*** will provide support structures that will enable students to achieve a graduate degree. ***Project Exíto*** will overcome weaknesses identified through ongoing assessment and analysis and will put into place innovative online outreach systems that will increase access to higher education and online advising and support structures that are "high impact practices" designed to create enriching academic opportunities the foster success for our highly diverse student population. These high impact practices will be informed by the Guided Pathways research and include the following services for online students: 1) the expansion of outreach to students to increase access, 2) proactive and intrusive academic advising to support retention, and 3) expanded online course offerings which will reduce time to degree completion.

Project Exíto will also fund the development of a robust Diversity, Equity, and Inclusion (DEI) program on campus designed to foster an identity safe environment and increase students' sense of belonging. A major component of the DEI program is professional development for faculty and staff in culturally responsive pedagogy and practices.

The purpose of ***Project Exíto*** is to build institutional capacity to increase the number of Hispanic and low-income students attaining graduate degrees and facilitate access, persistence, retention, and completion. Project Goals include (1) Increase retention rates, graduation rates, and degree attainment by removing obstacles and supporting students in online courses, (2) Provide advising and intervention strategies that support success, (3) Expand online course and program offerings, and (4) Implement DEI programming and professional development. The project proposes the following measurable and significant outcomes: (1) increase the number Hispanic and low-income students accessing higher education; (2) increase number of Hispanic and low-income students retaining through the first year; (3) increase the graduation rates of Hispanic and low-income students, and (4) increase the number of faculty and staff who are trained in culturally responsive pedagogy and practices.

CSU-Pueblo is requesting **\$2,942,008** over five years to support the ***Project Exíto*** initiatives and activities.

Competitive Preference Priorities: ***Project Exíto*** addresses Competitive Preferences 1 and 2 as well as the Absolute Priority.

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Project Abstract

Dominican University of California (“Dominican”) is a private university in San Rafael, California. In 2022, Dominican offered 16 graduate and professional programs to 622 students. Dominican will expand its postbaccalaureate programs over the coming years by creating four new programs and increasing the graduate student body by almost 20%. Dominican is a Minority Serving Institution and many of its students are from low-income families.

Dominican’s deep commitment to historically underserved students is embedded in all work across the institution and continues to strengthen year after year in order to meet the needs of our increasingly diverse student population. This dedication can be seen at each point throughout a student’s trajectory, from access and enrollment, through their time as a student at the university, and during the transition from life at Dominican to post-graduation. Created as an access and equity program to promote success and central to the university, the Dominican Experience enables all students to engage in high-impact practices that deliver a network of full support to nurture deep learning and achievement. This innovative program facilitates social mobility through equitable access to connections and experiences for all students regardless of background or socio-economic status and is rooted in well-established research demonstrating the benefits of engagement in high-impact practices for underserved students in particular. In addition to the components of the Dominican Experience, the university offers a range of programs, services, and community partnerships designed to increase higher education opportunities for low-income, minority, and historically underrepresented students, with a growing group of institution-wide initiatives in place to support this work.

Dominican has requested a total of \$3,000,000 over five years for this project, *Vida Dominican Postbaccalaureate*, to improve educational outcomes for Hispanic and other underserved graduate students. Through this Title V PPOHA project, Dominican will increase enrollment of underserved students, increase retention and graduation rates and create a more inclusive and welcoming campus for underserved students. Dominican will expand access to its graduate programs by creating more hybrid and online programs. In addition, a scholarship and assistantship program will be developed for underserved students. The strategies proposed by Dominican to improve academic outcomes for Hispanic and other underserved students include construction of a Graduate Resource Center and the addition of Integrative Coaches to work with graduate students. In addition, Dominican heighten underserved students’ sense of belonging by offering expansive professional development opportunities for faculty and staff that include teaching and relational development strategies from an asset-based mindset.

Dominican addresses the Absolute priority, the Invitational Priority, and the Competitive Preference Priorities Number1 and Number 2.

Abstract: *Graduate Education Access & Opportunity Program*

California State University, Chico (Chico State) is a regional comprehensive university with more than 14,400 undergraduate students of which 36% are first generation, 45% are low-income, and 40% are underrepresented minorities (URM). The mission of the *Graduate Education Access & Opportunity Program* is to implement a comprehensive program to increase the enrollment of Latinx and other underrepresented students in Chico State graduate programs and provide support to ensure their successful degree attainment and transition into professional opportunities in their fields upon graduation.

The first goal of this multi-initiative project is to increase enrollment in graduate degree programs through the Great-Op Outreach Project. The second and third goals are related and seek to increase first-to-second year persistence rates and improve degree completion rates through the Great-Op Grad Student Scholars Writing, Research, and Peer-Support Collaborative. The program will also offer faculty-mentored summer research experiences, a CSU to UC Summer Research Program, Facilitated Professional Field Internships and Community-Service Projects, a *Prepare & Advance* Workshop Series to enhance academic skills, and a *Links to the Professions* and *Postbaccalaureate Pathways to Academic Careers* Café Speaker Series. In addition, the program will strengthen graduate program offerings and delivery to be more attractive to and accommodating of our Hispanic/UR students by way of an inclusive and equity-minded faculty learning community for advancing teaching, advising, and mentoring diverse students as well as a “Grad Program Refresh, Update and Create Initiative to develop new and improve existing programs, curriculum, and mode of delivery.

ABSTRACT

Universidad Ana G. Mendez - Cupey Campus (UAGM-C), a Hispanic Serving Institution located in Cupey, Puerto Rico proposes a Promoting Postbaccalaureate Opportunities for Hispanic Americans (PPOHA) project titled **Puerto Rico Opportunities for Graduate Education Success (PROGrESs) project**. The Project aims to expand academic offerings that prepare low-income and Hispanic students for the workforce, to improve academic performance among these students, and to enhance faculty expertise and program quality. The purpose is to increase the number of Hispanic and other underrepresented graduate and professional students through establishing new postgraduate degree programs and increasing institutional resources (**Absolute Priority**). The Project addresses **Competitive Preference Priority 1** (Meeting students' social, emotional, and academic needs) and **Competitive Preference Priority 2** (Increasing post-secondary education access, affordability, completion, and post-enrollment success). PPOHA funding is crucial to expand educational opportunities for our Hispanic and low-income graduate students. Through the PPOHA project, UAGM Cupey will expand its post-baccalaureate academic offerings, strengthen student support services, and improve the teaching and learning environment through professional development of faculty and staff, thus fostering academic success and benefitting a large number of Hispanic and low-income students in our region.

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As part of the project design, several evidence-based strategies have been developed, that are intended to improve students' academic outcomes, increase retention and graduation rates. The Activity intends to: (1) increase postsecondary education access, affordability, completion, and post-enrollment success through the development and implementation of four (4) PhD programs: PhD (PsyD) in Clinical Psychology, PhD in Toxicology and Pharmacology, PhD in Physical Therapy, and PhD in Vision Science (CPP2); (2) meet the social, emotional, and academic needs of graduate students and create an environment that is safe, inclusive, and identity-safe; (3) implement evidence-based practices (i.e., advising, coaching and counseling) for advancing student success (CPP1), and provide professional development opportunities designed to build asset-based mindsets for faculty and staff on campus and that are inclusive irrespective of race, ethnicity, culture, language, and disability status (CPP1); (4) support students to engage in real-world hands-on learning by improving and expanding UAGM-Cupey's instructional laboratory facilities that will allow students and faculty to conduct research, clinical practices, and simulations and enhance the instruction of new doctoral programs; (5) establish a Community of Practice-Learning Common at the Library; and (6) provide financial support (scholarships) that will allow students to complete a postbaccalaureate degree. The strategies developed through this Project will provide doctoral students with the skills, knowledge and confidence they need to succeed through advising, coaching, mentoring, state-of-the-art laboratory facilities, hands-on training and research opportunities. Additional services include workshops and seminars, assistance with identifying and applying for external financial resources, discipline specific graduate student handbooks, assistance with thesis preparation, and access to research resources. Sample key measures: This project will involve a variety of performance measures, including, but not limited to: 1) the number of doctoral programs; 2) the number of Hispanic and low-income students who complete doctoral degrees; 3) the number of doctoral students receiving comprehensive student support services; 4) the number of research activities conducted by students in state-of-the-art laboratories; 5) participation of faculty in professional development opportunities; 6) faculty implementing asset-based learning strategies; 7) doctoral students receiving scholarships.

The University of Texas Permian Basin, a public, four-year Hispanic Serving Institution located in the Midland-Odessa metropolitan area (IPEDS) proposes **Graduate Retention and Opportunities in the Workforce: Project GROW**. Project GROW is designed to increase Hispanic and low income postbaccalaureate, professional and graduate degree attainment and increase educator diversity.

The need for this project is significant. According to the 2020 US Census fewer than 5% of our region's residents hold a postbaccalaureate degree compared to 11% in Texas and 13% nationwide. UTPB's AY 2021 unduplicated, postbaccalaureate degree-seeking headcount includes 1,582 graduate students. **Hispanic or Latino** students represent **43%** of UTPB's diverse postbaccalaureate enrollment, of whom **19% first generation in college students**.

Goals of the project are to: 1) Increase enrollment of Hispanic and low-income students in postbaccalaureate, professional and graduate degree programs through the expansion and improvement of UTPB's graduate degree program offerings and departmental mentoring practices; 2) Increase retention of Hispanic and low-income post-baccalaureate students through the creation of a Professional Learning Community (PLC) that delivers equity-centered professional learning to promote a stronger sense of belonging in graduate studies and professional pathways for Hispanic and low income students; 3) Increase graduation rates for Hispanic and low-income students and reduce the time and cost of post-baccalaureate certifications and degrees through strong and well-supported work-based learning supports, and 4) expand entry and success for Hispanic students in Education pathways. The project will achieve these goals by September 30, 2027. **Objectives** of the project are designed to increase postbaccalaureate Hispanic enrollment, retention and degree completion by at least 15% by September 30, 2027.

The project addresses the **Absolute Priority** by accelerating the development of five new graduate programs and expanding onramps to professional pathways for Hispanic and low-income students. Project GROW addresses **Competitive Preference Priority 1** by introducing increasing equity-centered instructional and mentoring practices that will create a positive, inclusive and identity-safe settings, and addresses **Competitive Preference Priority 2** by expanding professional work sites in graduate studies. This project will expand and expedite entry into educator pathways and professions to help address the escalating need for diversity among education professionals and teachers, thereby addressing the **Invitational Priority**.

Reasonable, allocable, and necessary costs requested to support the goals and objectives of the project total: **\$2,959,723**.

ABSTRACT

The **Next Level Engineering (NLE) Project** at Texas A&M International University (TAMIU) will provide resources and program innovation to a Hispanic-Serving Institution with an 89.3% Hispanic and 76% low-income, and over 51% first-generation student population. The proposed PPOHA initiative, **The TAMIU NLE Project**, will meet the **Absolute Priority** by expanding courses and institutional resources for Hispanic and other underrepresented minority (URM) postbaccalaureate students by developing a Master of Science (MS) in Systems Engineering and graduate certificates in engineering fields.

The TAMIU NLE centers on expanded access, inclusivity, and the development of flexible educational pathways that address both competitive priorities. The primary goal of the TAMIU NLE is to expand postbaccalaureate course offerings and certificates. The centerpiece of this project will be enhanced academic advising and student mentoring designed to improve URM student success metrics (enrollment, retention, and graduation rates).

Within this framework, other specific objectives for the **TAMIU NLE Project**, which all seek to meet students' needs and improve retention and completion include the following:

- Expand graduate course offerings with a new MS in Systems Engineering program embedded with flexible engineering graduate certificates and work-based experiential educational opportunities
- Establish a mentoring program that serves 150 URM engineering students per year
- Decrease advising errors for undergraduate engineering students by 90%
- Utilize new technology to improve student learning outcomes within engineering courses
- Offer professional development to meet students' holistic needs and bring diversity, equity, and inclusion to the forefront within TAMIU's School of Engineering
- Increase the number of URM students entering and earning STEM graduate degrees by 30% over a five-year period
- Enhance the PhD pipeline for URM students

Competitive Preference Priority 1: The **TAMIU NLE Project** will address this priority by meeting students' social, emotional, and academic needs. Work-based educational opportunities will be embedded into the new curriculum. A student mentoring program will be implemented and academic advising will be enhanced. Faculty and staff professional development focusing on diversity, equity, and inclusion will improve student learning outcomes and foster a more welcoming student environment. Professional development for students will help them enhance their quantitative and soft skills, both of which are critical to future success.

Competitive Preference Priority 2: The **TAMIU NLE Project** will address this priority by increasing postsecondary education access, affordability, completion, and post-enrollment success. The project objectives focus on the development of graduate curriculum in an area closely tied to the South Texas regional economy (*e.g.* transportation, logistics). Therefore, this effort not only addresses the priorities of this competition but also acts as a catalyst that impacts an economically disadvantaged region. Affordability is addressed by the scholarships and assistantships offered to support our high-need student population. Enhanced advising will bolster student completion. Finally, state-of-the-art instruction supported with cutting-edge equipment and software will form a milieu leading to student post-enrollment success.

Project Abstract

“Enriching the Diversity of the Nursing Faculty Workforce: A Project to Build a Culturally Sensitive Curriculum, Recruit, Retain & Graduate Hispanic & other Minority Graduate Nursing Students.”

Southwestern Adventist University (SWAU) is a small private, comprehensive, co-educational, undergraduate-focused liberal arts university. Our deeply held tradition of offering a supportive environment for student learning and achievement led to the development of this project which is focused on the recruitment of qualified Hispanic-Latino registered nurses with baccalaureate degrees to a master's degree in nursing education, development, and evaluation of that program in a concerted effort to increase the percentage of Hispanic-Latino faculty to more closely representing the population served by the profession. **This project addresses all Title V PPOHA 2022 Priorities.**

Institutional Goals and Priorities
Goal 1: Create an institutional culture reflecting a commitment to equity that attracts and prepares nursing majors for graduate degree completion.
Goal 2: Bridge the gap between the percentage of minorities in the population and their representation in the nursing faculty workforce.
Goal 3: Develop integrated and holistic student support services and widespread engaging classroom climate to propel students toward graduate degree completion.
Absolute Priority: The development of this graduate nursing education program opens the door to Hispanic and other minority students for graduate study in the preparation of nurse educators, during a time of both regional and national need.
Competitive Preference Priority 1: This graduate program is offered completely in an online format. This asynchronous format allows students to “attend” class when it fits their schedule and limits costs associated with the commuter/transportation needs of traditional on-campus programs.
Competitive Preference Priority 2: This graduate Master of Science in nursing education program is 40 semester credit hours, broken into eight-week courses, with enrollment in two courses (six semester credit hours) at a time, or 1 course per 8-weeks to accommodate the lived experiences of students when needed.
Invitational Priority: The proposed program is specifically designed to prepare educators for post-secondary teaching positions in community colleges and universities; offering nursing programs across the nation and particularly in the southern region of the country where there is a significant need for nurse educators and a striking disparity between the demographics of the population and the demographics of current nursing faculty.

Northeastern Illinois University (NEIU), a comprehensive public state university in Chicago, proposes **SPEED: Strengthening Post-baccalaureate Enrollment Education and Degree completion**. The project has two goals: (1) Improve student success by advancing strategies that target students' social, emotional, and academic needs, and (2) Strengthen pathway to postsecondary degree completion through high-quality, accessible learning opportunities. The **SPEED** project will serve Hispanic and other low-income students in all graduate programs from their first year to graduation. Through **SPEED**, NEIU will establish a peer-to-peer support program, professional development for faculty and staff, an interdisciplinary internship program, graduate student centered workshops, coordinated career support, interdisciplinary course work to support students' academic and career development, accelerated Master's Degree pathways, and the technology infrastructure to deliver flexible (hybrid) learning.

As a result of the proposed PPOHA program, NEIU anticipates the following outcomes: Students will demonstrate an improved sense of belonging, as demonstrated by pre-and post-program surveys; NEIU will increase the percentage of students retained from 76% to 80%; 35% of NEIU faculty and staff will have participated in professional development opportunities and, by Year 2, 30% of faculty will implement cultural mentoring and career competencies within and outside of their classroom; 75% of graduate students who completed an interdisciplinary internship will be employed in their field within six months of graduation; by Year 5, NEIU will institutionalize new interdisciplinary courses that support students academic and career development; by Year 5, NEIU will institutionalize accelerated degree pathways; NEIU will adapt 13 classrooms to provide flexible learning and train 25 faculty members in flexible learning pedagogy and technology.

Finally, **SPEED** will address Competitive Preference Priority 1 (CPP1) by creating a positive, inclusive, and identity safe climate; CPP2 by: (1) implementing interdisciplinary courses that support students' academic and career development and (2) creating accelerated pathways into a master's degree.

Concordia University Irvine (“CUI”)

CUI is a private, Christian university in Irvine, CA. CUI enrolls 1,337 undergraduate students and over 3,200 graduate and non-traditional students. The university consists of six schools: Christ College (theology, philosophy, and church careers), the School of Arts and Sciences, the School of Business and Economics, the School of Education, the School of Health and Human Sciences, and the Townsend Institute (counseling and leadership); and offers 30 undergraduate majors and 16 graduate programs. CUI added its first doctoral program, Educational Leadership; a Ph.D. in Counselor Education and Supervision was launched in 2021.

CUI is located in Orange County, California, which has a Hispanic population of over 1 million. Many of the Hispanic and low-income students who chose to attend CUI are first generation college goers with little exposure to the opportunities and services available at the university. This Title V project, *Vocación*, is designed to address the needs of these students.

The purpose of the *Vocación* project is to build institutional capacity to increase the number of Hispanic and low-income students attaining graduate and doctorate degrees. The project has four goals:

- Increase enrollment of Hispanic and other underserved graduate students.
- Create a sense of “belonging” on campus through professional development activities.
- Increase retention rates for Hispanic students by utilization of expanded student services.
- Increase graduation rates for Hispanic and other underserved graduate students.

Project goals will be accomplished through student-centered activities including the a) establishment of a Graduate Resource Center, b) expansion of faculty mentoring c) provision of academic advisors/success coaches, writing assistance and career counseling and d) professional development for faculty and staff to ensure success of all students in a welcoming, inclusive and supportive environment.

Concordia University Irvine is requesting **\$3,000,000** over five years to support the project initiatives.

Vocación addresses the Absolute Priority, the Invitational Priority Competitive Preference Priority Number1 and Competitive Preference Priority 2.

Abstract

The Inter American University of Puerto Rico, San Germán Campus (PR) proposes the development of the Title V PPOHA *University Center for Advancing and Nurturing Postgraduate Quality (UCAN)* to increase postbaccalaureate enrollment and degree-completion rates of Hispanic students through the implementation of academic and career support activities and through the expansion of the number high-quality postbaccalaureate programs of the highest quality while supporting the holistic development of the Hispanic student.

Activity 1: To advance postbaccalaureate Hispanic development as scholars, the Graduate Research and Writing Excellence Lab will offer activities that foster students' graduate school readiness skills (academic and scientific writing, research skills, data literacy, communication skills, among the most salient). Activities will be available as guided on-campus or online labs, web-based or printed resources, and hands-on workshops for microcredentialing. Advanced postgraduate students who are completing their writing requirements will receive one-on-one support by the project staff as they progress in their dissertation or thesis stage.

Activity 2: To nurture career success beyond degree-completion, the Postgraduate Success and Outreach Hub will offer direct support to postbaccalaureate career explorations, employability skills, and career counseling. Within this activity, students will experience onboarding activities to introduce them to graduate school life and expectations, individualized counseling for goal setting and advice, and opportunities to apply to paid assistantship program. The assistantship program will match students with faculty, research and workforce and industry mentors. The activities of this hub will create an identity-safe environment where students can develop a scholar identity and develop instructional and research skills that will prepare them as aspiring professor and researchers.

Activity 3: To increase the number of online and hybrid postbaccalaureate program offering, the Teaching Excellence and Curriculum Development Lab will offer faculty with professional development activities to increase expertise in instructional methodologies that are inclusive, sustainable, transformative, and career oriented. Faculty will receive technical and financial support to canalize their enhanced practices into course and program revisions, and into the creation of new time flexible options that facilitate the access of Hispanic students to high-quality postbaccalaureate programs.

The activities and goals of this UCAN project meet the Absolute Priority, Competitive Priorities 1 and 2, as well as the Invitational Priority of the 2022 Title V PPOHA.