South Texas College

Developing Hispanic-Serving Institutions Grant Program

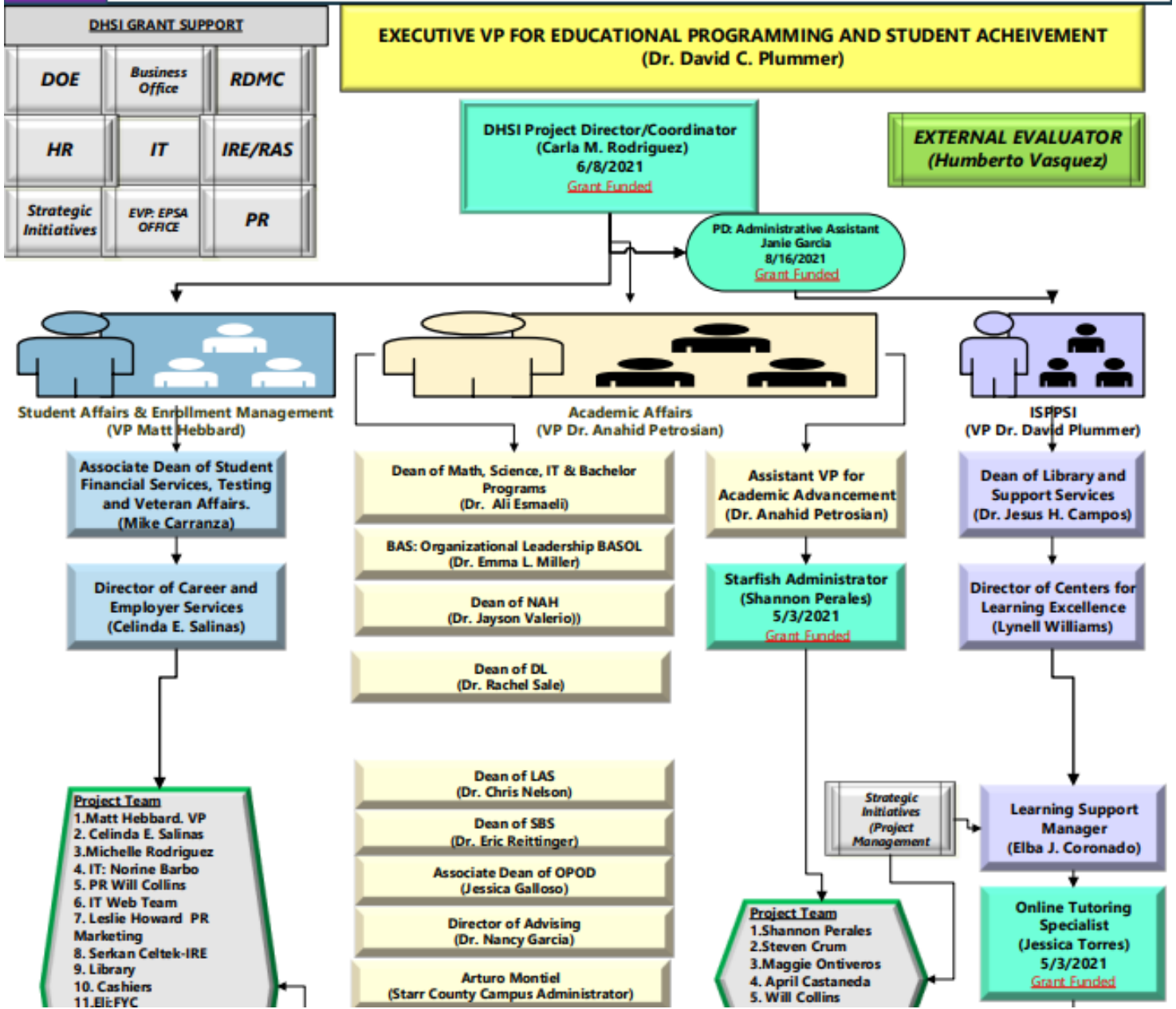
Year 1 Celebration

Carla M. Rodriguez, Project Coordinator

SOUTH TEXAS COLLEGE

Developing Hispanic Serving Institutions Grant: October 1, 2020 through September 30,2025

STC's DHSI GRANT PROGRAM INFRASTRUCTURE (Updated: 8/12/2021)



Developing Hispanic-Serving Institutions Grant Funding Source and Program Purpose

- Department of Education, Title V Program
- Expand educational opportunities for and improving the academic attainment of Hispanic students
- Expand and enhance the academic offering, program quality, and institutional stability of colleges and universities that are educating the majority of Hispanic college students and helping large numbers of Hispanic students and other low-income individuals complete postsecondary degrees

South Texas College DHSI Grant Program

Grant Specifics

- $2.5 million Grant Award
- Five-Year Period of Performance

DHSI Grant Goals Encompass

- Persistence
- Educational Opportunities
- Financial Literacy
- Technology Resources

FY20 DHSI Grant Submission

- Eligible applicants for Title V Programs must have applied and been designated as a Hispanic Serving Institution
- Submission Documents:
  - 60 page narrative
  - 20 page budget narrative for a 5 year budget
  - Abstract posted to the Department of Education award announcement page

Behind the Scenes: Collaborative Proposal Development Planning Members

Planning Team	
Yolanda Jaramillo	Serkan Celtek
Dr. Fernando Chapa	Elba Coronado
Dr. Jesus Campos	Lynell Williams
Dr. Maricela Silva	Isaac Garza
Dr. Ali Esmaeili	Dr. David Plummer
Dr. Marie Evans	Dr. Anahid Petrosian
Vice President Matthew Hebbard	David Passero
Miguel Carranza	Myra Ochoa
Juan Miguel Galvan	Dr. Virginia Champion

Collaborative Grant Development Process

	GRANT DEVELOPMENT, MANAGEMENT AND COMPLIANCE	STC DEPARTMENT(S)
Initial Planning Meeting(s)	• Review Request for Proposal, Notice of Funding Availability, develop a Prospectus, as needed • Provide guidance to department (timelines or related guidance documents, as needed) • Plan meeting(s) with departments, as needed	• *Engage in review and decision making* • *Designate lead (STC department)grant development staff* • *Identify other staff or faculty to involve, as needed* • *Plan steps to proceed and schedule a timeline, as needed*
Project Design and Planning Process	• Draft project goal(s), objectives(s), design elements, deliverables or assist with logic model, as needed • Provide budget guidance, as needed • Guide in the development of data research, as needed (RAS data request(s)	• *Engage in the planning and development of the project design, budget, narrative, letters of support and any other documents needed for grant proposal package*
Development of Budget	• Coordinate budget meetings and provide technical assistance, as needed to help develop budget documents	• *Determine budget expenditures that are allowable (with STC Department Administrator approval)*
Development of Proposal	• Review proposal drafts for accuracy and provide technical assistance for the continued development of the proposal to ensure alignment to evaluation criteria • Draft statement of need, abstract or related documents including tables or charts	• *Help to provide content material for the development of the narrative and or application documents* • *Review feedback and suggested revisions, obtain approval from department for final recommended changes, as needed*
Submission	• Submit final draft of proposal (package) for review and approval by GDMC Director • Route to College President for final approval • Prepare and package for submission to funding agency	• *Review/respond to feedback/suggested recommendations* • *Approve final submission documents from STC Dean, Chair or Director (prior to final submission)*

DHSI Grant: Based on a Comprehensive Development Plan

- Based on a comprehensive analysis of data and information
- Supported by institutional capacity to effectively manage the grant
- Aligned to promising evidence-based practices to support project activities, specifically the academic coaching model InsideTrack® Coaching
- Structured to measure attainment of objectives
- Designed to focus on sustainability and institutionalization of improvements based on the college's Strategic Plan

Initial Year 1 Planning Efforts

- Dr. Plummer provided oversight and leadership; Isaac Garza, Interim Project Director (15%); Myra Ochoa, Post-award support
- Preparation to Provide Required Reports in the Higher Education Programs (HEP) Institutional Service System
- Coordinated review and planning meetings focused on each of the four major components of the grants
- Worked with the Purchasing Department to initiate the process to identify a qualified external evaluator for the grant

STC DHSI Grant Program

DHSI Grant Components & Project Owners:

- Academic Coaching – Dr. Esmaeili
- Online Tutoring – Lynell Williams
- Financial Literacy – Celinda Salinas
- Starfish Administration – Shannon Perales

Academic Coaching Strategy

- **DHSI Goal 1.** Provide students with accessible pathways that promote persistence, educational attainment, academic achievement, personal and professional growth. (Aligned to Institutional Goal - Foster Student Success).
- **Objective 1.1** Increase Fall to Fall Persistence among Bachelor Program by 2% annually by implementing InsideTrack® Coaching.
- **Objective 1.2** Increase the Fall to Fall Persistence among STEM and Computer Science Associate Degree Programs by 2% annually.

Academic Coaching Year 1 Highlights

- Focused on a partnership with InsideTrack® with contract being fully executed in March 2021
- What is InsideTrack®?
  - An independent company that offers student support services to colleges and universities nationwide called “Academic Coaching” as one-on-one intervention designed to work with at-risk students by focusing on their strengths, goals, study skills, degree of engagement, academic planning and overall college performance.

Academic Coaching Year 1 Highlights

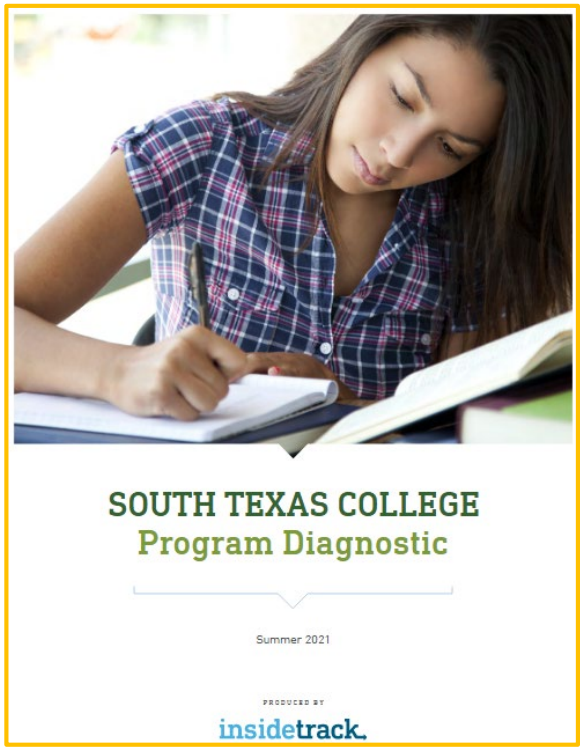
- What is the objective of InsideTrack® and Academic Coaching?
  - To empower STC staff with a coaching model that supports them in reaching the right students with the right resources at the right time so as to remove obstacles to student success and lead to greater year-over-year student persistence.

Academic Coaching Year 1 Highlights

- Scope of Training
  - Foundational Training – 20 Coaches selected
  - Reinforcement Training – has been scheduled for the remainder of the year
    - 10 Coaches selected to advance to InsideTrack® Student Coaching Certification
    - Train-the-Trainer Model (3 out of the 10 selected)
  - Supervisor Training – has been completed
- Quality Management Training has been scheduled for 2021 and first quarter of 2022
  - Coaching sessions recorded and evaluated by InsideTrack® Trainer

Academic Coaching Year 1 Highlights

- InsideTrack® Program Diagnostic Report Completed
  - Designed to grow and develop STC's ability to retain students through utilization of a coaching methodology, professional development and role clarity
  - Included SWOT Analysis and in-depth interviews with STC's staff, faculty, students and leadership team to gauge workflows, processes and culture
  - Recommendations to be addressed and implemented in Year 2 with Grant Stakeholders



Academic Coaching Purpose and Sustainability

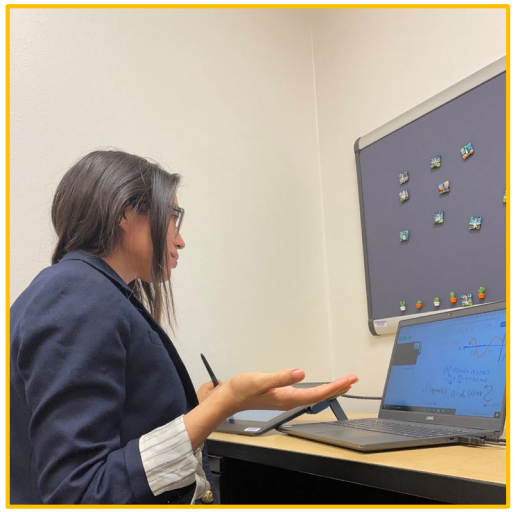
- South Texas College and InsideTrack® have a shared vision to support the development of a robust coaching model resulting in improved retention rates
- Coaching model will unlock the potential of members of the student services team by moving them towards an efficient infrastructure that includes role clarity, consistent processes and a shared responsibility for student persistence and retention
- Develop a Sustainability Plan for Continuous Academic Coaching Practices
  - Will provide proactive student support
  - High Return on Investment

Academic Coaching STC Foundational Training
July 2021

Online Tutoring Strategy

- **DHSI Goal 2.** Provide accessible and inclusive educational opportunities that enable seamless transfer to advanced degrees or align with emerging workforce needs. (Aligned to Institutional Goal - Create Educational Opportunities for Students).
- **Objective 2.1** Increase access to online tutoring by offering 3 courses per year in years 1-4.
- **Objective 2.2** At least 70% of students who receive a minimum of 4 online tutoring sessions will pass the courses for which they received online tutoring per year.

Online Tutoring Year 1 Highlights



- Hired three fully remote online tutors to provide tutoring services for Math 1414, Chemistry 1411 and English 1301
- Expanded tutoring services by providing sessions after Centers for Learning Excellence facilities hours
- Successfully advocated for institutionalization of the Learning Excellence Specialist for Online Programs position

Online Tutoring Year 1 Highlights

- Purchased virtual tutoring kits to provide sessions with students
- Standardized online tutor profiles

Online Tutoring - Sample Profile

Alfaro Marroquin Maldonado

South Texas College (STC) Tutor

Fluent Languages

English

Spanish

About Me

STC Tutor enjoying the challenges of Math after my retirement as Electrical Engineer.
I can help with my Visual-Practical working methods.
MEEE: Master Degree in Electrical Engineering, Texas A&M Kingsville,
BSEE: Bachelor of Science in Electrical Engineering, Majoring in Electronics & Communications, UANL Mexico.

Experience

Working for the STC-CLE since January 2014.
CRLA Level 3, Master Tutor.

Education Information

School	The Texas A&M University System Office
Class	1999
Degree and Major	Master of Engineering in Electrical Engineering.

Skills

HESI Exam Prep

MATH 0100: Foundations for Algebra

MATH 0200: Developmental Mathematics II

MATH 1414: College Algebra

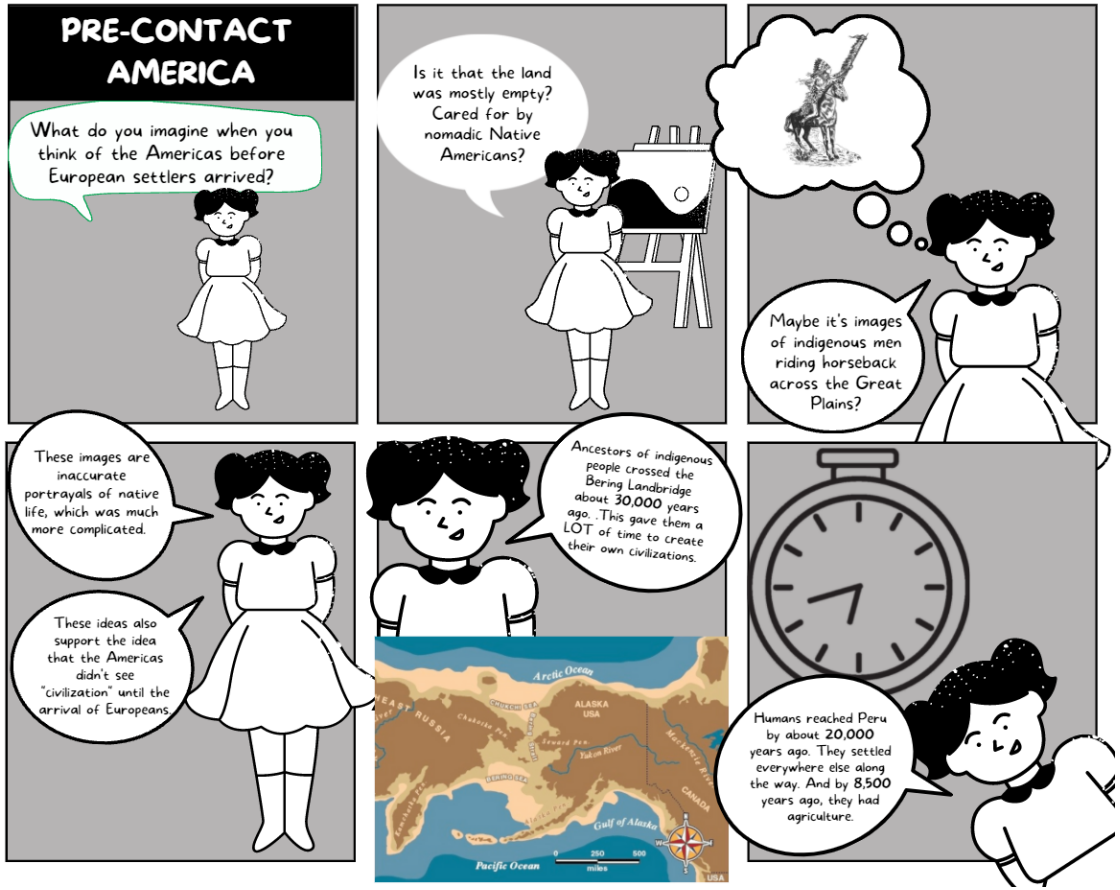
MATL 0014: College Algebra Support Course

Microsoft Office

Online Tutoring Year 1 Highlights

- Purchased virtual tutoring kits to provide sessions with students
- Standardized online tutor profiles
- Initiated library of content-specific resources created by online tutors for benefit of students and tutors:
  - Interactive PDFs
  - Comic Strips
  - Videos

Online Tutoring – Resource Development



Corn was the central crop for three regions of the Americas: the South-Central Andes in South America, the Valley of Mexico and Central America, and eastern North America.

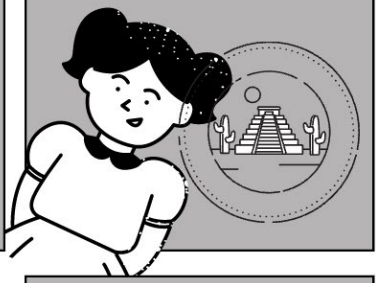
Agriculture was important in sustaining the other economies of the Americas: hunting-gathering and pastoralism.

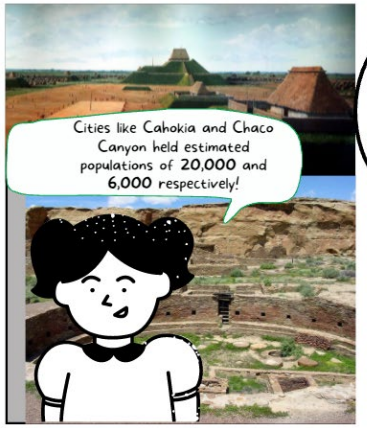
Hunting-gathering is what is normally thought in regards of Native Americans. They roamed the land, finding what they could eat.

Pastoralism is the use and care of livestock to subsist and trade.

And boy did they trade!

Goods from as far away as Mexico have been found in the midwestern United States.





To compare, Paris was the most populated European city at the time of Tenochtitlan, with a population of 225,000.

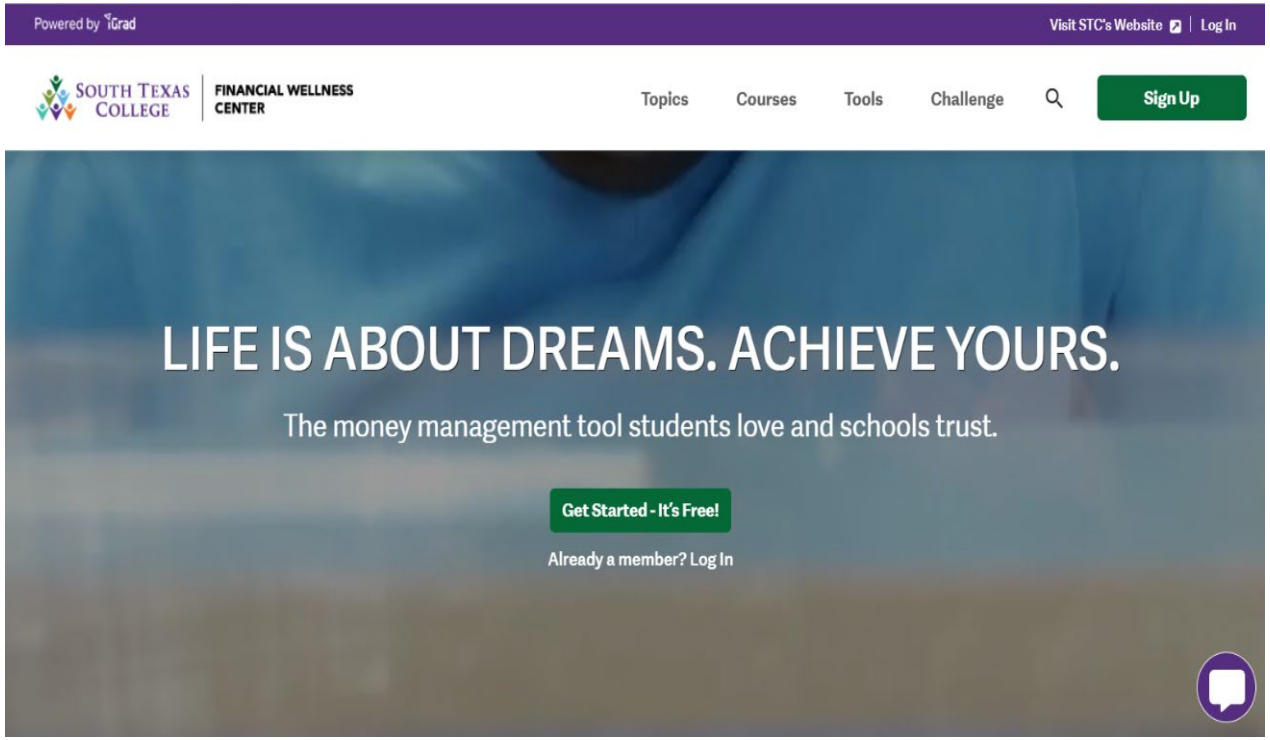
Native Americans were giving European civilization a run for its money!

Financial Literacy Strategy

- **DHSI Goal 3.** Increase students' ability to effectively manage debt and stay on a path leading to program completion and employment.
- **Objective 3.1** Serve at least 2,000 Hispanic FTIC students in year 1 with an increase of an additional 250 each year in years 2-5 with Financial Literacy services.
- **Objective 3.2** Increase student's perception of knowledge gained in financial and economic literacy among 75% of Hispanic FTIC students served per year with Financial Literacy services.

Financial Literacy Year 1 Highlights

- Created a Financial Literacy Committee consisting of 20 key stakeholders across the STC community to ensure seamless delivery of Financial Wellness Center services
- Researched various online money management tools in effort to identify the best fit for student financial wellness and the success of meeting grant goals
- Worked closely with STC IT team to ensure quality and functionality of the selected model and platform to facilitate Financial Wellness Services and executed iGrad contract in July 2021
- Worked with RAS team to retrieve data which reflected the targeted population of Hispanic, FTIC students on Financial aid for outreach and project campaign purposes
- Launched the official South Texas College Financial Wellness Center services and online platform Fall 2021

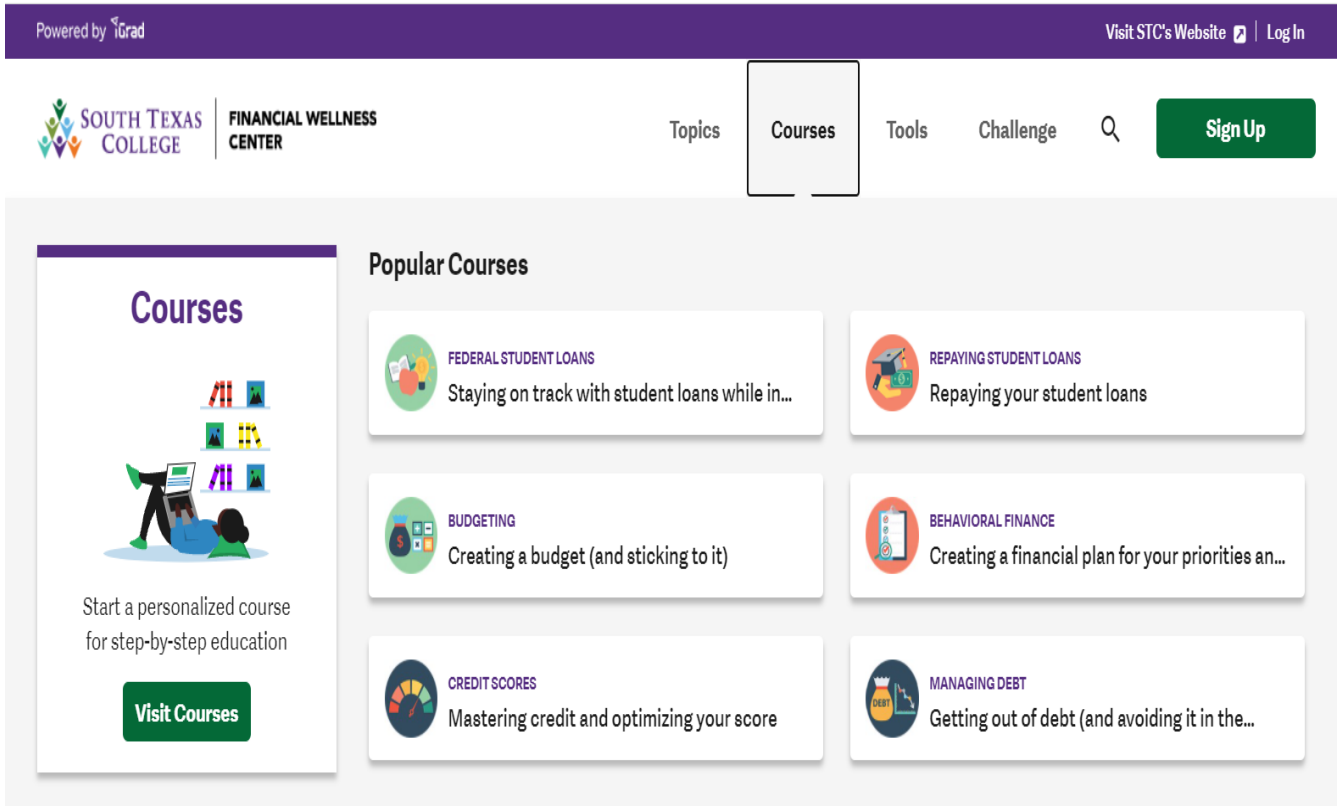


Financial Literacy Year 1 Highlights

- Identified “collaboration zones” throughout the STC community such as Cashiers, Financial Aid, Counseling & Advising in conjunction with the Office of Career & Employer Services for computer lab areas offering financial wellness services and extending across the STC Academic division and into the classroom
- Worked closely with STC Marketing team to develop a marketing plan to promote an awareness of financial literacy and services through the dissemination of mass mailouts, emails, and six course assignments incorporated into the Learning Frameworks instruction through the (iGrad) STC Financial Wellness Center platform

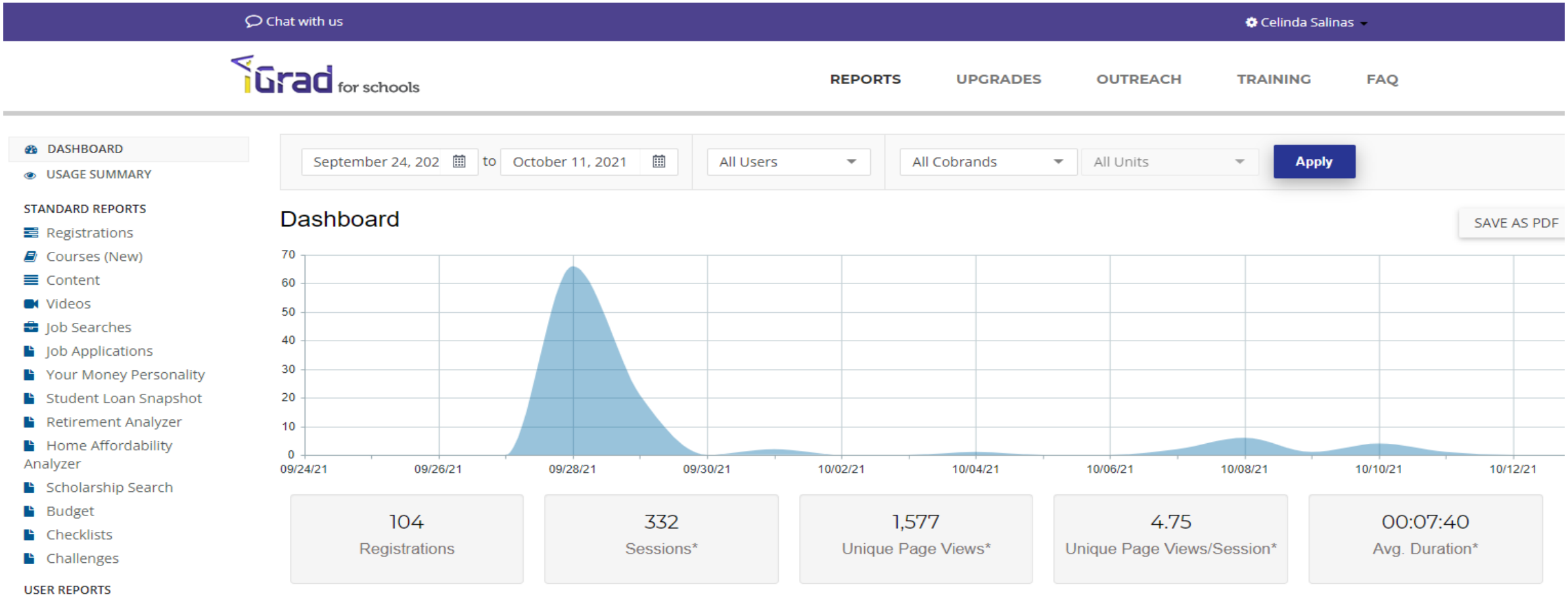
Financial Literacy Year 1 Highlights

- The Financial Wellness Center's resources include tools and courses related to the following as outlined specifically in the grant:
  - Money management
  - Budget
  - Credit/debit
  - Savings and investing
  - Credit scores
  - Financial aid for students



Financial Literacy Year 1 Highlights

Aggregated Data for Number of Students Served



Financial Literacy Year 1 Highlights

Aggregated Data for Knowledge Gained

- Registrations
- Courses (New)
- Content
- Videos
- Job Searches
- Job Applications
- Your Money Personality
- Student Loan Snapshot
- Retirement Analyzer
- Home Affordability Analyzer
- Scholarship Search
- Budget
- Checklists
- Challenges

USER REPORTS

- Financial Wellness Checkup
- User Feedback
- User Contact
- User Report Card

HISTORICAL REPORTS

- User Profiles (Historical)
- Courses (Historical)

All Courses

Course Name	Completed	Avg Pre Score	Avg Post Score	Avg Knowledge Gain*
Banking beyond checking and savings	1	67.0%	67.0%	0%
Creating a budget (and sticking to it)	11	68.2%	100.0%	57.0%
Creating a financial plan for your priorities and goals	5	75.0%	85.0%	36.0%
Finding scholarships to help pay for school	3	88.7%	94.3%	6.0%
Finding your dream career	2	75.0%	91.5%	24.0%
Getting out of debt (and avoiding it in the future)	3	73.3%	86.7%	22.0%
Investing to build wealth	1	57.0%	71.0%	25.0%
Mastering credit and optimizing your score	4	75.0%	100.0%	35.0%
Repaying your student loans	3	60.0%	60.0%	133.0%
Saving for a child's education	1	80.0%	100.0%	25.0%
Staying on track with student loans while in school	3	77.7%	100.0%	29.0%
Understanding credit reports and scores	2	100.0%	90.0%	0%
ALL COURSES	**39**	**73.8%**	**91.0%**	**23.3%**

Financial Wellness Services

Sustainability and its Value

- Develop a Title V Sustainability Plan for Financial Wellness Services to include Continuous Improvement efforts
- Assess student's ability to effectively manage debt and stay on a path leading to program completion
- Review data results and refine procedures, services and accessibility for future and all students with the intent to institutionalize Financial Wellness Services and sustain the iGrad online tool to facilitate money management

Is College Success Correlated with Financial Wellness?

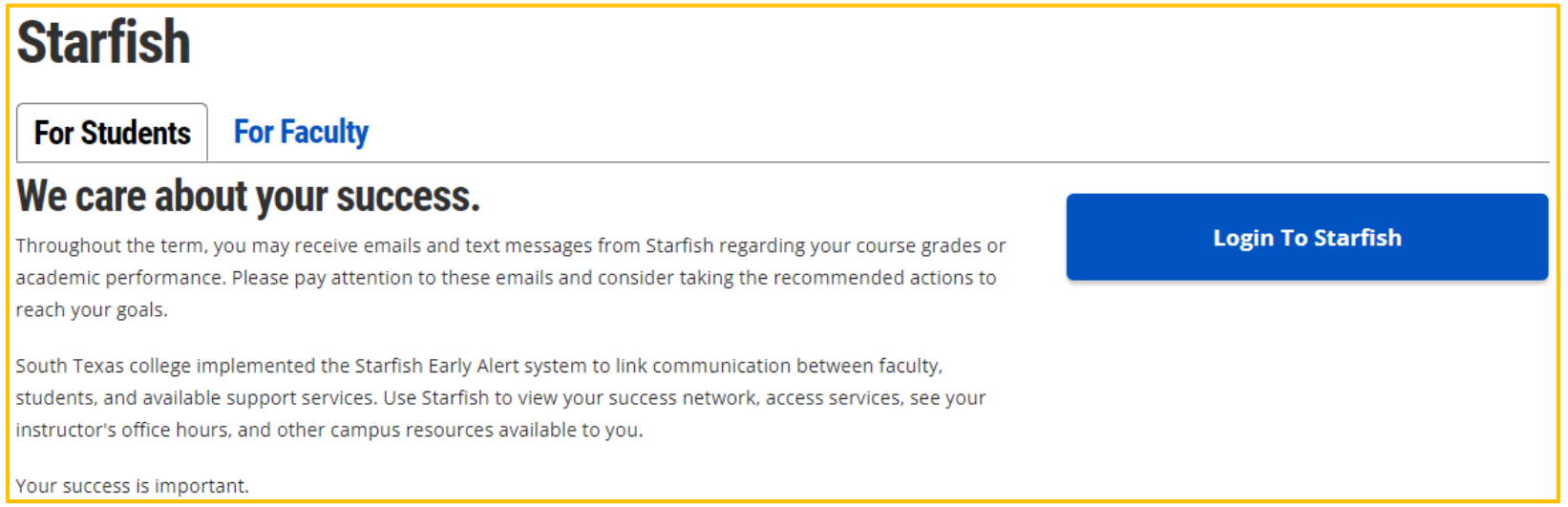
- The Answer is YES!
- The Financial Literacy and Education Commission recommends colleges to implement financial wellness awareness on campuses for students because:
  - ✓ Reduces financial stress which has been proven to lead to success in college and beyond
  - ✓ Lowers student loan defaults
  - ✓ Increases student retention
  - ✓ Increases academic achievement
  - ✓ Timely graduation

Starfish Strategy

- **DHSI Goal 4.** Increase accessibility to an expanded use of Technology-Based Resources (Starfish). (Aligned to Institutional Strategic Goal - Promote Academic Integrity and Excellence)
- **Objective 4.1** At least 75% of students who receive Starfish direct intervention support will successfully pass their course(s) for which they were flagged in Starfish.
- **Objective 4.2** At least 70% of students who receive Starfish direct intervention support will re-enroll the following semester.

Starfish Year 1 Highlights

- Hired Starfish Administrator in May 2021 to provide service and resource access to students, faculty and staff
- Updated website to improve access to Starfish, with step-by-step PDF and video instructions
  - First month analytics included 400 hits on Starfish Login Button



Starfish Year 1 Highlights

- Developed System Integration Plan to introduce Meta Major Cohorts for Guided Pathway Specialists Assignments
- Developed an annual Starfish Training Calendar and provided monthly trainings, ongoing weekly trainings, Starfish Caucus and Coffee Collaborative

Starfish Year 1 Highlights

- Updated and designed service components for Distance Learning and CLE Online Tutoring Services
- Created new scope for 2021-2022 objectives of Roles and Relationship Optimization within Starfish
- Established a Starfish Taskforce who serve as liaisons for Starfish awareness and collaboration
- Created and placed digital signage on campus monitors college-wide

Wins and Lessons
Looking Forward

- Interim Performance Report Approved
- Year 1 Carryover Budget & Expense Plan Approved
- Year 2 Continuation Award Approved
- Grant Funded Positions Are Filled
- Hold an Annual Kickoff Meeting
- Continue Monthly Project Activity Reports
- Establish Quarterly Meetings
- Institutionalize STC DHSI Support Systems

Thank You

The contents of this presentation were developed under a grant from the Department of Education. However, contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.

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