

Project CHES: Collaborative for Hispanics in Higher Education & Student Success

Title V Cooperative Grant

Table of Contents

INTRODUCTION	1
COMPREHENSIVE DEVELOPMENT PLAN	3
Academic Programs	3
Institutional Management	9
Fiscal Stability	12
Overview of Cal Lutheran and Moorpark College Comprehensive Analysis	14
Comprehensive Development Plan Process.....	14
Project Goals.....	16
Project Objectives	18
PROJECT DESIGN	19
Strong Theory/Logic Model	22
IMPLEMENTATION STRATEGY	23
Activities in Support of Project Goals	23
ACTIVITY OBJECTIVES	30
Implementation Plan	32
Rationale/Evidence-Based Activities.....	37
MANAGEMENT PLAN	40
KEY PERSONNEL	44
EVALUATION PLAN	46
Performance Measures.....	46
Formative and Summative Evaluation.....	50
BUDGET.....	52

INTRODUCTION

California Lutheran University (Cal Lutheran), an HSI since 2016, was founded by the Evangelical Lutheran Church in 1959 and is accredited by the Western Association of Schools and Colleges (WASC). Cal Lutheran, a private, not-for-profit university located in Thousand Oaks of Ventura County, situated between Santa Barbara and Los Angeles, offers 36 undergraduate majors and 34 minors in addition to graduate degrees in ten programs. The university serves 4,200 undergraduate and graduate students.

More than thirty percent of Cal Lutheran's transfer students transfer from Moorpark College and over the past two years, administrators from Cal Lutheran and Moorpark College have been contemplating on how to jointly serve students. The opportunities presented by the Title V DHSI grant would enable both institutions to address similar needs more comprehensively and efficiently. Located 8 miles away from Cal Lutheran, Moorpark College, a public two-year community college, was established in 1965 and is located in the eastern region of Ventura County. Moorpark College is also a Hispanic-Serving Institution accredited by WASC and serves approximately 19,000 students by offering lower division university-parallel associate degree instruction, a variety of career technical education programs, and basic skills education. Moorpark College offers 31 associate degree for transfer programs, 33 associate degree programs (Associate of Arts and Associate of Science), and 24 certificate programs.

Both institutions serve Los Angeles and Ventura Counties where Hispanic populations are represented at 48% and 42%, respectively, creating diverse campuses with increasing numbers of Hispanic and low-income students. Tables 1 and 2 provide a profile of each institution's student demographics.

Table 1: Cal Lutheran Undergraduates

Cal Lutheran 2016/17 Undergraduate Profile (2,892 total)			
White (non-Hispanic)	47%	Low-Income (Pell-Eligible) (All)	28%
Hispanic	29%	Transfer Students (All)	31%
Multi-Racial (non-Hispanic)	7%	% of Transfer Students (Hispanic)	29%
Asian American	5%	% of Transfer Students (Low-Income)	36%
Black/African American	3.3%		
Native Hawaiian/Pacific Islander	.05%	% of Cal Lutheran Transfer Students from Moorpark (All)	27%
American Indian/ Alaskan Native	.002%		

Table 2: Moorpark College Students

Moorpark College 2015/16 Student Profile (19,120 total)			
White (non-Hispanic)	50.4%	Low-Income (Pell-Eligible) (All)	16%
Hispanic	31.7%	Completed Degree, Certificate, or Transfer	63%
Multi-Racial	4.9%		
Asian American (incl. Filipinos)	9.3%	% of Cal Lutheran Transfer Students from Moorpark (All)	27%
Black/African American	2%		
Native Hawaiian/Pacific Islander	.02%	% of Moorpark Transfer Students to Cal Lutheran (Hispanic)	16%
American Indian/ Alaskan Native	.03%		

In addition to geographic proximity and similar student demographics, the two institutions also share similar experiences as newly designated HSIs with expectations to serve a majority of traditionally underrepresented students as demographics continue to shift. As student populations trend towards more diversity, faculty demographics illustrate a current mismatch.

Table 3: Faculty Demographics

Faculty Snapshot of Both Institutions		
	Cal Lutheran Faculty	Moorpark College Faculty
Full-Time	199	146
Part-Time	242	320
FT White Faculty	78%	64%
FT Hispanic Faculty	8%	15%

COMPREHENSIVE DEVELOPMENT PLAN

Upon comprehensively assessing our institutions, Cal Lutheran and Moorpark College discovered that our strengths and weaknesses provide for a mutually synergistic partnership. As a cooperative, each institution will leverage the resources of the partner to address its respective weaknesses; in some instances, shared strengths allow for the pooling of resources to comprehensively increase capacity and stability in order to deliver strategies aimed at further improving student outcomes, particularly for Hispanic students. In the areas where our institutions share common weaknesses, we propose to utilize innovative approaches that serve to benefit our respective students and faculty with more impact than if we were to address these issues independently.

To ensure a focused comprehensive development plan, we have highlighted the assets and challenges that undergird the goals and objectives of this cooperative project rather than providing an exhaustive list of strengths and weaknesses for both institutions.

Academic Programs

Academic Programs Strengths

Student-Centered Pedagogy. Cal Lutheran's Core 21 curriculum introduces students to a range of disciplines and methods, employing academic rigor with expectations for skill development in the areas of critical thinking and problem solving to ensure students are well-prepared to thrive in their majors. Also, as articulated in the first goal of the university's 2012-2017 strategic plan – "to guide students...with real-world experiences," experiential learning serves as a foundation of the undergraduate experience at Cal Lutheran. To ensure quality implementation of experiential learning, Cal Lutheran established an Office for Experiential Learning, Research, and Faculty Development in Fall 2013 that brought together 33 related

academic offices under one umbrella led by an Associate Provost. The collaborative efforts of the office have improved the quality of experiential learning by providing faculty development relevant to “best practices.” Nearly 70 percent of students and more than 30 percent of the classes at Cal Lutheran engage in active experiential learning projects or assignments, making classes more engaging and meaningful for students.

The Office of Experiential Learning, Research, and Faculty Development further increased the capacity of Cal Lutheran faculty to effectively deliver core classes and experiential education by the establishment of the Center for Teaching and Learning (CTL). Cal Lutheran faculty benefit from instructional design and instructional technology services as well as workshops on pedagogical techniques, online course design, and related professional development opportunities. Nearly 50 percent of faculty utilize CTL services and have indicated improved outcomes related to instructional design, delivery, and student acquisition.

Moorpark College is also committed to student-centered education as demonstrated by the college’s Student Learning Model, blending instructional programs and student service programs under the leadership of each Academic Dean. Moorpark’s Student Learning Model is based on the recognition that students are served effectively when the institution views the students holistically. This model has contributed to Moorpark College’s strong reputation for preparing students for both transfer and career preparation, as evidenced by its ranking as the 3rd highest community college in implementing the Associate Degrees for Transfer (ADT) pathway in California. In 2015, Moorpark conferred 585 ADTs and increased this amount by 37% in 2016, conferring 800 ADTs.

Additional Academic Support for First-Year Students. Another academic strength for both institutions can be found in the First-Year Experience (FYE) program, a collaborative effort

between Academic Affairs and Student Affairs. At Cal Lutheran, students enroll in a one-unit course during the first year, taught by full-time faculty who also serve as the student's first faculty advisor before the student selects a major advisor. A staff mentor and student peer advisor complete the "mentorship team" who together work towards the student's full integration into the Cal Lutheran campus community while ensuring students comprehend Cal Lutheran's Core 21 curriculum and have a grasp on how to access academic resources and support services.

In response to a mandate by the State Chancellor's office, Moorpark College developed its First-Year Experience program with the goal of increasing success metrics for students from underrepresented groups. The program, launched in Fall 2017, currently serves 143 students and introduces students to college life during a two-day summer program and engages them in monthly one-on-one counseling sessions, conducted by assigned Student Success Coaches. Through Guided Path to Success (GPS), students also receive support services in the areas of academic advising, tutoring, and career counseling. Success coaches also work with students to develop comprehensive education plans that provide a thorough and clear road map of every course for each semester until completion goals are achieved.

Academic Program for Adult Learners. To prepare for changing demographics in Moorpark College's service area, the college has developed a series of career programs and skills-building courses targeting adult learners. New programs in the arts and entertainment industry in addition to new certificate programs for careers in behavioral health, networking, and technological fields have been developed to address the job market needs throughout the area. While these programs are designed to prepare students for immediate employment, the programs strategically ladder into two-year transfer programs – creating a seamless transition beyond the career certificate program. Faculty who teach these courses encourage students to leverage the

certificates as platforms for additional education and higher level careers, requiring associate or bachelor degrees.

Cal Lutheran is fully prepared to serve such adult learners who transfer from two-year institutions or enroll as first-time students. The Bachelor's Degree for Professionals (PROS) was originally designed to express the commitment by Cal Lutheran to life-long learning tailored for the needs of working adult students. After several iterations of the program, the current emphasis of the program encourages faculty to practice educationally innovative ways to embrace both the liberal arts and the needs of working professionals. A fundamental precept for PROS is to meet the students where they are (both physically and educationally). Courses are offered in satellite locations year-round so that students can accelerate or pace according to what fits them the best.

The aforementioned strengths of Moorpark College have resulted in a 63% rate for degree completion, certificate, or transfer-related outcomes for students tracked from 2010-11 through 2015-16, compared to the statewide rate of 48%. Cal Lutheran's academic programs have also effectively served students, particularly during their first two years at Cal Lutheran before entering the junior year when they more fully embark upon courses within their major and minor disciplines. The most recent retention statistics reveal that 85% of Cal Lutheran's first-time students from Fall 2015 were retained to Fall 2016.

Academic Programs

Academic Programs Weaknesses

Gateway Courses – A Barrier for Hispanic Transfer Students: While Cal Lutheran's Core 21 curriculum exposes students to an array of disciplines in an academic rigorous environment, many students are challenged by many of these introductory courses serving as gateways to the majors. To assess potential barriers for students, Cal Lutheran tracks the number

of students who receive D's, F's, Withdrawals, or Incompletes (DFWIs) in these courses. Upon disaggregating the data by race/ethnicity and transfer status, our findings point to Hispanic transfer students as having the highest DFWI rates in 100- and 200-level courses. More than 40% of entering transfer need to take 100-and 200-level courses at Cal Lutheran.

Table 4: DFWI Rates at Cal Lutheran

Cal Lutheran Student Groups	DFWI Rate for 100-level Courses	DFWI Rates for 200-level Courses
Hispanic Transfer Students	10%	12%
All Transfer Students	7%	9%
Hispanic First-Time-Freshmen Students	5%	5%
All First-Time-Freshmen Students	4%	5%

At Moorpark College, only 26% of Hispanic students first enrolled in Fall 2014 persisted to Fall 2015, a potential indicator that Moorpark's introductory courses may contribute to attrition.

Compromising of Instructional Quality in Gateway Courses. Cal Lutheran has experienced significant growth in the number of first-year students and despite adding full-time faculty, the university has not matched the growth of first year students, therefore requiring the utilization of adjunct faculty in many of the 100- and 200-level core curriculum courses being taught to first-year and transfer students. While adjunct faculty are hired based on exceptional qualities and demonstrated experience in their disciplines, they are not as plugged-in to their respective departments in the same manner as full-time faculty. Adjunct faculty, in many cases teach from previously-developed syllabi and are not necessarily incentivized to redevelop courses. Adjunct faculty do have full access to Cal Lutheran's Center for Teaching and Learning and approximately 20% utilize CTL's services. However, outside of CTL's offerings, few professional development programs driven by the Provost's office are offered to adjunct faculty due to capacity limitations, thereby, reducing opportunities for adjuncts to be privy to and weigh

in on strategic changes to university teaching philosophy and related practices to be adopted. Without requirements to meet regularly with full-time departmental faculty, adjunct faculty are also missing out on the nuances of course connectivity within and across departments, creating a challenge for them to most effectively guide students. Essentially, students in gateway courses encounter varying degrees of instructional quality and related advisement.

Moorpark College faces similar challenges, utilizing part-time instructors who represent 68.7% of the entire faculty. Professional development for faculty is offered on a limited basis due to constrained resources and the lack of an institutionalized mechanism solely designated to provide support and technical assistance to faculty. A committee of faculty is charged with developing and planning professional development opportunities throughout the year while tending to other competing priorities.

Absence of Post-FYE Support Structure

Cal Lutheran's First-Year Experience has proven to increase student success, particularly when analyzing retention rates from year one to year two. However, systemized support for students beyond the first year is lacking. The increase in first-year student enrollment has compromised the university's current advising system which was originally devised to have gateway faculty serve as front-line advisors to first- and second-year students. Faculty now take on more students as advisees, inevitably diminishing faculty capacity to provide high-quality, high-touch services to all students as needed. Compounding this issue for students of color is the mismatch between students and faculty in the areas of racial/ethnic identity and expectations. The faculty at Cal Lutheran is 78% white while the student population is 50% non-white and trending upwards each year. Increasingly, faculty have been confronted with challenges that include adjusting to increasing numbers of students who are underprepared and/or require

different approaches in the areas of teaching and advising - circumstances more easily alleviated when faculty backgrounds match those of their students.¹ Cal Lutheran has made some strides in this area by contracting a specialist for increasing faculty diversity and hiring two Hispanic faculty members in Fall 2016. However, diversifying faculty will be a slow process. In the meantime, many of our most vulnerable students may fall through the cracks if this issue remains unchecked.

At Moorpark College, first-year students in the GPS program receive additional supports to make it through the first year, however, formal programming to address the transition to the second year is lacking. Faculty mentoring through advising sessions could help bridge the gap; however, Moorpark College utilizes an advising center model, more often utilized by students as a check-in, to ensure registration in the correct courses. As underrepresented students persist through college, it becomes more important for them to identify with role models, especially with backgrounds similar to their own. While Moorpark College employs a more diverse faculty than Cal Lutheran, a mismatch still exists with a ratio of one Hispanic full-time faculty member for every 219 Hispanic students. Moreover, with such a large student population and higher student to faculty ratios overall, it becomes difficult for faculty and students to establish meaningful relationships. These circumstances may account for the disproportionate number of Hispanic students who do not complete degrees or certificates or transfer. Only 53% of Moorpark's Hispanic students fall into this category, compared to 67% of white students.

Institutional Management

Institutional Management Strengths

Commitment to Equity Initiatives. Cal Lutheran's emergence as an HSI has required careful consideration of how the university needs to adopt new policies, programs and practices

that ensure student success in the context of changing student demographics and enrollment patterns. The Strategic Plan Steering Committee was deliberately established to be more diverse, equitable, and inclusive than previous planning committees, both in terms of individual identities and organizational representation. The committee is in the process of answering questions related to institutional stability, several of which are directly related to its ability to serve Hispanic and low-income students. Through Moorpark College's evaluation of its initiatives and activities identified through its program development, the college measures its effectiveness in providing valuable support programs, quality education, and equitable opportunities for all students to achieve success in reaching their educational goals.

Commitment to Faculty and Staff Development in Support of Student Development and Learning. Moorpark has a strong commitment to providing a wide range of professional development opportunities for faculty and staff. Through the implementation of the college's 2015 Student Equity Plan, the college has brought in guest speakers from across the nation to present on topics such as *Equity Mindedness*, *Student Success and Equity*, *Understanding the World of* and *Exploring Pathways*.

Increase of Transfer Students. Cal Lutheran has committed itself to be a transfer-friendly institution demonstrated by resources directed towards adoption of policies and practices for improved coordination between Admissions and Registration & Records and among Student Life departments. Outcomes include the approval of the CSU General Education-Breadth requirements as prerequisites to transfers receiving junior standing. In addition, Ventura County Community College District (VCCCD) and Cal Lutheran recently signed a transfer admission guarantee agreement for students enrolled in one of VCCCD's three colleges. Efforts have also resulted in the creation of an orientation program for transfer students and more commuter-

centered services. Traditional undergraduate transfer student enrollment at Cal Lutheran grew from 160 new transfer students in Fall 2006 to a high watermark of 278 in 2015. Once at Cal Lutheran, transfer students retain and persist at high levels. Transfer retention rates for traditional undergraduate students entering in 2012 and 2013 were 91% and 93%, respectively.

Institutional Management Weaknesses

Lack of Specialized Services for Hispanic Transfer Students. Despite the growth in transfer enrollment, Cal Lutheran has identified significant gaps in the trajectory. Hispanic transfer enrollment has been much slower to grow than that of first-time freshmen. Considering that the Ventura County Community College District (VCCCD) comprises more than 50% Hispanic students, Cal Lutheran can do more to recruit and serve Hispanic transfer students. Of the few Hispanic students who do transfer to Cal Lutheran, they are more prone to receiving DFWIs in gateway courses compared to any other group.

A related issue stems from a decentralized operation. Transfer admission currently operates in two locations with two separate staffs at Cal Lutheran. One staff/location serves the traditional undergraduate population and the other staff/location serves the post-traditional population. The traditional undergraduate team distributes transfer responsibilities among admission counselors who also work with first-time students. Moreover, Cal Lutheran has not provided a centralized operation dedicated to providing ongoing support to transfer students as they make the adjustment from public 2-year institutions to Cal Lutheran, a small, private university.

Fiscal Stability

Fiscal Stability Strengths

Support for Institutionalization of Grant Initiatives. Based on the most recent audited financial statement, Cal Lutheran's financial viability has improved significantly in the past five years. The more favorable economic and market conditions in California have contributed to the improved financial position; additionally, the institution's efforts in new program development and student recruitment have yielded higher student headcounts and higher tuition revenues over the past five years. For Moorpark College, *new categorical funding sources* have become available through recently implemented, statewide initiatives such as Student Services and Support Program (3SP), Student Equity, and the Strong Work Force Initiative.

Fiscal Stability Weaknesses

Space Limitations. Cal Lutheran's main campus in Thousand Oaks is approaching its capacity to accommodate more faculty and staff associated with increased student enrollment. It would be difficult for the university to continue the enrollment growth in its traditional, on-ground programs without a significant investment in academic facilities and offices for faculty and staff.

Decline in Future Enrollment of Traditional Students. Consistent with the circumstances for most independent colleges and universities, it is expected that Cal Lutheran will face a wide variety of difficult challenges, including a decrease in traditional undergraduates in the near future, much slower growth in net tuition and fee revenue, and increasing student demand for more institutional grant aid.² Currently, Cal Lutheran relies on 73% of its revenue from net tuition and fees; however, utilizing tuition discounting lowers the net revenue per student and presents concerning implications with respect to Hispanic students and first-

generation students. As percentages of these student categories continue to climb, the demand for financial need and tuition discounting grows proportionately thus creating decreases in net revenue, which is further compounded by declining enrollment percentages of students with lower need levels who traditionally help to balance net revenue totals. With a commitment to increasing the diversity of its college campus, Cal Lutheran must employ strategies to also diversify revenue.

Moorpark College traditionally receives about one-third of area high school graduates the semester after their graduation. This flow from high school into the community college has provided stability in enrollment and a predictably younger demographic in the student population. This strong underpinning of enrollment stability, however, is due to shift over the next decade. The demographic and economic projections of eastern Ventura County predict slow growth over time because of various factors, including: legal constraints to growth, above-average home prices out-of-reach for first time buyers and young families, and a pattern of departure from the county due to job loss and lack of affordable housing. These trends translate to an aging population, fewer students entering the K-12 system, and ultimately, fewer high school graduates entering Moorpark College.

Budget Volatility. As one of 113 California Community Colleges, the financial stability of Moorpark College is dependent upon budget allocations defined through the Governor's overall State budget. The State budget for California Community Colleges can be described as volatile from year-to-year; this volatility forces the college to quickly adapt to fluctuations in its operating budget. In addition, the college must adapt to increased operating costs. In recent years, insufficient funding and state budget reductions severely limit the college's ability to provide innovative student-support programs that promote student retention, success and

completion (whether that be through the attainment of a certificate, associate's degree, or to be prepared for transfer to a four-year institution).

Overview of Cal Lutheran and Moorpark College Comprehensive Analysis

Table 5: Comprehensive Analysis Overview

Academic Programs (AP)	
Strengths	Weaknesses
Student-centered pedagogy (AP-S1)	High DFWI rates for Hispanic students at Cal Lutheran (AP-W1)
Cal Lutheran's Center for Teaching and Learning (Faculty Development) (AP-S2)	
Specialized academic support for first-year students via FYE and GPS (AP-S3)	Compromising of instructional quality in gateway courses (AP-W2)
Focused programs targeted for adult learners (AP-S4)	Lack of student support programming bridging first to second year (AP-W3)
Institutional Management (IM)	
Strengths	Weaknesses
Commitment to Equity Initiatives (IM-S1)	Hispanic transfer student population disproportionately less than other groups of transfer students at Cal Lutheran (IM-W1)
Commitment to Faculty & Staff Development (IM-S2)	
Increase of transfer students at Cal Lutheran (IM-S3)	Lack of centralized services for transfer students at Cal Lutheran (IM-W2)
Fiscal Stability (FS)	
Strengths	Weaknesses
Support for Institutionalization of Grant Initiatives (FS-S1)	Space Limitations (FS-W1)
	Projections for declining enrollment of traditional students (FS-W2)
	Budget Volatility at Moorpark College (FS-W3)

Comprehensive Development Plan Process

Analyses of program reviews, self-studies, and strategic documents inform the cooperative comprehensive development plan. The first team, the Educational Effectiveness Committee, is a standing committee that includes representation from major academic and administrative units at Cal Lutheran. The purpose of EEC is to support the culture of reflective practice for program development and review at Cal Lutheran by serving as a centralized resource for educational effectiveness activities and providing recommendations to enhance the

quality of university educational effectiveness. The Provost, working with the Deans, appoints administrative representatives to the committee, while the Cal Lutheran Faculty Executive Committee appoints faculty members. The following individuals currently serve on the EEC and authored documents that were analyzed for the purpose of the comprehensive development planning process.

Table 6: Educational Effectiveness Committee at Cal Lutheran

Name	Title
Rodney Reynolds	Director, Educational Effectiveness & Institutional Research
Cathy Alexander	Institutional Research Officer, EEIR
Michael Arndt	Professor, Theater Arts
Lisa Buono	Director, Bachelor's Degree for Professionals
Kristine Butcher	Professor, Chemistry
Jacquelyn Greenhill	Lecturer, Graduate School of Education
Juanita Hall	Sr. Director of Multicultural & International Programs
Maria Kohnke	Associate Provost of Academic Services, Registrar
Samantha Loe	Research Specialist, EEIR
Valeria Makarova	Assistant Professor, MBA
Henri Mondschein	Information Specialist, ITS
Barbara Rex	Director of Planning and Budget
Lorynn Selby	Lecturer, Graduate School of Education
Ryan Sharma	Assoc. Professor, Graduate Psych & Director, Clinical Training
Scott Silverman	Assistant Dean/Director of Student Life
Melinda Wright	Data Analyst, EEIR

The analysis process revealed that Cal Lutheran's current strategic plan does not go far enough to meet the needs of Hispanic and low-income students. It does not specify actions to increase cultural proficiency among existing faculty and staff, nor does it establish policies and practices that increase diversity, equity and inclusion with new hires. The plan also lacks a roadmap to becoming a transfer-friendly institution and building substantive partnerships with Moorpark College, among other regional community colleges, to improve articulation of coursework. These issues have emerged as leading vulnerabilities to institutional stability if not adequately addressed. The team identified many of these vulnerabilities as salient issues that

could potentially be addressed by a Title V DHSI grant. A Title V Grant development team was formed to meet with Moorpark College representatives to determine issues that could be collaboratively advanced through this project. Moorpark underwent a similar process of document reviews before assembling a cross-functional team of representatives to confer with Cal Lutheran staff and faculty. The resulting cooperative team comprised the individuals listed in Table 7 who participated in 10-12 hours of meetings as a group and engaged in continuous email exchanges to determine strengths and weaknesses to be addressed by the project and to develop appropriate program goals and related activities.

Table 7: Title V Cooperative Grant Team

Name	Title	Institution
Silvia Barajas	Vice President, Business Services	Moorpark College
Eddie Beltran	Counselor	Moorpark College
Nenagh Brown	Academic Senate President	Moorpark College
Grady Hanrahan	Associate Provost for Experiential Learning, Research & Faculty Development	Cal Lutheran
April Montes	Outreach Specialist	Moorpark College
Kelly Owens	Director, Sponsored Research & Projects	Cal Lutheran
Lisa Putnam	Dean of Student Learning (Institutional Research)	Moorpark College
Luis Sanchez	College President	Moorpark College
Paloma Vargas	Asst. Professor, Biology & HSI Coordinator	Cal Lutheran
Matt Ward	VP, Enrollment Management	Cal Lutheran

Project Goals

The Cooperative Committee established a set of conditions to ensure that the best goals were advanced from a list of possible goals. Based upon the comprehensive analysis and an assessment of the extent to which related strategies would lead to institutionalization, five goals have been established to guide the activities of **Project CHES: Collaborative for Hispanics in Higher Education & Student Success** as a means to address aforementioned problems and capitalize upon opportunities resulting from cooperative efforts.

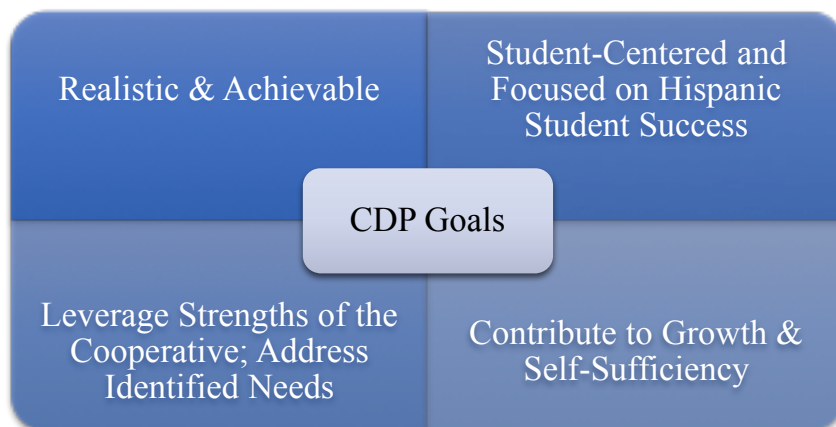


Figure 1: Criteria for Project Goals

- I. ***Increase the number of Hispanic students who succeed in introductory/gateway courses.*** This goal focuses on the impact of gateway courses widely known as the “weeding out” process, which incidentally causes attrition among historically underrepresented students.³ The goal addresses the high DWFI rates for Hispanic students at Cal Lutheran and the high attrition rate for first-year students at Moorpark College. By leveraging the strengths of Cal Lutheran’s experiential learning program and its Center for Teaching and Learning combined with faculty expertise from Moorpark College, this goal focuses on redesigning courses to align pedagogical techniques with learning styles of underrepresented students.
- II. ***Improve retention rates of Hispanic males from the first to second year.*** This goal builds upon an existing Cal Lutheran program designed to improve outcomes for underrepresented males and fills a needed gap for Moorpark College in addressing the attrition that occurs during the transition from the first to second year of college.
- III. ***Increase transfer success of Hispanic students.*** Moorpark College’s Hispanic students are less likely to complete degrees/certificates, or transfer than white students. Multiplying this effect across the county may explain the fewer Hispanic student transfers into Cal

Lutheran. Focusing on this goal by improving retention rates at Moorpark College and transforming Cal Lutheran into a more receptive environment for Hispanic transfer students are the underlying strategies of this goal.

IV. ***Increase the capacity to effectively serve more students.*** Both Moorpark College and Cal Lutheran seek to address the physical state of each institution. Through renovation efforts, both institutions intend to update instructional space to match current pedagogical practices and increase the capacity for students to efficiently access more services.

V. ***Strengthen articulation between Moorpark College and Cal Lutheran.*** Once achieved, the impact of this goal will positively influence the previously stated goals. The primary strategy related to this goal is utilizing joint faculty to redesign courses, thus establishing true articulation across a number of disciplines. Efforts to institutionalize related activities will ensure transfer success beyond the grant. **This goal address Competitive Preference**

Priority 2.

Project Objectives

Objectives, aligned with institutional goals, have been established to address weaknesses identified in the comprehensive development plan. Objectives point to specific, measurable mechanisms to ensure successful delivery of project goals.

Table 8: Goals, Objectives, & Related Strengths/Weaknesses

GOALS	OBJECTIVES	Strengths Utilized / Weakness Addressed
I. Increase the number of Hispanic students who succeed in introductory/gateway courses.	1) Provide cultural competency training to 60 faculty members	AP-S1, AP-S2, IM-S1, IM-S2 AP-W1, AP-W2, FS-W3
	2) Redesign 50 courses to be culturally responsive to learning styles of underrepresented students	
	3) Design 50 courses to be culturally-relevant	

II. Improve retention rates of underrepresented males, and particularly Hispanic males, from the first to second year.	1) Engage 150 underrepresented males in leadership development activities	AP-S1, AP-S3, IM-S1 AP-W3, FS-W3
	2) Develop 2 - 3 career-focused activities to be attended by at least 100 underrepresented males	
	3) Match up to 90 Hispanic males with 45 peer mentors	
III. Increase transfer success of Hispanic students.	1) Establish centralized, one-stop services to transfer students	IM-S1, IM-S3 IM-W1, IM-W2
	2) Develop 2 - 3 events per year designed to bring community college students onto 4-year campuses	
IV. Increase the capacity to effectively serve more students.	1) Improve instructional facilities to accommodate active learning techniques	FS-S1, AP-W1, AP-W2, FS-W1, FS-W2, FS-W3
	2) Expand space to accommodate additional student advisors/counselors	
	3) Renovate space to establish a Transfer Student Center	
V. Strengthen articulation between Moorpark College and Cal Lutheran.	1) Collaborate on the redesign of 20 courses to taught at both institutions	AP-S1, AP-S2, AP-S3, AP-S4, IM-S1, IM-S2, FS-S1, AP-W1, AP-W2, IM-W1
	2) Institutionalize grant activities to continuously and effectively serve students	

PROJECT DESIGN

The CHESS Initiative has been strategically designed to counter practices known to disadvantage Hispanic and other underrepresented students, particularly in the classroom. By redesigning courses to be more interactive and engaging, research indicates that underrepresented students will perform better than in traditional lecture formats.⁴ Through active learning techniques, students will gain opportunities to put their own thoughts into words and communicate them to others in collaborative, low-pressure environments, which is a powerful contributor to learning. Activities aligned with this strategy work towards helping students become more engaged.

The project also seeks to address noted non-cognitive barriers for underrepresented students in postsecondary institutions which include feeling academically underprepared, lower

sense of self-efficacy, conflicting priorities (e.g., off-campus jobs, family obligations), and feeling detached from the campus community.⁵ A well-structured, student-centered program has the potential to mitigate these challenges by providing students holistic support in order for students to feel that they can learn and excel in college and plug into the campus both academically and socially, motivated by a promising future. Academic mindset development strategies will be infused through advising offered via GPS and mentoring provided through GPS 2.0; career coaching and exposure to accomplished role models will be offered through GPS 2.0 activities.

These inputs will lend towards students feeling capable and focused, which will encourage students to adopt academic behaviors consistent with positive educational outcomes.⁶ By strengthening transfer and articulation activities, both institutions are working to ensure that students feel connected. Community college students will participate in a number of activities at a 4-year institution, have access to a center dedicated solely for transfer students, and for students transferring from Moorpark College to Cal Lutheran - increased levels of connectedness will be experienced by students due to the true articulation of courses and the relationships developed among faculty between the two institutions.

Our theory of change posits that students who engage in the classroom, feel academically capable, connect to peers and the campus community, and are focused on careers will experience student success evidenced by increased persistence toward degree completion. Please see the Logic Model in Figure 3 for activities and outcomes aligned with the conceptual framework/strong theory (see Figure 2) that undergirds CHES goals and objectives.

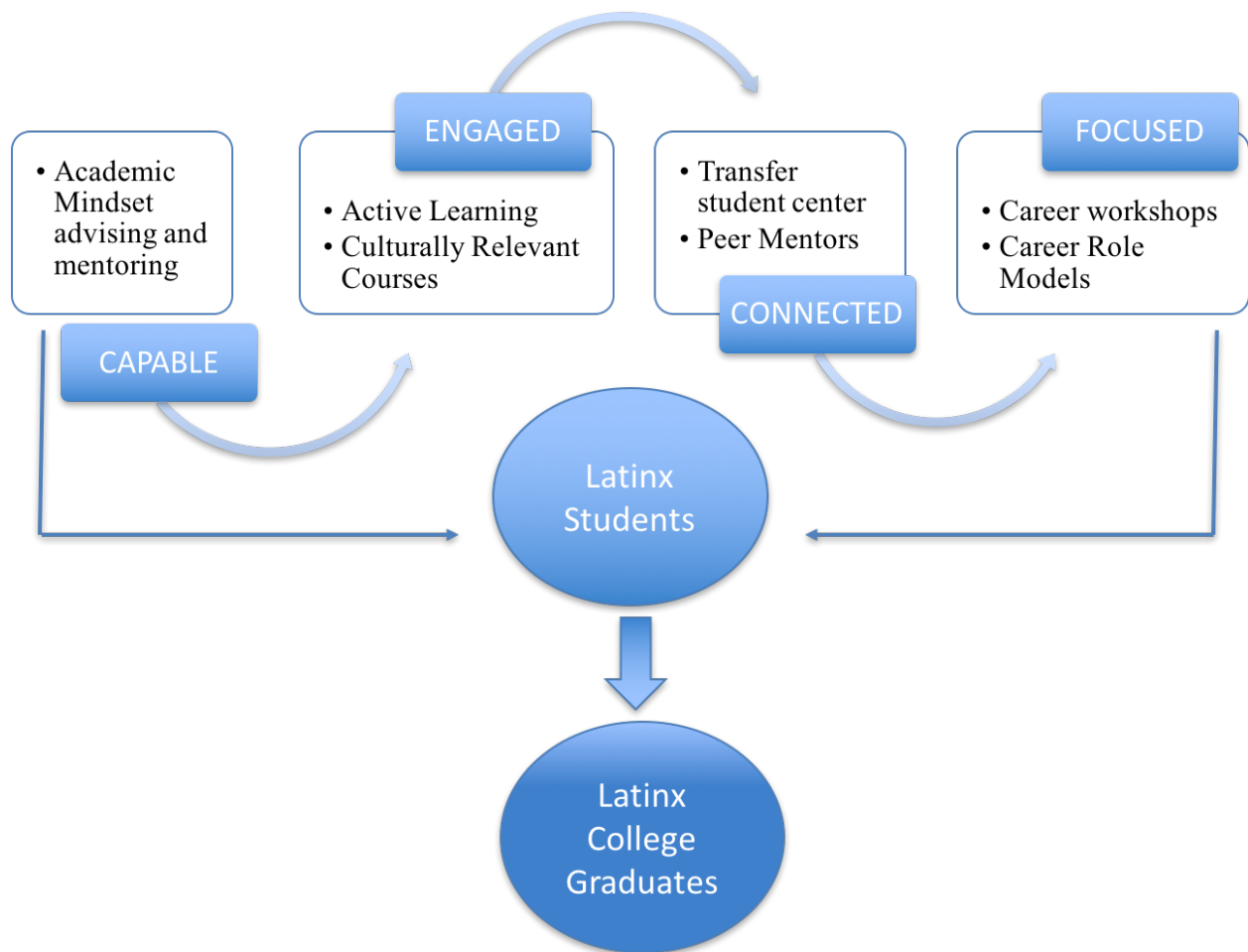


Figure 2: CHES Conceptual Framework

Strong Theory/Logic Model

Figure 3: Logic Model

INPUTS	ACTIVITIES	OUTPUTS	Short Term Outcomes	Long Term Outcomes
<u>People</u> Project Director (new) Project Coordinator (new) Administrative Assistant (new) Student Success coach (new) Student Counselor (new) Full- and part-time Faculty Dir., Center for Teaching & Learning <u>Facilities</u> Classrooms at Cal Lutheran & Moorpark College Cal Lutheran Residence Halls Expansion of GPS space at Moorpark College Transfer Student Center at Cal Lutheran <u>Funding</u> Dept. of Ed. Title V Grant In-kind contributions from Cal Lutheran & Moorpark College (facilities, G&A costs)	Cultural competency/ cultural relevancy workshops for faculty Redesign of courses Development of new culturally-relevant courses Joint Faculty workshops Joint Faculty Learning Circles Peer mentoring for underrepresented male students Career-focused activities for underrepresented males First-Year Experience advising (GPS) Academic Mindset Development Activities	<u>Number of:</u> Professional Development workshops Faculty working sessions Hours toward course design and redesign New Courses Redesigned courses Peer-mentoring hours Advising hours <u>Number of students that:</u> Pass gateway courses Participate in Male Leadership Summit Attend Male Leadership workshops Participate in GPS Persist from year to year Transfer to 4-year institutions Graduate	DFWI rates for Hispanic students will annually decrease by 25% in redesigned courses 88% of Hispanic students will persist from the first to the second year at Cal Lutheran 80% of Hispanic students will persist from the first to second year at Moorpark College Cal Lutheran will increase the number of Hispanic transfer students by 10% each year	67% of Hispanic students at Cal Lutheran will complete the degree within 6 years 44% of Hispanic students at Moorpark College will transfer to a 4-year institution within 3 years

IMPLEMENTATION STRATEGY

Activities in Support of Project Goals

Project goals address identified institutional gaps while putting a well-researched system in place proven to work for targeted students. The first goal is to **increase the number of Hispanic students who succeed in introductory/gateway courses**, which brings attention to the cultural climate of our evolving campuses – an important consideration for historically underrepresented students whose adjustment to college is based on their views of how race and ethnicity factor into institutional practices.⁷ We will address this issue through the use of faculty learning communities (FLC). Faculty learning communities (FLCs) are defined as year-long communities of practice which focus on the scholarship of teaching and learning. FLCs are usually composed of six to twelve faculty or learning professional and composition is flexible depending on the institution (Cox, 2004).⁸

The CIRCLE Collaborative (Culturally-Inclusive & Responsive Curricula for Learning Equity) will bring together faculty from both campuses to participate in professional development workshops focused on cultural competence, experiential and active learning, and the diverse needs of underrepresented students. This faculty learning community will be designed to promote a culture of learning, sustained development, and growth (Jean Layne¹, Jeff Froyd, Jim Morgan³ and Ann Kenimer, 2002 and Cox, M. D., Richlin, L. and Essington, A., 2012).⁹ FLCs will create a platform to facilitate cross-campus faculty-led discussion and implementation of best-practices in their field. Special focus will be placed on incorporating active-learning and problem-based pedagogy gateway courses which pose significant challenges to underrepresented students.

College Deans will develop small committees to select ten faculty from each institution

to participate in a year-long professional development process starting with a 3-day facilitated workshop in May. Selection of faculty will be largely based on the prevalence of DFWI rates in certain gateway courses - widely known as the “weeding out” process, incidentally causing attrition among historically underrepresented students.¹⁰ Faculty will learn about culturally responsive pedagogical techniques and be charged with redesigning introductory and gateway courses. Participants will reconvene in January of the following year to discuss progress, share ideas, and participate in working groups. Faculty are expected to complete the course redesign by the following May, meaning they will have a year to focus on course development. New cohorts of faculty will begin each May through the grant cycle and benefit from the work of faculty who participated in the program the prior year.

As a spin-off from the cultural competency training, additional groups of faculty will participate in “circles” where they will be led by faculty “alumni” of the year-long professional development activities. These circles will pool faculty from the same disciplines to form course redesign circles focused on 100- and 200-level courses. Given the importance of English and Math as foundational courses for higher learning, English and Math circles will be prioritized.

Through goal two, the Cooperative will **improve retention rates of underrepresented males, and particularly Hispanic males, from the first to second year**. This goal is supported by numerous studies pointing to connections between educational outcomes and the nature of students’ relationships, mental wellness, and grit. Additional implications relate to student perceptions of the academic climate and the use of individual agency to overcome barriers.¹¹ This goal will be manifested through a peer mentoring project focused on males on both campuses. Based achievement gaps based on race as well as gender, it is incumbent that policies, practices

and programs are set in place to elevate the success of college age Latino males enrolled and retained in postsecondary education.

Moreover, Cal Lutheran's current ratio of Latino/a students to Latino/a full-time faculty is 60:1 and is over 200:1 at Moorpark College. These ratios create substantial barriers for underrepresented students in finding faculty advisors and mentors that understand the population-specific barriers and challenges faced in postsecondary education. Cal Lutheran has set forth a plan to increase the diversity in its faculty, however, this is a long-term process.

During the spring semester, information sessions conducted at both institutions will serve as the initial mechanism to recruit rising sophomores at Moorpark College and Cal Lutheran along with rising juniors and seniors at Cal Lutheran who will serve in the role as peer mentors. A 3-day residential Leadership Retreat will be conducted during the Summer to springboard the program and allow students from both campuses to begin forming relationships while participating in workshops focused on leadership, academic mindset development, and careers. Additional activities, with an emphasis on career planning, will be conducted throughout the year and will infuse role models representative of the males involved in the program. During the retreat, mentors will participate in mentor training and will convene with their mentees in an orientation session designed to jumpstart the mentoring process.

Mentoring has been shown to be a rewarding experience for mentors and mentees, but given that our mentor/mentee pairs will be on different campuses, the ability to meet one-on-one may be limited. To address the issue of peer mentoring occurring across campus, we propose the development of an e-mentoring program, allowing mentors and mentees to interact virtually via a web-based platform. Using a web-based e-mentoring system, mentors and mentees are provided with more flexibility to discuss topics and engage in meaningful mentoring. E-mentoring may be

particularly useful for commuter students or students with responsibilities outside of the academic environment. Virtual mentoring or e-mentoring have proven to be an effective means of facilitating learning (Janasz, Ensher, Heun, 2009),¹² Finally, e-mentoring programs like MentorNet, Graduway, MentorcliQ or the like provide the additional benefit of expanding the network of mentors that mentees are able to access.

The third goal, which is to **increase transfer success of Hispanic students** focuses efforts on creating more efficient and user-friendly operations to ease the transition from a 2-year institution to Cal Lutheran. Cal Lutheran seeks to renovate an existing building in order to centralize transfer admission and student services. This organizational structure has proven to be a successful model for institutions seeking to facilitate the success of community colleges (Townsend and Wilson, 2006).¹³ The model was first developed by large, public four-year institutions that were lacking an effective student services model for a population that came with different needs from traditional undergraduate first-time students. The same kind of needs have emerged at private institutions like Cal Lutheran. The focus on transfer and articulation needs to be integrated, where key offices and functions can work together to ensure that the institution is effectively meeting student needs.

Cal Lutheran is restructuring itself, administratively, to develop a department that is solely focused on transfer students, integrating the two teams. In addition to bringing together admission counselors focused on transfer students, the new center will also incorporate the university's articulation officer so that the team can more efficiently evaluate transcripts and develop new processes to advise transfer students on course selection and program pathways. The new space will elevate *transfer-specific knowledge* and facilitate better programming with regional community colleges. It will also serve as a hub for transfer students to build social

capital, something proven to be integral in mitigating “transfer shock” and supporting transfer student adjustment to four-year colleges (Laanan, Starobin, and Eggleston, 2010)¹⁴ especially among Hispanic and low-income students (Arbona and Nora, 2007; Wawrzynski and Sedlacek, 2003).¹⁵ The new center will be designed to enable student success programming that fosters mentoring and collaboration among transfer students and their advocates. Additionally, transfer student center staff will conduct outreach activities to encourage the participation of current 2-year students to campus activities to help with their eventual transition to a 4-year university.

Goal number four emanates from evidence indicating that students who choose to begin at 2-year institutions are more likely to be first-generation students, working while enrolled, and more likely to need specialized support to address their unique needs.¹⁶ In order to **increase the capacity to effectively serve more students**, support services are designed to address the connections between educational outcomes and the nature of students’ relationships, mental wellness, and grit. Moorpark College’s Guided Path to Success (GPS) program is geared toward improving the success for Moorpark College’s growing population of Hispanic and low-income students who have struggled to become transfer eligible. Personalized counseling has proven to be an effective intervention for students with high attrition risk (Vander Schee, 2007).¹⁷ Regular interaction with an advisor has been found to dramatically increase the retention underrepresented students (Swecker, Fifolt, and Searby, 2013).¹⁸ Moorpark has embraced this “high-touch” model strategy and developed a center to facilitate regular advising appointments for high-risk students. It now seeks to expand service to more students by expanding the space used for counseling and advising.

The GPS center currently serves a population of 150 participants, though based on student demand for the services it is estimated that Moorpark College could serve nearly 400

with more space. An adjacent building to the college's current GPS center has been identified as a candidate for expansion. It requires a new roof and the conversion of offices into a useable and safe space. This will accommodate the additional support staff of two part-time counselors and one additional student success coach. This area will also include a study area with additional technologies for advising and mentoring.

The final goal for this project is to **strengthen articulation between Moorpark College and Cal Lutheran**, which directly responds to *Competitive Preference Priority 2*. The CIRCLE program establishes direct linkages between faculty at the two institutions, enabling an ongoing dialogue about learning outcomes, course content and pedagogical techniques to ensure student success. The cross-institutional synergy will not only result in greater symmetry among gateway classes, it has the potential to break down many of the administrative barriers that undermine effective articulation between community colleges and 4-year institutions.

The California Education Code states that the governing board of each public postsecondary education segment shall be accountable for the development and implementation of formal, system wide articulation agreements. This policy is reflective of a national trend that has frustrated policymakers and educators for decades—the widespread loss of credits that occurs when undergraduates transfer from a community college to a 4-year institution. Scholars have determined that this is one of the most significant factors impacting bachelor's attainment rates for students choosing to start their undergraduate studies at a community college (Monaghan and Attewell, 2015).¹⁹ Although the *articulation mandate* does not apply to Cal Lutheran, a private institution, the university has made strides toward facilitating the transfer of students at 2-year colleges. Cal Lutheran faculty recently approved the California State University General Education-Breadth requirements as prerequisites to transfers receiving junior

standing. In addition, the Chancellor of the Ventura County Community College District (VCCCD) and the President of Cal Lutheran recently signed a transfer admission guarantee agreement for students enrolled in one of the three colleges. These efforts are manifestations of a responsive, evolving organization and both Cal Lutheran and Moorpark College are developing a more comprehensive approach through this cooperative project. By launching the CIRCLE program, Cal Lutheran and Moorpark College are able to localize the articulation and transfer problem by developing collaborations among faculty to enhance transfer efforts. A central problem of most solutions related to articulation and transfer is that faculty are often absent (Richardson, 1993).²⁰ This program makes a strong case for an effective strategic alliance between a private university and community college (Fincher, 2002).²¹ that is *student-centered* and *faculty-led*. The objectives and activities of this project are fully aligned with strengthening articulation and transfer; several relevant strategies being proposed through this grant are outlined below:

- Through culturally responsive pedagogies delivered through co-designed courses at the 2-year institution, Hispanic students will be less likely to fail or drop courses and earn credit toward a 4-year degree.
- The new Transfer Student Center will house an articulation officer to assist counselors as they provide guidance to transfer students with respect to transferable credits.
- The Cooperative will analyze results of evaluation methodologies as a means to dissect the root of educational barriers based on demographic factors - evidence that will not only help to shape future cooperative efforts but also inform the entire HSI network.²²
- The findings produced by evaluation efforts will help to elevate transfer-specific knowledge and facilitate better programming with regional community colleges.

- The goal of institutionalizing grant initiatives that prove to be high-impact practices translates to improved services and policies for students who transfer beyond the grant.

ACTIVITY OBJECTIVES

Objectives have been developed to be SMART - Specific, Measurable, Attainable, Relevant and Time-Oriented and to ensure that the comprehensive plan addresses institutional gaps identified as barriers to optimal educational outcomes for Hispanic students. To ensure measurability of goals and objectives of the project, evaluators served on the project development team and provided input throughout the planning process. Each objective was vetted for measurability by posing the questions, “*Can this be measured?*” and “*How will we know if progress is made?*” Each objective was further unpacked to ensure that proposed strategies and activities would produce measurable results.

The objectives are also listed below and clearly demonstrate the metrics associated with each objective and the Evaluation Plan outlines the methods to be utilized to measure progress towards objectives and Table 10 specifies the timetable for each objective.

Table 9: Objectives

Measurable Objectives of the Project
1) Provide cultural competency training to 60 faculty members
2) Redesign 50 courses to be culturally responsive to learning styles of underrepresented students
3) Design 50 courses to be more culturally-relevant courses
4) Engage 150 underrepresented males in leadership development activities
6) Develop 2 - 3 career-focused activities to be attended by at least 100 underrepresented males
6) Match up to 90 Hispanic males with 45 peer mentors
7) Establish centralized, one-stop services to transfer students
8) Develop 2 - 3 events per year designed to bring community college students onto 4-year campuses
9) Improve instructional facilities to accommodate active learning techniques

10) Expand space to accommodate additional student advisors/counselors
11) Renovate space to establish a Transfer Student Center
12) Collaborate on the redesign of 20 courses to taught at both institutions
13) Institutionalize grant activities to continuously and effectively serve students

The comprehensive analysis of the Cooperative served as the foundation for the establishment of goals. In order to address areas found to be weaknesses, the Cooperative Committee researched and deliberated on how to best confront these challenges. The committee identified weaknesses in academic programs in that Hispanic students were experiencing higher rates of DWFIs, higher attrition rates, and were more frequently switching from STEM to non-STEM majors due to barriers presented by gateway courses. Three specific objectives address this issue: 1) providing cultural competency training to faculty, 2) incentivizing faculty to redesign courses, and 3) equipping faculty with resources and strategies to redesign courses to be more culturally relevant. To address the issue of higher attrition rates, particularly for Hispanic males after accumulating 30 credits, the project developed a peer-mentoring program which also focuses on leadership and careers. The objectives associated with this project include: 4) engaging underrepresented students at both institutions in leadership development activities, 5) delivering several career-focused seminars and networking sessions with career role models, and 6) matching students at Moorpark College with students at Cal Lutheran to form peer-mentoring pairs. Moorpark College's transfer rate for Hispanic students is disproportionately lower than that of white students and Cal Lutheran's percentage of Hispanic transfer students should be much higher based on the region's demographics. The objectives that will guide strategies in response to these issues are to 7) establish a more efficient and transfer-friendly center for new transfers and 8) to sponsor a number of informational and academic events on Cal Lutheran's campus that are inclusive of community college students. Both institutions are confronting space

challenges and are proposing renovation projects to create student-centered spaces via 9) modernizing space to accommodate active learning pedagogy, 10) expanding on existing space in order to grow a new student advising program at Moorpark College, and 11) renovating existing space to develop a transfer student hub, which also helps to address Cal Lutheran's issue of too few Hispanic transfer students. The final objectives – 12) to collaborate on courses designed to be taught at both institutions and 13) work towards institutionalizing the activities of this initiative essentially address all identified gaps by helping to increase retention and completion rates, creating stronger linkages between the 2-year and 4-year core curriculum and sustaining practices for years to come.

Implementation Plan

The implementation plan has been designed to address the goals of the project, which are in direct response to the institutional gaps experienced by the Cooperative. Starting a new program requires ramp-up activities, including hiring new staff. To ensure on-time implementation of program components, activity leaders have been identified and milestones have been incorporated to ensure that program delivery remains on track. See Table 10.

Table 10: Implementation Plan

GOAL I: Increase the number of Hispanic students who succeed in introductory/gateway courses.			
Objectives	Activities / Lead	Timetable	Institutional Issues Addressed
1) Provide cultural competency training to 60 faculty members	a. Cal Lutheran Provost and designees will hire a Project Director to oversee cultural responsiveness, cultural relevance, and active learning professional development sessions b. College Deans from respective campuses will select faculty from Moorpark College (MC) and Cal Lutheran (CLU) to participate in faculty learning community workshops beginning in Spring 2018	a. By January 2018 b. beginning in May 2018 and ongoing, twice per year	High DFWI rates for Hispanic students; Compromising of instructional quality in gateway courses
2) Redesign 50 courses to be culturally responsive to learning styles of underrepresented students	a. MC & CLU faculty begin redesigning courses after participating in CIRCLE workshops [Leads–Project Director (CLU) & Project Liaison (MC)] b. Joint faculty reconvene in January to share ideas, discuss progress, and tackle any barriers [Leads – Project Director (CLU) and Project Liaison (MC)]	a. Each year, for a one-year period beginning in May 2018 b. Each January beginning in 2019	High DFWI rates for Hispanic students; Compromising of instructional quality in gateway courses
3) Design 50 courses to be more culturally-relevant	a. Strategies for making courses culturally relevant are discussed during faculty learning circles [Leads – Project Director (CLU), Project Liaison (MC), Culturally Responsive Pedagogy Consultant] b. Joint faculty review literature to identify culturally-relevant themes and people to integrate into course design [Leads – Project Director (CLU) Project Liaison (MC), Pedagogy Consultant]	a. Each May beginning in 2018 and each January beginning in 2019 b. Ongoing, beginning in May 2018	High DFWI rates for Hispanic students; Compromising of instructional quality in gateway courses
GOAL II: Improve retention rates of underrepresented males, and particularly Hispanic males, from the first to second year.			
Objectives	Activities	Timetable	Institutional Issues Addressed
1) Engage 150 underrepresented	a. Identify faculty/staff advisers at MC and CLU to provide oversight of program [Leads – Dir,	a. By February 2018, adding additional	Lack of student support programming bridging first to second year

males in leadership development activities	<p>Multicultural Programs (CLU), Student Success Specialist (MC)]</p> <p>b. Director and faculty advisers work together with related campus departments to develop 3-day overnight leadership retreat on CLU campus</p> <p>c. Implement leadership retreat during Summer to include keynote speaker, workshops on academic mindset development, leadership, academic strategies, and careers [Leads–Dir, Multicultural Programs (CL), Student Success Specialist (MC), Faculty advisers]</p>	<p>faculty/staff each subsequent year</p> <p>b. Ongoing throughout the academic year, beginning in Spring 2018</p> <p>c. Annually beginning in Summer 2018</p>	
2) Develop 2 - 3 career-focused activities to be attended by at least 100 underrepresented males	<p>a. Director and faculty/staff advisers work with Career Services on both campus to develop career focused activities, inclusive of underrepresented male role models representative of careers in STEM, Education, Business, etc.</p> <p>b. Career Seminars are conducted during Fall semester [Leads – Dir, Multicultural Programs (CLU), Student Success Specialist (MC), Faculty advisers]</p>	<p>a. Ongoing throughout the academic year, beginning in Spring 2018</p> <p>b. Annually, beginning in Fall 2018</p>	Lack of student support programming bridging first to second year
3) Match up to 90 Hispanic males with 45 peer mentors	<p>a. Adopt virtual mentoring platform compatible with smart phones [Director, Information Systems (CLU), [Leads – Dir, Center for Teaching and Learning (CLU), Student Success Specialist (MC), Faculty advisers]</p> <p>b. Conduct interest/information sessions on both campuses during Spring [Leads – Dir, Multicultural Programs (CLU), Student Success Specialist (MC), Faculty advisers]</p> <p>c. Recruit rising juniors and seniors at CLU to serve as mentors to rising sophomores at MC [Leads – Dir, Multicultural Programs (CLU), Student Success Specialist (MC), Faculty advisers]</p> <p>d. Match students based on majors and career interests [Leads –Faculty advisers]</p>	<p>a. In Fall 2017</p> <p>b/c/d. Annually, beginning in Spring 2018</p> <p>e/f. Annually, beginning in Summer 2018</p> <p>g. Ongoing throughout the year beginning in Summer 2018</p>	Lack of student support programming bridging first to second year

	<p>e. Mentors participate in mentor training one day prior to Leadership Retreat [Leads – Dir, Multicultural Programs (CLU), Student Success Specialist (MC), Faculty advisers]</p> <p>f. Mentor/mentee orientation session conducted during Leadership Retreat; participants sign mentoring agreements [Leads–Dir, Multicultural Programs (CLU), Student Success Specialist (MC), Faculty advisers]</p> <p>g. Mentors/mentees communicate via e-mentoring technologies, with check-ins at least once per week [Faculty advisers check in to ensure communication]</p>		
GOAL III: Increase transfer success of Hispanic students.			
Objectives	Activities	Timetable	Institutional Issues Addressed
1) Establish centralized, one-stop services to transfer students	a. At CLU, begin renovation of existing space to create offices for transfer student admission counselors, student advisers, and articulation officer and study/workshop/social space for transfer students [Assoc VP of Operations & Planning (CLU)]	Beginning in Spring 2018	Hispanic transfer student population disproportionately less at CLU; Space Limitations
Develop 2 – 3 events per year designed to bring community college students onto 4-year campuses	<p>a. CLU will host Transfer Student days once per semester [Lead – Associate Director of Admission]</p> <p>b. MC male students will participate in events at CLU (Leadership Retreat, Career Seminars) [Leads – Dir, Multicultural Programs (CLU), Student Success Specialist (MC), Faculty advisers]</p> <p>c. Community college students in the area will be invited to attend student research symposia held in the Fall and Spring [Lead – Assoc Director of Admission]</p>	<p>a. Each semester beginning in Spring 2018</p> <p>b. Throughout the year beginning in Summer 2018</p> <p>c. Ongoing during academic year beginning in Fall 2017</p>	<p>Lack of student support programming bridging first to second year:</p> <p>Hispanic transfer student population disproportionately less</p>

GOAL IV: Increase the capacity to effectively serve more students.			
Objectives	Activities	Timetable	Institutional Issues Addressed
Improve instructional facilities to accommodate active learning techniques	a) Operations and Planning Directors for each campus will identify two classrooms to be transformed into active learning labs and will manage renovation and modernization to accommodate group work and incorporate technologies that facilitate collaborative, interactive learning	a. Planning begins in Fall 2017; work to begin by Y2	Space Limitations; Projections for declining enrollment of traditional students
Expand space to accommodate additional student advisors/counselors	a) Moorpark College, under the oversight of the VCCCD, will expand and modernize an existing building to increase GPS student participants by 100% [Lead- VCCCD Designee, College President (MC)]	a. Beginning in spring 2018	Space Limitations; Projections for declining enrollment of traditional students
Renovate space to establish a Transfer Student Center	a) Assoc. VP for Operation and Planning at CLU will oversee planning and renovation of existing space on campus	a. Beginning in spring 2018	Hispanic transfer student population disproportionately less; Lack of centralized services for transfer students at CLU; Space Limitations; Declining enrollment of traditional students
GOAL V: Strengthen articulation between Moorpark College and Cal Lutheran.			
Objectives	Activities	Timetable	Institutional Issues Addressed
1) Collaborate on the redesign of 20 courses to be taught at both institutions	a. Faculty learning community workshops will group faculty by discipline to encourage joint efforts on introductory courses for respective disciplines [Leads – Project Director (CLU) and Project Liaison (MC), Articulation officers from both campuses]	a. Ongoing beginning in May 2018	High DFWI rates for Hispanic students; Compromising of instructional quality in gateway courses
2) Institutionalize grant activities to continuously and effectively serve students	a. Project Director will meet with executive cabinets at both institutions to discuss strategies to sustain initiatives beyond the grant	a. Twice per semester starting in Spring 2018	ALL

Rationale/Evidence-Based Activities

Intervention strategies and services are aligned with up-to-date effective practices known to impact targeted recipients have been incorporated throughout this proposal. The concepts embedded in the project are informed by reviews of the literature, the HSI community, and by studying high-impact practices at other institutions. Table 11 outlines a number of evidence-based practices that will be utilized throughout the project.

Table 11: Evidence-Based Activities & References

Activity	Evidence	References
Professional Development CIRCLES for faculty	Findings of similarly structured training reveals that faculty benefited in the sense that instructors' personal growth was most frequently evidenced through attitudinal and curricular changes. Also, students experienced a greater sense of community, personal growth, and creative thinking skills by being in the classes taught by faculty trained in cultural responsive course development	Booker, K., Merriweather, L. Campbell-Whatley, G. 2016. Effects of Diversity Training on Faculty and Students' Classroom Experiences. <i>International Journal for the Scholarship of Teaching and Learning</i> , 10:1.
Courses designed to be culturally responsive and culturally relevant	CRT is an effective tool in helping Latinos students be more successful in traditionally White dominated colleges and universities; Elements of culturally relevant teaching were significantly associated with positive academic outcomes and ethnic-racial identity development.	Pappamihel, N.E., Moreno, M. 2011. Retaining Latino Students, <i>Journal of Hispanic Higher Education</i> , 10:4.; Byrd, C. M. 2016. Does Culturally Relevant Teaching Work? An Examination from Student Perspectives. <i>SAGE Open</i> , 6:3.
Peer mentoring for underrepresented males	Underrepresented males in mentoring programs tend to show higher self-esteem, higher levels of academic motivation, and performance. Social skills improve as participants gain confidence thus increasing communication with faculty and staff.	Gibson, Y.B. 2015, The Impact of Mentoring Programs for African American Male Community College Students. <i>Journal of Mason Graduate Research</i> , 1:2.
Student Transfer Hub	The transfer student center will enable students to build social capital, something proven to be integral in mitigating "transfer shock" and	Laanan, F. S., Starobin, S. S., & Eggleston, L. E. 2010. Adjustment of community college students at a four-year university: Role and relevance

	supporting transfer student adjustment to four-year colleges.	of transfer student capital for student retention. <i>Journal of College Student Retention: Research, Theory & Practice</i> , 12:2, 175-209.
Space to increase frequency of one-on-one advising sessions with assigned success coaches	Latinx students with an advisor consistently have higher levels of institutional commitment, satisfaction with faculty, academic integration, cultural affinity, and encouragement	Torres, V. Hernandez, E. 2010. Influence of an Identified Advisor/Mentor on Urban Latino Students' College Experience. <i>Journal of College Student Retention</i> , 11.
Creation of active learning labs	A quasi-experimental design demonstrated that students taking courses in a technologically enhance environment conducive to active learning techniques outperformed their peers who were taking the same courses in more traditional classroom settings.	Brooks, D. C. (2011), Space matters: The impact of formal learning environments on student learning. <i>British Journal of Educational Technology</i> , 42: 719–726.
Focus on careers in male mentorship program; Articulated courses	Students benefit from well-articulated pathways focused on the transition from college to careers.	Hughes, K.L., Karp, M. M. Strengthening Transitions by Encouraging Career Pathways: A Look at State Policies and Practices, Community College Research Center Columbia University.

Institutionalization of High Impact Practices

The project was designed to invest in both fixed and one-time costs that maximize the retention rate of students in ways that allow both institutions to sustain high-impact practices and programs over the long run. Central to the proposal is the investment in faculty development geared toward producing leaders who can take their knowledge and share it with others. Not only will the faculty from Cal Lutheran and Moorpark College develop greater cultural proficiency through the proposed workshops, years 3-5 of the grant operationalizes faculty learning circles through which faculty will lead others. This “train-the-trainer” model will lead to human capital accumulation that compounds over time. Furthermore, it is estimated that this project could produce more than 80 redesigned courses over the five-year period.

The resulting improvements to both courses, and faculty capacity to design culturally relevant courses, will enable Cal Lutheran and Moorpark College to substantially reduce their investment in “start-up” training programs. The new facilities funded by the grant—The Guided Path to Success Center at Moorpark College and Cal Lutheran’s new Transfer Center will also require minimal ongoing maintenance costs. Ongoing costs for programs that will continue beyond the grant period will be institutionalized by an increase in the fiscal capacity of Cal Lutheran and Moorpark College due to an increase in retention.

Student retention, and the resulting increase in revenue, will sustain programs and personnel tied to the project. As a tuition dependent institution, Cal Lutheran’s capacity to sustain high quality programs requires it to enroll and retain enough students to maintain a healthy revenue stream. The average annual net tuition revenue per student in Cal Lutheran’s 2016-17 budget is \$20,170.²³ An annual enrollment/retention increase of 30 students is estimated to increase tuition and fee revenue by more than \$600,000. 30 students represent one percent of Cal Lutheran’s undergraduate student body, making the estimated revenue gain prudent based on the high-impact practices proposed.

Likewise, Moorpark College’s average annual revenue per student enrolled is \$5004. An annual enrollment/retention increase of 75 students is estimated to increase revenue by more than \$375,000. 75 students represent less than one percent of Moorpark College’s undergraduate student body.

Cal Lutheran and Moorpark College will continue to offer FLCs in support of culturally relevant curriculum development. The investment in running two learning circles per year is approximately \$40,000 per year in course releases and faculty stipends. Cal Lutheran and

Moorpark College will also continue to collaborate in running the Leadership Institute for males each year at the cost of \$10,000 in program expenses.

MANAGEMENT PLAN

The Project Director of this cooperative initiative will be hired by Cal Lutheran upon grant award notification. Until the hire is made, Cal Lutheran's Dean of the College of Arts & Sciences will conduct the work of the grant until the Project Director assumes his/her position. In order to comply with the Education Department's General Administrative Regulations (EDGAR), the Project Director will work across multiple departments to ensure the program utilizes sound financial management and efficient and effective program execution and evaluation procedures. The Project Director will coordinate with the Business Office, Student Records, the Center for Teaching and Learning, the Office of Educational Effectiveness and Institutional Research, and several academic units including the Provost's Office, The Office of Experiential Learning, Research, and Faculty Development, and the Dean's Office in an effort to ensure proper and efficient administration of the project.

Financial Management: The Project Director has full authority to make budget decisions and authorize expenditures and will comply with established procedures for requisitions and purchases as mandated by the Department of Education and Cal Lutheran's Business Office. The Project Director will maintain records of expenditures and will meet with the Business Office's grant accounting specialist to reconcile records on a monthly basis. These meetings will ensure that records are up to date and allow for any discrepancies to be resolved.

To safeguard the fidelity of the program, the Business Office will provide high-level oversight of the budget and employ a number of internal controls to ensure that grant funds will only be used for authorized purposes and that they are properly accounted. To ensure federal

compliance and support program efforts, the Business Office maintains grant-related fiscal records including official notifications from the Department of Education, source documentation for all expenditures, monthly budget reports, recording of in-kind contributions and donations, and recording of related fiscal information for the annual audit. The Vice President for Administration and Finance provides overall supervision of the Business Office and maintains complete responsibility for university funds; the University Controller oversees the daily transactions of the program and is responsible for monitoring and approving requests for expenditures initiated by the Project Director. An external auditor conducts an annual audit of all campus financial transactions.

Personnel Management: The Project Director will oversee all responsibilities attached to program implementation and will be supported by a Project Coordinator. Project staff will meet weekly to discuss planning, logistics, student issues, record-keeping, and program refinement. Program staff will maintain and submit electronic records of their hours for payroll and compliance purposes.

The Project Director, who reports directly to the Dean of the College of Arts and Sciences, will meet every two weeks with the Dean to discuss progress towards meeting objectives, budget, and other matters related to program management. The Project Director will also meet with the Provost at least once per semester to keep the Provost abreast of program-related issues. CHESS activities will be informed by recommendations from the HSI Work Group, an advisory committee comprised of selected faculty, administrators, and staff, who meet on a monthly basis to help make advancements in the areas of program quality and institution-wide support. The organizational chart in Figure 4 depicts the relationships and organizational structure of the project.

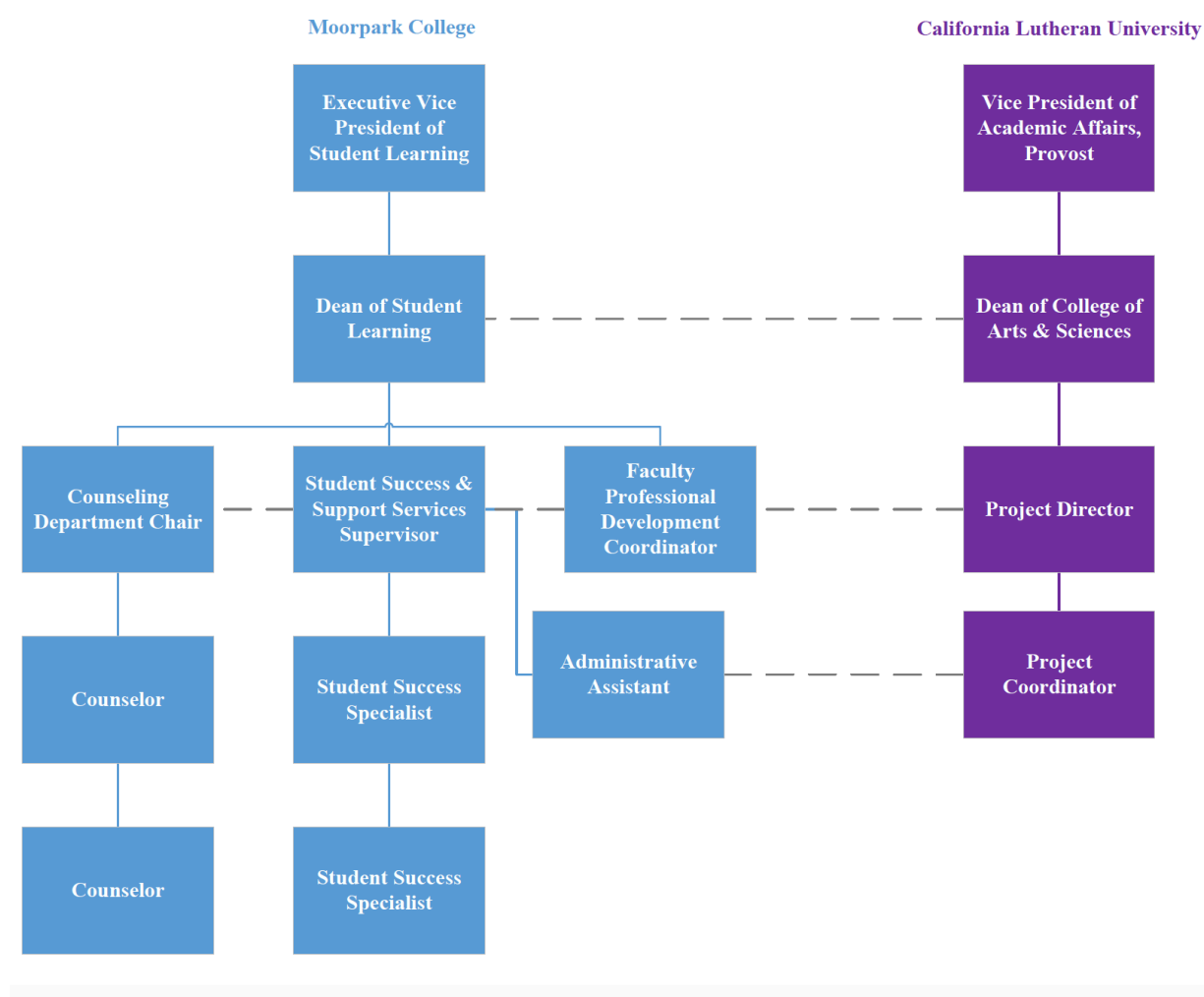


Figure 4: Organizational Charts

Management of Cooperative Efforts: Academic Deans from both institutions will provide strategic direction to the project and will convene a CHES Leadership Council twice a year to ensure effective communication and coordination. The Project Director, with the assistance of the Project Coordinator, will lead the development and execution of the CIRCLES program, working with the respective Deans and a designated faculty liaison from Moorpark college to identify, recruit, and enroll faculty. The Project Director will also provide strategic support to the GPS 2.0 program and work with Moorpark College leads to ensure that there is effective coordination between Cal Lutheran offices (i.e. Transfer Admission, Center for Teaching and

Learning, Career Services, Facilities and Planning, Multicultural Student Affairs) in executing the mentoring program and coordinating the various workshops and events.

The Student Success and Support Supervisor, Jesus Vega, will be the point person at Moorpark College to develop the GPS 2.0 program. He will collaborate with the Project Director from Cal Lutheran to establish the mentor network, market the program, establish an event calendar, and facilitate student enrollment into the program. The proposal calls for additional administrative support for Student Success and Support Office in order to support the logistics of running several new events.

Table 12 below indicates interdepartmental and cross-campus efforts to ensure the project is efficiently and effectively managed.

Table 12: Project Coordination Efforts

Cal Lutheran Resource (CLU); Moorpark College Resource (MC)		
Activities	Required Resources	Frequency
Program planning	Project Director (CLU), HSI Coordinator (CLU), Project Liaison (MC)	Weekly
Planning/implementation of faculty development/	College Dean (CLU), Project Director (CLU), HSI Coordinator (CLU), Associate Provost-Faculty Development (CLU), Dir, Center for Teaching & Learning (CLU), Dean of Student Learning (MC), Faculty Lead (MC)	Biweekly
Hiring of New Staff	College Dean (CLU) and Project Dir (CLU) for CLU Hires; Dean of Student Learning (MC), Counseling Dept. Chair (MC) and Stud. Success Sup. (MC) for Moorpark College Hires	As Needed
Review of program milestones	Project Director (CLU), Evaluator (CLU and MC), Project Liaison (MC)	Monthly
Renovation projects	Project Director & Capital Project Mgr. for Cal Lutheran Renovations; VCCCD designee (MC)	Monthly
Peer-mentoring activities	Project Director (CLU), Multicultural Programs Designee (CLU), Student Success Specialist (MC), Faculty advisers (CLU and MC)	Monthly / Weekly

Grant Reporting	Project Director (CLU), Project Liaison (MC)	Monthly
Evaluation Review	Evaluator, Project Director (CLU), Project Liaison (MC), HSI Coordinator (CLU),	Biannually
Institutionalization Planning	Provost, HSI Strategic Working Group (CLU), Project Director (CLU), HSI Coordinator (CLU), Dean of Student Learning (MC), Counseling Dept. Chair (MC) and Stud. Success Sup. (MC)	Biannually
Updates to Campus Communities	Project Director (CLU), Project Liaison (MC), HSI Coordinator (CLU),	Biannually

The reporting structure (see Figure 4) demonstrates ready access to the Provost, who has been given full authority by the university president to ensure program execution that is aligned with the university's strategic plan and the goals and objectives established for this project. Both the President and the Provost have reviewed this proposal and fully support the planned execution of the project. The Provost will be directly apprised of program activities through monthly meetings with the College Dean and meetings at least twice per semester with the Project Director. Outside of scheduled meetings, the Provost is readily available to respond to any issues that may arise. The Provost meets with the president on a weekly basis, however, should any urgent issues require escalation to the President's office, the President is committed to availing himself to intercede as needed.

KEY PERSONNEL

Both institutions will actively recruit and place tremendous value on personnel who have a demonstrated passion for and dedication to first-generation, low-income and underrepresented students. In compliance with GEPA, Cal Lutheran's policy is to provide employment, training, compensation and promotion without regard to race, color, national origin, religion, handicap, sex or age.

The **Project Director** will oversee the development, execution and assessment of all proposed programs. This person will have a minimum of a master's degree and preferred qualification of a doctoral degree and experience running a grant program. The director will have a research background in culturally responsive pedagogy in a higher education setting. The candidate will also have experience in program development, implementation and analysis.

The **Project Coordinator** will support the director in administering all grant activities. This person will have a minimum of a bachelor's degree, at least two years of experience in a higher education setting, and expertise in developing and monitoring budgets.

Counselors must have a master's in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, career development, marriage and family therapy, or marriage, family and child counseling or possession of an appropriate California Community College Credential.

Student Success Specialists must have a bachelor's degree and one year of experience performing student support functions at a high school or institution of higher education or an associate degree from a recognized college or university and three years of experience performing student support functions at a high school or institution of higher education.

Table 13: Key Personnel Commitment to Project

Key Personnel	Primary Responsibilities	Time to Project
Project Director (Cal Lutheran - new)	Provides administrative oversight of all program components; supervises Project Coordinator; develops program activity and events calendars; collaborates with Moorpark College Student Success and Support Supervisor and Counseling Department Chair; works within Academic Affairs division to ensure coordination and execution of all project activities	100%
Project Coordinator (Cal Lutheran - new)	Assists the Project Director with the development and execution of all program components; provides administrative support; prepares budget reporting for Project Director's monitoring	100%

Faculty Professional Development Coordinator/Project Liaison (Moorpark - new)	Recruits faculty for the Faculty Learning Communities program; provides guidance to faculty during program; contributes to event planning and schedule; communicates schedule and responsibilities to faculty; monitors faculty progress; approves stipend payments for faculty	20%
2 Counselors (Moorpark - new)	Provides comprehensive academic, personal, and vocational counseling and advisement services to students participating in GPS 2.0; monitors academic progress; develops and facilitates education plans and acquisition of college success skills.	100%
2 Student Success Specialists (Moorpark - new)	Organizes and implements programs, services, and activities associated with GPS 2.0; monitors and encourages students through first year of college to ensure completion and retention	100%
Administrative Assistant (Moorpark – new)	Provides administrative support for the Student Success and Support Services Supervisor	100%
Program Evaluator (contracted)	Evaluation activities	100%

EVALUATION PLAN

Performance Measures

An important measure of project effectiveness will be gauged by progress towards established benchmark goals for the performance measures established by the Department of Education (see Table 14).

Table 14: Performance Measures & Benchmarks

Performance Measures	Baseline	3-Yr Benchmark	5-Yr Benchmark
a. The annual rate of degree or certificate completion for all students, and specifically for Hispanic students, at DHSI grantee institutions.	CLU – All: 66% Hispanic: 59% MC – All: 63% Hispanic: 53%	CLU – All: 67% Hispanic: 62% MC – All: 64% Hispanic: 56%	CLU – All: 68% Hispanic: 67% MC – All: 65% Hispanic: 59%
b. The annual persistence rate at DHSI grantee institutions for all students, and for Hispanic students in particular, from one year to the next.	CLU – All: 83% Hispanic: 82% MC – All: 80% Hispanic: 76%	CLU – All: 85% Hispanic: 85% MC – All: 81% Hispanic: 78%	CLU – All: 86% Hispanic: 86% MC – All: 82% Hispanic: 80%

c. The percent of all students, and of Hispanic students in particular, that transfer from a 2-year HSI to a 4-year institution.	MC – All: 49% Hispanic: 38%	MC – All: 50% Hispanic: 40%	MC – All: 52% Hispanic: 44%
d. The annual percent change in the number of Hispanic students completing a teacher preparation program.	N/A	N/A	N/A
e. The number of all students, and the number of Hispanic students in particular, served by any direct student service supported by the grant.	0	CLU/MC – All: 750 Hispanic: 400	CLU/MC – All: 1500 Hispanic: 1000
f. Federal cost per undergraduate and graduate degree at institutions in the DHSI program.	CLU – UG: \$535 GR: \$533 MC: \$353	CLU – UG: \$525 GR: \$521 MC: \$346	CLU – UG: \$516 GR: \$509 MC: \$339

While performance measure benchmarks will help to determine if the program is on track to meet the overall goals of the project, additional evaluation activities will help the institution determine the impact of defined project strategies. Table 15 outlines the details involved with a comprehensive evaluation of the overall project.

Table 15: Evaluation Plan

GOAL I: Increase the number of Hispanic students who succeed in introductory/gateway courses.	
Objective 1: Provide cultural competency training to 60 faculty members	
Objective 2: Redesign 50 courses to be culturally responsive to learning styles of underrepresented students	
Objective 3: Design 50 courses to be more culturally-relevant courses	
OUTCOMES: The number of Hispanic students in redesigned courses receive fewer DFWIs at a rate of 25% less than in the previous year; Percentage of retained Hispanic Students increases by 10% more than previous cohort; Students report redesigned courses as being effective towards meeting student learning outcomes established for the class; Students will engage in academic behaviors linked to positive educational outcomes	
Evaluation Methods, & Timeframe	Data Collected, Instruments
1) Track faculty participation and level of effort in professional development workshops and learning circles as sessions occur (ongoing)	1) Number of joint faculty workshops and sessions, reported hours working on course redesign
2) Administer surveys and conduct follow-up focus group of faculty participants to determine	2) Qualitative responses from faculty focus groups

<p>effectiveness of PD workshops and Learning Circles (annually)</p> <p>3) Administer online survey to students enrolled in gateway courses to identify effectiveness of active learning and cultural relevance strategies (each semester)</p> <p>4) Assess academic performance of Hispanic students enrolled in redesigned courses to determine increase/decrease in GPA</p>	<p>3) Quantitative responses from students in gateway courses using Likert scale survey (online)</p> <p>4) Quantitative responses related to academic performance, measured by GPAs and retention rates</p>
GOAL II: Improve retention rates of underrepresented males, and particularly Hispanic males, from the first to second year.	
Objective 1: Engage 150 underrepresented males in leadership development activities	
Objective 2: Develop 2 - 3 career-focused activities to be attended by at least 100 underrepresented males	
Objective 3: Match up to 90 Hispanic males with 45 peer mentors	
OUTCOMES: Student participants will report increased levels of self-efficacy, will report increased sense of belonging to campus community, and report increased motivation to complete college. Persistence rates for Hispanic males will improve at statistically significant levels.	
Evaluation Methods, & Timeframe	Data Collected, Instruments
<p>1) Administer pre- and post-tests to measure self-efficacy and attitudes and beliefs about college completion (during program orientation and one year later, for each cohort).</p> <p>2) Request that student's complete evaluation forms that assess program elements such as speakers, workshops, selected topics, and timing (during summer leadership retreat).</p> <p>3) Interview select participants (mentors and mentees) to determine effectiveness of mentoring activities (annually in May)</p> <p>4) Track number of hours of virtual mentoring activity (on a monthly basis)</p> <p>5) Determine retention rates and compare to persistence rates of comparison group (Hispanic 2-year college students who do not participate in program activities) (annually each Fall)</p>	<p>1) Quantitative results of Academic Self-Efficacy subscale created from both the Academic Milestones Scale and the College Self-Efficacy Inventory; and the Motivated Strategies for Learning Questionnaire.</p> <p>2) Quantitative ratings of program quality and effectiveness on evaluation tool created by Evaluator.</p> <p>3) Qualitative responses to open-ended interview questions developed by Evaluator.</p> <p>4) Quantitative output obtained through virtual mentoring software.</p> <p>5) Review of academic records pertaining to student enrollment.</p>

GOAL III: Increase transfer success of Hispanic students.	
Objective 1: Establish centralized, one-stop services to transfer students	
Objective 2: Develop 2 – 3 events per year designed to bring community college students onto 4-year campuses	
OUTCOMES: Transfer students will report feeling socially and academically integrated into the university; retention rates of Hispanic transfers will increase by 10% each year during and beyond the grant period.	
Evaluation Methods, & Timeframe	Data Collected, Instruments
1) Assess students' integration into the campus community through survey questions that ascertain levels of interaction with faculty, staff, and students; utilization of campus resources; and participation in campus events (annually in March/April of each year) 2) Utilize an online survey to determine the number of events transfer students attended prior to officially enrolling into the university (during initial advising session) 3) Assess retention rates of Hispanic transfer students on a semester-to-semester basis 4) Conduct a program scan at the end of the grant cycle to determine to what extent have programs and initiatives been institutionalized	1) Quantitative results of survey developed by Evaluator 2) Quantitative results of survey developed by Evaluator 3) Quantitative assessment of enrollment rates of targeted students conducted by the Office of Educational Effectiveness and Institutional Research 4) Quantitative and Qualitative – review of budget plans, analysis of commitments from the university's executive cabinet, and interviews of project personnel
GOAL IV: Increase the capacity to effectively serve more students.	
Objective 1: Improve instructional facilities to accommodate active learning techniques	
Objective 2: Expand space to accommodate additional student advisors/counselors	
Objective 3: Renovate space to establish a Transfer Student Center	
OUTCOMES: Students will report increased self-efficacy. Students will report increased sense of belonging to campus community. Students will rate the Transfer Student Center as being helpful and efficient.	
Evaluation Methods, & Timeframe	Data Collected, Instruments
1) Administer pre- and post-tests to measure self-efficacy and sense of belonging. 2) Assess students' integration into the campus community through survey questions that ascertain levels of interaction with faculty, staff, and students; utilization of campus resources; and participation in campus events (annually in March/April of each year). 3) Request that transfer student's complete online surveys intended to gage the efficiency and effectiveness of the Transfer Students Center.	1) Quantitative results of Academic Self-Efficacy subscale 2) Quantitative results of survey developed by Evaluator 3) Quantitative results of survey developed by Evaluator

GOAL V: Strengthen articulation between Moorpark College and Cal Lutheran.	
Objective 1: Collaborate on the redesign of 20 courses to taught at both institutions	
Objective 2: Institutionalize grant activities to continuously and effectively serve students	
OUTCOMES: Aggregated performance scores (GPAs) earned in redesigned classes will continuously improve from one semester to the next over the course of the grant cycle. Moorpark transfers to Cal Lutheran will report less anxiety about transferring courses than previous groups. 85% of Moorpark transfers to Cal Lutheran will graduate within 3 years. Transfer student activities will be sustained beyond the grant.	
Evaluation Methods, & Timeframe	Data Collected, Instruments
<ol style="list-style-type: none"> 1) Conduct document reviews of course syllabi of redesigned classes to determine level of synergy between introductory courses taught on both campuses. (annually in May, starting in Year 2, upon completion of course redesigns). 2) Assess average grades earned in redesigned courses from year to year (annually) 3) Compare GPAs of Hispanic transfer students in redesigned courses to near comparison group and to overall group of students (each semester) 4) Track the increase/decrease of Moorpark students who transfer to Cal Lutheran (annually) 5) Interview select Hispanic students to ascertain readiness to transfer to a 4-year and determine the extent to which course articulation factors into students feeling prepared (ongoing during student advising sessions) 6) Review “progress towards institutionalization” report prepared by Project Director on an annual basis; conduct follow-up interview of Project Director as needed 	<ol style="list-style-type: none"> 1) Qualitative analysis utilizing scoring rubric to gauge similarities developed by Evaluator. 2) Quantitative results from review of aggregated grade reports. 3) Quantitative results from review of grade reports disaggregated by race. 4) Quantitative data derived from admission office 5) Quantitative responses from Likert scale survey administered during advising session; follow-up questions to further tease out ratings. 6) Quantitative and qualitative results from document review and open-ended interview

Formative and Summative Evaluation

Formative Evaluation. As a new project, Cal Lutheran wants to ensure that the project is effective and working towards its stated objectives. Program evaluation efforts will consist of periodic assessments to determine program quality. Areas of assessment include academic performance of students in newly designed courses, of students participating in peer mentoring program, and of students who access GPS 2.0. To gain input, the Evaluator will collect and maintain metrics that help to shape the narrative related to program quality. Such metrics will

include the number of faculty participants and their related disciplines, number of student participants served by different program components, and the number of redesigned courses and articulated courses. These metrics will be compiled and compared from year to year so that processes can be properly adjusted as needed. Additionally, program staff and participants will complete program evaluation forms on an annual basis to rate each program offering.

Summative Evaluation. Summative evaluation activities to assess the impact that the [project] is having on the target population, will occur annually beginning at Year 2. Summative evaluation includes outcome and impact evaluation. For example, measuring the impact of peer mentoring activities and determining the academic outcomes of students in participate in project services. The project will also track the progress of Hispanic transfer students at Cal Lutheran, whether they are program participants or not. Cal Lutheran is explicitly committed to understanding the effectiveness of activities designed to meet the academic needs of Hispanic and other underrepresented students as a means to adopt university-wide practices that consider the needs of all students. The project will also compare and contrast the outcomes for sample groups of participants versus non-participants of the peer mentoring and GPS projects.

Data from both formative and summative assessments will be analyzed annually. The summary of these activities will play an influential role in shaping future interventions, as guided reviews of program status and achievements are discussed and analyzed quarterly by project staff and their respective supervisors. As such, the evaluation process will inform project leaders about the ways in which to improve and modify the efforts of the Cooperative for increased effectiveness.

Cal Lutheran obtained input from the institution's internal evaluator in the development of this plan. The Cooperative will hire an external evaluator to conduct project evaluation activities

due to the extent of work involved. Our internal evaluator will be available to orient the external evaluator on the details of the project and expectations related to assessment and reporting.

BUDGET

The Cooperative budget was developed with the input of department heads from both institutions, utilizing adopted fiscal and administrative processes related to determining project costs. The budget was developed as a cost-effective strategy to deliver essential services to student participants and faculty while meeting program objectives. Budget development guidance was provided by Cal Lutheran's Vice President of Finance and Administration and Moorpark College's Vice President of Business Services. Final approval of the budget was provided by Cal Lutheran's President and Provost and the College President of Moorpark. Reviews and approvals focused on ensuring that itemized expenses were well within reason and that projects could be feasibly implemented within budgetary limits.

A substantial portion of the budget is allocated to personnel involved in the project. As new HSIs, neither campuses have existing Title V project staff. Cal Lutheran will identify a Project Director and Coordinator who will provide overall administration and support of the project. At Moorpark, the need to serve more students in advising and counseling capacities will be provided through this grant. Faculty incentives are another large budget category – a necessary cost to ensure dedicated commitment to project goals related to course redesign. The project also requires the commitment of faculty, staff, and upper class students to facilitate the male peer-mentoring components. For student mentors, the compensation helps to convey the level of commitment required of mentors. Lastly, renovation costs are based on estimates derived from similar finished projects and will go a long way towards institutionalizing many of the activities proposed for this project. Additional details and rationale of supporting line items such

as professional development costs, marketing and outreach, and program implementation expenses are outlined in our attached budget narrative.

¹ Villalpando, O. (2004). Practical considerations of critical race theory and Latino critical theory for Latino college students. *New Directions for Student Services*, 105, 41–49.

² National Association of College and University Business Officers. (2016). *NACUBO 2015 Tuition Discounting Study*

³ President’s Council of Advisors on Science and Technology. (2012). Report to the President engage to excel: Producing one million additional college graduates with degrees in STEM.

⁴ Kinzie, J., Gonyea, R., Shoup, R. and Kuh, G. D. (2008). Promoting persistence and success of underrepresented students: Lessons for teaching and learning. *New Directions for Teaching and Learning*, 21–38.

⁵ Wagner, J.M. (2015). Hispanic minority college students at selective colleges: What matters with degree completion? *Journal of Hispanic Higher Education*.

⁶ Ibid.

⁷ Reid, L.D., and Radhakrishanan, P. 2003. How race still matters: The relation between race and general campus climate. *Cultural Diversity and Ethnic Minority Psychology*, 9, 263-275.

⁸ Cox, M. D. 2004. Introduction to faculty learning communities. In M. D. Cox & L. Richlin (Eds.), *Building faculty learning communities* (pp. 5-23). New Directions for Teaching and Learning: No. 97, San Francisco: Jossey-Bass.

⁹ Cox, M. D., Richlin, L., Essington, A., & International Alliance of Teacher Scholars. 2013. *Faculty learning community planning guide*.

-
- ¹⁰ President's Council of Advisors on Science and Technology. (2012). Report to the President engage to excel: Producing one million additional college graduates with degrees in STEM.
- ¹¹ Schreiner, L. et. al. (2010). Predictors of thriving among first-year students of color. Paper presented at National Conference of the First-Year Experience, Denver, CO; Perez, T. et al. 2014. The role of identity development, values, and costs in college STEM retention. *Journal of Educational Psychology*, 106:1, 315-329.
- ¹² de Janasz, S. C., & Godshalk, V. M. (2013). The role of e-mentoring in protégés' learning and satisfaction. *Group & Organization Management*, 38(6), 743-774.
- ¹³ Townsend, B. K. & Wilson, K. (2006). "A Hand Hold for A Little Bit": Factors Facilitating the Success of Community College Transfer Students to a Large Research University. *Journal of College Student Development* 47(4), 439-456. The Johns Hopkins University Press.
- ¹⁴ Laanan, F.S., et al. (2011). Adjustment of community college students at a four-year university: role and relevance of transfer student capital for student retention. *Journal of College Student Retention*, 12:2, 175-209.
- ¹⁵ Arbona, C. & Nora, A. (2007). The Influence of Academic and Environmental Factors on Hispanic College Degree Attainment. *The Review of Higher Education* 30(3), 247-269. The Johns Hopkins University Press. Also see Wawrzynski, M. R. & Sedlacek, W. E. (2003). Race and Gender Differences in the Transfer Student Experience. *Journal of College Student Development* 44(4), 489-501. The Johns Hopkins University Press.
- ¹⁶ Malcolm, S. and Feder, M. (Eds.). 2016. *Barriers and opportunities in completing 2- and 4-Year STEM degrees*. National Academies Press: Washington, DC.

-
- ¹⁷ Vander Schee, B. (2007) Adding Insight to Intrusive Advising and Its Effectiveness with Students on Probation. NACADA Journal: Fall, Vol. 27, No. 2, pp. 50-59.
- ¹⁸ Swecker, H., Fifolt, M, and Searby, L. (2013) Academic Advising and First-Generation College Students: A Quantitative Study on Student Retention. NACADA Journal: 2013, Vol. 33, No. 1, pp. 46-53.
- ¹⁹ Monaghan, D.B., & Attewell, P. (2015). The community college route to the bachelor's degree. Educational Evaluation and Policy Analysis, 37, 70-91.
- ²⁰ Richardson, Jr., R. (1993). Faculty in the transfer and articulation process: Silent partners or missing link? Community College Review, Vol. 21, No. 1, pp.41-47.
- ²¹ Fincher, M. (2002). Private university and community college strategic alliances: The case for cooperation. Community College Journal of Research and Practice, Vol. 26, No. 4, pp. 349-61.
- ²² Malcolm, S. and Feder, M. 2016. See footnote 19. Also see Bensimon, E.M., and Malcom, L.E. 2012. *Confronting equity issues on campus: Implementing the equity scorecard in theory and practice*.
- ²³ For low-income students, a combination of Cal Grants, Pell Grants, student employment and Cal Lutheran institutional aid increases affordability and access—many of Cal Lutheran's students can afford tuition and fees without loans.