



EXAMPLES OF
iExcelencia!



WHAT WORKS FOR LATINO STUDENTS IN HIGHER EDUCATION

2009 COMPENDIUM

PROFILES OF SELECTED PROGRAMS



iExcelencia!
IN EDUCATION

Applying Knowledge
To Public Policy And
Institutional Practice

EXAMPLES OF *EXCELENCIA* SUPPORTERS

The following leaders believe in the promise of America's future and the abilities and talents of Latino students to carry us forward and support the Examples of *Excelencia* program



EXCELENCIA IN EDUCATION BOARD OF DIRECTORS

Vasti Torres, Chair

Associate Professor of Higher Education and Student Affairs, Indiana University at Bloomington

Anthony Chapa, Secretary Treasurer

Director of Business Operations, Special Operations Technology, Inc. (SOTECH)

Norma V. Cantu, Vice Chair

Professor of Law and Education, University of Texas at Austin

Sarita E. Brown, Director

President, Excelencia in Education

INSTITUTIONS

American University

Cornelius M. Kerwin, President

California State University System

Charles Reed, Chancellor

George Washington University

Steven Knapp, President

Houston Community College System

Mary Spangler, Chancellor

LaGuardia Community College,

City University of New York

Gail Mellow, President

Lehman College, City University of New York

Ricardo Fernandez, President

Maricopa Community College District

Rufus Glasper, Chancellor

Metropolitan State College of Denver

Stephen M. Jordan, President

Old Dominion University

John Broderick, President

Our Lady of the Lake University

Tessa Martinez Pollack, President

University of Houston, Downtown

Max Castillo, Retired President

The University of Texas at Austin

Gregory Vincent, Vice President for Diversity and Community Engagement

CONTENTS

Foreword	2
Overview	3
Selection Process	3
Summary of Program Services	4
Summary of the 2009 Examples of Excelencia	5

Associate Level

Puente Project – The University of California (CA).....	7
---	---

Finalists

.XL Summer Bridge/First-Year Experience Program – Pasadena City College (CA).....	8
Tools for Success – Miami Dade College (FL)	9
Pathway to the Baccalaureate Program – Northern Virginia Community College (VA)	10
The Victoria K.E.Y. Center (TRIO Support Services) – Victoria College (TX)	11
Transitional Bilingual Learning Community – Truman College (IL)	12

Honorable Mentions

Community Spanish Facilitator Certificate – Durham Technical Community College – (NC)	13
---	----

Baccalaureate Level

Science Educational Enhancement Services (SEES) – California State Polytechnic University (CA).....	14
---	----

Finalists

College Assistance Migrant Program – California State University, San Marcos (CA)	15
Cumbres Teacher Preparation Program – University of Northern Colorado (CO)	16
Medical Professions Institute – University of Texas at El Paso (TX).....	17

Honorable Mentions

Con Mi MADRE: Mothers And Daughters Raising Expectations – The University of Texas, Austin (TX)..	18
Ayudándonos Podemos (Helping Each Other, We Can Do It) – Linfield College (OR).....	19
Developing Scholars Program – Kansas State University (KS).....	20

Graduate Level

Center for Behavioral and Community Health Studies (BACH) San Diego State University (CA)	21
---	----

Finalists

The Educational Leadership Doctoral Program of the Department of Educational Administration and Research – Texas A&M University-Corpus Christi (TX)	22
Internationally Educated Dentist Program, College of Dentistry – University of Florida (FL)	23

About <i>Excelencia</i> in Education	24
--	----

The compendium was compiled and written by Deborah Santiago, vice president for policy and research, with generous contributions from Estela Lopez, senior program advisor, and Maureen Skoloda, program assistant with *Excelencia* in Education.

The program summaries in this compendium were edited from information submitted by the nominees. Information about the Examples of *Excelencia* initiative and a PDF version of this and other compendia are available on the Web at: <http://www.edexcelencia.org>

Foreword

By 2025, 22 percent of the U.S. college-age population will be Latino, a level already exceeded in four states: California, Florida, New York, and Texas. However, today, only seven percent of Latinos ages 18 to 24 have an associate's degree or higher compared to 9 percent of African Americans, 16 percent of white, and 25 percent of Asians of the same age cohort. Given the importance of college degree completion for U.S. society and economic competitiveness, meeting the country's future human capital and workforce needs make it imperative to improve outcomes for Latino students. As public attention is focused on achievement gaps in education, educators and policymakers search for what they can do to improve education outcomes for Latino students. Finding the right solutions can be difficult.

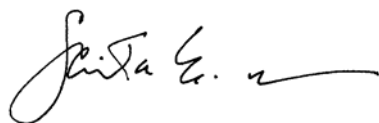
Excelencia in Education responds to this challenge by linking research, policy, and practice that supports higher educational achievement for Latino students. Premier in this effort is Examples of *Excelencia*, a national initiative to systematically identify and honor programs and departments boosting Latino enrollment, performance and graduation.

We are proud to announce the winners of the 2009 Examples of *Excelencia*:

- The **Puente Project** (associate level),
- **Science Educational Enhancement Services (SEES)** (baccalaureate level), and;
- The **Center for Behavioral and Community Health Studies (BACH)** (graduate level).

More detailed information about these outstanding 2009 winners is included in this compendium. Also included is information about programs selected as finalists and for honorable mentions in each category.

This compendium is a central component of the Examples of *Excelencia* initiative. By sharing best practices, we hope to prompt educators and policymakers to challenge the current state of Latino achievement in higher education and inspire them to work to increase Latino student success. All the programs profiled in this compendium are at the forefront of meeting the challenge of improving higher educational achievement for Latino students and we congratulate them for their current and continued efforts.



Sarita E. Brown
President



Deborah A. Santiago
Vice President for Policy and Research

Overview

Leaders at institutional, local, and national levels are looking for effective practices to accelerate college degree completion in the United States. Given the growth and youth of the Latino population, identifying practices with evidence of effectiveness in increasing Latinos' educational achievement in college is a useful resource. However, prior to the creation of the Examples of *Excelencia* initiative, no nationally centralized effort existed to identify, recognize, and disseminate promising practices serving Latino students in higher education.

Examples of *Excelencia* was conceived and implemented in 2005 to identify and recognize promising practices accelerating Latino student achievement within colleges and universities. Since then, more than 150 programs and departments from institutions of higher education across the country have been nominated for their practices to improve Latino college achievement. Today, Examples of *Excelencia* is a national organizing campaign intended to inform and move an engaged community of partners to effectively increase Latino student achievement.

For the 2009 Examples of *Excelencia* selection process, 70 programs were nominated at the associate, baccalaureate and graduate levels representing institutions from 17 states. These states varied from those with large Latino representation, like California, Texas, and Florida, to states with small but growing Latino populations, such as Oregon and Kansas. Beyond geographic diversity, the nominated programs also represent diverse program activities and disciplines addressing Latino achievement. The program activities ranged from college preparation to student and parent outreach and from transfer services and retention efforts to academic support programs. The disciplines included such diverse areas as calculus, nursing, education, Spanish, and STEM fields (science, technology, engineering, and mathematics).

While many promising practices were nominated, this compendium provides a brief summary of the three 2009 Examples of *Excelencia* selected along with 10 programs selected as finalists and four programs chosen as honorable mentions.

Selection Process

Excelencia in Education solicited online nominations of programs or departments making a positive difference for Latino students at the associate, baccalaureate, and graduate levels through May 2009. To be considered, each nominated program provided a description of its program, services, goals, and evidence of effectiveness in increasing Latino educational achievement. *Excelencia* staff reviewed all nominations, contacted each program point of contact for additional information to strengthen the nomination, and narrowed down a list of finalists for consideration by a selection committee composed of national experts.

As stated on the nomination form, both *Excelencia* staff and the external reviewers considered the following information in evaluating the nominated programs:

- Record of high graduation rates for Latino students
- Leadership that demonstrates a commitment to accelerating Latino student achievement by measuring student progress, confronting obstacles to student achievement, and implementing strategies to attain specific goals
- Magnitude of the identified need for the services the program offers
- Rationale behind the program component addressing the identified need
- Application of the concepts central to the program
- Qualitative or quantitative evidence of the impact of the program services

The committee included the following national experts:

Name	Title	Organization
Estela Lopez	Senior Program Advisor	<i>Excelencia</i> in Education
Margarita Benitez	Director of Higher Education and Senior Associate	Education Trust and <i>Excelencia</i> in Education
Nevin Brown	Director, Postsecondary Initiatives	Achieve
Sarita Brown	President	<i>Excelencia</i> in Education
Adriana Flores-Ragade	Director of Diversity Initiatives	The College Board
Mark Lopez	Associate Director	Pew Hispanic Center
Stella Perez	Vice President, Operations & Technology Programs	League for Innovation in the Community College
Bruce Vandal	Director, Postsecondary Education & Workforce Development Institute	Education Commission of the States
Arturo Vargas	Executive Director	National Association of Latino Elected and Appointed Officials (NALEO)

Summary of Program Services

With our Examples of *Excelencia* initiative, we recognize the importance of identifying programs that show evidence of effectiveness, and we focus specifically on those programs that show evidence of improving Latino student achievement. None of the programs nominated serve Latino students exclusively, but these programs are paying attention to the students they serve and are disaggregating their data to understand and report how Latino students are performing. Moreover, they are using this data to further improve their institutional efforts.

The summaries in this compendium provide some insight into key characteristics of programs that work for Latino students and may be replicated or scaled up to serve more students. Among the effective practices in improving Latino educational achievement, we identified these common threads:

- Ensure there is institutional commitment and leadership to serve Latino students.
- Invest in the long-term viability of the activities to ensure meaningful impact.
- Allocate resources so activities are sustainable by the institution.
- Share with staff an understanding of the program’s purpose and intended outcomes.
- Have clear goals and objectives that delineate what the program staff plans to achieve.
- Use multiple strategies to support students along the pathway.
- Collect data and conduct evaluations to improve the program activities.
- Use research-based strategies to recruit, retain, and propel Latino students to graduate from college.
- Develop successful partnerships between institutions and other sectors to provide access, support, and resources for completion.
- View Latino students and the community as an asset.

The 2009 Examples of *Excelencia* and program finalists all include some of these elements. Outlined below are the program services for Latinos students that are offered by the 2009 Examples of *Excelencia* and finalists.

Associate Level

- Through an academic preparation program that integrates writing, personal and academic counseling, and individual mentoring, increases the number of educationally disadvantaged students that enroll in four-year colleges and universities.
- Through a learning community model, help students make a smooth transition from high school to college.
- Provide financial aid to immigrant students to enable them to take college courses while improving their English.
- Assist low-income STEM majors to complete an associate degree.
- Increase access to higher education by addressing barriers to college transition and retention and providing access to student services.
- Provide an academically enriching and supportive environment for student participants.

Baccalaureate Level

- Increase retention and graduation rates of students pursuing degrees in the sciences and mathematics through academic support, career networking, and community outreach.
- Enable students from migrant and seasonal farm worker backgrounds to succeed in college.
- Provide a teacher preparation program to students who are committed to working with Hispanic school children, language minority students, and children of poverty in the public schools.
- Provide a full range of support services, such as academic advising, professional development, community outreach, and personal growth and leadership opportunities, to students who are interested in pursuing a medical, dental, veterinary, optometry, or physician assistant degree.

Graduate Level

- Translate research into practices that are meaningful to Latino communities and can be sustained through formal and informal community networks.
- Enhance the leadership capabilities of those who serve or plan to serve in leadership roles in schools, education districts, community college or universities.
- Educate foreign-born and -trained dentists with the knowledge and skills of U.S. graduates of accredited dental school in order to qualify for state dental licensure.

Summary of the 2009 Examples of Excelencia

For the first time since Examples of *Excelencia* was created, the three programs selected as Examples of *Excelencia* are located in one state—California. This may not come as a complete surprise since California has the highest concentration of Latino college students in the country. In 2007, California enrolled one-third of all Latino college students in the U.S.¹ However, given the state's recent economic challenges and the concerns raised about the decreases in financial support and limitations to the higher education system's capacity, the commitment of these institutions to support practices that improve student success in general, and the success of Latino students in particular during these challenging times is noteworthy.

The Puente Project. Many Latino students begin at community colleges; therefore transfer programs to four-year institutions are critical to Latinos in higher education. Latinos in California are overrepresented in community colleges. Of Latinos enrolled in college in California, almost 70 percent are enrolled at a community college.² The Puente Project is sponsored by the University of California in collaboration with 56 community colleges annually serving over 9,500

community college students. About 78 percent of students served by the Puente Project are Latino. Over the course of its 28-year history, the Puente Project has been exceptionally effective in serving the academic needs of Latino students. Latino students in Puente persist at greater rates than other Latinos, transfer to four-year institutions at higher rates than other underrepresented students, and graduate at rates similar to students of ethnic groups with well-established patterns of academic achievement.

Science Educational Enhancement Services (SEES). In 2006-07, less than 2 percent of bachelor's degrees earned by Latinos were in math and statistics or physical sciences.³ SEES, housed in the College of Science at California State Polytechnic University, Pomona (Cal Poly Pomona), is a discipline-based equity and retention program in science and math for historically underrepresented students. Over 65 percent of students served by SEES are Latino. Students who start as freshmen in SEES have a retention rate 15 percent higher than underrepresented students not in SEES and a similarly improved graduation rate. Since 1992, SEES has graduated more than 500 students who have gone on to earn 32 MD's, 7 DDS's, 20 Ph.D.'s, 61 MS's, as well as credentialed K-12 and community college teachers.

Center for Behavioral and Community Health Studies (BACH). In 2006-07, Latinos earned 3 percent of all PhDs conferred in health professions and related clinical sciences.⁴ BACH is located in San Diego State University and its mission is to improve health through research, application and evaluation of principles and programs related to health promotion, disease prevention, and behavior change in community settings, with a special focus on the Latino community. In the past 11 years, seven Latino students working in BACH have received their PhDs, and three of these are now tenured/tenure track professors. Another seven post-MA Latino graduate students are currently working toward their doctorates in public health or psychology. In the six-year history of the health behavioral doctoral program, over one third of all students have been Latino, probably the highest such concentration in any comparable program in the United States. To date, no Latino student has dropped out of the PhD program.

The University of California system, the California Community College system, and the California State University system are all represented among these three Examples of *Excelencia*. In spite of economic challenges, institutions in each of the California college systems are making concerted efforts to serve college-age Latino students in effective and innovative ways. We cannot lose sight of the fact that the capacity for new enrollment and for additional support services is being limited during these challenging economic times while the college-age Latino population is growing. Therefore, the investments and strategic decisions that institutions make to support institutional practices that promote degree completion for these and other students will continue to be tested. Their successes will be critical to meeting our national goals of increased degree completion by 2025.

The following are the one-page summaries of the three Examples of *Excelencia* for 2009, the 10 finalists, and the four honorable mentions. These summaries are not intended to be exhaustive descriptors of each program. To find out more about these programs and their contributions, please contact the key personnel listed at the bottom of each program summary.

¹ Snyder, T.D., Dillow, S.A., and Hoffman, C.M. (2009). *Digest of Education Statistics 2008* (NCES 2009-020). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC.

² California Postsecondary Education Commission, 2007 Data reports, Total Enrollment, by race/ethnicity and system. Retrieved September 2009 at: <http://www.cpec.ca.gov/OnLineData/OnLineData.asp>

³ Snyder, T.D., Dillow, S.A., and Hoffman, C.M. (2009). *Digest of Education Statistics 2008* (NCES 2009-020). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC.

⁴ *Ibid*

Location

The University of California – Oakland, California (<http://puente.ucop.edu/>)

Description

The Puente Project is an intersegmental academic preparation program sponsored by the University of California, Office of the President, operating with additional support from the California Community Colleges and other private funding sources. Puente was founded in 1981 as a grassroots initiative to address the low rate of academic achievement among Mexican American and Latino students. Open to all students, there are presently 56 Puente community college sites. The Puente Project serves over 9,500 community college students directly each year, and Latinos comprise the majority (78 percent) of program participants.

Goals

The mission of the Puente Project is to increase the number of educationally disadvantaged students who enroll in four-year colleges and universities, earn college degrees, and return to the community as mentors and leaders of future generations. To accomplish this mission, counselors, teachers and mentors work together to provide students with the necessary tools to successfully transfer to four-year institutions.

Outcomes

Over the course of its 28-year history, the Puente Project has been exceptionally effective in serving the academic needs of Latino students. Latino students in Puente persist at greater rates than other Latinos, transfer to four-year institutions at higher rates than other underrepresented students, and graduate at rates similar to students of ethnic groups with well-established patterns of academic achievement.

- Eighty-three percent of fall 2006 Puente participants persisted in college until the fall 2007 term. The one-year persistence rate for all community college students statewide was 68 percent.
- By 2007-08, 52 percent of 2002-2003 Puente students had transferred to four-year colleges and universities, compared to 39 percent, for all CCC students statewide and 29 percent for all CCC educationally disadvantaged students.
- Over a six-year period, the number of Puente students transferring increased 64 percent, and the number of transfer-prepared students increased 89 percent.
- Eighty-six percent of Puente students who transferred to the University of California (UC) in 2002 graduated within four years. The graduation rates for all CCC Asian and all CCC white students who transferred to UC in 2002 are 84.9 percent and 83.9 percent respectively.
- Sixty-nine percent of Puente students who transferred to the California State University (CSU) in 2002 graduated within four years. The degree completion was 63 percent for all CCC transfer students and 67 percent for CCC white transfer students.

Key Personnel

Frank García, Executive Director
Puente Project 300 Lakeside Drive, 7th floor
Oakland CA 94612-3550
(510) 987-0860 fax: (510) 834-0737
frank.garcia@ucop.edu



Associate Level Finalist
.XL Summer Bridge/First-Year Experience Program

Location:

Pasadena City College – Pasadena, California (www.pasadena.edu/tlc)

Description

The .XL Program is based on a learning community model: a multi-generational community of teachers and learners who will support one another to succeed academically and personally. It is also based on national and institutional research that has established a strong correlation between first-term enrollment in English and math and increased retention and persistence. .XL faculty and staff are committed to the college's core mission of helping under-prepared, first-generation college students move successfully from basic skills to transfer courses and career/technical education courses by piloting, evaluating, and supporting innovative teaching and learning practices that encourage collaboration and community-building and increase the retention, success, and persistence rates of our students.

Goals

The .XL Program helps students make a smooth transition from high school to college.

Outcomes

One of the Teaching and Learning Center's (TLC's) most significant findings is that intense and sustained interventions positively impact student success. We have found that the development of community and the enhancement of students' connectedness to campus lead quickly to increased retention and persistence and eventually to increased success.

- Demographics: .XL students are younger and more Latino/a than mainstream and basic skills students at PCC. Latinos/as make up 34 percent of the PCC student body, 39 percent of the basic skills population, and 79 percent of .XL.
- Success: Students in .XL Cohorts 4-6 succeeded in all of their classes at a higher rate (79 percent) than PCC students in all classes (66 percent) and PCC students in basic skills classes (59 percent). Even the lowest performing cohort, .XL5, was more successful (74 percent) than either of these other groups.
- Basic skills to transfer math: Twenty-five percent of .XL 4-6 students who began in Math 402 (Level 1, pre-algebra) registered for a transfer-level math course within nine semesters, compared with 11 percent of their non-.XL counterparts.
- .XL persistence: The fall-to-spring persistence rate of .XL students is 88 percent, compared to 69 percent for all first-time students the 67 percent for Latinos/as.
- Basic skills English: Sixty-three percent of .XL4 students succeeded in the next level of English, compared to 24 percent of their PCC counterparts.

Key Personnel

Brock Klein, Director, Teaching and Learning Center
Pasadena City College
1570 E. Colorado Blvd. V103
Pasadena, CA 91106
(626) 585-3049
bmklein@pasadena.edu



**Associate Level Finalist
Tools for Success**

Location

Miami Dade College – Miami, Florida (www.toolsforsuccess.org)

Description

Tools for Success is a five-year program (2007-08 to 2011-12) funded by the National Science Foundation to increase graduation rates of minority students who are interested in the high-demand fields of science, technology, engineering and mathematics (STEM). Each cohort of students in the *Tools for Success* program—60 students per year—receives academic and financial support to complete an associate degree in a STEM-related field within a two-year period. The program is at the MDC’s Wolfson and Kendall campuses.

Goals

Programs such as *Tools for Success* are aimed at realizing the academic dreams of MDC’s under-represented students, while meeting current market needs.

Outcomes

In its first year of implementation (2007-2008), *Tools for Success* retained 88 percent of the 60 students in cohort 1. In 2008-2009, *Tools for Success* served 133 students (cohorts 1 and 2). The average GPA of *Tools for Success* students during this period was 3.30, which is significantly higher than the 2.79 average GPA for all STEM majors. Of the students enrolled in the 2008-2009 program, 63 percent were Latino and 47 percent were female. The overall retention rate for *Tools for Success* thus far (2007-2009) is 77 percent, compared to the average retention rate of 19 percent for all STEM majors.

Of the students enrolled in cohort 1, 36 graduated by the end of spring 2009 and 32 are set to transfer to an upper-division school in the fall of 2009. By January 2010, *Tools for Success* is projected to add nine more students to the list of cohort 1 graduates, reflecting a 75-percent graduation rate in two years. This is especially impressive considering that the average two-year graduation rate for all STEM majors is 27 percent. The number of transfers is also expected to increase. In addition, seven students in the 2008-2009 program were awarded summer research opportunities with prestigious national laboratories and educational institutions.

Key Personnel

Guillermina Damas, Chair, Department of Natural Sciences
Miami Dade College
300 NE 2nd Avenue
Miami, FL 33132
(305) 237-3927



Associate Level Finalist
Pathway to the Baccalaureate
Program

Location

Northern Virginia Community College – Annandale, Virginia (<http://nvcc.edu/academics/pathway/>)

Program Description

The program addresses barriers to college transition and retention by maximizing access to student services. This innovative model begins to provide the full complement of college student services to high school seniors at participating high schools during the regular school day and then provides ongoing support to students through community college to the completion of the baccalaureate degree. A one-stop, case management counseling approach ensures that students and their families develop a long-term relationship with their assigned counselor.

Pathway was first implemented in fall 2005. Since its inception, the program has grown from 14 high schools in two school systems to 30 high schools in four school systems. In 2008-2009, over 2800 students will participate in Pathway, with nearly 45 percent of those students identifying themselves as Latino or biracial/Latino. Over 93 percent of Pathway students meet one or more US Department of Education “at-risk” criteria, including students with disabilities, immigrants or children of immigrants, minorities, first-generation college-goers, students from low-income and single parent households, and wards of the state.

Goals

The Pathway to the Baccalaureate Program was developed to increase access to and success in higher education for academically capable, at-risk students in Northern Virginia in a sustainable, cost-effective format.

Outcomes

Over 85 percent of program participants in cohorts 1 through 3 transitioned successfully into college within one year of high school graduation. The transition and retention rates for Latino students in the program mirror the program-wide transition and retention rates. Latino students in the program have an 86.2-percent transition rate from high school into higher education. The first-to-second semester retention rate for Latino students is 90 percent, which is equivalent to the program-wide retention rate. In addition, the yearly retention rate of Latino students is 81 percent, which is also equivalent to the reported program-wide figure.

Over 98 percent of Pathway students earned college credit in the first year, and 70 percent of the students are in good academic standing after the first semester. This compares with a national average of 47 percent of students earning college credit in the 12 years immediately after high school graduation (NEL), and a range of 40 to 50 percent of at-risk students in good academic standing after one semester (Lumina Foundation). Graduation data is not yet available because the first cohort has not yet completed the five-to-seven-year cycle through to the completion of the baccalaureate degree.

Key Personnel

Kerin Hilker-Balkissoon, Director, Pathway to the Baccalaureate Program
Northern Virginia Community College
8333 Little River Turnpike
Annandale, VA 22003
(703) 323-3063
khilker@nvcc.edu



Associate Level Finalist
The Victoria K.E.Y. Center
(TRIO Support Services)

Location

Victoria College – Victoria, Texas (<http://www.victoriacollege.edu/keycenter>)

Description

A federally funded Student Support Services project, the K.E.Y. (Knowledge, Exploration, and You) Center is dedicated to providing an academically enriching and supportive environment for student participants. Victoria College has a student population of approximately 4,000 per semester, with an ethnicity breakdown of 59.3 percent white, 32.8 percent Hispanic, 5.1 percent African American, and 2.8 percent other. Victoria College, a Hispanic-Serving Institution, was awarded its first TRIO Student Support Services grant (K.E.Y.) in 2001. Annually, The K.E.Y. Center serves 160 students who are first-generation, low-income, and/or have a documented disability. Of the 160 current K.E.Y. Center participants, 60 percent are Hispanic, 20 percent are white, and 10 percent are African American.

The K.E.Y. Center focuses on expanding the students' knowledge base by providing individualized and group tutoring, educational enrichment workshops, and mentoring services. The program also assists students in exploring their options and opportunities by providing counseling, university field trips, and career investigation. Additional benefits include cultural activities, club participation, a mentoring program, and workshops addressing topics such as time management, technology, leadership, and personal enrichment to further enhance students' college experiences. All components of the program work in sync to cultivate the academic abilities of the student.

Goals

The goal of the K.E.Y. Center at Victoria College is to retain students who are first-generation, low-income and/or have disabilities until they graduate with an associate degree, receive a certificate, transfer to a four-year university, or leave school to enter the workforce.

Outcomes

The K.E.Y. Center students have demonstrated higher retention rates than other Victoria College students. The Center is categorized by The Texas Higher Education Board (THECB) as a Best Practice Model for Success and Retention. The three-year average fall-to-spring retention rate for first-time-in-college Hispanic students at Victoria College is 73 percent; for first-time-in-college Hispanic students who were also K.E.Y. Center participants, the fall-to-spring retention rate is 76 percent. Further, in 2007-08, 36 percent of the graduates were Hispanic; in 2008-2009, 65 percent were Hispanic. The successful retention and graduation rates for Hispanic students can be attributed to the deliberate retention strategies and supportive services provided by the K.E.Y. Center in collaboration with campus offices.

Key Personnel

Kim Smith, K.E.Y. Center Director
Victoria College
Victoria, TX 77901
(361) 582-2413
kim.smith@victoriacollege.edu



Associate Level Finalist
Transitional Bilingual Learning Community (TBLC)

Location

Truman College –Chicago, Illinois (<http://www.trumancollege.cc/tblc/>)

Description

The Transitional Bilingual Learning Community (TBLC) program is a two-semester, full-time college credit initiative. TBLC offers Latino students who are learning English an opportunity to earn more college credits than are usually available to them in a traditional program. Unlike other programs at Truman (GED, Adult Learning, ESL), TBLC students receive college credit for the majority of the courses taken while enrolled in the TBLC program. Except in the English class, both English and Spanish are the languages of instruction at the beginning of the program. Spanish language instruction gradually diminishes during the second semester. The creation of the TBLC became an effective mechanism for recruiting and serving nontraditional Latino students.

Goal

The overall goal of the TBLC is to increase the enrollment of Latino English learners in Truman College's credit program. The TBLC assists Latino English learners to build and strengthen their English language skills and knowledge and to learn the culture of higher education while supporting their bilingual identities and experiences. The program supports their completion an AA or an AS degree, with the assistance of bilingual faculty and staff in the learning community. Additionally, efforts are made to build a strong community among and between students and faculty through classes designed around a central theme.

Outcomes

Since the first cohort was launched in 2002, a total of 173 Latino students have participated in the program. Accomplishments include the following:

- Retention from the first to second semesters was: Cohort 1, 82 percent; Cohort 2, 96 percent; Cohort 3, 83 percent; Cohort 4, 79 percent; Cohort 5, 86 percent; and Cohort 6, 92 percent.
- Students who finish the two-semester program have an average retention rate of 88 percent and an average GPA of 2.77.
- After completing their first year, 60 percent enrolled as full-time students; their GPA average is almost 2.9.
- Forty of the 150 TBLC completers have graduated with an AA/AS degree or transferred to a four-year university.
- The associate degree completion rate for Cohorts 2 through 5 is projected to be 63 percent by spring 2010.
- Two individuals from Cohorts 1 and 3 are currently pursuing MA degrees.
- As a result of the success in the TBLC, new learning communities were implemented in fall 2008: Math and Science Learning Community, QUICK Learning Community for developmental classes, and a second TBLC program starting Fall 09.

Key Personnel

Carlos Martin Llamazares, College Advisor/Program Coordinator
Truman College
1145 W Wilson
Chicago, IL
(773) 907-4780
cmartin@ccc.edu



**Associate Level Honorable Mention
Community Spanish
Facilitator Certificate**

Location

Durham Technical Community College—Durham, North Carolina
(<http://www.durhamtech.edu/html/prospective/programsofstudy/spi.htm>)

Description

The Community Spanish Facilitator Certificate is an 18-credit-hour certificate that prepares its graduates as paraprofessional translators and interpreters in the community. The program was designed to meet the needs of our increasingly international community and our Latino students, who were eager to use their bilingual skills to improve the access of Latinos to basic services (i.e., hospitals, community agencies, legal). The program was created in 2003 under the Arts, Sciences, and University Transfer Department.

The program has partnered with several community organizations and local businesses in order to provide the students with the opportunity to gain further practical knowledge of translation and interpreting, to gain related work experience, and to perform community service. Each student in the certificate program also has a bilingual advisor and a faculty mentor. This is especially important in helping help Latino students navigate the system, persist until their graduation, and explore academic opportunities for pursuing advanced degrees in related fields. Further, the program director participates in ongoing college, high school, and middle school fairs to promote the certificate among bilingual students and their parents. The program director conducts bilingual monthly information sessions about the Certificate plan of study, course offerings, and advanced career options. Bilingual employment opportunities are listed weekly. In order to continue to offer quality education and provide further learning opportunities, the college established a scholarship of \$600 to be awarded to one student who has demonstrated academic excellence and community involvement.

Goals

The mission and purpose of the Community Spanish Facilitator Program is to train students to become paraprofessional community interpreters and translators so that they can enhance communication and cultural understanding between the Spanish- and English-speaking populations. The program encourages students to enrich their lives and their communities through learning and service.

Evidence of Effectiveness

The number of Latino students admitted to the program has steadily risen since its inception. In 2008, 13 of the 32 students admitted were Latino. This increase of almost 50 percent is important, given the total Hispanic population of the college is 6 percent. Many of these students are also first-generation college-goers. To date, 24 of 29 Latino students have earned their Community Spanish Facilitator Certificate with an average GPA of 3.5. These figures also show high retention and success rates for Latino students. Based on self-reports, over 50 percent of those who earned the certificate are employed in the translation/interpreting field. Further, several graduates are pursuing advanced degrees at such prestigious universities as the University of North Carolina at Charlotte and the State University of New York.

Key Personnel:

Marianela Mañana, Program Director
Durham Technical Community College
1637 Lawson Street
Durham, NC 27713
(919) 536-7223
mananam@durhamtech.edu

Location

California State Polytechnic University, Pomona – Pomona, California
(<http://www.csupomona.edu/~sees/>)

Description

Science Educational Enhancement Services (SEES), housed in the College of Science at California State Polytechnic University, Pomona (Cal Poly Pomona), is a discipline-based equity and retention program for historically underrepresented students. SEES creates a supportive community that provides opportunities for academic support, career networking, and community outreach through advising, mentoring, academic excellence workshops, and study and computer facilities. Over 65 percent of students served in SEES are Latino.

Goals

The purpose of the Science Educational Enhancement Services (SEES) program is to increase the retention and graduation rates for Latino, African American, and Native American students pursuing degrees in the sciences and mathematics.

Outcomes

The success of SEES can be attributed to its commitment to Content, Community, and Communication – the “3 C’s.” SEES programs have a strong underpinning of content. Students are required to master the demanding science curriculum. SEES activities help students connect with others who share similar goals and backgrounds, thus establishing a community of future colleagues. By working together in SEES-related activities, students learn the vocabulary needed to communicate with peers and professionals.

Retention and Persistence Rates: SEES students who start as freshmen have a retention rate 15 percent higher than under-represented students not in SEES, and have a similarly improved graduation rate. Students who participate in the Academic Excellence Workshops—patterned after the University of California, Berkeley’s Treisman model of merging rather than separating academic and social lives—perform at a higher level in introductory math, physics, and chemistry classes: Almost 50 percent earn grades of A or B in courses for which the average GPA for all students is about 2.15.

Graduation Rates: The SEES program graduates about 35 students per year, with about 20 percent going on to graduate or professional schools, such as Brown University, the California Institute of Technology, University of Southern California, and University of California, Los Angeles, San Diego, and San Francisco. Since 1992, SEES has graduated more than 500 students who have gone on to earn 32 MDs, seven DDSs, 20 PhDs, and 61 MSs, as well as becoming credentialed K-12 and community college teachers.

Key Personnel

Barbara Burke
California State Polytechnic University, Pomona
3801 West Temple Avenue
Pomona, CA 91768
(909) 869-3664
baburke@csupomona.edu



**Baccalaureate Level Finalist
College Assistance Migrant
Program (CAMP)**

Location

California State University, San Marcos – San Marcos, CA (www.csusm.edu/camp)

Description

The College Assistance Migrant Program (CAMP) is a unique educational program at California State University, San Marcos (CSU-SM) that helps students from migrant and seasonal farm worker backgrounds to succeed in college. CAMP is a national program that was established over thirty years ago, and has helped thousands of students accomplish their educational goals. CSU-SM was fortunate to have been awarded the CAMP grant in 2002. CAMP offers students pre-college transition and first-year support services to help develop the skills needed to stay in school and successfully graduate from college.

CAMP at CSU-SM is comprised 100 percent of Latino students, many who are first-generation college students, low-income, and in need of remediation to succeed in college. CAMP also provides parent workshops and college orientation conferences.

Goals

The Mission of CAMP is: "To provide entering first-year students with an array of support services and opportunities for cultural affirmation that lead to personal and educational success as measured by exceptional levels of community involvement and academic persistence to graduation."

Outcomes

CAMP began in 2002 and the first cohort was accepted in summer of 2003. Annually, 45 students are served. There have been 50 graduates to date. The retention rates of CAMP students are better than the overall CSUSM student population and the overall CSUSM Latino population. The CAMP recruitment efforts have targeted 77 different schools, reaching as many as 5,000 Latino students and their families annually through San Diego, Imperial Valley, Riverside County, statewide, and nationwide migrant education conferences. Consider the following data on the retention rates of participants compared to others

CAMP Cohort	Number served	Number completed first yr	Continuation rate – Hispanic students	Continuation rate – All students
2006-07	41	40	97%	70%
2007-08	40	37	92%	70%
2008-09	42	40	95%	74%

Key Personnel

Minerva Gonzalez, Director
California State University Migrant Program
333 Twin Oaks Valley Road
San Marcos, CA 92096-0001
(760) 750-8531
minervag@csusm.edu



**Baccalaureate Level Finalist
Cumbres Teacher
Preparation Program**

Location

University of Northern Colorado – Greeley, Colorado (<http://www.unco.edu/cumbres>)

Description

The Cumbres program is part of the College of Education and Behavioral Sciences at the University of Northern Colorado (UNC). The program was created 10 years ago to fill a critical void in Colorado. Cumbres, which means "peaks" in Spanish, has a special focus: It is a teacher preparation program that recruits students who are committed to working with Hispanic school children, language minority students, and children of poverty in the public schools. UNC students in the Cumbres teacher preparation program are pursuing a specific endorsement in bilingual education or Teaching English as a Second Language (TESL), in addition to an endorsement and licensure in K-12 education. While the program is not targeted solely at Hispanic students, enrollment in the program is more than 50 percent Hispanic, which is far greater than general university enrollment (which is less than 10 percent Hispanic).

Goals

The goal of the Cumbres program is to improve education in the State of Colorado by increasing the number of exceptionally qualified bilingual, bicultural and ESL teachers teaching in the state’s schools. In order to do this the Cumbres program recruits high school students who are interested in becoming teachers to enroll in the university’s Cumbres program. The program targets Hispanic students but is also open to all others who are interested in obtaining a teaching degree and ESL certification.

Outcomes

The following student data reflect enrollment, retention and graduation rates in the Cumbres Program at the University of Northern Colorado. As demonstrated by the numbers below the Cumbres program is proud to have strong graduation and retention rates for all students as well as for Hispanic students when reviewed as a separate data set. These rates are considerably higher in all areas than those of generally enrolled students, further demonstrating the success of this academic program. Enrollment in the Cumbres program also includes a much higher percentage of Hispanic students than general university enrollment.

	University-wide	Cumbres Program
Fall 2008 Hispanic Enrollment	8%	51%
Retention 2006-07 to 2007-08: Hispanic Students	65%	85%
Graduation Rates: Hispanic Students	46%	58%

Key Personnel

Linda Carbajal, Director
University of Northern Colorado
Campus Box 106
Greeley, CO 80639
(970) 351-2410
linda.carbajal@unco.edu



Location

University of Texas at El Paso (UTEP) – El Paso, Texas
(<http://academics.utep.edu/Default.aspx?alias=academics.utep.edu/mpi>)

Description

The Medical Professions Institute is the center on campus for students who wish to pursue postgraduate studies at medical, dental, veterinary, physician assistant, or optometry school. It provides a wide range of services to some 500 advisees, with outreach to several hundred more area youth. Services include junior high, high school, and community college outreach, academic support and advising, professional development, MCAT preparation, community service, personal growth, and leadership

Goals

In 2002, UTEP created the Medical Professions Institute (MPI) to work with students who are interested in pursuing a postgraduate degree in medical, dental, veterinarian, optometry, or physician assistant school. As a Texas border institution, UTEP realizes the challenges and opportunities we have to educate the Latino population across all majors and colleges. We especially, however, appreciate the need for Latino health care professionals to serve the growing numbers of Hispanic residents as well as to address the growing disparity of health care for Hispanics, especially along the border.

Outcomes

From 2002 to 2007, the number of program participants who were accepted to medical and dental schools more than doubled. Of the 33 students accepted, 21 were Hispanic. Further, of a total of 62 interviews for medical and dental schools granted to UTEP students, 73% were to Hispanic students.

In the current application year, UTEP students are being accepted into public medical and dental schools in Texas at a rate of 39 percent compared to the state average of 35 percent. Covering 2007, 2008, and 2009, nine of the 30 top ten seniors selected and honored by the University community have been MPI students, and eight of them have been Hispanic.

By 2007—five years after MPI was launched—UTEP had become the number two undergraduate institution in the United States preparing Mexican American applicants to U.S. medical schools. We have had students accepted to summer programs at Yale, Harvard, Carnegie Mellon, University of Washington, Cornell, Columbia, Baylor, Boston University, and Stanford. Acceptance to these universities exposes UTEP students to the world and exposes these institutions to the high caliber of students at UTEP. The following figures represent results for one year.

	Applicants	Acceptances to Date
2009-2010	62	26
Increase from 2008–09	22%	42%
Participant ethnicity	73% Latino/a	77% Latino/a

Key Personnel

Donna Ekal, Associate Provost
University of Texas at El Paso
500 W. University Avenue
El Paso, TX 79968
(915) 747-6500
dekal@utep.edu



Baccalaureate Level Honorable Mention
Con Mi Madre... Mothers & Daughters Raising Expectations

Location

The University of Texas at Austin — Austin, Texas (<http://www.conmimadre.org/>)

Description

Con Mi MADRE has a long tradition of keeping sixth- through twelfth-grade Hispanic girls enrolled in the Austin Independent School District (AISD) in school and focused on college and helping them achieve academic success, gain the skills necessary to achieve their dream of higher education, and strengthen their relationship with their family by involving their mothers in these goals. Originally enrolling only sixth graders, the program began expanding in size and services in 1993. This college preparatory program now serves over 700 girls in sixth through twelfth grades, through high school graduation, and their mothers (a total of 1,400 individuals). Con Mi MADRE has served 1,827 mother-daughter teams, with 75 percent of its 478 graduating seniors going on to a two- or four-year college or university.

Con Mi MADRE is unique in that it focuses on strengthening the mother-daughter bond and providing support and educational opportunities for mothers as well as daughters. Girls enter the program early in their academic career. Staff work with school counselors to identify and recruit girls who show academic promise, and they hold a recruitment meeting in the spring of the student's fifth grade year. Students receive information about the program and application forms to complete with their mothers. Girls and mothers often self-refer, with some families having two or more daughters enrolled. Although most girls enter in the sixth grade, Con Mi MADRE accepts new girls through their junior year. Priority is given to students whose parent(s) have not graduated from a two-year or four-year college, and other eligible candidates fill remaining slots. Services for girls and their mothers specifically work to keep girls in school and to help them graduate from high school, to support their ability to earn and maintain high grade point averages, and to help them plan for and apply to college.

Goals

Con Mi MADRE's mission is to increase the representation of Hispanic women in higher education by supporting Hispanic girls who have the potential to succeed in college.

Outcomes

Con Mi Madre has been helping Hispanic families set and achieve educational goals for their daughters since 1992. Since then, Con Mi MADRE has also awarded almost \$100,000 in college scholarships to 117 girls. In 2008-09, Con Mi MADRE served 1,351 students and parents with the following results:

- 96 percent of students considered staying in school very important.
- 98 percent of students considered attending college a top priority.
- 77 percent of students achieved a 2.5 GPA or better.
- 87 percent of students enrolled in college preparatory coursework.
- 100 percent of parent participants consider their daughter attending college a top priority.
- 69 seniors graduated in 2009, and 61 plan to enter a postsecondary institution in fall 2009.

Key Personnel

Sandy Alcalá, Executive Director, Con Mi MADRE
The University of Texas School of Social Work
1 University Station D3500
Austin, TX 78712-0358
(512) 476-6309
sandy@conmimadre.org



Baccalaureate Level Honorable Mention
Ayudándonos Podemos (Helping
Each Other, We Can Do It)

Location

Linfield College, Good Samaritan School of Nursing – Portland, Oregon
(<http://www.linfield.edu/portland/ayudando-podemos-pgm.php>)

Description

The Linfield-Good Samaritan School of Nursing (LGSSON) is a transfer-only, baccalaureate nursing program located in Portland, Oregon. In 2004, the school launched Ayudándonos Podemos, or AP, (Helping Each Other, We Can Do it), a federally funded recruitment and retention program to increase the number of graduates from populations that are underrepresented in nursing, particularly Hispanic students. This program attempts to address the disparity between Hispanics in Oregon (11 percent according to U.S. Census Bureau, 2007) and the registered nursing workforce (presently 1 percent).

LGSSON has developed a comprehensive approach to retention of nursing students, providing resources and support services for Latino students. Their AP peer mentor program pairs nursing students with peer mentors who provide help with stress management, test taking, networking, and study skills. Student note-takers are available for ESL students who may find it hard to follow class lectures and write notes in English. To meet the high costs of higher education, special grant funded scholarships and stipends are available to AP students. The bilingual, bicultural scholarship outreach administrator has been pivotal in helping increase the number of scholarships won by Hispanic students. Between 2005 and 2009, total external scholarship awards for nursing students tripled from \$221,427 to \$657,966. Latino students may also receive instruction from a bilingual, bicultural professor of nursing adept in teaching diverse students to pass the NCLEX-RN exam, the final step to becoming a registered nurse.

LGSSON's bilingual, bicultural staff members are key to the success of AP recruitment activities, which include a community-based outreach program targeting 800+ Hispanic students and their families (e.g., ¡Saludos! Hispanic Family Day). Their outreach extends to TRIO programs at local two- and four-year colleges and healthcare workforce development programs/agencies. AP recruitment tools include a minority recruitment brochure and video, nursing school programs Web pages in English and Spanish, and a college financial aid brochure in Spanish. Some of the program's own Hispanic graduates have also become active in local recruitment activities. In a statewide demonstration project in collaboration with Salem Hospital (Salem, OR), AP program leaders plan to implement a recruitment program in 2009-10 targeting Latino high school students for nursing careers.

Goals

Ayudándonos Podemos reflects LGSSON's mission to prepare nurses to meet the healthcare needs of a diverse and multicultural society.

Outcomes

Retention: Since the inception of the program, the overall retention rate for AP students has been 96 percent. In comparison, the overall retention rate for the school of nursing is 92 percent.

Latino scholarships: Since the AP program began in July 2004, 50 stipends and scholarships have been distributed to pre-nursing and nursing students in the program. Of these, 42 students are Hispanic.

Key Personnel

Peggy Wros, Associate Dean and Professor of Nursing
Linfield-Good Samaritan School of Nursing
2215 NW Northrup Street
Portland, OR 97210
(503) 413-7180 pwros@linfield.edu



Baccalaureate Level Honorable Mention Developing Scholars Program

Location

Kansas State University – Manhattan, Kansas (<http://www.k-state.edu/scholars>)

Description

The Developing Scholars Program (DSP) is an undergraduate research opportunity program for underrepresented students. The DSP, now in its ninth year, has tripled in size since its inception in 2000. It is making a major impact on Latino/a graduations at Kansas State University, especially in the biomedical sciences, as we recruit, support, retain, and graduate first-generation, Latino/a students from immigrant families from southwest Kansas and the meatpacking industry and from our urban centers. By collaborating with community colleges in the southwest Kansas and by using university admissions representatives, we have established a significant pathway for first-generation Latino/a students to transfer to Kansas State's Developing Scholars Program or to enter directly from high school.

The Developing Scholars Program began in 2000 with 20 students from underrepresented backgrounds. Seven were Latino/a. As the program grew and matured, it was determined that many students, mostly Latinos/as, in southwest Kansas were not receiving higher education opportunities. The DSP provides research internships for students in any field of study and pays the students for their efforts. Students can earn up to \$7,000 over three years of research; many also are given tuition waivers, and some receive other substantial scholarship support. The DSP promotes students' competition for scholarships and internships, connects students with tutoring, and provides a motivated peer group that promotes college success. The DSP also connects students with travel abroad opportunities and with graduate studies and professional schools.

Goals

Our mission is to address the changing demographics of Kansas and the intentions of the land-grant institution, to recruit and retain through graduation underrepresented students in all fields of study, to infuse a culture of inclusion into the faculty and campus, and to provide a more diverse pool of individuals for the twenty-first century workforce.

Outcomes

Latinos/as in our program have a 93-percent success rate (74 students) when success means graduation from our four-year institution or matriculation into a professional program. The program serves 60 students per year, and students can remain in the program up to three years. Most remain for the entire time; this means that fewer students have come through in nine years than if we replaced them all annually. The stability the program provides contributes to our students' success rate. By year four, the students are moving on to other opportunities such as study abroad or internships—or their professors are willing to provide research funds from their own grants. Students who are not in the Developing Scholars Program come to our offices and seek interaction in terms of advising, scholarship information, etc. We believe we are making a difference in the overall image of Latino/a achievement.

Key Personnel

Anita Cortez, Administrative Director, Developing Scholars Program
Kansas State University
201-I Holton Hall
Manhattan, KS 66506
(785) 532-5385
cortez@ksu.edu



Location

San Diego State University – San Diego, California (<http://www.sdsu.org/bach/>)

Description

The Center for Behavioral and Community Health Studies (BACH) is San Diego State University's largest health research center and is administered through the San Diego State University Research Foundation. Created in 1982, BACH encourages interdisciplinary collaboration. Active investigators include representatives from San Diego State University's Graduate School of Public Health, School of Public Affairs, School of Exercise and Nutritional Sciences, and departments of psychology and recreation and tourism management. Housed within BACH is the San Diego Prevention Research Center (SDPRC), which is jointly sponsored by the University of San Diego (UCSD) and the San Ysidro Health Center (SYHC) and has been funded by the Centers for Disease Control (CDC) since 2004.

Goals

BACH's mission is to improve health through research, application and evaluation of principles and programs related to health promotion, disease prevention, and behavior change in community settings. Under Dr. John Elder's leadership, BACH's emphasis has been on research related to chronic-disease risk reduction, with a special focus on the Latino community.

Outcomes

BACH and the SDPRC lead SDSU in graduate training for Latino students. In turn, SDSU is a federally designated minority-serving institution, ranked sixth in the nation for bachelor's degrees awarded to Latinos. In the past 11 years, seven Latino students working in BACH and the SDPRC have received their PhDs, and three of these are tenured/tenure track professors. Another seven post-MA Latino graduate students are currently working toward their PhDs in public health or psychology. In turn, BACH's influence on the health behavioral doctoral program sponsored jointly by UCSD/SDSU has been such that over one-third of all of the students (working with BACH/SDPRC and non-BACH faculty alike) over its six-year history have been Latino, probably the highest such concentration in any comparable program in the United States. To date, no Latino student has dropped out of the PhD program.

In addition to the PhD students, since 1987, 25 Latino students have received their MPH degrees working with BACH (and the SDPRC). Because of the opportunities presented through research and mentoring efforts, both the MPH and PhD programs have managed to recruit highly qualified Latino students who, in most cases, have had their choice of graduate programs.

The final index of effectiveness of the training opportunities at SDSU's BACH and the SDPRC has been the scientific output of these students and their faculty. Latino MPH and PhD students with BACH and the PRC have appeared as first authors or co-authors of scientific manuscripts and book chapters 75 times in the past 22 years. In an iterative fashion, this manifests the ability of these faculty both to recruit excellent students and then to provide high quality mentoring when they arrive on campus for their degree programs.

Key Personnel

John P. Elder, PhD, MPH, Distinguished Professor of Public Health, San Diego State University;
Director, SDPRC (San Diego Prevention Research Center) and BACH (the Center for Behavioral and Community Health Studies)
9245 Sky Park Court, Suite 221
San Diego, CA 92123
(619) 594-2395



Graduate Level Finalist
The Educational Leadership Doctoral Program of the Department of Educational Administration and Research

Location

Texas A&M University – Corpus Christi, Texas (http://education.tamucc.edu/dept_edadmin/index.html)

Description

The doctoral program in educational leadership seeks to enhance the leadership capabilities of those who serve or plan to serve in leadership roles in schools, education districts, community colleges, or universities. The purpose of the program is to enable doctoral students to develop a style of thinking grounded in knowledge of professional literature, inquiry, and critical reflection. While other universities in South Texas offer doctoral degrees in public education, no other university offers students the opportunity to specialize in higher education administration to the extent that this one does. The program also offers students the opportunity to enhance their knowledge in their teaching field or to gain a new teaching field by allowing a specialty in any program area outside the College of Education while obtaining their education leadership doctoral degree.

Goals

The major goals of the program are to equip students with knowledge and skills that will empower them to understand successful leadership practices and processes, acquire knowledge and understanding of the most recent theory and research in education, appreciate the relationship of educational organizations to their political and social environments and historic context, apply research methodology and data analysis to solving educational problems, apply theory and research on change to improve educational programs, and identify a research agenda that will serve them as scholars and practitioners.

Outcomes

In the last five years, the program has graduated 51 students. Latinos represent 46 percent of the graduates, or 24 students. Our Latino students have been awarded internships and scholarships from the Hispanic Association of Colleges and Universities (HACU), the Federal Aviation Administration, and the American Association of Hispanics in Higher Education (AAHHE). They have presented professional papers at numerous venues, including national conferences of HACU and AAHHE, the annual conventions of the American Educational Research Association and the American Psychological Association. Graduates of the program have moved into positions in higher education such as the professoriate, department chairs, deans, vice presidents, and provosts. In public education, they have become assistant principals, principals, directors, assistant and associate superintendents, and superintendents.

Key Personnel

Raul Prezas, Department Chair
Texas A&M University-Corpus Christi
6300 Ocean Drive
Corpus Christi, TX 78412-5818
(361) 825-2165
Raul.Prezas@tamucc.edu



Graduate Level Finalist
Internationally Educated Dentist
Program, College of Dentistry

Location

University of Florida – Gainesville, Florida

http://www.dental.ufl.edu/Offices/Admissions/IEDP/advanced_graduate_program.php

Description

In 1994, the Florida Legislature funded a program at the University of Florida College of Dentistry with support from the Florida Board of Dentistry, Department of Professional Regulation, and the Florida Dental Association, to address the need in the State for educating foreign-born and -trained dentists who had legally immigrated to Florida with the knowledge and skills of U.S. graduates of accredited dental school in order to qualify for state dental licensure. Eighty-four percent of the 160 program graduates have been Latino. The two-year program was organized and directed by Dr. Nereyda Polo Clark, a Cuban-American graduate and faculty member of the UF College of Dentistry.

The two-year highly competitive program has enrolled 12 candidates per year. Their average GPA has been 3.44, and they have all successfully completed both Part I and Part II of the National Board examinations (prerequisites for state dental licensure in the United States). The first year of preclinical and clinical training occurs in Gainesville at the College of Dentistry. During the second, clinical year, the majority of the students train at the dental clinic in Hialeah in Dade County, a community facility that provides dental care to a largely Latino population.

Goals

Like traditional four-year dental degree programs, the Internationally-Educated Dentist Program provides two distinct and important services. First, this program is training foreign-educated graduate dentists to qualify for dental licensure in the State of Florida. Second, because clinical training involves providing supervised dental and oral health care for patients, the training program—especially at the Hialeah facility but also in Gainesville and at the two other off-site facilities—provides dental care for a diverse (principally Latino) community population. Thus, at any given time, 24 primarily Latino students are enrolled in the program, and as part of their training, they are providing dental treatment for a disproportionately diverse patient population.

Outcomes

The principal measure of program effectiveness is that 100 percent of graduates have successfully qualified for dental licensure in the State of Florida (all but five practice in Florida). At this time, this rather new program has trained 10 percent on the Latino dentists practicing in Florida. Further, many of the program graduates serve as part-time faculty at the College's community teaching and service clinics. Thus, an important by-product of the primary mission of the program is that it is producing a more diverse teaching faculty and role models for our students, patients, and the community.

Key Personnel:

Nereyda Polo Clark, Director and Associate Professor
University of Florida, College of Dentistry
Box 100439
1600 SW Archer Road, Room, D9-29
Gainesville, FL 32610
(352) 273-6939
nclark@dental.ufl.edu

About Excelencia in Education

Examples of *Excelencia* is one important part of the overall effort by *Excelencia* in Education to support and engage campus leaders and policymakers in accelerating higher educational success of our diverse Latino populations and thus grow this country's human capital.

Launched five years ago, *Excelencia* in Education is a non-profit that serves Latino students by linking research, policy and practice and by building a network of results-oriented educators and policymakers focused on education policies and institutional practices that support Latino academic achievement. Its work has been supported by major national and regional philanthropies and corporations, including the Ford Foundation, Bill and Melinda Gates Foundation, Lumina Foundation for Education, TG, Univision, USA Funds, Verizon Communications, and Walmart Foundation, as well as various institutions of higher education, and individual contributors.

Excelencia in Education has become a trusted advisor to leaders in Washington, DC and in states with the largest and fastest growing Latino populations. The organization has worked closely with state officials and educational institutions and organizations in Texas, Florida, New York, California, and New Mexico to develop consensus around strategies that research shows can have a significant impact on Latino student outcomes in higher education.

Equally significant, *Excelencia* in Education regularly benchmarks strategies used in high-performing Hispanic-Serving Institutions and in specific institutional clusters including eight along the Texas border. Linking analysis of student outcomes with promising institutional practices sustains the growth of the Examples of *Excelencia* initiative and led to the compilation of over 100 program profiles now available on-line through a searchable data base. In September 2009, *Excelencia* further extends its What Works portfolio through support to 20 institutions receiving SEMILLAS (Seeding Educational Models that Impact and Leverage Latino Academic Success) grants.

Excelencia in Education has developed issue briefs, policy analyses, and informational tools that help policymakers and institutional leaders advance Latino student success. The research, which is available on our Website, has been widely disseminated and broadly cited by the U.S Department of Education and key national education, policy, and advocacy organizations that promote higher educational attainment.

The organization has built an e-network of more than 14,000 institutional leaders, policymakers, practitioners, and citizens who regularly receive *Excelencia* postings, policy briefs, and alerts. A new and expanded website premieres in September 2009 with an on-line interactive platform through the *Excelencia* Action Network to further support campus, community, state, and national improvement of Latino student success. *Excelencia*'s capacity for outreach and action is greatly enhanced through partnerships with major policy, higher education, business and Latino-serving groups including: Business Champions, Hispanic College Fund, Hispanic Scholarship Fund, the Institute for Higher Education Policy, National Center for Public Policy and Higher Education, National Latino Elected and Appointed (NALEO) Educational Fund and National College Access Network (NCAN).

We invite you to visit our Website to learn more about *Excelencia* and how our work supports your efforts to improve Latino student success at www.EdExcelencia.org

EXCELENCIA'S TEAM IS WHY EXCELENCIA WORKS!

Excelencia's people are our greatest resource. Our staff, associates, board of directors, and honorary board are all committed to meeting our mission—accelerating Latino student success in higher education.

THE STAFF AND ASSOCIATE TEAM INCLUDE:

Sarita E. Brown, *Founding President*
Deborah Santiago, *Co-founder, Vice President for
Policy and Research*
Michelle Rivera, *E-Communications Manager*
July Silva, *Finance Manager*

Maureen Skoloda, *Program Assistant*
Estela Lopez, *Senior Program Advisor*
Sally Andrade, *Senior Research Associate*
Margarita Benitez, *Senior Associate*

BOARD OF DIRECTORS

Vasti Torres, *Chair*
Norma V. Cantú, *Vice Chair*
Anthony Chapa, *Secretary Treasurer*

Sarita E. Brown, *President and Director*
Reginald Wilson, *Director*
Steven Wolfe Pereira, *Director*

Excelencia's Honorary Board provides leadership, advocacy, and considerable prestige to our mission—accelerating Latino student success in higher education.

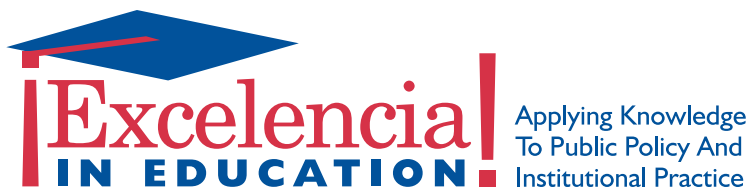
HONORARY BOARD

Henry Cisneros, *San Antonio, TX*
Ivelisse Estrada, *Los Angeles, CA*
Henry Fernández, *Indianapolis, IN*
Ricardo Fernández, *Bronx, NY*

Arthur Levine, *Princeton, NJ*
Gail O. Mellow, *Staten Island, NY*
Richard R. Riley, *Raleigh, SC*
Raul Yzaguirre, *Tempe, AZ*

Excelencia in Education aims to accelerate higher education success for Latino students. A not-for-profit organization, *Excelencia* serves its mission by linking research, policy and practice and by building a network of results-oriented educators and policymakers focused on education policies and institutional practices that support Latino academic achievement. For more information, please visit **www.EdExcelencia.org**

1752 N STREET NW, 6TH FLOOR • WASHINGTON, DC 20036 • WWW.EDEXCELENCIA.ORG



1752 N Street NW, 6th Floor • Washington, DC 20036

www.EdExcelencia.org