



**EXAMPLES OF**  
*iExcelencia!*



# WHAT WORKS FOR LATINO STUDENTS IN HIGHER EDUCATION

2010 COMPENDIUM

PROFILES OF SELECTED PROGRAMS



**iExcelencia!**  
**IN EDUCATION**

Applying Knowledge  
To Public Policy And  
Institutional Practice

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* 2010.



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

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:

[www.EdExcelencia.org](http://www.EdExcelencia.org)

## 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.

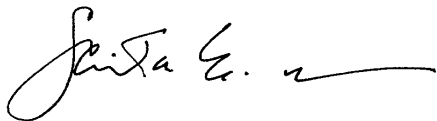
*Excelencia* in Education responds to this challenge by linking research, policy, and practice that supports higher educational achievement for Latino students. Premier in this effort is Examples of *Excelencia*, a national initiative to systematically identify and honor programs boosting Latino enrollment, 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 *Excelencia* 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 2010 Examples of *Excelencia*:

- **Carreras en Salud (Careers in Health)** – Wilbur Wright College - Humboldt Park Vocational Education Center (IL) [Associate level]
- **College Assistance Migrant Program (CAMP)** - California State University, San Marcos (CA) [Baccalaureate level]
- **Hispanic Theological Initiative** – Princeton Theological Seminary (NJ) [Graduate level]

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

This compendium is a central component of the Examples of *Excelencia* 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 decisionmakers 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  
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## Overview

For the 2010 Examples of *Excelencia* recognition, over 90 institutional programs or departments were nominated in three categories: associate, baccalaureate and graduate levels. There was diverse representation in each of these categories by geography and program activities.

As in past years, narrowing the scope of programs to include in this compendium was necessary. As a result, some very promising practices were not included. However, the compendium does provide a summary of the three institutional programs recognized as the 2010 Examples of *Excelencia* as well as the 10 finalist programs making a positive difference in the educational achievement of Latino students in higher education. The compendium also includes an overview of innovative efforts to address Latino college completion we hope will get additional consideration from readers.

To be considered, each institutional program submitted a program description, history, staff and budget, services provided, number of students served, and evidence of its effectiveness in improving student success for participants, and especially Latino students. While not exhaustive, these summaries provide some insight into what these successful programs do and the characteristics are essential to improving student success. A review of these nominated profiles shows the following 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.
- Recognize importance of preparing students to meet workforce needs.
- Have clear goals and objectives delineating what the program plans to achieve.
- Allocate resources so that activities are sustainable by the institution.
- Use engaging pedagogies and other strategies to support students along the pathway, such as research apprenticeships, participation in living/learning communities, tutoring and mentoring services.
- Collect data and conduct evaluations to improve their activities.
- Use research-based strategies to recruit, retain, and propel Latino students to graduate from college.
- Develop successful partnerships between institutions and sectors to provide access.
- View Latino students and the community as an asset.

The compendium begins with a summary of the selection process for identifying the selected program list of finalists and the methodology used. Following this section is a brief overview that summarizes the program services offered by the finalists. The compendium then provides one-page summaries of the selected Example of *Excelencia* by academic level and the finalists. These summaries are not intended to be exhaustive, but do include a brief description, goals, outcomes, and key personnel for each institutional program/department. To find out more about a specific program/department, please contact the key personnel listed at the bottom of each summary.

## **Selection Process**

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

Step 1: Staff reviewed all nominations, identified a discrete number of finalists through analysis of information provided in the nomination profile and external public data sources, and designed a more succinct program profile for committee review.

The following criteria were considered in the review of programs/departments:

- Record of high graduation rates for Latino students;
- 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; and,
- Qualitative or quantitative evidence of the program services' impact.

Step 2: Leadership invited the 2010 selection committee to review the program profiles developed by the staff. The selection committee this year 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, *Excelencia* 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

Step 3: The selection committee reviewed the profiles independently, ranked the programs based on the aforementioned criteria, and then held a conference call to discuss the finalists before unanimously selecting the Example of *Excelencia* representing each academic level.

## ***Summary of Program Services***

The following outlines by category (associate, baccalaureate and graduate) the significant program services that work for Latinos students offered by this year's selected programs.

### **Associate Level**

- Provide multi-entry career path for nursing and other allied health occupation to bilingual/bicultural individuals;
- Promote that young women take calculus at the college level to prepare them for STEM majors;
- Train students in high demand woodworking careers while supporting students' English language learning;
- Assist underrepresented students to successfully transfer to a four-year university; and,
- Increase the number of immigrant, English Language-Learner Latino students who enroll in college credit courses.

### **Baccalaureate Level**

- Enable students from migrant and seasonal farm worker backgrounds to succeed in college;
- Increase the number of Hispanic students who enter the computing workforce with advanced degrees;
- Provide Latino students opportunities to major in dietetics through undergraduate, masters and PhD level coursework;
- Facilitate overall success of underrepresented minorities in engineering;
- Provide Foreign-Educated Physicians with the opportunity to attend an accelerated baccalaureate Nursing program; and,
- Provide research and other scholarly experiences to undergraduates to prepare them for doctoral education

### **Graduate Level**

- Increase the number of Latino students and faculty in theological education to serve the growing Hispanic population; and,
- Enhance the leadership capabilities of those who serve or plan to serve in leadership roles in schools, education districts, community college or universities.

## ***Innovative Programs to Support Latino Student Success***

Each year, nominations for Examples of *Excelencia* grow and are both more geographically diverse, and more inventive. However, not all nominated programs fit the initiative's focus on institutional programs/departments with multiple years of evidence of effectiveness. Some of these programs are community-focused, student-led, or high school student-focused and merit recognition for their commitment and creativity in building community, leadership, and momentum among Latino students. The following are several examples of innovative programs with "outside the box" strategies to accelerate Latino student success nominated to Examples of *Excelencia*.

Community-focused efforts: Informing and serving the Latino community and developing leadership in the community are important investments in the success of Latino students.

**Latino Education and Advocacy Day (LEAD)** (California State University-San Bernardino): the objective of this day-long summit is to promote a broad-based awareness of the status of Latinos in education and to enhance the intellectual, cultural and personal development of the Latino community's educators, administrators, leaders and students through in-person and telecommunications. The 2010 LEAD reached over 150 college campuses via Internet streaming and radio broadcasts brought the total audience to about 200,000 persons. [<http://lead.csusb.edu>]

**Society for Advancement of Chicanos/Hispanics and Native Americans in Science (SACNAS)**: SACNAS is a society of scientists dedicated to fostering the success of Hispanic/Chicano and Native American scientists—from college students to professionals—in attaining advanced degrees, careers, and positions of leadership. SACNAS is a national society with a 37-year history of supporting minority scientists and science students. SACNAS members are dedicated to giving back through mentorship, peer networks, and professional development, and to engaging in science research and leadership of the highest caliber. The society is comprised of over 3,000 members along with more than 22,000 affiliates and partners from a diversity of disciplines, institutions, ethnic backgrounds, and levels along the educational trajectory. [<http://www.sacnas.org>]

**Hispanic Students Dental Association (HSDA)** (University of California-San Francisco): This chapter of the HSDA offers dental services to underserved communities, encourages young Latinos to pursue oral health careers, and provides peer tutoring and mentoring to college freshmen and sophomores. HSDA is a national organization, with 30 chapters across the country. [[http://www.hdassoc.org/site/epage/30283\\_351.htm](http://www.hdassoc.org/site/epage/30283_351.htm)]

Student-led efforts: Students are pioneering noteworthy strategies to improve Latino student success. At every level of higher education, they are paving the way for younger peers, and asserting pride in their communities.



***Día de los Muertos***: At Santa Barbara City College, students labor for months to set up an elaborate *Día de los Muertos* week-long celebration to convey the richness of Mexican culture to the children of neighboring schools. This celebration brings over 4,000 visitors of all ages to campus. [<http://www.sbcc.edu>]

***Ciencia Puerto Rico (PR)***: A four-year old virtual community of science students and scholars who share an interest both in science and in Puerto Rico, *Ciencia Puerto Rico* aims to help develop the next generation of Puerto Rican scientists. Without a specific budget, *Ciencia PR* has over 4,000 registered members; maintains a science website that receives thousands of hits daily; and provides scientific information in English and Spanish to various newspapers and radio stations. About 25% of the *Ciencia PR* membership is undergraduate students. [<http://www.cienciapr.org>]

High school student-focused efforts: Efforts to improve college awareness and preparation for Latino college students can pave the way for college success.

**The Saturday Academy of Law** (University of California-Irvine): This Academy brings together lawyers and 9th-graders in Santa Unified School District (SAUSD) over six Saturdays, to improve reading, writing and critical thinking skills and to expose students to the field of law. During 2009-2010, the students who participated in the Saturday Academy were 96% Latino or Mexican-American; 75% were on free or reduced lunch and only 18% had a parent who attended college. [<http://www.cfep.uci.edu/SAL>]

**Lemke Journalism Project** (University of Arkansas): The Lemke Journalism Project (LJP) is a program for high school students interested in writing about multicultural issues sponsored by the Walter J. Lemke Department of Journalism, Fulbright College. The mission of the Project is threefold: 1) encourage diverse populations of students to major in journalism so that newsrooms can be manned by diverse staffs. 2) create more savvy consumers of news, and, 3) give students a chance to see what a college campus is like and to be successful in the setting. The LJP began in 2002. The year before, the journalism department arranged a visit by local Latino high school students to hear from college students who encouraged them to consider journalism as a career. [<http://journalism.uark.edu/ljp/>]

For more information about these programs, please visit the programs' websites.



**2010 Associate Level  
Carreras en Salud  
(Careers in Health)**

**College/University**

Wilbur Wright College - Humboldt Park Vocational Education Center [Chicago, Illinois]  
<http://wright.ccc.edu>

**Description**

Carreras en Salud (Careers in Health): A Chicago Bilingual Healthcare Partnership is a career pathways program. The program addresses the need for bilingual healthcare professionals in the workforce and provides a multi-entry, fully-supported career path for nursing and other allied health occupations to bilingual/bicultural individuals, bridging them from unemployment or low-skill, low-wage jobs with limited growth and advancement opportunities, to high-demand healthcare positions. Currently, Latinos make up one quarter of the population of Chicago, but less than 2% of its licensed practical and registered nurses.

**Goals**

The program provides a multi-entry, fully-supported career path for nursing and other allied health occupations to bilingual/bicultural individuals, bridging them from unemployment or low-skill, low-wage jobs with limited growth and advancement opportunities, to high-demand healthcare positions

**Outcomes**

Students enrolled in the program have a cumulative completion rate of 94% for 1,200 participants, a 95% licensing/certification rate, and nearly 100% placement rate for LPN and CNA graduates, and an average wage gain of 150%. Of participants, 207 students completed the LPN program, with 96% licensure, and 100% placement. 151 students completed the CNA program with 95% certification and 100% placement. Data on RN Completion is not yet available since this added program started in March 2009. Most students have already taken all of the pre-requisites and are waiting for slots to open up so that they can continue in the program. The overall completion rate at all program levels is 94%.

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**Associate Level Finalist**  
**Mathematics Intensive**  
**Summer Session (MISS)**

### **College/University**

California State University, Fullerton [Fullerton, California] <http://www.fullerton.edu/sa/miss/>

### **Description**

For the last twenty summers MISS has been providing an intensive mathematics experience to females from underrepresented ethnic groups. High school girls attend MISS courses for four weeks during the summer in college preparatory mathematics at the Algebra II level and above. Assigned to teams of four for the duration of the month, students have the opportunity to build collaborative learning skills.

### **Goals**

The long-term goal of MISS is to encourage these young women to take and complete calculus at the college level, thus creating for them access to university STEM majors such as Chemistry, Engineering, Geology, Biology, Physics, and Mathematics. Short-term, the aim of MISS is to support these students in their study of mathematics, focusing on assisting them to successfully complete the necessary courses required for college admission.

### **Outcomes**

Latinas are by far the largest ethnic group served, accounting for 57% of the participants. Latinas had a mean improvement rate of 83% in elementary algebra skills among students, a mean improvement rate of 65% in intermediate algebra skills, a mean gain of 18% in students' attitude toward mathematics, and a mean gain of 20% in students' self-concept in mathematics. As a result of participating in MISS, follow-up questionnaires indicate that 99% of the students we are able to follow go on to attend college, 34% attend California State University, Fullerton, and 15% have chosen a STEM (science, technology, engineering, or mathematics) major.

### **Key Personnel**

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**Associate Level Finalist**  
**Programa en Carpintería**  
**Fina, Wood Technology**

### **College/University**

Laney College [Oakland, California] <http://www.laney.peralta.edu/apps/comm.asp?Q=31358>

### **Description**

The program attracts Spanish-speaking students and helps them gain confidence, knowledge and work skills, thereby giving them tools to succeed in woodworking careers. An integrated and contextualized approach to learning foundational skills is used along with learning communities and team building. In the first semester, students work to improve their woodworking skills as they learn the English measurement system (vs. the metric system), shop math, drawing, reading, project planning and team skills. The program concurrently supports their English language learning by using initial bilingual support combined with ongoing Vocational ESL tailored to the woodworking industry.

### **Goals**

*Programa en Carpintería Fina* trains students in high demand woodworking careers. The program concurrently supports students' English language learning by using initial bilingual support combined with ongoing Vocational ESL tailored to the woodworking industry.

### **Outcomes**

*Carpentería* has delivered seven credit hours of fine woodworking instruction per semester to a total of 87 students, roughly 25 students per semester. Student retention rates are about 88% for *Carpentería* students as compared to about 60% for the regular fine carpentry students. Most of the students enrolled in two semesters and took two classes per semester earning a total of 14 credit hours.

### **Key Personnel**

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**Associate Level Finalist  
Transfer Achievement  
Program**

**College/University**

Santa Barbara City College [Santa Barbara, California]

<http://www.sbcc.edu>

**Description**

The Santa Barbara City College Transfer Achievement Program (T.A.P) is a support program within the Transfer Center designed to assist all underrepresented students (first-generation, economically disadvantaged, and ethnically underrepresented) who are planning to transfer to a four-year college or university. Through the years T.A.P. has evolved from outreach services to a more comprehensive program that tracks students from their first year at SBCC assisting them develop their major and education, and guiding them through the transfer

**Goals**

T.A.P.'s goal is to provide the necessary knowledge to assist students with implementing informed actions that will ensure a successful transition from SBCC to a four-year university. T.A.P.'s two major premises are: 1) Increasing student involvement and responsibility in transfer-related activity will increase student persistence and goal attainment 2) Collaboration among students and among college services will increase transfer rates more so than would individual and fragmented efforts.

**Outcomes**

In 2006-07, 106 students applied for transfer, 105 were accepted, and 102 enrolled. In 2008-09, 103 applied, 97 were accepted and 93 enrolled. For 2009-10, 160 students applied—a substantial increase—and the acceptance numbers are not available yet.

**Key Personnel**

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**Associate Level Finalist**  
**Transitional Bilingual Learning Community**

**College/University**

Truman College [Chicago, Illinois]

<http://www.trumancollege.edu/tblc/>

**Description**

The Transitional Bilingual Learning Community (TBLC) program was inaugurated in spring 2002, with the first cohort launched in fall 2002. While using the learning community model, the TBLC program provides its students critical financial support, bilingual support services, academic and college life skills and experience; involves parents of the students, community-based organizations, and area high schools; and most importantly receives the support of the class instructors who establish a professional learning community. The 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. 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 onset of the program.

**Goals**

The goal of the transitional Bilingual Learning Community (TBLC) is to increase the number of immigrant, English Language Learner Latino students who enroll in the college credit division of Truman College, earn AA/AS degrees, transfer to four-year colleges or universities and ultimately earn college degrees.

**Outcomes**

Since the first cohort was launched in 2002, a total of 202 Latino students have participated in the program. The successes of the program have steadily increased. Accomplishments include the following: The number of TBLC students earning AA/AS degrees doubled and reached 20 this year. Program completion rate is 87% (Cohort 1-8). Average GPA for active TBLC students is 2.8 (Cohort 1-8). 60% of TBLC students enroll full-time after completing the first year (Cohort 1-7). 60 of the 150 TBLC graduating candidates have earned an AA/AS degree or transferred to a four-year college or university. 73% of the students who got an associate degree got Honors or Higher Honors. One of our students who got AA got a GPA of 4.0.

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**2010 Baccalaureate Level  
College Assistance Migrant  
Program (CAMP)**

**College/University**

California State University, San Marcos [San Marcos, California] <http://csusm.edu/camp>

**Description**

The College Assistance Migrant Program is a unique educational program that helps students from migrant and seasonal farm worker backgrounds to succeed in college. California State University San Marcos 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 to successfully graduate from college. CAMP begins to work with students and their parent's individually years ahead of when they will enter California State University San Marcos. CAMP staff assists students in their freshman, sophomore and junior year of high school to guide them through the college entrance requirements.

**Goals**

The purpose 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 is a small program with a proven track record of retention. CAMP students are retained at a higher rate than the overall CSU system-wide. CAMP is able to retain 80% or more of its population annually. While at the same time the CSU system retains only 70% of its freshman population. More recently California State University San Marcos has qualified for HSI status due in part to the efforts of CAMP.

**Key Personnel**

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**Baccalaureate Level Finalist**  
**Computing Alliance of**  
**Hispanic-Serving Institutions**  
**(CAHSI)**

### **College/University**

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

<http://cahsi.org>

### **Description**

The Computing Alliance of Hispanic Institutions (CAHSI) is a consortium of ten Hispanic-Serving institutions that are committed to remedying underrepresentation of Hispanics in this field through coordinated efforts that are focused on recruiting, retaining, and advancing Hispanics in computing. These efforts include the adoption of a pre-CS course that actively engages students and prepares them for mathematics, engineering, computer science courses; Peer-Led Team Learning activities and Affinity Research Groups that broaden participation in undergraduate research. Also, Mentor-Grad that mentors students in activities that prepare them for graduate studies and onto the professoriate.

### **Goals**

The goals of CAHSI are: (1) increase the number of Hispanic students who enter the computing workforce with advanced degrees; (2) support the retention and advancement of Hispanic students and faculty in computing; and (3) develop and sustain competitive education and research programs.

### **Outcomes**

Contrary to national trends, CAHSI institutions graduated 157 more CS baccalaureates than expected last year, and 40% of CAHSI computing graduates were Hispanic—a rate almost three times the regional average. Since 2002, bachelor degree production rates in CS in North America have decreased by 39%, while seven CAHSI campuses have increased their CS graduation rates by 25% over the same time period. Peer-Led Team Learning (PLTL) has provided 17,580 contact hours of student-centered, collaborative instruction in critical gate-keeper courses. All students are passing these computing courses at greater rates since CAHSI's PLTL initiative began, leading to shorter time-to-graduation and increased retention in the major.

### **Key Personnel**

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**Baccalaureate Level Finalist**  
**Department of Dietetics and**  
**Nutrition Coordinated**  
**Program**

**College/University**

Florida International University, RSCPH & SW [Miami, Florida]

<http://cphsw.fiu.edu>

**Description**

The Department of Dietetics and Nutrition is comprised of over 55% Latino or Hispanic students. It provides the students with the opportunity to major in Dietetics through Undergraduate, Masters and PhD level coursework. Students can apply to the Coordinated Program where they complete a supervised practicum consisting of 1200 hours and are then eligible to sit for the Registered Dietitian Exam. Individual and group mentoring by faculty and peers is a part of our ongoing commitment to train future dietetics professionals. During the supervised practicum, students are sent out into the community to gain training in the three areas of our profession: food service, community nutrition and clinical nutrition.

**Goals**

The goals of the Department are to provide quality Dietetics educations for a multiethnic multicultural population in the state of Florida. The Department of Dietetics and Nutrition is comprised of over 55% Latino or Hispanic students.

**Outcomes**

In the last 5 years the department has graduated approximately 250 students. 55% on average were Hispanic and 110 followed the Coordinated Program (CP) and have become RD eligible. All students after their internship in the CP are eligible to sit for the National Examination to become RDs. Nearly all of the graduates find suitable jobs in health care. The CP program is unique since students from BS, MS and PhD can apply and be provided an Internship of 1200 hours to meet the requirements of the accrediting body.

**Key Personnel**

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**Baccalaureate Level Finalist  
Diversity Programs in  
Engineering**

**College/University**

Cornell University [Ithaca, New York]

<http://www.engineering.cornell.edu/dpe>

**Description**

The Diversity Programs in the Engineering office operates programs at the undergraduate, graduate, and faculty levels to facilitate the outreach, recruitment, retention, and overall success of underrepresented minorities, women, and other underrepresented groups in Engineering. Latino/a students represent over 20% of the participants in the program.

The vision of the Program was to create an office that would operate and develop programs at the pre-college, undergraduate, graduate, and faculty levels to facilitate the outreach, recruitment, retention, and overall success of underrepresented minorities, women, and other underrepresented groups in Engineering.

**Outcomes**

The 5-year graduation rates of Latino/a engineering students increased from 58.9% for the 2002-2007 cohort to 69.4% for the 2004-2009 cohort. Additionally, it is important to note that many of the Latino/a students that did not ultimately graduate from the College of Engineering still went on to graduate from another college within Cornell University. Of the Latino/a students that entered the College of Engineering in 2002, 72% of them went on to graduate from any college within Cornell University within five years. For the Latino/a students entering Engineering in 2004, their 5-year graduate rate from any college within the university rose to 79%. The structure of CU EMPower has been presented as a best practices model at national conferences.

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**Baccalaureate Level Finalist**  
**FEP-to-BSN Program,**  
**College of Nursing and**  
**Health Sciences, Biscayne**  
**Bay**

### **College/University**

Florida International University [North Miami, Florida]

<http://www.cnhs.fiu.edu>

### **Description**

The Foreign-Educated Physician-to-BSN Program (FEP-BSN) is an innovative, specialized, first-in-the-nation nursing program where foreign-educated physicians (FEPs) residing in the United States (US) who are either unemployed or underemployed attend an accelerated baccalaureate curriculum that awards them the Bachelor of Science in Nursing (BSN) degree and become employed as registered nurses (RNs). In the five-semester upper division 125-credit curriculum, students are awarded credits for general education and science pre-requisite courses completed in medical school and matriculate for 63 credits of nursing courses. To allow FEPs to attend nursing school and still maintain their current means of livelihood, classes are held weekday evenings and clinicals are held on weekends. Seventy to 80% Hispanics comprise the program's student body at any given semester with the majority from Cuba and Latin America.

**Goals** of the program is in line with the mission of the College of Nursing and Health Sciences (CNHS) at Florida International University (FIU): "...[to] prepare diverse health care professionals as providers and leaders in the delivery of high quality, accessible, culturally competent care within a highly technological and global environment..."

### **Outcomes**

By the time that the students in Cohort IV graduated in April 2007, the program had already served 253 FEPs; 206 (81%) of whom were Hispanics. Of the total 253 students, 215 (85%) successfully graduated from the program. Forty-two more FEPs are anticipated to graduate in August 2010, and 73 more FEPs are anticipated to graduate with their BSN degrees in April 2011 and August 2011.

### **Key Personnel**

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**Baccalaureate Level Finalist**  
**University of North Texas**  
**McNair Program**

**College/University**

University of North Texas [Denton, Texas]

<http://trio.unt.edu/mcnair/home>

**Description**

The UNT Ronald E. McNair Post-Baccalaureate Achievement Program provides year-round research experience with faculty mentors from various academic disciplines. The scholars collaborate with their mentors to publish journal articles and present research results on state, regional, and national platforms. In addition, seminars and summer research classes are provided covering topics such as critical thinking, research design, statistics, graduate financial assistance, the graduate experience, time management, and GRE preparation for the purpose of preparing students to successfully undertake graduate education and complete doctoral degrees.

**Goals** Purpose of this program is to provide research and other scholarly experiences to prepare select undergraduates (first-generation college and economically marginalized and/or underrepresented in graduate education) for doctoral education.

**Outcomes**

- Service to Latinos: 71 of the 207 are Latino; 11 are still undergraduates (15%); 22 are still in graduate school (31%); 24 have received masters degrees (34%); and 10 have received doctoral degrees - 7 Ph.D.s, 2 M.D.s, and 1 J.D.(14%).
- Two hundred and seven students have been served since 1992 in the McNair Program at UNT. Of these, four have withdrawn, 31 are currently being served and 172 scholars have graduated with baccalaureate degrees (as of May 2010).
- Of the 172 scholars who have completed a baccalaureate degree, 26 have continued on and earned doctoral-level degrees.
- Of those who have enrolled in graduate school (121 of 162 eligible or 75%), 22% have received doctoral level degrees (rate of doctoral degree attainment for target population is 12% nationally and 10% for Texas).

**Key Personnel**

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**2010 Graduate Level  
Hispanic Theological  
Initiative**

**College/University**

Princeton Theological Seminary [Princeton, NJ]

<http://www2.ptsem.edu/hti/>

**Description**

The Hispanic Theological Initiative (HTI) was established to create and nurture a community of Latina/o scholars and prepare a new generation of faith leaders for service in the academy. The Hispanic Theological Initiative manages the Hispanic Theological Initiative Consortium (HTIC), consisting of 18 Ph.D.-granting institutions across the nation. To fulfill its intention, HTI provides graduate students with mentoring, networking, and editorial opportunities. These various resources have helped Latina/o students cope with the lack of supportive environments, financial resources, and feelings of marginalization and isolation during their graduate studies. At the commencement of their doctoral studies, HTI fellows are teamed with a seasoned Latina/o scholar in their field of study and denomination.

**Goals**

The initiative's primary goal is to increase the number of Latina/o students and faculty in theological education and, by doing so, better equip U.S. institutions to serve the growing Hispanic population.

**Outcomes**

Since its inception in 1996, HTI has: Awarded 77 masters, 255 doctoral fellowships and 10 post-doctoral fellowships; Engaged 43 tenured and tenured-equivalent professors as mentors of HTI fellows; Supported 48 masters fellows (11 of them continued onto Ph.D. studies) and 68 Ph.D. fellows in the completion of their doctorates; Achieved an average time to degree for HTI doctoral fellows of 5 years; and, 12 HTI fellows in the pipeline (as of this 2009-2010 academic year).

**Key Personnel**

Joanne Rodríguez

Director

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**Graduate Level Finalist**  
**Doctorate in Educational Leadership**

### **College/University**

Texas A&M University - Corpus Christi [Corpus Christi, Texas]

<http://education.tamucc.edu/edadmin/index.html>

### **Description**

The doctoral program in Educational Leadership at Texas A&M University-Corpus Christi is providing leadership and knowledge for and about Latinos and the environments that impact them and their future. The majority of the dissertations address issues of importance to the education of Latinos at all levels, from pre-K through doctoral level. Additionally, non Latino students are also addressing issues of concern to the education of Latino students in South Texas through their dissertations.

### **Goals**

The overarching goal of the program is for the student to develop a style of thinking grounded in knowledge of professional literature, inquiry, and critical reflection. The program seeks to address the educational and social needs of the nation, the state, and particularly the region of South Texas and its Latino population within the context of a multicultural environment.

### **Outcomes**

The doctoral program at Texas A&M University-Corpus Christi, in the last five years alone will have produced 43 Latinos with a doctoral degree in Educational Leadership. The majority of the dissertations address issues of importance to the education of Latinos at all levels, from pre-K through doctoral level. Additionally, non Latino students are also addressing issues of concern to the education of Latino students in South Texas through their dissertations.

### **Key Personnel**

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## ***About Excelencia in Education***

*Excelencia* in Education was founded six years ago to support and engage campus leaders and policymakers in accelerating the success in higher education of the country's diverse Latino populations and thus expanding America's human capital. We began operation with support from the Ford Foundation and the Lumina Foundation for Education, and quickly went to work with educators and policymakers to answer research questions about degree attainment, to develop comprehensive strategies to support Latino students, to share ideas and information, and to recognize promising practices.

Our research addresses specific state and federal policy needs and presents crucial information about Latino student success. We have published dozens of fact sheets, reports and briefs, and made over one hundred fifty presentations to colleges, universities, and at national and regional conferences on education policy and economic development. Today, *Excelencia* in Education is recognized as an information source on Latinos in higher education and a trusted advisor to leaders in Washington, DC and in states with the largest and fastest growing Latino populations.

Equally significant, *Excelencia* in Education regularly benchmarks strategies used in high-performing Hispanic-Serving Institutions (HSIs), Emerging HSIs, and other high-performing institutions. Linking analysis of student outcomes with promising institutional practices sustains the growth of the Examples of *Excelencia* initiative and the on-line, searchable, *Growing What Works* database. In 2009, *Excelencia* in Education further extended its What Works portfolio through SEMILLAS (Seeding Educational Models that Impact and Leverage Latino Academic Success) grants to selected institutions with a cohort of twenty institutions. Five institutions will be supported in 2010.

*Excelencia* in Education's issue briefs, policy analyses, and informational tools help policymakers and institutional leaders advance Latino student success. The research, which also 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. Media outlets, policy analysts and academic research addressing higher education issues routinely reference *Excelencia's* work and staff.

Our E-network of more than 19,000 institutional leaders, policymakers, practitioners, and interested citizens regularly receive *Excelencia* postings, policy briefs, and alerts. An expanded website premiered in September 2009 and includes an on-line interactive platform to further support campus, community, state, and national improvement of Latino student success. More recently, *Excelencia's* website was selected as the featured education resource on Urbano.TV, "a new online video destination from actor & comedian John Leguizamo".

*Excelencia's* strategies, analysis and programs are currently supported by philanthropies including the Bill and Melinda Gates Foundation, the Lumina Foundation for Education, the Kresge Foundation, TG, USA Funds, and the Walmart Foundation. In addition, contributions from corporations and organizations including the College Board, Educational Testing Service, Goya, National Education Association, Target, Univision Communications, USA Funds, and individual donors sustain *Excelencia's* work. *Excelencia* established partnerships with major policy, higher education, business and Latino-serving groups, greatly enhancing our collective public engagement strategies and action plans.

Together, these efforts are positively influencing the national agenda as evidenced by 50 organizations joining with *Excelencia* in Education in September 2010 to take responsibility for ***Ensuring America's Future by Increasing Latino College Completion***. This national initiative brings to the forefront of public attention the role Latinos play in meeting the country's college degree completion goals.

We invite you to visit our Website to learn more about *Excelencia* and how our work supports your efforts to improve Latino student success in higher education at [www.EdExcelencia.org](http://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.

### STAFF TEAM

Sarita E. Brown, *Founding President*

Deborah Santiago, *Co-founder,  
Vice President for Policy and Research*

Estela Lopez, *Senior Program Advisor*

Michelle Rivera, *E-Communications Manager*

Maureen Skoloda, *Program Manager*

July Silva, *Finance Manager*

Sally Andrade, *Senior Research Associate*

Margarita Benitez, *Senior Associate*

Julian Aldana, *Special Assistant*

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

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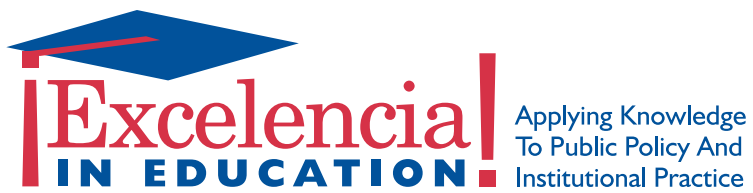
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***Excelencia in Education*** accelerates higher education success for Latino students by providing data-driven analysis of the educational status of Latinos, and by promoting education policies and institutional practices that support their academic achievement. Recognized as an information source on Latinos in higher education, *Excelencia* is building a network of results-oriented educators and policymakers to address the U.S. economy's need for a highly educated workforce and for civic leadership.



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