



EXAMPLES OF
iExcelencia!



WHAT WORKS FOR LATINO STUDENTS IN HIGHER EDUCATION

2011 COMPENDIUM

PROFILES OF SELECTED PROGRAMS



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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 Examples of *Excelencia* 2011.



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The program summaries in this compendium were edited from information submitted by the nominated programs. Information about the Examples of *Excelencia* initiative is available on the Web at:

<http://edexcelencia.org/initiatives/examples-of-excelencia/full>

For more information specifically about the 2011 Examples of *Excelencia*, as well as other programs with evidence of effectiveness for improving Latino student success in higher education recognized in previous years, please access our Growing What Works database at

www.EdExcelencia.org/Examples.

Foreword

The importance of college degree completion for U.S. society and economic competitiveness makes it imperative to improve educational outcomes for Latino students. Institutional leaders, educators, and policymakers who recognize this imperative are challenged to determine what they can do to improve educational outcomes for Latino students.

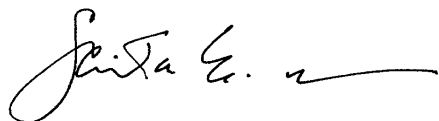
Excellencia in Education responds to this challenge by linking research, policy, and practice that supports higher educational achievement for Latino students. Premier in this effort is Examples of *Excellencia*, a national initiative to systematically identify and honor programs boosting Latino enrollment, performance and graduation with evidence of effectiveness. While there are a growing number of programs worthy of recognition for their efforts to increase Latino student success, Examples of *Excellencia* focuses on institution-based programs and departments. These programs do not serve Latino students exclusively, but each program disaggregates their data and can demonstrate success with Latino students.

We are proud to announce the 2011 Examples of *Excellencia*:

- **Early College High School Initiative** – El Paso Community College (TX) [Associate level]
- **STEP 2 (Successful Transition to Educator Preparation)** – Texas Tech University (TX) [Baccalaureate level]
- **PhD Clinical Psychology Program** – Carlos Albizu University (PR) [Graduate level]

More detailed information about these outstanding programs is included in this compendium. Also included is information about programs selected as finalists in each category and efforts in newer Latino communities to foster Latino student success.

This compendium is a central component of the Examples of *Excellencia* initiative. By sharing what works we hope to prompt educators and policymakers to challenge the current status of Latino achievement in higher education and inspire these decision makers 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

For the 2011 Examples of *Excellencia* competition, 195 programs were nominated at three academic levels: associate, baccalaureate and graduate. These programs demonstrate broad geographical representation in the effort to contribute to Latino student success and represent 22 states plus the District of Columbia and Puerto Rico.

To be considered, each program submitted a program description, goals, and evidence of effectiveness. While many interesting programs were nominated, the compendium provides a summary of the three 2011 Examples of *Excellencia* selected as well as 16 finalist programs making a positive difference in the educational achievement of Latino students in higher education. While not exhaustive, these summaries provide some insight into practices and key characteristics for Latino student success in higher education. For example, the following are components of practices that work:

- Ensure there is institutional commitment and leadership to serve Latino students.
- Invest in the long-term viability of the activities to ensure meaningful impact.
- Have clear goals and objectives for programs to achieve.
- Allocate institutional resources so activities are sustainable.
- Collect data and conduct evaluations to improve activities.
- Offer integrated services such as advising to ensure student success.
- Use engaging pedagogies including mentoring, and research opportunities.
- Use research-based strategies to recruit, retain, and propel Latino students to graduate from college.
- Ensure seamless pathways between sectors so students can progress.
- View Latino students and the community as an asset.

The compendium begins with a summary of the process for identifying the list of finalists. Following this section is a brief overview of the program services offered by the finalists along with an essay noting programs that address the growth of Latinos in newer communities. The compendium then provides one-page summaries of each of the three Examples of *Excellencia* and the 16 finalists that include a brief description, goals, outcomes, and key personnel for each program. To find out more about each of the programs, please contact the key personnel listed at the end of each program summary.

Selection Process

Recognizing the importance of evidence-based evaluation, *Excellencia* staff developed a multi-step process to review nominated programs.

1. Staff reviewed all nominations and identified a list of nominated finalists through analysis of information provided to assess the nomination's impact on Latino progress and success in higher education.
2. The selection committee was appointed to review and select the Examples from the finalist 19 nominations provided. The committee was comprised of the following national experts:

Nathan Bell	Director, Research and Policy Analysis	Council of Graduate Schools
Adriana Flores	Director of Diversity Initiatives	The College Board
Estela Lopez	Senior Program Associate	<i>Excellencia</i> in Education
Mark Lopez	Associate Director	Pew Hispanic Center
Stella Perez	Vice President, Operations and Technology Programs	League for Innovation in the Community College
Bruce Vandal	Director, Postsecondary Education and Workforce Development Institute	Education Commission of the States
Arturo Vargas	Executive Director	National Association of Latino Elected and Appointed Officials

3. The selection committee reviewed the portfolios submitted by the nominated programs and considered the following criteria:
 - Leadership that demonstrates a commitment to accelerating Latino student achievement by measuring their progress, confronting obstacles to their achievement, and implementing strategies to attain specific goals;
 - Magnitude of the identified need for the services the program offers;
 - Rationale behind the program component that addresses that need;
 - Application of the concepts that are central to the program;
 - Record of high completion for Latino students; and,
 - Qualitative or quantitative evidence of the impact of the program services.

Summary of Program Services

The program services recognized as part of Examples of *Excellencia* vary by academic level and effort on access, retention, and completion.

Associate Level

- Enable high school students to complete credits towards an associate degree while attending high school.
- Offer a bridge semester to high-risk students using unique combination methods, including some from corporate executive training models.
- Enable bilingual students to complete an associate's degree in English so they can continue their studies and earn a bachelor's degree.
- Prepare students to be college-ready and thus avoid remediation by providing a student success course.
- Support students through advising and academic enrichment programs to become competitive transfer applicants.

Baccalaureate Level

- Offer seamless transfer opportunities so students who have completed an associate in arts in teaching can complete certification at the four-year level.
- Provide educational opportunities to students interested in Latin American culture through comprehensive student services and academic success programs.
- Provide integrated services including a summer bridge program and ongoing support to ensure student success.
- Develop a pipeline of teacher candidates who will teach in low-income communities by supporting students of color with tuition assistance, tutoring, transportation and other services.
- Provide services and outreach, including advising and mentoring to assure students persist to graduation.
- Offer a minor to affirm cultural knowledge and Spanish to ensure critical mass of bilingual/bicultural leaders for the healthcare workforce.
- Support student success in STEM fields through tuition support and mentoring.
- Establish collaboration among a two-year community college and a four-year public university to provide comprehensive services and bridge the gap that prevents students from completing their bachelor's degree.
- Offer a first year course to students to help them understand the principles of learning and motivation.

Graduate Level

- Increase the number of Latinos trained in Clinical Psychology and able to investigate mental health issues associated with disadvantaged populations
- Integrate Latino/a Studies into English to help shape the future of the profession
- Ensure student success in Chemistry by providing direct mentorship and summer research experiences
- Provide a Master of Business Administration to ensure the economic prosperity of the region and of individuals

Programs that Address Latino Growth

Data from the 2010 Census showed the large growth of the Latino population in states not generally known for having large Latino representation. These states include Georgia, Virginia, Kentucky, and Kansas. Although Latino representation is lower in these states than in states like California and Texas, we seen a growing pattern of programs nominated from institutions in these states that enhance student success for their growing Latino population. We recognize the leadership and commitment of intentionally serving Latino students among all students served. The following are examples of programs nominated as Examples of *Excellencia* with evidence of effectiveness in increasing Latino student success in higher education.

Georgia: The Latino population increased 96 percent from 2000 to 2010.

Latino Student Services and Outreach (LASSO) office - Georgia State University (GSU): (2011 Example of *Excellencia* Finalist) The mission of the LASSO office is to recruit and retain Latino students by providing academic support services and programs that compliment the personal and career development. The LASSO office seeks to be a central resource for Latinos on campus and in the community to support and encourage Latino student persistence at GSU. As a result, GSU has increased Latino representation from four to almost eight percent and improved graduation rates by 25 percent. Latino students now graduate at a higher rate than any other student ethnic category on campus. In a recent report, Georgia State University was ranked third in the nation of public institutions who are narrowing the graduation gap between Hispanic and white students. Enrollment rates have also dramatically increased since the inception of the LASSO office. When the program began in 2002, 845 Latino students were enrolled at GSU. In 2010, Hispanic student enrollment was 2,142.
(http://www.gsu.edu/success/latino_outreach.html)

The Hispanic Outreach and Leadership at Armstrong (HOLA) - Armstrong Atlantic State University (AASU): (2008 Examples of *Excellencia* Finalist), This initiative represents AASU's effort to attract and retain Hispanic students in a predominantly non-Latino area in Savannah, Georgia. HOLA is a recruitment, retention and outreach program serving Latino students that provides student support services and cultural awareness programs which strengthen the collegiate experience of a diverse body of campus constituents and community partners. Since it began in 2003, HOLA has nearly doubled the enrollment of Hispanic students at AASU. In 2008, five percent of the student body was Hispanic. The program has been responsive to the needs of the growing Latino population in Georgia and sensitive to the needs of high-achieving undocumented students. (http://www.armstrong.edu/Departments/hola/hola_welcome)

Virginia: The Latino population increased 92 percent from 2000 to 2010.

Pathway to Baccalaureate Program - Northern Virginia Community College: (2009 Example of *Excellencia* Finalist) The Pathway program was created to address 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 2,800 students participated in Pathway, with nearly 45 percent of those students identifying themselves as Latino or biracial/Latino. Latino students in the program have an 86 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. (<http://www.nvcc.edu/academics/pathway/index.html>)

Kentucky: The Latino population increased 122 percent from 2000 to 2010.

The Office of Hispanic Outreach and Services - Bluegrass Community and Technical College (BCTC): (2006 Example of *Excelencia* Finalist) Since the mid-1990s, the Hispanic/Latino population of central Kentucky has grown over 200 percent, and educational institutions at all levels have had to adjust their services and programs to meet the needs of all students enrolled. In spring 2005, BCTC opened its Office of Hispanic Outreach and Services to serve the needs of the Latino student population with more focused recruitment, community involvement, advising, counseling, mentoring and other student services and programs, and has led the KCTCS system in offering services and outreach by educating system and other college administrators, faculty and staff on the needs, cultural differences and perceptions of the Hispanic community. At BCTC, enrollment increased 7 percent from fall 2004 to fall 2005. Over 1,000 students have been reached with recruitment and college awareness activities like high school recruitment visits, state-wide Latino student college fairs, and community involvement. (http://legacy.bluegrass.kctcs.edu/multiculturalism_and_inclusion/latino_hispanic_outreach)

Kansas: The Latino population increased 59 percent from 2000 to 2010.

The Developing Scholars Program (DSP) - Kansas State University (KSU): (2009 Example of *Excelencia* Honorable Mention) The DSP began in 2000 as an undergraduate research opportunity program for underrepresented students. Since then, the DSP has tripled in size. The program serves 60 students per year, and students can remain in the program up to three years. By collaborating with community colleges in southwest Kansas and by using university admissions representatives, KSU has established a significant pathway for first-generation Latino/a students to transfer or to enter directly from high school to DSP. 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. Latinos/as in the program have a 93 percent success rate in graduating from our four-year institution or matriculating into a professional program. (<http://www.k-state.edu/scholars/>)

For more information about these programs, please visit our Growing What Works database at www.EdExcelencia.org/Examples or each of the programs' websites listed above.

Early College High School Initiative

College/University

El Paso Community College [El Paso, TX]

<http://www.epcc.edu>

Description

The Early College High School (ECHS) Initiative at El Paso Community College (EPCC) provides students in this region the opportunity to complete an associate degree while attending high school. The initiative was created in 2006 in partnership with Socorro Independent School District (ISD). There are now five ISD's in a joint effort to support ECHS students while maintaining academic rigor and creating a college environment by focusing on "college first" and "high school" second.

Goals

The premise of an ECHS is to provide an accelerated environment for motivated students who, along with their family, have made the commitment to pursue this higher goal. These are students who may not have otherwise had the opportunity to pursue a college education.

Outcomes

To date, 1,522 students are attending the EPCC Early College High Schools. By the time all five ECHS's have student cohorts in all four years of high school, there will be over 2,000 students attending all five ECHS's. The student population is comprised of over 80% Latino students in both EPCC and the five ECHS's who are directly benefited by this initiative. The graduation rate for ECHS students at EPCC looks very promising. In the first groups of ECHS students, about 110 have completed their associate degree during their junior or year and have begun taking courses towards their bachelor degree at University of Texas at El Paso (UTEP) while in high school. For example, the Mission ECHS had 44 juniors graduate with associate degrees. At MECHS, 42 seniors graduated one semester early with their associate degree. The Northwest ECHS will be graduating 24 juniors and the TransMountain MECHS will also have early associate degree graduates who will be attending UTEP while in their senior year of high school.

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Academy for College Excellence (ACE)

College/University

Cabrillo College [Aptos, California] <http://www.my-ace.org>

Description

ACE brings students who are unprepared for college and the workforce into community college, and gives them the opportunity to reevaluate their educational experience, using a unique combination of methods, some of which are based on corporate executive training models not usually found in academic programs. Started at Cabrillo College at its Watsonville campus serving over 90% Latino students, the ACE Program currently has seven programs at community colleges across the nation.

Goals

ACE is a semester-long program that aims to bring underprepared and Latino students up to college level performance quickly, that offers students an opportunity to bypass some of the lengthy remedial process, and that helps to develop their identity as successful college students. The ACE program addresses self-efficacy and affective issues that hold students back and helps students adopt more effective classroom behavior. The cohort-based ACE model incorporated integrated coursework, community based social justice primary research, experiential pedagogy, peer student support, strength-based learning, and teamwork.

Outcomes

ACE's high-risk Latino students at Cabrillo College were more likely to enroll the semester following the ACE bridge semester, were more likely to accrue college credits, and were more likely than a comparison group of 11,578 students to complete associate degree-level and transfer-level English, the gatekeeper courses that lead to college completion, during the two years following ACE. After controlling for demographic variables, prior educational records and income, these accelerated English students were 30% more likely to persist for the next two semesters, 97% more likely to pass transfer level English, and they earned, on average, 21 more college credits than the comparison group. These students were 17% more likely to persist for the next two semesters, 79% more likely to enroll full time, and earned, on average, 9 more college credits.

Key Personnel

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BUSCA (Bilingual Undergraduate Studies for Collegiate Advancement)

College/University

La Salle University [Philadelphia, PA] <http://www.lasalle.edu/schools/sas/busca/>

Description

BUSCA graduates earn an Associate's Degree in Liberal Arts with a concentration in English for Academic Purposes; a degree which fulfills core requirements for students wanting to continue their studies to earn their Bachelor's degree at La Salle University. BUSCA reflects the University's La Sallian mission by educating Latino students so that they can prosper spiritually, socially and economically. Outreach efforts of BUSCA have increased in recent years; the Director and Administrative Assistant now visit 10 local public and charter schools twice annually to recruit for the program and facilitate testing for interested applicants. BUSCA has also begun conducting information sessions for the Migrant Education Program in Chester County, which serves the children of migrant farm workers.

Goals

The mission of BUSCA (Bilingual Undergraduate Studies for Collegiate Advancement) is to engage students in educational programs designed to empower Latinos to be bilingual/bicultural leaders in contemporary U.S. society.

Outcomes

Since the beginning of the program in 1993 (which consisted of 10 students), 274 BUSCA students have earned their Associate's Degree. To date, 85 of those students have continued with their studies at La Salle to earn a Bachelor's Degree (with majors in Social Work and Psychology accounting for 47% of all majors), and 10 have earned their Master's of Arts in Bilingual/Bicultural Studies at the University. BUSCA is currently serving 164 students this academic year. Of that group, 22% earned a place on the Dean's list; a 6% increase from last year. In addition to the 164 students in the BUSCA Associate's degree program, the University currently has 46 BUSCA graduates working towards their Bachelor's and 2 towards their Master's degree. In the last five years enrollment in BUSCA has increased by 54%. 85% of graduates continue on to Bachelor level studies at La Salle, illustrating BUSCA's success in serving as a doorway to higher education for Spanish dominant students. This May, 55% of students who entered the program in 2008 will graduate.

Key Personnel

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College Readiness Initiative

College/University

El Paso Community College [El Paso, TX] <http://www.epcc.edu>

Description

The College Readiness Initiative was undertaken in 2005 to address the need to increase the number of high school graduates who meet the Texas Success Initiative standards upon entry into college and who place into college level courses (avoiding the need for remediation). Research to date has revealed that the primary reason high school students do not place into college level courses upon entrance into higher education has more to do with a lack of understanding of the importance of and reason for the placement test (Accuplacer) and a lack of preparation for the test, than it does a lack of preparation through the high school curriculum. The College addresses college readiness from two perspectives: (1) while the student is still in high school, and (2) when the student arrives on one of our campuses.

Goals

The College Readiness Initiative was undertaken to address the need to increase the number of high school graduates who meet the Texas Success Initiative standards upon entry into college and who place into college level courses (avoiding the need for remediation).

Outcomes

From 2003 to 2009 there was a 4 percent increase in the number of students placing college ready in math. For reading, the increase in college ready placement was 13 percent. Finally, for writing, the percent increase in college ready placement was 27 percent. From 2003 to 2009, students placed into fewer developmental education areas. There was a reduction of 15 percent in the number of students placing into three areas of development education. In contrast, there was an increase in the number of students placing into only one developmental education area, from 17 percent to 29 percent. From 2003 to 2009 a greater percent of students were placing into the higher level of the developmental education course sequence. This is true in all three areas: math, reading and writing. From 2001 to 2010, the number of students graduating increased by 145 percent, while during this same time period the enrollment only increased by 62 percent.

Key Personnel

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Learning Frameworks

College/University

Brazosport College [Lake Jackson, TX]

<http://www.brazosport.edu>

Description

Learning Frameworks (PSYC 1300) is a 3-credit hour, college-level, transferable student success course. This course is designed to support students by providing students with the academic and personal skills needed for college success. All first-time-in-college students at Brazosport College are required to take this course.

Goals

In response to the Texas Higher Education Coordinating Board's call for institutional creativeness in addressing student achievement gaps, Brazosport College developed a Quality Enhancement Plan that included the development and implementation of a student success course called Learning Frameworks. Retention, success of students, and goal attainment directly relate to the targets set for Brazosport College as part of the Closing the Gaps Initiative and the Learning Frameworks course has had a positive impact on the success of thousands of students, including high school students, developmental education college students, as well as industry employees.

Outcomes

This program has been highly successful in increasing Latino student success. During the last three years, students who successfully completed Learning Frameworks were nearly 30% more likely to stay enrolled in college than students who did not take the course. The success rate for Latino students enrolled in Learning Frameworks in developmental English courses was 10% higher than students who did not complete the course. Even more noteworthy is that the achievement gap between Caucasians and Latinos been not only been narrowed, but with the help of this course, Latinos are now outpacing the success of their Caucasian counterparts.

Key Personnel

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Transfer Alliance Project (TAP)

College/University

University of California, Berkeley [Berkeley, CA] <http://cep.berkeley.edu/cctc>

Description

TAP, a cohort program, provides free of charge, multi-year one-to-one academic advising, application assistance and academic enrichment to prepare program participants to become competitive transfer applicants. Participants receive customized design and monitoring of individual academic course plans, guidance in choosing the major into which they will transfer, assistance with transfer applications, required personal essays, financial aid forms and scholarship applications, and opportunities to conduct research under the mentorship of Berkeley faculty or take Berkeley classes.

Goals

The mission of the UC Berkeley's TAP is to increase the number of low-income and educationally disadvantaged community college students in California that are competitive transfer applicants to UC Berkeley and other highly selective colleges.

Outcomes

Since its establishment in 1999, TAP has served over 4,200 students. It currently serves 1,000 students who are studying at 31 community colleges in California. TAP serves 400 Latino students each year. 31% of all Latino California community college students who transfer to Berkeley are alumni of the Transfer Alliance Project. Each year, more than 85% of Latino TAP students are admitted to Berkeley and more than 80% enroll. In 2010 for example, 82 (88%) were admitted and 67 (82%) enrolled. From 2004 to 2010, TAP assisted 419 Latino community college students in applying for transfer admission to UC Berkeley. Of these, 361 (86%) were admitted, a rate of admission that was more than three times the admit rate of overall transfer applicants. 100% of the Latino TAP students who applied to Berkeley were admitted to at least one University of California campus. Of the 361 Latino TAP students who were admitted to Berkeley, 322 (89%) chose to enroll. Many were first-generation college going students. Those who did not enroll attended colleges including Stanford and UCLA. The TAP Latino admit and enroll rate greatly exceeded the 26% admit rate and 62% enroll rate of overall Latino California community college transfer applicants to Berkeley.

Key Personnel

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STEP 2 (Successful Transition to Educator Preparation)

College/University

Texas Tech University [Lubbock, TX]

<http://www.educ.ttu.edu/research/step-2>

Description

STEP 2 is a student support services program that assists transfer students from South Plains College that have completed their Associates of Arts in Teaching at South Plains College and desire to obtain their certification to teach from a 4-year institution. STEP 1 is to complete the AAT (Associate of Arts in Teaching). STEP 2 is to transfer to Texas Tech University. The partnership between South Plains College and Texas Tech College of Education began in 2005 with the first cohort of transfer students. As has been well documented, Latinos that begin college at a community college are highly unlikely to complete the 2 year program and even less likely to matriculate to a 4-year institution. There is an average of 29 students in the program each semester. This program has served 124 students and has a 100% track record in graduating Latino students.

Goals

STEP 2 assists transfer students from South Plains College (who have completed their Associates of Arts in Teaching) with completing their teaching certification to teach and completing their four-year degree at Texas Tech University.

Outcomes

100% retention of transfer students and 100% graduation rate of program participants. The 2005 cohort was comprised of 27 students, of which 49% were Latino students or 13 students. All 27 students graduated from Texas Tech University with education degrees within 2 years. Since 2005, STEP 2 has assisted 124 transfer students, of which about 35% have been Latino students. Some students have taken 2.5 years to graduate; however, the program has not lost a single student. This is attributable to the support services provided to the students. Workshops to prepare students for certification exams, workshops to address time management, financial planning, stress management, tutoring as needed, and financial support through stipends, are well attended by the students. STEP 2 was recognized by the Texas Higher Education Coordinating Board in 2008 as a STAR award recipient for the outstanding retention and graduation rate of the students in the program.

Key Personnel

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Center for Chicano-Boricua Studies

College/University

Wayne State University [Detroit, MI] <http://www.clas.wayne.edu/cbs/>

Description

In 1971, two Detroit social services agencies, Latin Americans for Social and Economic Development, Inc. (LASED) and New Detroit, Inc. jointly founded the Latino en Marcha (LEM) Leadership Training Program. A year later, the Wayne State University's (WSU) Board of Governors formally approved its incorporation into Monteith College as the renamed Center for Chicano-Boricua Studies (CBS), making the Center the second oldest Latina/o undergraduate studies program in the Midwest. CBS was created to empower underrepresented groups and first generation students from working class backgrounds. Over 2,000 students have participated in the CBS Scholars Program since 1972.

Goals

The mission of the Center for Chicano-Boricua Studies (CBS) is to transform the University, and ultimately society, by providing equitable access to a quality university education to students interested in U.S. Latina/o and Latin American cultural studies while enhancing diversity on campus. Now celebrating its 40th Anniversary, CBS accomplishes its mission through an integrated four-part program including: 1) Comprehensive Student Services and Academic Success Programs, 2) Research on U.S. Latina/o and Latin American Culture, 3) Internal University Advocacy on Latina/o Issues, and 4) Outreach and Service to Broader Communities.

Outcomes

CBS participants largely outperform their WSU First Time in Any College (FTIAC) peers in all areas of measured student success. CBS SEP participants passed English 1010 at a rate of 94% during their first fall semester, passed Math 0993 at a rate of 80% during the same semester, were retained at a rate of 86% and persisted into the following semester at a rate of 91%. This is compared to WSU success rates of 71% in English 1010, 44% in Math 0993, an 89% retention rate and a 75% fall-to-fall persistence rate for 2008 FTIACs. Despite enrolling students with lower average high school grade point averages and ACT scores, CBS Scholars generally outperform their WSU FTIAC peers.

Key Personnel

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Community Scholars Program

College/University

Georgetown University [Washington, DC] <http://cmea.georgetown.edu/scholars/>

Description

The program consists of five core components: 1) Summer Bridge Program; 2) Continuation of Humanities and Writing course into the Fall semester; 3) Fourth hour study group for core Courses; 4) Freshman year support; 5) Ongoing support until graduation. Most Community Scholars participants self-identify as African American or Latino. This year's class is 43% African American, 30% Hispanic/Latino, 8% White, 2% Asian and 1% Native American.

Goals

Nationally, only about 11% of first generation college students graduate college. The Community Scholars Program seeks to provide support to this crucial student population. Participants are selected during the University's Admissions process. These students are identified and considered for the program based on their high school academic and extracurricular achievements. They attended high schools that did not have the same access to college preparatory courses (such as AP or IB courses) as private or parochial schools. Nevertheless, these students took advantage of all of the best their high schools had to offer, and are often class presidents, mentors, and valedictorians with stellar grades. The program was developed in the late 1960s as a mechanism for enrolling more local Black District of Columbia residents. The program has evolved over the years to include other students of color and to serve primarily first generation college students from across the country.

Outcomes

- 1) Retention of first year students from first to second semester - Class of 2014 Scholars across all ethnic groups: 98% (n=60; percentage reflects 59/60) - Class of 2014 Latino Scholars: 94% (n=18; percentage reflects 17/18)
- 2) Retention of first year students from their first to second year - Class of 2013 Scholars across all ethnic groups: 95% (n=55; percentage reflects 52/55) - Class of 2013 Latino Scholars: 100% (n=25)
- 3) Graduation rates (over a six year period) - Those students who began their Georgetown Career in 2003: 87% (n=46; percentage reflects 40/46) - Those Latino students who began their Georgetown Career in 2003: 100% (n=10; percentage reflects 10/10).

Key Personnel

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Grow Your Own Teachers

College/University

Northeastern Illinois University [Chicago, IL]

http://www.neiu.edu/Academics/College%20of%20Education/College_of_Education.html

Description

There are 16 Grow Your Own (GYO) consortia, 8 in Chicago and 8 in other high need areas in Illinois. The cohorts of GYO Latino candidates featured in this nomination live and work in two diverse, largely Latino neighborhoods in Chicago and attend the College of Education at Northeastern Illinois University. A state law with state funding, Grow Your Own supports the teacher candidates with tuition assistance, tutoring, child care, transportation and supports by cohort coordinators who are academic liaisons with the College of Education and also by coordinators at the two community organizations who support the candidates and help to develop them as community leaders.

Goals

The mission of Grow Your Own Teachers, a community-based initiative, is to prepare highly effective teachers of color who will teach in the low-income communities where they live. The target populations are parents, paraprofessionals, and community leaders. Grow Your Own has three goals: 1) to develop a pipeline of teachers of color; 2) to reduce high rates of teacher turnover in low-income schools; and 3) to develop teachers who share the culture, language, and community of the students.

Outcomes

Grow Your Own (GYO) serves 350 candidates statewide; 84% are people of color. The two Logan Square cohorts serve 49 candidates, 46 of whom are Latino. The Southwest Organizing Project (SWOP) cohort serves 25 candidates, 21 of whom are Latino. Statewide GYO has recruited over one hundred Latinos who are becoming teachers. The candidates have an impressive average 3.3 GPA in their major subjects. Sixteen percent of candidates are preparing to be bilingual teachers and another 21% are preparing to be special education teachers. Grow Your Own now has 29 graduates statewide, 14 of them Latinos from Logan Square and SWOP. Another 130 candidates will graduate next year. The program enjoys a 52% retention rate, impressive since half the candidates come from families with incomes of \$30,000 or less. Latino teachers make up a very small percentage of the total number of teachers in Illinois, although their numbers have increased slightly (from 3% to 5%) in the past decade. During this same decade, the percentage of Latino students increased from 14% to 20%.

Key Personnel

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Latino Student Services and Outreach (LASSO)

College/University

Georgia State University [Atlanta, GA] http://www.gsu.edu/success/latino_outreach.html

Description

The primary function of the Office of Latino Student Services and Outreach (LASSO) is to recruit Latino students to Georgia State University (GSU) and to assure that Latino students persist to graduation. The mission of the LASSO office is to engage in the recruitment and retention of Latino students. This mission is accomplished by providing students with academic support services, advising, advocacy, mentoring, and referral services that compliment the personal and career development of Latino students.

Goals

The goals of LASSO provide order and structure to our daily interactions with students. They also allow us to measure our progress towards achieving success.

- Increase Latino student retention and success
- Provide support for completion of the student's educational and professional goals
- Increase academic, social, and leadership opportunities
- Increase collaborative efforts amongst faculty, staff, and students
- Develop and cultivate relationships with surrounding schools and community agencies
- Provide students with a quiet study space and sense of community
- Increases internal and external awareness on the Latino student experience.
- Identify educational issues and resources related to Latino/a student success.
- Raise awareness about college access
- Help students make an informed decision when choosing what college to attend
- Encourage Latino students to make GSU their college choice.

Outcomes

Through a partnership with The Goizueta Foundation, GSU has been able to increase the percentage of Latino students on campus from 4% to almost 8% and improve graduation rates by 25 percentage points. Latino students now graduate at a higher rate than any other student ethnic category on campus. In the 2010 Report of the Education Trust, GSU ranked third in the nation of public institutions narrowing the graduation gap between Hispanic and white students. Enrollment rates have also dramatically increased since the inception of the LASSO office. When the program began, 845 Latino Students were enrolled at GSU. For the 2010-2011 academic year, Hispanic student enrollment was at 2,142.

Key Personnel

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Medical Spanish for Heritage Learners

College/University

University of Texas Pan American [Edinburg, TX] <http://www.utpa.edu/medicalspanish>

Description

The Medical Spanish for Heritage Learners program (initiated in 2007 with assistance from a FIPSE grant) is an academic minor consisting of four intermediate and advanced level Spanish classes that develop advanced medical terminology in Spanish, medical interpreting and translation skills, and basic understanding of the public health disciplines. The program has a unique curriculum that is fully articulated with South Texas College and has created community-based learning opportunities for students in community health centers throughout the Rio Grande Valley.

Goals

The mission of the Medical Spanish for Heritage Learners program is to affirm the cultural knowledge and Spanish language proficiency of Latino undergraduate students in the health sciences and to build on these competencies in order to ensure a critical mass of bilingual and bicultural leaders for tomorrow's health care workforce. To accomplish this, the program has established the nation's first academic minor in Medical Spanish that combines a rigorous program of advanced language and cultural study with multiple service opportunities in the local community and at the national level.

Outcomes

Since the initial course offerings in 2008, 42 students have completed the program. In the 2010-2011 academic year, 302 students enrolled in Medical Spanish courses. Grade point averages in life science courses increased by nearly 10% (.32 grade points) after students began taking courses in Medical Spanish. Because courses have been articulated with South Texas College, high-performing high school juniors and seniors have also been able to take the courses. Of the 42 students who have completed the minor in Medical Spanish, 24 initiated coursework while still in high school. Of these 24, 18 matriculated in a four year university upon graduation and 16 declared a major in the health sciences. Of the 15 Medical Spanish minors who will complete the baccalaureate degree by May 2011, 8 have been accepted to the Medical School of their choice, 3 have gone to graduate school in behavioral and biomedical sciences, and 4 are employed as registered nurses.

Key Personnel

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The Scholar's Academy

College/University

University of Houston-Downtown [Houston, TX]

<http://www.uhd.edu/scholars>

Description

The Scholars Academy (SA) is an academically competitive scholarship and mentoring program housed in the University of Houston-Downtown College of Sciences & Technology supporting exceptional minority and female, first time in college (FTIC), first generation, and transfer students pursuing baccalaureate degrees in science, technology, engineering, and mathematics (STEM). By providing tuition support scholarships and year-round mentoring with both peer mentors and STEM PhD faculty mentors, a scholar's community forms the foundation for success in this program. The Scholar Academy's inception was the result of an initial Army Research Office grant in 1999 authored by two UHD STEM professors.

Goals

The Scholars Academy mission ten years ago focused primarily upon increasing underrepresented students in the undergraduate STEM university experience. Now, the Academy also focuses upon increasing on-time graduation rates and greater retention rates and how many enter graduate/professional programs, after having completed the baccalaureate STEM major at UHD.

Outcomes

The Scholars Academy maintains membership of 150 students per semester. In 2009 the SA membership was comprised of 79% minority and 55% female. Currently, over 82% of SA students are first generation entrants (first-time in college-FTIC). SA currently has a FTIC retention rate of 69% and an FTIC six-year graduation rate of 49%. Over 86% continue in STEM through continued graduate studies or the workforce following graduation. Over 57% maintain a grade point average between 3.5-4.0, while over 29% maintain grade point averages between 3.81-4.0 supporting the premise that while in the SA, members improve study skills and intellectual capacity as associated with rising grade point averages.

Key Personnel

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Transfer Articulation Bridge (TAB) Program

College/University

San Francisco State University & City College of San Francisco [San Francisco, CA]
<http://www.ccsf.edu>

Description

TAB was created twenty-five years ago in an attempt to help low-income first-generation students who were not accepted for admission at SF State, take the appropriate classes at the local community college in order to meet eligibility requirements as transfer students. TAB is unique as an institutional collaboration among a California public 2 year community college and a 4 year public university in its ability to provide comprehensive services to their students at both schools and bridge the gap that prevents many first generation Latino students from successfully obtaining their bachelors degree.

Goals

The mission of the Transfer Articulation Bridge (TAB) is to help first-generation low-income students successfully transfer to a four-year university, obtain their bachelors degree, and continue on to graduate school. TAB prepares students for the academic and financial challenges in obtaining a degree and provides them with comprehensive academic advising throughout their educational career.

Outcomes

In the last ten years, 398 students, the majority of whom who are first-generation community college students have taken the "Introduction to University" TAB class (a course students take at no cost to prepare them for the academic requirements to obtain their associates degree and transfer to work on bachelors degree). More than 60% of these TAB students are Latino and African American. In comparison, in 2008, at CCSF and SF State the total number of Latino and African American students was only 23.1% and 26.6% respectively. The highest percentage of students participating in the TAB program is Latino students (36.2%). More than half of the TAB students who took the class (53%), successfully transferred to a SF State or another four year university during that time. This is more than double the statewide transfer rates (23%) in California illustrating the success of TAB students in degree attainment is in sharp contrast to California's higher education system. One-third of these students have already graduated, and many are in the process of obtaining their Masters degrees!

Key Personnel

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UNIV 1301 – Learning Framework

College/University

University of Texas-Pan American [Edinburg, TX] <http://www.utpa.edu>

Description

Since Fall 2008, UTPA requires entering freshmen students with an ACT score of 18 or less or not in the top 25% of their high school graduating class to enroll in the UNIV 1301—Learning Framework course during their first year of college. The course is designed to help students understand the principles of learning and motivation and to apply them to their own university experience. Its focus is on helping students understand their own learning styles and acquaint them with the expectations of learning in college. Approximately 77% of entering freshmen eventually take the course during the first year.

Goals

One of the goals is to help entering freshmen, early in their college experience, make conscious choices and appropriate decisions about their chosen career. Students with ACT scores of 19 or higher and graduating in the top 25% of their class are placed on provisional status. Their academic performance is monitored after the first semester to ensure they earn at least 12 semester credit hours and have at least a 2.5 term grade point average. If they do not, they are required to take UNIV 1301 the next semester.

Outcomes

In Fall 2000, the retention rate for first year students at the University of Texas-Pan American (UTPA) was 60%. In Fall 2003, it had increased to 65%. The retention rate for the entire entering freshman cohort has steadily increased since Fall 2000 as follows: Fall 2000 = 60% Fall 2001 = 65% Fall 2002 = 65% Fall 2003 = 65% Fall 2004 = 68% (first year of implementation of UNIV 1301) Fall 2005 = 73% Fall 2006 = 68% Fall 2007 = 72% Fall 2008 = 74% Fall 2009 = 73%. The retention rate for first-time, full-time entering freshmen at UTPA has increased by 12 percentage points since Fall 2000, the greatest increase of all institutions of higher education in Texas. While it would not be accurate to state that all of the increase has been as a result of implementation of UNIV 1301, the data indicates that success of students in this course has contributed significantly to the overall retention rate.

Key Personnel

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Ph.D. Clinical Psychology Program

College/University

Carlos Albizu University [San Juan, Puerto Rico] <http://www.sju.albizu.edu/code/homepage.asp>

Description

The Ph.D. Clinical Psychology Program at the Carlos Albizu University (CAU), San Juan Campus offers doctoral education and training in clinical psychology. The Ph.D. Program was founded in 1992. It was first accredited by the American Psychological Association in 1994. We train around 150 graduate students per year that fluctuates between first and fifth year. We provide mentorship, and academic trainings in Clinical Psychology to mainly Hispanic/Latino students.

Goals

One of its major goals is to increase the number of Latinos/as students trained in Clinical Psychology who master the required clinical and research skills to investigate mental health issues, particularly those associated with disadvantaged population. Moreover, the Program is unique in its mission of training culturally sensitive psychologists in a Hispanic/Latino cultural context. Our educational philosophy is based on a holistic, dynamic and integrated perspective, which is carried out through a balanced and interconnected sequence of didactic offerings, research opportunities, and experiential training placements. These activities are developed within a context of awareness and sensitivity towards culturally diverse constituencies, with special attention to the Puerto Rican society.

Outcomes

A total of 147 doctoral students have graduated from 2001 to 2008. Ninety eight percent of our students are Hispanics/Latinos. The retention rate of our Program in the last 10 years (2001-2010) has been 80 percent. Ninety four percent of our graduates from 2000 to 2008 are licensed in clinical psychology. Our Hispanic students have demonstrated leadership and achievements in their engagement in Professional Activities. For example, this past year 58 students were members of a Professional Society, 70 students had presentations or workshops at Professional Meetings, 21 were involved in Books/Articles in Professional or Scientific Journals, 16 were participating in Grant-Supported Research, 33 were involved in teaching, and 94 were involved part-time in Supervised Practicum Training off Campus.

Key Personnel

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Ph.D. in English

College/University

University of Texas at San Antonio [San Antonio, TX]

<http://www.colfa.utsa.edu/Englsih/doctoralpr.html>

Description

The UTSA Ph.D. in English is helping shape the future of the profession with its focus on Latina/os and writing. The Ph.D. Program exists to help fill a void of Latina/o college and university professors and to promote teaching Latina/o literatures and cultural studies, thus addressing the lack of opportunities for minority students to learn to teach, research, and write as college or university faculty members. Its unique nature arises from its structure: all doctoral students are required to take courses in Latina/o Studies and Rhetoric/Composition. All graduates are qualified to teach in Latina/o literatures and cultural studies, rhetoric/composition, as well as their dissertation-area specialty.

Goals

The Ph.D. in English Program, which opened in the Fall of 2001, the 4th doctoral program approved for UTSA, fulfills one of the University's core values, which is enrolling and certifying Latina/os with graduate degrees, and, in this case, specially trained in Latina/o Studies.

Outcomes

The UTSA Ph.D. in English is only 10 years old but has a strong record of graduating Latina/o Ph.D. students: of the total 13 doctorates awarded thus far by the program, 54%, were to Latina/o students, and presently 40% of our total of 30 students enrolled are Latina/o. For 2011-2012, 4 students received either a Ford Pre-dissertation Fellowship or honorable mention in one year by a highly competitive forum.

The Doctoral Program in English contributes to the mission and strategic directions of our University by emphasizing Latina/o literatures, including the cultural and literary production of U. S.-based Latina/os, strengthens the University's role as a Hispanic-Serving Institution, and fills a need at the local, state, and national levels. We have placed our graduates in tenure-track jobs in Latina/o studies both in Texas and around the country. Our graduates are already having a significant impact on the field through scholarly publications, conference participation and teaching. In early April, there were no less than four of our Ph.D. graduates who are now assistant professors and presenting papers at the NACCS conference in Pasadena, California.

Key Personnel

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Department of Chemistry

College/University

University of Buffalo, The State University of New York [Buffalo, NY]

<http://www.chemistry.buffalo.edu>

Description

The Department of Chemistry is a comprehensive unit providing the principal locale to learn, research, and service in the basic science of chemistry at the University at Buffalo (UB), offering baccalaureate degree programs (B.Sc., B.A.) in chemistry and medicinal chemistry as well as graduate level degrees (i.e., Ph.D., M.A., M.S. in Chemistry and Ph.D., M.S. in Medicinal Chemistry), and actively involved in the research enterprise. The Department is vigorously engaged in promoting and advancing diversity and committed to increasing the participation of underrepresented students in the chemical sciences, with a strong emphasis at the graduate Ph.D. level.

Goals

A concerted effort has been established to attract and recruit students into our graduate chemistry program, providing directed-mentorship and facilitating summer research experiences that expose undergraduate students to the activities of a graduate program.

Outcomes

Since 1997, the Department has provided summer research opportunities to 25 Latinos until 2010 – two more students are coming in summer 2011. Eleven (11) of them have gone to graduate school to pursue advanced degrees and three (3) went to graduate school. At the graduate level, the Department has seen 20 students entering our Chemistry program; five have obtained the Masters degree and one more is expected this year; 10 have obtained the PhD degree and four (4) more should be granted within the next 2-3 years. At the graduate level, 12 (10 PhDs and 4 Masters) advanced degrees have been granted since 1999. Five (5) more (one Masters and 4 PhDs) are expected within the next 2-3 yrs. It is important to note that all students who have entered our graduate program have obtained an advanced degree. This is a dramatic contrast to no representation at all in 1993! At the undergraduate level, about 56% (14 out of 25) of the Latino students who participated in the summer experience have gone to advanced careers (11 to grad school, 3 med school).

Key Personnel

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Master of Business Administration Program

College/University

The University of Texas at El Paso [El Paso, TX]

<http://mba.utep.edu>

Description

The UTEP MBA Program offers an AACSB-accredited MBA degree in diverse formats to meet the needs of full-time students and working professionals. Many of our MBA students are the first in their family to hold bachelors' degrees and pursue graduate studies. A new Director launched an aggressive outreach and recruitment campaign, created new online and print marketing materials (bilingual), and elevated the presence of the UTEP MBA program in the community. Students are enrolled in 1 of 4 formats: the Flexible MBA, Accelerated MBA, the Executive MBA and the Full-time MBA.

Goals

In 2010, UTEP MBA Program was ranked #1 in the nation by Hispanic Business magazine. This recognition followed a directed effort to: Develop a competitive MBA curriculum that attracted Latino professionals and entrepreneurs; Expand outreach and recruitment efforts throughout the region and internationally – working with regional businesses to help create educational advancement plans for their employees and connecting with undergraduates about the importance of post-baccalaureate education; Support student success through a variety of networking, mentoring, and professional development program; Diversify the faculty – fifteen percent of the full-time MBA faculty is Latino – six are Latinas; and, provide an internationally accredited and affordable graduate business education in formats accessible to all students.

Outcomes

The UTEP MBA program is the largest AACSB-Accredited producer Latino MBAs in the country. Over 62% of the students in the program are Latino. Today, the MBA program serves a diverse population of over 400 students from more than 20 countries. The student enrollment has grown by over 60%. Our Latino MBA graduates increased from 27 in 2005 to 78 in 2009. Our MBA students, many of whom are bilingual and bicultural, are now sought after by Fortune 500 companies who are interested in targeting the Latino market and/or further diversifying their workforce. The UTEP MBA program is a catalyst for the professional careers of our students/graduates as well as the economic potential of our region. In addition, the MBA program has become a feeder of PhD students in the International Business PhD program at UTEP (6 Latino MBA graduates are PhD candidates).

Key Personnel

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***Excelencia* in Education's Work**

Excelencia in Education is a not-for profit organization based in Washington DC with a mission to accelerate Latino student success in higher education. *Excelencia* links research, policy and practice and is building a network of results-oriented educators and policymakers focused on education policies and institutional practices that support Latino academic achievement.

Excelencia believes what describes us need not divide us as a nation. By putting a Latino lens on issues in higher education, the organization does not exclude others, rather *Excelencia* creates opportunities to examine issues from a new perspective and reconsider traditional efforts in a nontraditional context that can benefit all.

Launched in 2004, *Excelencia* in Education has become a trusted information source on Latinos' educational achievement, a resource for influencing policy at the state and national levels, and a widely recognized advocate for expanding promising practices to accelerate Latino student success in higher education through Examples of *Excelencia*.

In addition, *Excelencia* in Education:

- fills crucial information gaps to identify the status of Latino success in higher education, what needs to change, and how change can be accomplished.
- regularly benchmarks what works to accelerate Latino student success in order to spread highly successful practices to institutions nationwide.
- is a trusted advisor to leaders in Washington, DC, in states, and in institutions of higher education.
- has helped change the way policymakers and advocates talk about Latino student success.
- is recognized as a national leader on Latino college completion and leads the Ensuring America's Future by Increasing Latino College Completion initiative with more than 60 partner organizations.
- has built an e-network of over 16,000 institutional leaders, policymakers, practitioners, and citizens who regularly receive *Excelencia* postings, issue briefs, and alerts.
- Has developed networking and programming opportunities for institutions of higher education, such as the ALASS (Accelerating Latino Student Success) workshop and *Excelencia* in Action.
- work has been supported by individual contributors, major philanthropies and corporations including AT&T, Bill and Melinda Gates Foundation, Ford Foundation, Goya, Kresge Foundation, Lumina Foundation for Education, SOTTECH, Target, TG, Univision Communications, USA Funds, Verizon Communications, and Walmart Foundation.

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, honorary board and team of communication consultants are all committed to meeting our mission—accelerating Latino student success in high education.

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Excelencia in Education is a national not-for profit organization based in Washington DC with a mission to accelerate Latino student success in higher education. *Excelencia* links research, policy and practice and is building a network of results-oriented educators and policymakers focused on education policies and institutional practices that support academic achievement for Latino students and all students.

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