



TITLE V HSI EXECUTIVE SUMMARY DECEMBER 2003

The US Department of Education has awarded a Title V HSI (“Hispanic Serving Institutions”) Grant of \$3 million to California State University Stanislaus, Merced College, and Modesto Junior College. Funded from 2003-2008, the project was conceived, proposed, and supported by HECCC; CSU Stanislaus serves as the lead institution. The grant’s primary focus will be to increase the number of students who transfer from community colleges to a university through the implementation of “Supplemental Instruction” and still greater institutional cooperation. As Hispanic Serving Institutions, CSU Stanislaus, Merced College, and Modesto Junior College all serve a student population who face formidable obstacles in achieving success in their pursuit of higher education and have traditionally had a disproportionately low transfer rate to four-year institutions. The three institutions will build upon their history of cooperation in HECCC to address this obstacle for all of our students. The project consists of two parts, inclusive of a strong regional research component and will be coordinated through a regional Title V Project Director with the support of the Presidents, Vice Presidents of Instruction, and the Provost and Vice President for Academic Affairs of CSU Stanislaus.

The goal of Activity One is to improve student performance in algebra, economics, and chemistry through the creation of an Academic Enrichment Program using Supplemental Instruction (SI). Previous research has identified these courses as especially important predictors for the future success of community college students in general and for Hispanic and economically-disadvantaged students in particular. SI is not a remedial approach; rather it provides student an opportunity for facilitated study with a group of students from the same course section. These outside-of-class study sessions are led by trained SI Student Leaders who know the course content, attend the classes, and are approved by the instructor. The grant funds will provide release time for a half time faculty coordinator to facilitate the SI activities at each campus. These sessions are open to anyone enrolled in the specifically designated course sections. Through cooperative evaluation and research shared among the three institutions, as well as student focus groups, SI will be continuously refined and improved. The long-range goal is to expand the availability of SI to other disciplines campus wide at each institution.

The goal of Activity Two is to increase the transfer rates of currently enrolled community college students into four-year institutions. We will work to create a seamless transfer process from Modesto Junior College and Merced College to CSU Stanislaus, which can then successfully serve as a model for other universities. Our target group is first-generation, college-bound Hispanic students and low-income community college students who have enrolled in an intermediate algebra course and have declared an education goal of transfer to a four-year university. To this extent, a

Regional Transfer Team will be working to meet immediate student needs by selecting a cohort of students at both community colleges and offering them a variety of resources: trained mentoring support, assistance for students and parents in completing paperwork relating to both financial aid and transfer, academic career advising, and individual course planning. A half time coordinator at each campus, supported with grant funds, will facilitate these efforts. The families of the students will be encouraged to participate in this process through events that will be conducted in both Spanish and English.

An overriding third activity of the project is to develop joint **regional data collection and analysis to address the concerns of this grant project**. This requires tracking the subsequent academic success of the community college students who transfer to CSU Stanislaus as well as an identification and examination of the institutional obstacles that remain between the colleges and university. A major component of this project, then, is the construction of databases that will track student retention, degrees conferred, follow-up surveys, and data collected through focus groups. A Regional Research Analyst will collect this regional data, both qualitative and quantitative, in order to identify how better to serve students. When successfully institutionalized, these changes will result in long-term success for future students beyond the five-years of this HSI Grant. Ultimately, based on the research and student input from the grant, we plan to create meaningful institutional change to address institutional barriers, measure the effectiveness of Supplemental Instruction with our local population, and identify effective student support strategies.