

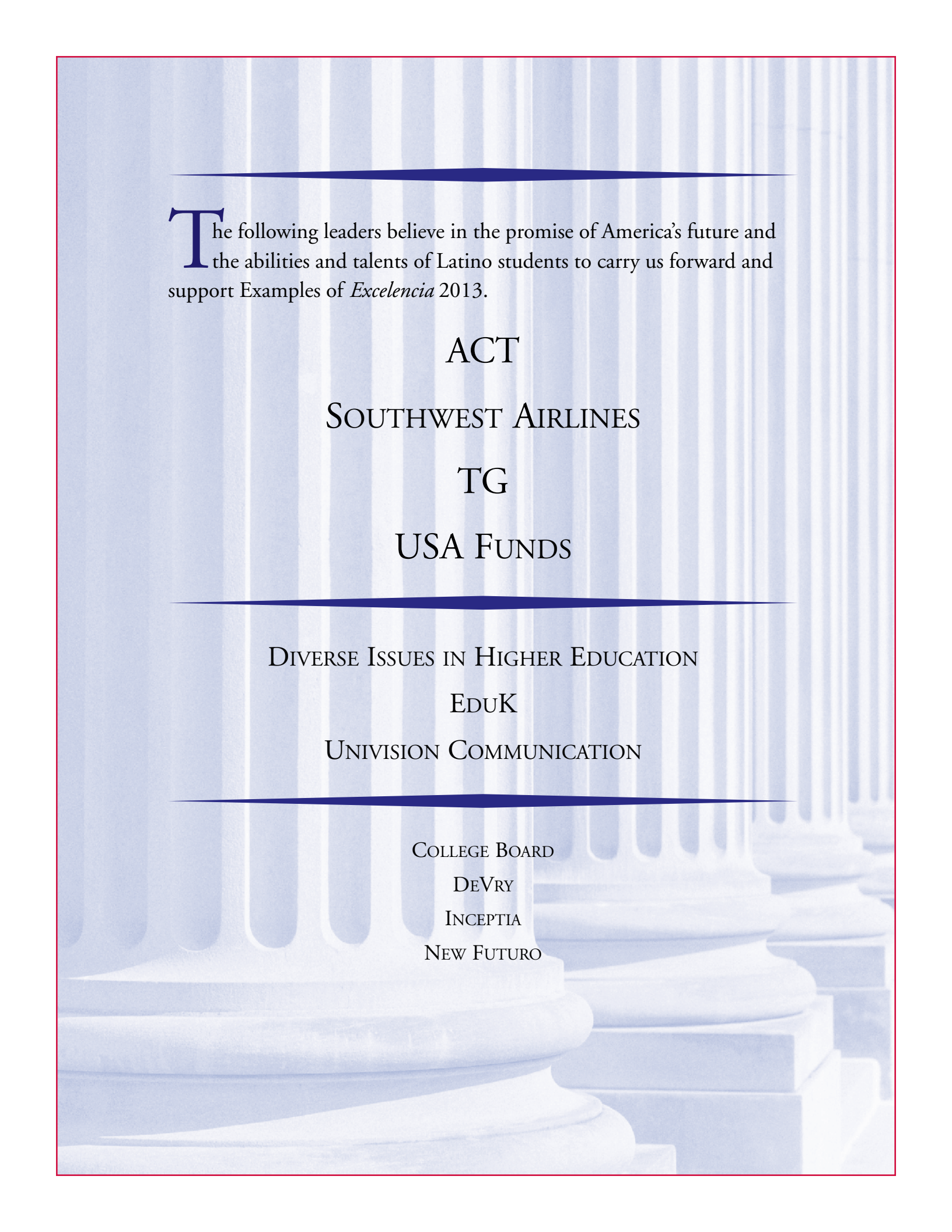


WHAT WORKS FOR LATINO STUDENTS IN HIGHER EDUCATION

2013 COMPENDIUM

PROFILES OF SELECTED PROGRAMS





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* 2013.

ACT

SOUTHWEST AIRLINES

TG

USA FUNDS

DIVERSE ISSUES IN HIGHER EDUCATION

EDUK

UNIVISION COMMUNICATION

COLLEGE BOARD

DEVRY

INCEPTIA

NEW FUTURO

WHAT WORKS FOR LATINO STUDENT SUCCESS IN HIGHER EDUCATION: 2013 COMPENDIUM

PROFILES OF SELECTED PROGRAMS

Foreword	2
Overview	3
Selection Process	4
2013 Examples of <i>Excelencia</i> – Summary Profiles	5
Culturally Compelling Strategies for Latino Student Success	6
Bilingual Education Programs	6
Partnership Programs	8
ASSOCIATE LEVEL: WHAT'S WORKING FOR LATINO STUDENTS.	10
Math Jam – Cañada College (CA)	11
Brownsville Early College High School – The University of Texas at Brownsville (TX)	12
Esperanza College – Esperanza College of Eastern University (PA)	13
Mathematics, Engineering, and Science Achievement Program (MESA) – Rio Hondo College (CA)	14
Research Mentoring in the Biosciences – Del Mar College (TX)	15
The Latino Leadership and College Experience Camp – Bluegrass Community and Technical College (KY)	16
Hispanic Initiative Program – Grayson College (TX)	17
BACCALAUREATE LEVEL: WHAT'S WORKING FOR LATINO STUDENTS.	18
Student Employment Initiative – The University of Texas at Brownsville (TX)	19
College Life 101 Retention Program – University of Nevada, Reno (NV)	20
College of Science, Mathematics, & Technology – The University of Texas at Brownsville (TX)	21
Commitment to Latina/o Academic Success & Excellence (CLASE) – California State University, Fresno (CA)	22
<i>Encuentro Hacia El Exito</i> (Encounter to Excellence) – California State University, Dominguez Hills (CA)	23
Equal Opportunity in Engineering Program (EOE) – The University of Texas at Austin (TX)	24
Latino Initiative – Utah Valley University (UT)	25
College Assistance Migrant Program (CAMP) – St. Edward's University (TX)	26
Science Bound – Iowa State University (IA)	27
GRADUATE LEVEL: WHAT'S WORKING FOR LATINO STUDENTS.	28
Cooperative Doctoral Program in Pharmacy – The University of Texas Pan American and The University of Texas at Austin (TX)	29
Creating Latino Access to a Valuable Education Project – Florida International University (FL)	30
Higher Education Administration & Leadership Program (HEAL) – Adams State University (CO)	31
Ph.D. in International Business – The University of Texas at El Paso (TX)	32
The Department of Special Education – Portland State University (OR)	33
INfluence Student Potential and Increase Representation in Education (INSPIRE) – Rosalind Franklin University of Medicine and Science (IL)	34
Undergraduate Pre-Health Program – University of Colorado Denver, Anschutz Medical Campus (CO)	35
<i>Excelencia</i> in Education's Work	36

FOREWORD

Latino student success is America's success and what institutions do to support Latino students' success really matters.

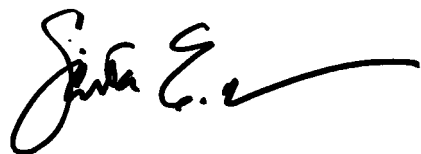
Examples of *Excelencia* is the only national initiative to systematically identify and honor programs boosting Latino enrollment, performance and graduation with evidence of effectiveness. While there are a growing number of community-based programs worthy of recognition for their efforts to increase 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 2013 Examples of *Excelencia*:

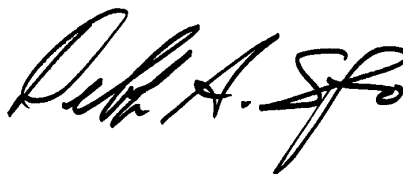
- **Math Jam** – Cañada College (CA) [Associate level]
- **Student Employment Initiative** – The University of Texas at Brownsville (TX) [Baccalaureate level]
- **Cooperative Doctoral Program in Pharmacy** – The University of Texas Pan American and The University of Texas at Austin (TX) [Graduate level]

More detailed information about these outstanding programs, as well as those selected as finalists at each academic level, are included in this compendium. The programs in this compendium are leading effective investments in postsecondary education today to increase the success of Latino and other post-traditional students. We congratulate them for their current and continued efforts.

This compendium is a central component of the Examples of *Excelencia* initiative. By sharing what works we hope to prompt educators and policymakers to take an asset-based approach to serving Latino students and inspire these decision makers to work to increase Latino student success by supporting, replicating, and bringing to scale evidence-based practices.



Sarita E. Brown
President



Deborah A. Santiago
COO and Director of Research

OVERVIEW

Excelencia in Education established Examples of *Excelencia* in 2005 to identify and honor programs and departments increasing academic opportunities and improving achievement for Latino students. Since its inception more than 500 programs have been submitted for consideration and over 100 have been highlighted by *Excelencia* in Education. The large numbers of nominations and the evidence-based effectiveness of these programs show that there is a significant portfolio of asset-based practices increasing Latino student success across the country. Examples of *Excelencia* compiles these evidence-based practices and serves as a resource for other programs and institutions considering efforts to improve their service to Latino students in higher education.

For the 2013 Examples of *Excelencia* competition, 165 programs were nominated at three academic levels: Associate, Baccalaureate and Graduate. As in past years, narrowing the scope of programs to list in this compendium was challenging. To be considered, each program submitted a brief history, perceived need, program activities, long-term goals, and evidence of the program's effectiveness. While not exhaustive, these summaries provide some insight into 23 successful programs and the key program characteristics essential to Latino student success.

The compendium contains a summary of the three 2013 Examples of *Excelencia*, the 15 finalist programs, and the five honorable mention programs making a positive difference in the educational achievement of Latino students in higher education.

The compendium provides the following:

- a summary of the selection process for identifying the selected program list of finalists;
- the methodology used for selection;
- a brief overview of the program services offered by the finalists;
- three essays further highlighting relevant issues impacting Latinos; and,
- one-page summaries of the programs and departments.

The program summaries in the compendium include a brief description, the goals, the outcomes, and the key personnel. To find out more about each of the programs, please contact the key personnel listed at the bottom of each program summary.

SELECTION PROCESS

Recognizing the importance of evidence-based practices, both the *Excelencia* in Education staff and the selection committee considered the following criteria when reviewing the nominated program profiles:

- ☑ Magnitude of the identified need for the services the program offers.
- ☑ Record of increased Latino student enrollment and completion.
- ☑ Rationale behind the program component that addresses that need.
- ☑ Qualitative and quantitative evidence of the impact and effectiveness of the services the program offers.
- ☑ Leadership that demonstrates a commitment to accelerating Latino student success by measuring their progress, confronting obstacles to their achievement, and implementing practices and policies to attain specific goals.

- ☑ Strong networks with other stakeholders, individual schools and colleges, clinics and other community-based organizations, practitioners and professionals.
- ☑ Services and programs that integrate Latino culture and enhance Latino students' navigation between their homes, schools, communities, and eventual professions.

Excelencia in Education staff reviewed 165 nominations and identified 18 finalists through the analysis of the criteria listed above. In addition, five programs with innovative and/or significant improvement in increasing Latino student success were also included as honorable mentions.

A profile of the finalists was shared with an external selection committee to select one Example of *Excelencia* at each academic level. The committee included the following experts:

Committee Member	Title	Organization
Susan Albertine	Vice President, Office of Engagement, Inclusion & Success	Association of American Colleges and Universities
Nathan Bell	Associate Director, Research and Research Policy	American Educational Research Association
Margarita Benitez	Senior Program Associate	<i>Excelencia</i> in Education
Kristin Boyer	Director of Philanthropy	TG
Noël Harmon	National Director of the Talent Dividend and Chief Program Officer	CEO for Cities
Jeannine LaPrad	President and CEO	Corporation for a Skilled Workforce
Estela López	Senior Program Associate	<i>Excelencia</i> in Education
Stella Pérez	Executive Vice President and Chief Operations Officer, Director, Innovations	League for Innovation in the Community College
Rosita Ramirez	Director of Constituency Services for Education	NALEO Education Fund
Joel Vargas	Vice President, High School through College	Jobs for the Future

2013 EXAMPLES OF EXCELENCIA – SUMMARY PROFILES

Common characteristics: The programs and departments nominated in 2013 had several common characteristics or practices to increase Latino student success worth noting:

- Ensure 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 that delineate the program's plan to achieve.
- Allocate resources so activities are sustainable by the institution.
- Collect data and conduct evaluations to improve activities.
- Offer integrated services such as advising and other support services to ensure student success.
- Use engaging pedagogies for student success including tutoring, 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 move ahead without encountering barriers.

- View Latino students and the community as an asset.

The one-page program summaries in this compendium were edited from information submitted by the nominated programs. For information about the 2013 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. Information about the Examples of *Excelencia* initiative is available at: <http://edexcelencia.org/initiatives/examples-of-excelencia/full>

The following sections provide a more specific overview of the program services provided, and the summaries of the three Examples of *Excelencia* for 2013, the 15 finalists, and the five honorable mentions organized by academic level.

CULTURALLY COMPELLING STRATEGIES FOR LATINO STUDENT SUCCESS

While there has been an increase in the numbers of promising practices making a positive difference for Latinos, more culturally competent evidence-based programs are needed to support Latino students to college completion. Among the many strengths and challenges in serving this population, we have identified two areas of effort to consider that can improve Latino student success: bilingual education programs and community partnerships. We are highlighting programs that address these issues in a promising way and contribute to the national dialogue on improving access and completion for Latino students.

BILINGUAL EDUCATION PROGRAMS

Not all Latino students are English Language Learners (ELL). However, the number of ELLs entering our public school systems across the country has increased almost seven times the rate of the total student enrollment.¹ In 2009, 2.7 million children between the ages of 5 and 17 spoke a non-English language at home and spoke English with difficulty. Of these students who spoke English with difficulty, 73% spoke Spanish.² While the appropriate curriculum at the K-12 level is debated, at the higher education level the focus must be placed on teacher preparation for bilingual and special education as well as increased training for a globally competitive and bilingual workforce.

Teacher Preparation for Bilingual Education

In their study on the early childhood workforce in Illinois, Bridges and Dagys (2012) found that “less than 6% of the early childhood workforce has training to work with Illinois’ growing count of English-Language Learners [and that] fewer than 25% of teachers are interested in pursuing qualifications for working with diverse language communities.”³ Higher education institutions, and education programs in particular, need to acknowledge this trend and ask whether colleges and universities are adequately preparing teachers to meet the needs of ELL Latino children so that they may become college ready. The following programs have been recognized by Examples of *Excelencia* in the past and have demonstrated

efforts in achieving this goal and are worth noting for those interested in improving their education programs.

The Master of Bilingual Education (MBE) – Southern Methodist University (2012 Example of *Excelencia* Finalist): This program prepares in-service teachers, over 90% of whom are Latino, to teach elementary level bilingual learners more effectively, enabling students to attain literacy in both Spanish and English while achieving at a high level academically. Program participants are also prepared to assume leadership roles in their community and school districts. The MBE program’s two major goals are to prepare master teachers of bilingual learners; and to develop a cadre of teachers serving as advocates for bilingual learners in their schools, school districts, and communities. (<http://www.smu.edu/simmons/AreasOfStudy/TL/MastersDegrees/Bilingual>)

Cumbres Teacher Prep – University of Northern Colorado (2009 Example of *Excelencia* Finalist): Cumbres prepares students through a challenging curriculum and supportive environment to become role models and leaders in the educational community. The ultimate goal is to improve teacher preparation for the instruction of Hispanic students, language minority students, children of poverty, and other diverse populations to eventually increase their graduation rates. With talented and skilled role models in the K-12 classrooms, the academic success of these students will soar, benefiting the individuals, their families, their community, and society as a whole. (<http://www.unco.edu/cumbres/>)

Department of Bilingual Education – Boise State University (2008 Examples of *Excelencia* Honorable Mention): The graduate programs in the Department of Bilingual Education (DBE) aim to shape leaders in both classroom instruction and advocacy for the linguistically and culturally diverse children of this region and of the world. They promote pedagogical innovations to benefit the academic development of all learners, regardless of race, class, gender, age, or special needs. Ultimately, these graduate programs are designed to prepare educators for the global community. (<http://education.boisestate.edu/bilingual/>)

Special Education

Almost all 50 states and Puerto Rico reported teacher shortages in special education for the 2012–2013 school year.⁴ Placing trained teachers and professionals in the public schools are vital components to ensure that we meet Latino students' educational needs, because "Chief among the educational inequities suffered are [sic] teachers unprepared to address their [Latinos] needs."⁵ Moreover, schools are disproportionately classifying Latino students into special education, specifically into the categories of mild mental retardation, specific learning disabilities, emotional disturbance, and speech and language impairments. "Of the 13 special education disability categories, these four are considered more 'judgmental' because there may be no medical component to their diagnosis, therefore an educational committee makes the eligibility decision for each child, based on a variety of individual assessment information."⁶ The following program has demonstrated efforts to support and prepare special education teachers for meeting the needs of multicultural ELL learners.

The Department of Special Education – Portland University (2013 Examples of *Excelencia* Finalist): The Department of Special Education has revised its licensure curriculum to frame each course around equity issues including competencies in teaching ELL and other minority students. The department's goal is to increase the achievement of Latino and other minority students through multiple tiers of support by preparing teachers who will reduce the disproportionate representation of minority and ELL students in special

education and who will provide linguistically and culturally responsive special education services for minority students with true disorders. (<http://www.pdx.edu/sped/special-educator-license-elementary>)

Workforce Development

With the rapid growing number of Latinos in this country, we must (1) provide language support to help more Latinos access the workforce, and (2) educate a workforce that is culturally and linguistically prepared to meet the needs of the population. Language barriers, in addition to other obstacles, have placed Latinos at a greater disadvantage in the labor market.⁷ Higher education programs play a vital role in ensuring that students are able to attain degrees so that they may then enter the workforce to serve the needs of the Latino population. The following programs have made efforts in this regard.

Spanish Early Childhood Education Classes – The Family and Consumer Studies Department – Butte College (2013 Examples of *Excelencia* Nominee): Due to the recent downturn in the economy, a large number of Hispanic workers in the areas of manufacturing and agriculture lost their jobs. Suddenly, these individuals were faced with few unemployment prospects and no career pathways. Wishing to remedy this, in 2008 Butte-Glenn Community College initiated Early Childhood Education (ECE) classes in Spanish supplemented with a mandatory Vocational ESL (VESL) class linked to each class. Since its inception, two Spanish ECE classes per semester have been offered and, to date, fifteen different child development courses have been given. The VESL class is designed to reflect and teach the language terminology and skill sets corresponding to that ECE class. Through a collaborative effort between the deans and teachers of the Language Arts and Child Development departments, the classes were devised, and later approved both by the college and the California Community College Chancellor's Office. (<http://www.butte.edu>)

Bilingual Nursing Fellow Program – South Mountain Community College (SMCC) (2008 Example of *Excelencia*, Associate Level): The mission of the Bilingual Nursing Fellows

Program (BNFP) is to graduate bilingual nurses to serve Arizona patients who speak only Spanish. The SMCC, in partnership with Gateway Community College (GWCC) and Banner Health, Arizona's largest health services provider, created the BNFP in response to the medical community's critical need for bilingual Registered Nurses. BNFP combines an innovative nursing curriculum with a system of support services to allow students to stay in their cohort by taking prerequisite nursing courses and requisite Registered Nurse (RN) courses simultaneously. The sequence of courses allows for the individual student to earn a Certified Nursing Assistant (CNA) certificate; become eligible as a Licensed Practical Nurse (LPN); and then earn licensure as an RN within a two-to-three-year period. (<http://nursing.southmountaincc.edu>)

iAdelante! Certificate in Bilingual Career Development – University of St. Joseph (formerly St. Joseph College; 2008 SEMILLAS Grantee): The *Adelante* college entry/re-entry program is designed specifically for bilingual, bicultural Latino health and human services personnel interested in earning a bachelor's degree. The *iAdelante!* Certificate is one of the main initiatives of the University of Saint Joseph's new Institute for Latino Community Practice. The Institute for Latino Community Practice is committed to preparing undergraduate and graduate students for culturally and linguistically competent leadership in their professions and creating a community of learners dedicated to advancement of knowledge and best practices to serve the Latino population. (<http://www.usj.edu/academics/schools/school-of-graduate-and-professional-studies/social-work/latino-community-practice/adelante-bilingual-career-development.html>)

PARTNERSHIP PROGRAMS

Cultural awareness, competency, and engagement can help to more effectively link Latino students' with an institutions' personal development and learning resources. Programs at postsecondary institutions that intentionally connect Latino leaders, community organizations, and families have to facilitate partnerships and have shown educational success for Latino students. The following are a few examples.

Degree Phoenix (2013 Examples of *Excelencia* Nominee):

The partnership — comprised of representatives from Phoenix Union High School District, Maricopa County Community College District, the City of Phoenix, community-based organizations, and Latino advocacy groups — is a collaborative whose mission is to increase educational attainment, degree completion, and opportunities for high-wage jobs for Latino youth through sustainable, collaborative system-wide innovation. Using a data-driven process, the partnership identifies strategies to target the most problematic transition points for Latino students and to create strong linkages between academic opportunities for Latino youth and with workforce development services. (<http://degreephoenix.org>)

Santa Ana Partnership/Santa Ana iAdelante! Santa Ana (2013 Examples of *Excelencia* Nominee): Santa Ana College, Santa Ana Unified School District (SAUSD), California State University – Fullerton, and the University of California – Irvine joined together to create *iAdelante!* Santa Ana to elevate academic achievement and college attendance for students who attend high schools in the city of Santa Ana. The goal of Santa Ana *iAdelante!* is to have a college degree in every home in Santa Ana. Santa Ana *iAdelante!* provides every SAUSD high school graduate with the promise of admission to either CSU–Fullerton or the UC–Irvine as long as they enroll at Santa Ana College and complete all academic and application requirements for transfer. (<http://www.sac.edu>)

Promise Pathways Initiative (2013 Examples of *Excelencia* Nominee): The Promise Pathways (P2) initiative at Long Beach City College (LBCC) launched in the fall of 2012 and implemented two transformational innovations: predictive placement and prescriptive scheduling for a majority Latino cohort of nearly 1,000 students. The goal of the program is to increase college completion and to shorten the time it takes students to complete certificates, degrees and transfer preparation coursework. Participating Long Beach Unified graduates were placed into English and math courses based on their high school grades, rather than on the traditional assessment and placement model, which relied heavily upon standardized assessment tests. P2 students were also

required to enroll in foundational courses in English, math and reading beginning in their first semester to enable them to begin making progress toward their educational goals in their first semester. (<http://www.lbcc.edu>)

Brownville Early College High School (BECHS) – The University of Texas at Brownsville (2013 Example of *Excelencia* Finalist): BECHS is partnered with The University of Texas at Brownsville. BECHS provides support through academic mentoring, counseling and innovative academic support programs such as the UTB STEM Learning Communities available to BECHS students during their first year of college. The goal is to produce students who are life-long learners, knowledgeable citizens and emerging community leaders. Graduating with a high school diploma and an associate's degree or 60+ college credit hours,

BECHS students are academically successful and college-ready. (<http://www.bisd.us/bechs/>)

Creating Latino Access to a Valuable Education Project (CLAVE) – Florida International University (2013

Examples of *Excelencia* Finalist): CLAVE is a collaborative between the College of Education at FIU and the Miami-Dade County Public Schools, the fourth largest school district in the U.S. To increase the number of Hispanic/Latino educators with advanced degrees in MDCPS, CLAVE has provided tuition scholarships to three cohorts of Latino teachers and administrators seeking masters and doctoral degrees. (<http://education.fiu.edu/worldsahead/clave.html>)

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

¹ As cited in the National Council of La Raza (2012). Raising the bar: Implementing common core state standards for Latino student success, an implementation guide. Retrieved from http://www.nclr.org/images/uploads/pages/Implementation_Guide.pdf.

² National Center for Education Statistics. *The condition of education 2011*. Retrieved from http://nces.ed.gov/pubs2011/2011033_2.pdf.

³ Bridges, M., and Dagys, N. (2012). Who will teach our children: Building a qualified early childhood workforce to teach English-language learners. *New Journalism on Latino Children*. Retrieved from the ERIC database.

⁴ U.S. Department of Education, Office of Postsecondary Education (2013, March). Teacher shortage areas: Nationwide Listing 1990-1991 through 2013-2014. Retrieved from <http://www2.ed.gov/about/offices/list/oep/pol/tsa.pdf>.

⁵ Gándara, P. (2008, Spring). The crisis in the education of Latino students. *Research brief from the NEA Research Visiting Scholars Series* (vol. 1a). Retrieved from <http://www.nea.org/home/17404.htm>.

⁶ Johnson, C., Lessem, A., Bergquist, C., Carmichael, D., & Whitten, G. (2000). Disproportionate representation of minority children in special education. *Public Policy Research Institute at Texas A&M University*. Retrieved from <http://ritter.tea.state.tx.us/special.ed/pubs/pdf/disprop.pdf>.

⁷ National Council of La Raza (2013, May 3). *Monthly Latino employment report: Current and aspiring young Hispanic workers*. Retrieved from http://www.nclr.org/index.php/publications/current_and_aspiring_young_hispanic_workers_monthly_latino_employment_report/.

ASSOCIATE LEVEL

WHAT'S WORKING FOR LATINO STUDENTS

2013 Example of Excelencia

Math Jam

Cañada College (CA)

Finalists

Brownsville Early College High School
The University of Texas at Brownsville (TX)

Esperanza College
Esperanza College of Eastern University (PA)

Mathematics, Engineering, and Science Achievement
Program (MESA)
Rio Hondo College (CA)

Research Mentoring in the Biosciences
Del Mar College (TX)

Honorable Mention

Hispanic Initiative Program
Grayson College (TX)

The programs recognized at the associate level in this compendium provided the following significant services with evidence their efforts work for Latinos students.

- **Involve the faculty** in pertinent roles to support the students and the programs.
- Incorporate **innovative learning models** with the use of learning communities and cohorts that, in turn, foster a college-going culture.
- Work with and **reach out to young** students at a critical time in their learning, beginning in the early years of high school.
- **Expose students to research**, highlighting the critical link between knowledge of research and education.
- Offer **mentoring** between students and professionals (academic and non-academic) further empowering students to engage in their communities in meaningful ways.
- Recognize the cultural norms and logistical circumstances that many Latino students face, thereby offering programs at different times, providing financial support, and focusing on programs that **support English Language Learners**.
- **Address disparate representation** of Latinos in the STEM fields and disaggregate the data by race and ethnicity.
- Provide new students with **engagement opportunities** and the **support systems** so they can successfully complete Math requirements.
- Incorporate **innovative techniques and technology**, and display **cultural competence** and **service to the rural community**.



Math Jam

COLLEGE/UNIVERSITY

Cañada College
<http://www.canadacollege.edu/STEMcenter/mathjam.php>

DESCRIPTION

In 2009, Cañada College created Math Jam, a campus-wide math success program to address the low levels of math preparation among underrepresented students studying STEM, allowing students to “test out” of math courses. Participants become connected with faculty, tutors, peers, and the STEM Center, further strengthening student engagement and course success rates in subsequent college coursework.

GOALS

Math Jam’s primary goals are to: 1) reduce the completion time for an associates degree and/or transfer to a four-year institution, 2) improve readiness for college level math courses, 3) increase student awareness of the skills and tools they need to be successful STEM students, and 4) develop a community of learners among Math Jam participants.

OUTCOMES

- 62% of students who tested into remedial courses “jumped” to the next level math course or higher.
- Students’ performance in next semester math courses show significantly higher retention (93% vs. 77%) and success (77% vs. 53%) rates among Math Jam participants compared to non-participants; and among Hispanic participants versus Hispanic non-participants (Retention: 94% vs. 75% and Success: 74% vs. 47%).
- 78% of the 2009 cohort remained enrolled after four semesters as compared to 32% of all first-time students.
- The percentage increase in minority student enrollment is significantly higher for engineering (233.3% for minority vs. 87.8% for non-minority) and mathematics (224.4% for minority vs. 173.3% for non-minority).

KEY PERSONNEL

Danni Redding Lapuz
Project Director, The STEM Center
Cañada College
4200 Farm Hill Blvd., Bldg 18-108
Redwood City, CA 94061
650-306-3321
reddinglapuzd@smccd.edu

Brownsville Early College High School

COLLEGE/UNIVERSITY

The University of Texas at Brownsville
<http://www.bisd.us/bechs/>

DESCRIPTION

Opening its doors in 2008, the Brownsville Early College High School (BECHS) is partnered with The University of Texas at Brownsville (UTB) and offers an accelerated educational experience where students earn a high school diploma and an associate's degree simultaneously. BECHS also provides support to students through academic mentoring, counseling, and innovative academic support programs.

GOALS

BECHS aims to produce students who are life-long learners, knowledgeable citizens, and emerging community leaders who are engaged within the life of their community.

OUTCOMES

- 99% of the students are Latino; 97% are economically disadvantaged.
- 100% of the students who have enrolled in BECHS since 2008 have continued their enrollment in a university to complete a bachelor's degree.
- Since its inception, BECHS has graduated approximately 85 students.
- Collectively, BECHS students have secured over \$3,000,000.00 in college scholarship funds including two Gates Millennium Scholars.
- On average, BECHS students had passing rates 16 points higher than first year UTB students.
- In the fall of 2011, the BECHS cohort of 43 students attending UTB on a full-time basis received higher passing rates in Biology, 95% vs. 83%; English I, 84% vs. 65%; History I, 70% vs. 59%; College Algebra, 82% vs. 56%; and Pre-Calculus, 87% vs. 75%.
- BECHS students have outperformed first year UTB students in retention with an average first year student retention rate of 19 points higher than UTB students (BECHS 80% vs. UTB 61%).

KEY PERSONNEL

Dawn Hall
School Principal
343 Ringgold Rd.
Brownsville, TX 78520
956-698-2437
dhall@bisd.us



Esperanza College

COLLEGE/UNIVERSITY

Esperanza College of Eastern University
<http://esperanza.eastern.edu>

DESCRIPTION

In 2000, the non-profit Esperanza, Inc. and the Eastern University forged a partnership to address the unmet educational needs of the Hispanic community, resulting in Esperanza College (EC), a Middle States Accredited branch campus of Eastern University, offering courses for credit towards an associate's degree. The college offers an English institute with four levels of ESL and a Child Development Associates (CDA) program. Additionally, Esperanza provides students with a 1:20 or less student ratio, faculty and staff mentors, and tutoring for difficult subjects.

GOALS

Esperanza works to enhance the knowledge, skills, and outlook of young people and adults through three primary goals: (1) to provide a higher education for students who are Spanish-language dominant, helping them become English-language proficient (500 on the TOEFL) by graduation; (2) to provide affordable education to all students; and (2) to provide flexible scheduling that allows students to graduate within two to three years.

OUTCOMES

- By graduation, 90% of the Spanish-language dominant students score 500 or above on the TOEFL exam with 10% scoring between 493 and 500.
- Esperanza students graduate at a rate of 59.3% (two years) and 12.5% (three years), with a retention rate of 65.4%.
- Of the graduating Esperanza students, 79% pursue a bachelor's degree.
- Students at Esperanza will leave with no more than 10K–12K in debt for four semesters of academic work.

KEY PERSONNEL

Elizabeth Conde-Frazier, Ph.D.
Academic Dean
4261 North 5th Street
Philadelphia, PA 19140
215-324-0746 x419
econdefr@eastern.edu

Mathematics, Engineering, and Science Achievement Program (MESA)

COLLEGE/UNIVERSITY

Rio Hondo College
<http://www.riohondo.edu/mesa/>

DESCRIPTION

Since Fall 2008, the MESA Program at Rio Hondo College has enabled disadvantaged students to prepare for and graduate from a four-year college or university with a degree in STEM. In 2010, the TRiO Student Support Services-STEM Program was implemented in conjunction with the MESA Program since most MESA students are eligible for TRiO services. These services include: Academic Excellence Workshops (AEWs); enrichment in mathematics, physics, and chemistry; academic advising, peer group support, priority registration; tutors; help with internships, four-year schools, and financial aid; and, scholarship applications.

GOALS

MESA's goal is to provide the support for historically underrepresented students to develop academic and leadership skills, increase educational performance, and gain confidence in their ability to compete professionally in the STEM fields.

OUTCOMES

- In the 2011–12 academic year, 70%, 88%, and 70% of MESA students passed transfer level mathematics, physics, and chemistry courses as compared to 59%, 79%, and 67% of non-program participants, respectively.
- In 2011–12, 44 MESA students earned AA/AS degrees and 39 transferred in STEM majors to four-year colleges. Of the 2012 cohort, 28 will transfer in Fall 2013 and 42 in Fall 2014.
- Only 10% of MESA students who attended AEWs dropped out of general chemistry as opposed 39% of students who did not.

KEY PERSONNEL

Gisela Spieler-Persad, Ph.D.
Program Director
3600 Workman Mill Road
MESA & TRiO SSS STEM
Whittier, CA 90601
562-463-3222
gspieler@riohondo.edu



Research Mentoring in the Biosciences

COLLEGE/UNIVERSITY

Del Mar College
<https://www.facebook.com/pages/Del-Mar-College-Biotechnology/235255103177>

DESCRIPTION

The biotechnology program implemented a research-mentoring program serving their predominately underrepresented and rural student population in 2008. The program engages students in a meaningful research experience early in their academic careers in order to achieve lasting implications for student success and long-term development of a community of successful students. To the best of their knowledge, this is the only bioscience program at a community college that offers academic support and a research-mentoring program.

GOALS

Providing students access to high quality education that will prepare them for the high performance workplace underscores their two primary goals: (1) equipping students with the abilities to think critically, independently, and to solve problems; and (2) igniting and captivating science students with the thrill of scientific discovery.

OUTCOMES

Participation in research provides student outcomes that simply cannot result from traditionally taught science classes. Data show that students that participate in research demonstrate an increase in retention, greater participation in campus activities, and integration into the culture and profession of the scientific discipline. For this program:

- More than 90% of the students in the Research Mentoring program have either matriculated into a four-year degree program or have secured employment.
- Half of the students in the Research Mentoring program reported plans to complete advanced degrees.
- Over 80 students in the Research Mentoring program — of which the majority is Hispanic and female — have presented their research over 100 times at scientific venues, and have published over 40 papers and abstracts.
- Since its inception, the Research Mentoring program has been awarded the State of Texas Official Recognition of Texas Skill Standard's Board and awarded over 2.4 million in extramurally funded grants including two National Science Foundation grants and a Gates Foundation grant.

KEY PERSONNEL

John Hatherill
Director of the Biotechnology Program
101 Baldwin Blvd.
Corpus Christi, TX 78413
361-698-1037
jhatherill@delmar.edu



The Latino Leadership and College Experience Camp

COLLEGE/UNIVERSITY

Bluegrass Community and Technical College
http://www.bluegrass.kctcs.edu/en/Multiculturalism_and_Inclusion/Latino_Hispanic_Outreach/The_Latino_Leadership_and_College_Experience_Program.aspx

DESCRIPTION

The Latino Leadership and College Experience Camp (LLCEC) started as a college preparation day camp in 2006. Since 2008, the LLCEC has evolved into an intensive college literacy program that nurtures peer and professional mentoring; increases self-awareness and self-advocacy; and engages students in social justice issues.

GOALS

The Latino Outreach & Services Office strives to provide access to educational opportunities for Latino students in Kentucky and to promote Latino student success with the following goals to: increase enrollment in dual credit and early college courses; create ACT Action Plans for students below grade level; and facilitate student involvement in activities on campus or in the community.

OUTCOMES

- Latino student enrollment at the college increased 130% from fall 2006 to fall 2011.
- Of the first LLCEC cohort, 11 of the 14 participants have completed at least an associate's degree with two students completing a master's degree
- Of the 201 LLCEC participants, 113 have graduated from high school. Of the 113, 95 have enrolled in college giving LLCEC an 84% college-going rate.
- Latino student retention increased from 50.8% (Fall 2007 to Spring 2008) to 70.6% (Fall 2011 to Spring 2012).
- Fall-to-Fall Latino student retention increased from 46.9% in the 2007-2008 school year to 51.5% in the 2011-2012 school year.
- Of the 2006–2012 participants, 26 have received some type of scholarship and four were accepted into the Kentucky Governor's Scholars Program.

KEY PERSONNEL

Erin Howard
Director of Latino Outreach and Student Services
470 Cooper Drive
103 H Oswald Building
Lexington, KY 40506
859-246-6436
erin.howard@kctcs.edu



Hispanic Initiative Program

COLLEGE/UNIVERSITY

Grayson College
<http://www.grayson.edu>

DESCRIPTION

Although Texas as a whole has always had a high percentage of Hispanics, the rural areas of North Central Texas have only recently experienced this rapid growth. Located on the Texas/Oklahoma border, the Hispanic population at Grayson College grew by 82% between 2000 and 2010 as compared to a 9.3% growth of the total student population. Grayson College created the Hispanic Initiative Program (HIP) to address the needs of this new demographic.

GOALS

The HIP's mission is to intensify recruitment of first generation Hispanic students and diminish barriers that prevent enrollment into higher education. Specifically, the goals are (1) to proactively address the Hispanic shift, (2) to seek collaborations with middle schools/high schools by dedicating resources, (3) to redesign the gateway to postsecondary education, (4) to encourage families to support the concept of going to college immediately after high school, and (5) to enhance partnerships with other four year colleges to strengthen the pipeline of Hispanic transfer students.

OUTCOMES

- Program components have been replicated targeting African American and Native American students.
- Full-time Hispanic students increased 528.6% between Fall 2000–2010.

Year	Number of Hispanic Students	Percentage of Spring/Fall Enrollment
2002–03	251	3.4
2003–04	330	4.1
2004–05	341	4.3
2005–06	382	5
2006–07	442	5.6
2007–08	463	6.1
2008–09	517	6.2
2009–10	617	6.5
2010–11	857	8

KEY PERSONNEL

Jeanie Hardin
Vice President for Instructional Services
6101 Grayson Drive
Denison, TX 75020
903-463-8634
hardinj@grayson.edu

BACCALAUREATE LEVEL

WHAT'S WORKING FOR LATINO STUDENTS

2013 Example of Excelencia

Student Employment Initiative

The University of Texas at Brownsville (TX)

Finalists

College Life 101 Retention Program

University of Nevada, Reno (NV)

College of Science, Mathematics, and Technology

The University of Texas at Brownsville (TX)

Commitment to Latina/o Academic Success & Excellence

California State University, Fresno (CA)

Encuentro Hacia El Exito (Encounter to Excellence)

California State University, Dominguez Hills (CA)

Equal Opportunity in Engineering Program (EOE)

The University of Texas at Austin (TX)

Latino Initiative

Utah Valley University (UT)

Honorable Mentions

College Assistance Migrant Program (CAMP)

St. Edward's University (TX)

Science Bound

Iowa State University (IA)

The programs recognized at the baccalaureate level in this compendium provided the following significant services with evidence their efforts work for Latinos students.

- Provide students with **on-campus paid opportunities** necessary to encourage campus assimilation, career awareness, and a timely graduation.
- Implement a **holistic approach** that works to increase the number of Latino students in STEM fields, providing training, academic support, mentoring, tutoring, opportunities for research, and summer bridge programs.
- Create campus-wide initiatives that **involve faculty and staff** in holistically supporting students through mentorship, counseling, and career guidance.
- Increase retention of Latino students by offering a summer **developmental education academy** prior to entry onto campus as well as student success services once the student is on campus.
- **Connect students** with peer leaders, first year interest groups, tutoring, research opportunities, and professional development workshops.
- **Direct student services** along the PK-16 pipeline, and encourage parent, family, and community engagement.
- Consistent, **evidence-based success** in serving migrant students.



Student Employment Initiative

COLLEGE/UNIVERSITY

The University of Texas at Brownsville
<http://www.utb.edu/sa/careerservices/sei/Pages/Home.aspx>

DESCRIPTION

Initiated in Fall 2005, the Student Employment Initiative (SEI) provides on-campus paid internship opportunities in a student's program of study above and beyond traditional work-study. SEI recognizes the compelling need of students to work while attending college, thereby integrating students into the campus environment, adding value to a student's educational experience, and placing them in positions where they can grow as professionals and gain early exposure to a career or research in a field of interest.

GOALS

SEI's mission to increase student retention and timely graduation has created meaningful work opportunities for students that facilitate learning and professional development, leadership skills, student-faculty engagement, and rigorous academic expectations driving students to maintain momentum toward timely degree completion.

OUTCOMES

- Between Fall 2005 and Fall 2012, a total of 456 students (out of 741) completed a bachelor's degree.
- The average time to graduation has been reduced from 5.71 average years for the 2005–2006 cohorts to an average of 4.16 years for the 2011–2012 cohorts.
- Of the 231 FY '11–12 participants; 59 students completed a bachelor's degree, 160 were retained, 10 transferred to other universities, and 2 did not return. This outcome resulted in 94.8% of the students either graduating or being retained, and demonstrates an overall persistence rate of 98%.
 - The 59 graduates had 1) an overall GPA of 3.34; 2) averaged 4.16 years to complete their bachelor's degree; 3) an average four-years (or less) graduation rate of 53% vs. the 17.51% institutional average; and 4) an average six-year (or less) graduation rate of 95% vs. the 42.7% institutional average.
- SEI has evolved from an initial Fall 2005 cohort of 75 students and an institutional investment worth \$300,000 to a cohort of 200 students for Fall 2012 and a budget of \$925,313.

KEY PERSONNEL

Juan Andrés Rodríguez
Program Director, Career Services
Building 80 Fort Brown
Brownsville, TX 78520
juan.a.rodriguez@utb.edu



College Life 101 Retention Program

COLLEGE/UNIVERSITY

University of Nevada, Reno
<http://www.unr.edu/cultural-diversity/programs-and-services/retention/college-life-101>

DESCRIPTION

College Life 101 is a support and retention program that works to improve enrollment, retention and graduation of Latino students through weekly meetings with an advisor, mid-term progress reports and interventions, tutoring, and service learning hours.

GOALS

The goal of College Life 101 is to help underrepresented, first-generation, and low-income students be retained and graduate. The program desired learning outcomes include: retention, graduation, intellectual growth, clarified values, career choices, collaboration, social responsibility, achievement of personal and educational goals, and appreciation of diversity.

OUTCOMES

- 95% of College Life 101 students re-enroll fall to fall.
- In 2008, Latinos comprised 7.8% of the student body, had a freshman retention rate of 70.4% and a six-year graduation rate of 42.9%.
- Currently, following the implementation of College Life 101: Latinos comprise 13.3% of the student body; have a freshmen retention rate of 75%; and a six-year graduation rate of 51%.
- Students in the program referred 40% of new applicants to the College Life 101 program.
- In March of 2013, the U.S. Department of Education recognized College Life 101 as a best-practice program in Achievement Gap Closure in getting underrepresented college students to graduate.

KEY PERSONNEL

Reg Chhen Stewart, Ph.D.
Chief Diversity Officer, Diversity Initiatives
MS 0155
1664 N. Virginia Street
Reno, NV 89557-0144
775-784-4936
rstewart@unr.edu



College of Science, Mathematics, & Technology

COLLEGE/UNIVERSITY

University of Texas at Brownsville
<http://utb.edu>

DESCRIPTION

STEM programs at The University of Texas at Brownsville (UTB) were organized into the College of Science, Mathematics, and Technology (CSMT) in 1991. CSMT embraced the opportunity to expand STEM education to their underserved community. CSMT's campaign to academically prepare STEM students begins at the high school level where math and science faculty assist teachers to align their curriculum to college and career readiness standards.

GOALS

CSMT goals are to: (1) institute an academic support system addressing the needs of Hispanic STEM students; (2) form cohorts of STEM majors; (3) initiate a mentor and tutoring program to support the STEM cohort; (4) create multiple avenues for students to pursue a STEM degree; (5) increase student retention; (6) increase graduation rates; (7) provide opportunities for authentic research; and (3) establish a program to improve college readiness of entering freshmen.

OUTCOMES

- In 2012, CSMT faculty members assisted 81 math and science high school teachers with college ready curriculum alignment affecting an estimated 11,000 students.
- The 2010–2012 graduation rate increased 25.6% over the previous three years.
- Enrollment increased 11.7% from 2010 to 2012.
- Following the formation of a STEM Learning Community, the 2010–2012 cohort performance indicators include:
 - A 77% retention rate while the university overall average was 61%.
 - Improved academic performance in College Algebra: 70% of cohort students passed with a “C” or better as compared to 52% of non-cohort students; Chemistry: 86% of cohort students passed with “C” or better as compared to 59% of non-cohort students.
- Through close relationships with business and industry, students are placed in internships each semester.

KEY PERSONNEL

Mikhail Bouniaev, Ph.D.
Dean, College of Science, Mathematics, and Technology
80 Fort Brown
Brownsville, TX 78520
956-882-6701
mikhail.bouniaev@utb.edu



Commitment to Latina/o Academic Success & Excellence (CLASE)

COLLEGE/UNIVERSITY

California State University, Fresno
<http://www.fresnostate.edu/academics/titlev/index.html>

DESCRIPTION

CLASE has transformed the academic environment and made significant and sustainable contributions toward Hispanic student success. CLASE has been charged with developing campus-wide initiatives to specifically address the needs of a diverse student body.

GOALS

CLASE's five goals are to: 1) increase the first-year and second-year retention rates of Hispanic students; 2) increase faculty participation in training and support the implementation of redesigned courses; 3) increase student success rates with a "C" letter grade or better in the redesigned courses; 4) increase the Hispanic four- and five-year graduation rates; and 5) increase the six-year graduation rates of Hispanic students.

OUTCOMES

- In 2011, CLASE's redesign of courses affected 4,644 students (1,886 Hispanic), and
 - Increased pass rates for all students by 18%.
 - Increased pass rates for Hispanic students from 66.3% to 81%.
 - Increased Hispanic students' average grade in these courses by 25.9%.
- In 2012, CLASE expanded the redesign efforts to 17 plus courses with 31 faculty participants.
- CLASE has also: (1) reached 3,580 students through counseling and workshops, and developed a Connect to Careers course to confirm student interests and career choices; (2) created a financial program that teaches healthy financial behaviors; (3) created a LUCES mentoring program; and (4) targeted impacted academic programs (pre-Nursing) to inform more than 500 Hispanic students of their academic progress and eligibility for the Nursing program, thereby encouraging struggling Hispanic students to pursue other majors/careers rather than withdrawing from the university.

KEY PERSONNEL

Adrian Ramirez, Ed.D.
Director, Title V – Commitment To Latina/o Academic Success & Excellence (CLASE)
5241 N. Maple Ave
M/S TA43 Thomas Building, Room 121
Fresno, CA 93740
559-278-1613
adrianr@csufresno.edu



Encuentro Hacia El Exito (Encounter to Excellence)

COLLEGE/UNIVERSITY

California State University, Dominguez Hills
<http://www3.csudh.edu/student-affairs/title-v/>

DESCRIPTION

Encuentro Hacia El Exito (ETE) has been designed to permanently increase the institution's capacity to dramatically shift the number of freshmen students achieving success during their first two years.

GOALS

ETE has two components: Summer Developmental Education Academy and Student Success Services. The goal is to assist academically underprepared Hispanic students admitted to the university with an oversubscribed student success services infrastructure, and to permanently increase retention and graduation rates for Hispanic students.

OUTCOMES

- Retention data reveal that despite entering the university with lower math and English entrance exam scores, SAT scores, and GPAs, the 104 students who entered through the ETE program in 2009 were retained at 20% points higher after one year than the rest of the freshmen cohort: 86% versus 66%.
- After one year, the ETE 2010 cohort of 180 students again outpaced the retention of the rest of the freshman cohort by 20 percentage points: 94% versus 74%; and earned GPAs that were approximately .20 - .40 points higher than students in the comparison group.
 - In 2012 (after two years), the above cohort remained 18% points ahead with an 82% versus 64% retention rate.
- The 214 students in 2011 entered less prepared, but after one semester outpaced the rest of the freshmen class with respect to retention and GPA: 98% versus 93%; and 3.0 versus 2.74, respectively.
 - After one year, the 2011 class had an 86% retention rate compared to 73%.
- The university has awarded ETE close to \$1 million dollars to work with all freshmen.

KEY PERSONNEL

William Franklin
Associate Vice President and Title V Director
1000 East Victoria Street
Carson, CA 90745
310-243-2828
wfranklin@csudh.edu



Equal Opportunity in Engineering Program (EOE)

COLLEGE/UNIVERSITY

The University of Texas at Austin
<http://www.engr.utexas.edu/eoe/>

DESCRIPTION

Established in 1970 to promote the recruitment and academic development of African American, Hispanic, and Native American students interested in pursuing careers in engineering, EOE has since expanded its goals and now seeks to increase the diversity of its student body by supporting students who come from historically underrepresented population groups in Texas or students who have backgrounds or experiences that will contribute to the overall diversity of the Cockrell School of Engineering.

GOALS

The EOE mission is to: (1) promote excellence in the areas of academics, leadership, professionalism, and community support; (2) develop pre-college and college students on their academic journey; and (3) build a support network for advancement through opportunities that encourage engineering students to interact with their peers, faculty, alumni, and corporate representatives.

OUTCOMES

- Since the 1970s, the EOE Program has helped to increase the Hispanic population within the Cockrell School of Engineering from 23 to currently over 1,050 undergraduate students.
- The EOE recruitment and outreach efforts have helped to increase the Hispanic "First Time in College" total to over 224 (18%) of the entering engineering class.
- EOE's academic initiatives contribute to an 81% first-year, 69% second-year and 59% third-year retention rate.
- Since 2003, EOE has assisted in graduating Hispanic engineers at a 31% 4-year, 60% five-year and 68% six-year graduation rate.
- EOE's leadership efforts have aided the Society of Hispanic Professional Engineers student organization to increase Hispanic engineering involvement to over 200 members.
- The EOE Program has helped to serve over 24,000 young Hispanic engineers.

KEY PERSONNEL

Enrique Dominguez
Director, EOE Program
301 E. Dean Keeton Street, Stop C2100
ECJ 2.102
Austin, TX 78712
512-471-5953
enrique.dominguez@austin.utexas.edu



Latino Initiative

COLLEGE/UNIVERSITY

Utah Valley University
<http://www.uvu.edu/multicultural/initiatives/latino/>

DESCRIPTION

The Latino Initiative helps Latina/o students achieve educational success through providing: (1) direct student services to help Latina/o students along the PK-16 educational pathway; (2) parent, family, and community engagement; and (3) educational policy and institutional practice changes that govern how Latina/o students experience education. Specifically, programs include: summer bridge programs, USALO mentorship program between Utah Valley students and K-12 students, the Latino Education Scholarship Fund, on- and off-campus open houses, the Latin American Celebration, and the Latino Youth Leadership Conference.

GOALS

The Latino Initiative's core goals and objectives are to: (1) engage students, parents, educators, and community leaders in a movement (dialogue, activities, and services) that provides college access information, opportunities and resources for our Latina/o youth and their families; (2) increase the number of Latina/o students who enroll in and graduate from Utah Valley University; and (3) assist local schools in preparing Latina/o students academically and socially for post-secondary education.

OUTCOMES

- From 2007 through 2012, the Latino Initiative increased its Latino student enrollment by 154%, with 2,931 students in fall 2012 making their academic dreams a reality.
- Utah Valley University currently has the highest number of Latino students who are pursuing a higher education degree in the state.
- The number of Latino's earning bachelors degrees has steadily increased with approximately 3.7%, 4.3%, and 5% graduating in the 2008–2009, 2009–2010, and 2010–2011 academic years, respectively.

KEY PERSONNEL

Yudi Lewis
Program Director, Latino Initiatives
800 West University Parkway, MS 105
Orem, UT 84097
801-863-7297
yudi.lewis@uvu.edu



College Assistance Migrant Program (CAMP)

COLLEGE/UNIVERSITY

St. Edward's University
<http://www.stedwards.edu/admission/camp>

DESCRIPTION

Established in 1972, St Edward's University has the only CAMP that has been in continuous operation. The CAMP enables students from migrant and seasonal farm worker families to achieve their dream of a college degree. While federal support is limited to freshmen, St. Edward's provides CAMP sophomores through seniors with ongoing full tuition and tutoring. More than 98% of the CAMP students are Latino.

GOALS

The mission of the CAMP is to help migrant students transform their lives, and the lives of their families, by obtaining their college degree. The primary goal is for freshmen through senior CAMP students to persist and graduate at rates that (1) exceed the national average for low-income first generation college students, and (2) are comparable to the rates of all degree-seeking traditional undergraduates at St. Edward's University.

OUTCOMES

- To date, the St. Edward's CAMP has served more than 2,700 migrant students, enrolling 35 or more new CAMP freshmen each year.
- In 2012, more than 95% of the CAMP students completed the first year with a one-year retention rate of 82.9%.
- The six-year graduation rate for the 2006 CAMP cohort was 62.2%, which compares favorably with the overall six-year graduation rate of 68.8% for all incoming 2006 St. Edward's freshmen and exceeds the national average of 50.2% for first-generation students attending a four-year institution.
- Of the 194 graduates (through December 2012) among the 2000–2009 CAMP cohorts, 28% graduated with honors.
- In August 2011, the Department of Education Office of Migrant Education (OME) selected the St. Edward's CAMP for a site visit based on performance reports "demonstrating consistently high results."

KEY PERSONNEL

Esther Yacono
Director
St. Edward's University
3001 South Congress Ave.
Austin, TX 78704-6489
esther@stedwards.edu



Science Bound

COLLEGE/UNIVERSITY

Iowa State University
<http://www.sciencebound.iastate.edu/index.html>

DESCRIPTION

Science Bound (SB) is the only known program in Iowa focused on preparing Latino, African American, and Native American students to pursue careers in the STEM fields. The program asks students in middle school and their families to make a 5-year (8-12th grade) academic pledge to prepare for the pursuit of a STEM degree in college. Students who complete all program requirements and expectations receive a full tuition scholarship (\$34,000) to ISU to study in a STEM-related discipline.

GOALS

The SB objectives are to equip students academically for a successful future in college; provide exposure to STEM fields; increase understanding and interest in STEM through hands-on activities; and empower students with interpersonal skills to navigate college. Science Bound accomplishes these goals through a series of academic expectations and by creating strong relationships between four key players: students/families; ISU staff; STEM corporations; and teacher coordinators at each school.

OUTCOMES

- In rural communities like Marshalltown and Denison, 100% of the students participating are of Latino descent. In our Des Moines Program, 60% of the students are of Latino descent.
- Science Bound has impacted 1,100 middle and high school students.
- Nearly 250 high school students have completed the 5-year program and have been offered tuition scholarships to Iowa State University.
- 98% of students who have completed the 5-year program go on to pursue a post-secondary education.
- In the 2011–2012 academic year, 45% of Science Bound high school students earned a 3.62 grade point average or higher.
- Since 2000, 72 Science Bound students have graduated from Iowa State University through the program.

KEY PERSONNEL

Connie Hargrave
Director, Science Bound
Iowa State University
218 Office and Lab Bldg.
Ames, IA 50010
515-294-1390
cph@iastate.edu

GRADUATE LEVEL

WHAT'S WORKING FOR LATINO STUDENTS

2013 Example of Excelencia

Cooperative Doctoral Program in Pharmacy

The University of Texas Pan American and The University of Texas at Austin (TX)

Finalists

Creating Latino Access to a Valuable Education Project (CLAVE)
Florida International University (FL)

Higher Education Administration and Leadership Program (HEAL)
Adams State University (CO)

Ph.D. in International Business
The University of Texas at El Paso (TX)

The Department of Special Education
Portland State University (OR)

Honorable Mentions

INfluence Student Potential and Increase Representation in Education (INSPIRE)
Rosalind Franklin University of Medicine and Science (IL)

Undergraduate Pre-Health Program
University of Colorado Denver, Anschutz Medical Campus (CO)

The programs recognized at the graduate level in this compendium provided the following significant services with evidence their efforts work for Latinos students.

- Create a **partnership** between two universities to offer primarily Hispanic and hardship case students a clear, pre-programmed pathway to complete a pharmacy degree and then return to work in the community.
- Sponsor **cohorts of teachers** and administrators from a public school district to pursue a master's or doctoral degree, and provide **tutoring, mentoring, advising**, travel awards for professional conferences, and tuition scholarships.
- Prepare future higher education/HSI leaders with a program that offers **online and hands-on classes**, practica, and connection to other institutions at a reasonable cost to students.
- Provide an international business program with Latino leadership and faculty dedicated to the **mentorship** of the student, thereby producing **future Latino faculty** who are able to contribute to economic growth.
- Diversify and prepare the special education teacher population to **differentiate language differences from language disorders** as well as to **respond in culturally appropriate ways** to the needs of minority students.
- Innovative work to **increase the number of Latino** and underrepresented students **in the biomedical and health professions**.



Cooperative Doctoral Program in Pharmacy

COLLEGE/UNIVERSITY

The University of Texas Pan American and The University of Texas at Austin

<http://www.utpa.edu/programs/pharmacy>

DESCRIPTION

Developed in 2001, The UTPA/UT Austin Cooperative Doctoral Program in Pharmacy (CDPP) encourages students from the Rio Grande Valley and Laredo regions of South Texas to pursue pharmacy as a career, and provides recruitment, training and retention of proficient pharmacists that understand the language and culture of the largely Hispanic South Texas community.

GOALS

The goals of the CDPP include the following: (1) address the pharmaceutical care needs of the underserved in the Rio Grande Valley and Laredo Regions; (2) nurture student interest in pharmacy as a professional career; (3) enhance the accessibility of a pharmacy education to students residing in the Rio Grande Valley and Laredo regions; (4) alleviate the shortage of pharmacists in the Rio Grande Valley and Laredo regions; (5) diversify the profession by educating more pharmacists who are sensitive to the unique needs of the region; and (6) research border health issues.

OUTCOMES

- The 12 CDPP students accepted annually represent a cross-section of the 89% Hispanic population of UTPA.
- Since 2001, the CDPP has graduated 68 PharmD trained pharmacists (first complete graduating class in 2007).
- Almost 81% of alumni have stayed to work in this area.
- For the past two years, 100% of students achieved success at their first attempt for Board licensure exams.
- The CDPP initiated a celebration of American Pharmacists Month in 2010. Local practitioners and pharmacy students established a pharmacist-led annual health fair and free flu vaccine clinic for the community, and administered all services.

KEY PERSONNEL

Lydia Aguilera, PharmD
Director, UTPA/UT–Austin Cooperative Doctoral Program
in Pharmacy
1201 West University Drive, E-RAHC 1.100.6
Edinburg, TX 78539
956-665-5221
aguileral@utpa.edu



Creating Latino Access to a Valuable Education Project (CLAVE)

COLLEGE/UNIVERSITY

Florida International University
<http://education.fiu.edu/worldsahead/clave.html>

DESCRIPTION

Beginning in 2009, the CLAVE project expands post-baccalaureate educational opportunities for, and improves the academic attainment of, Hispanic students. CLAVE, housed in the College of Education, is a collaborative between the College of Education (COE) at FIU and the Miami-Dade County Public Schools (MDCPS). CLAVE has provided tuition scholarships to three cohorts of Latino teachers and administrators seeking master's and doctoral degrees.

GOALS

The goal of the CLAVE project is to increase the number of Hispanic American education professionals earning advanced degrees and to enhance academic support services available in the COE to increase overall degree completion rates.

OUTCOMES

- The COE and MDCPS selected one cohort of Latino administrators to pursue a doctorate in Educational Administration and Supervision, as well as two cohorts of Latino educators to obtain a master's degree in Urban Education.
 - One cohort of 11 teachers has graduated with an Urban Education master's degree (92% completion rate), with an average GPA of 3.8.
 - A second cohort of 10 educators will graduate in April 2014 (100% completion rate).
 - The doctoral cohort of seven administrators is near the dissertation stage.
 - Qualitative feedback from the graduates includes improvements in their attitudes toward the urban child, increases in knowledge about working with diverse populations, and a commitment to self-reflection.
- A travel incentive program has been implemented to promote faculty-student collaborative research presentations at professional conferences, with over 25 travel grants funded.

KEY PERSONNEL

Delia C. Garcia, Ed.D.
Dean, College of Education
Florida International University
11200 SW 8th Street, ZEB 320
Miami, FL 33199
305-348-3202
garciaad@fiu.edu

Higher Education Administration & Leadership Program (HEAL)

COLLEGE/UNIVERSITY

Adams State University
<http://heal.adams.edu>

DESCRIPTION

The HEAL program helps to prepare the next generation of leaders for the nation's Hispanic Serving Institutions. The program serves the needs of future leaders who are already employed at entry and mid-level positions in higher education institution and offers students a rigorous course of study that combines online instruction with face-to-face residencies, and mixes conventional academic coursework with two hands-on practica at their home institution.

GOALS

The HEAL program aims to prepare higher education professionals to manage and lead in institutions of higher education, to enhance the success of the students they serve, and to provide high quality, reasonably priced graduate-level courses.

OUTCOMES

- The HEAL program is the only higher education program in the Western Interstate Commission on Higher Education's Western Regional Graduate Program (WICHE/WRGP), who require non-healthcare programs to meet criteria of distinctiveness and quality.
- Latino/as represent 58% of the total enrollment.
- Graduation and persistence is 81% overall, with Latino/as making up the vast majority of those that persist/complete (62%).
- HEAL students have 1) delivered 21 presentations at professional conferences; 2) received six awards/fellowships including NASPA Region IV West, Graduate Rising Star and Kika De La Garza Fellowship Program; 3) received 10-12 promotions/new positions; and 4) have assumed new responsibilities as a direct result of their learning in the HEAL program.

KEY PERSONNEL

Melissa Freeman, Ph.D.
Director, HEAL Program
Adams State University
208 Edgemont Blvd.
Alamosa, CO 81101
719-587-7934
mfreeman@adams.edu



Ph.D. in International Business

COLLEGE/UNIVERSITY

The University of Texas at El Paso (UTEP)
<http://business.utep.edu/degrees/PHD/>

DESCRIPTION

The Ph.D. Program is one of only about 25 such programs worldwide accredited by the AACSB International and is designed to prepare new generations of faculty from diverse backgrounds to meet critical research and teaching challenges projected in business and in particular, international business education.

GOALS

The objectives of the Ph.D. program are to provide opportunities to develop student competencies in research and teaching, and to prepare graduates for academic careers. Specifically, the goal is to prepare new generations of faculty from diverse backgrounds to enable them to meet critical challenges projected in business education across the United States, Mexico, and other countries.

OUTCOMES

- Latinos now represent 31% of all our graduates, a percentage that is five times higher than the percentage of Latino Ph.D.'s in the entire United States.
- The Latino students' retention rate for those entering the program since 2008 is 87%.
- The percentage of Latino graduates among all graduates rose from 29% in 2010 to 31% in 2012.
- Ph.D. students are trained to plan and execute high-quality research that is publishable in major scholarly journals.
- Ph.D. students attend national and international conferences, where they have the opportunity to present papers and network with scholars in their fields as well as in related fields. A total of 35% of the students who have attended these conferences are Latino.
- 100% of Latino graduates received a job offer or were employed by the time they graduated. Additionally, 100% of Latino graduates working in education do so in programs that are AACSB accredited or have an equivalent accreditation.

KEY PERSONNEL

Maria Fernanda Wagstaff, Ph.D.
Program Director, Ph.D. in International Business
The University of Texas at El Paso
500 W. University Ave.
El Paso, TX 79968-0539
915-747-5378
fwagstaff@utep.edu



The Department of Special Education

COLLEGE/UNIVERSITY

Portland State University
<http://www.pdx.edu/sped/special-educator-license-elementary>

DESCRIPTION

The Department of Special Education's (DSE) mission is to diversify the special education teacher population and special education teachers' responsiveness to Latino student's language and culture as well as exceptionality. Following the end of a federal grant that funded a Bilingual Special Education program (BiSped), the DSE integrated the components into the Special Education curriculum. Graduates from the federally funded BiSped program, 70% of whom were Latino, serve unique leadership roles in their school systems due to their knowledge base in differentiating language differences from language disorders.

GOALS

The DSE aims to: (1) prepare teachers so that they may reduce the disproportionate representation of minority and English Language Learner (ELL) students in special education; (2) mentor participants and alumni to increase retention of bilingual special education teachers; (3) provide professional development to students, alumni, and teams of school professionals.

OUTCOMES

- 30 bilingual participants have completed their special education licensure program.
- 20 participants have also completed a master's degree project related to special education and ELL issues.
- 100% of graduates are employed in high need schools.
- At the end of the grant funding, the program director developed an on-line graduate certificate program in multicultural special education to continue to prepare educators with these unique competencies.
- The special education licensure curriculum in the DSE has been revised to frame each course around equity issues including competencies in teaching ELL and other minority students.

KEY PERSONNEL

Julie Esparza Brown, Ed.D.
Assistant Professor
Portland State University
615 SW Harrison St.
Portland, OR 97207-0751
503-725-4696
jebrown@pdx.edu



INfluence Student Potential and Increase Representation in Education (INSPIRE)

COLLEGE/UNIVERSITY

Rosalind Franklin University of Medicine and Science
<http://www.rosalindfranklin.edu/ia/Development/CommunityRelation.aspx>

DESCRIPTION

Piloted in 2011, INSPIRE began in response to the low percentage of Latino/as obtaining advanced degrees (3%) nationally. INSPIRE is a pipeline program that provides Hispanic high school students the opportunity to engage in hands-on biomedical original research with faculty advisors and graduate student mentors, and embraces a collaborative approach to academic success by bringing high schools, community colleges, four-year institutions, and graduate schools together to jointly address this national issue.

GOALS

The objective of the program is to create a pipeline where student participants receive a stipend for their research each summer, thereby engaging students from underrepresented populations until they reach the long-term goal of obtaining an advanced degree in the biomedical and health professions.

OUTCOMES

Overall program effectiveness is measured in a variety of ways: school attendance, Grade Point Average (GPA), standardized test scores (ACT), matriculation into college, overall knowledge gained, and the tracking of individual and group progress.

- All students in the first cohort obtained perfect attendance at their respective high schools and obtained an average GPA of 3.2/4.0.
- Of those scheduled to matriculate into college, the first cohort had 100% advancement into higher education.
- Program participants are required to present (via Microsoft PowerPoint) their research to their peers at their respective institutions to encourage others to pursue a career in the health professions.
- The program's third cohort began this year, 2013, and has 10 students enrolled.

KEY PERSONNEL

Christine Lopez
Executive Director of Community Relations and Stewardship
3333 Green Bay Road
North Chicago, IL 60064
847-578-8786
christine.lopez@rosalindfranklin.edu



Undergraduate Pre-Health Program

COLLEGE/UNIVERSITY

University of Colorado Denver, Anschutz Medical Campus
<http://www.ucdenver.edu/InclusionAndOutreach>

DESCRIPTION

Beginning in 2006, the Undergraduate Pre-Health Program (UPP) offers summer paid opportunities for students in career exploration at the Anschutz Medical Campus from the Colorado School of Public Health, College of Nursing, School of Medicine, School of Pharmacy, Graduate School, and the School of Dental Medicine. Students have direct access to faculty, deans, and staff on the campus; the opportunity to work in both clinical and scientific research, and to shadow healthcare professionals; and receive coaching, tutoring, and exam review (i.e. MCAT, PCAT, DAT, GRE). Moreover, students receive assistance with graduate and professional school applications, letters of recommendations, personal statements, interview skills, mentoring opportunities, and post-graduate program opportunities.

GOALS

The objective is to produce competitive applicants from traditionally underrepresented populations for professional health programs by, (1) helping to increase the number of underrepresented individuals within the health care professions to reduce health disparities in Colorado, and (2) exposing students to health disparities and their impact on the underserved populations.

OUTCOMES

Overall, this program has assisted in increasing the enrollment of historically ethnic minority populations in health-related programs at the University of Colorado Denver, Anschutz Medical Campus.

- Twenty-five Latino students have completed the program. Of these students, 13 have applied and have been accepted into the following professional programs:
 - 1 Physician Assistant, 1 Graduate School (Public Health), 2 Dental Medicine, 3 Nursing, and 6 Medicine.
- Sixty-four out of the 175 UPP Scholar participants who have completed the program have been eligible to apply to professional programs/degrees and 74% of those who applied to graduate and professional programs have matriculated into professional programs.

KEY PERSONNEL

Dominic Martinez
Senior Director
13120 E. 19th Ave, Box A-049
Aurora, CO 80045
303-724-8003
dominic.martinez@ucdenver.edu

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 is supported by national and regional philanthropies, corporations and organizations including ACT, Bill and Melinda Gates Foundation, College Board, Ford Foundation, Kresge Foundation, W. K. Kellogg Foundation, Lumina Foundation, TG, Univision Communications, USAFunds, and individual donors.

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.



WE CAN SOAR TO NEW HEIGHTS TOGETHER AS ONE.

Southwest Airlines® proudly partners with those who are helping to shape our communities all across America. One good deed—when coupled with another and another and another—can truly make a positive difference in our daily lives.

BOARD OF DIRECTORS

Vasti Torres

Chair
University of South Florida

Norma Cantú

Vice Chair
University of Texas at Austin

Joseph Aguerrebere

Secretary-Treasurer
National Board for Professional
Teaching Standards (Former)

Sarita Brown

President
Excelencia in Education

Giselle Fernandez

Aspiration Asset Managers

Andrés Henriquez

Carnegie Corporation

Sara Manzano-Díaz

U. S. General Services
Administration

William Serrata

El Paso Community College

Belle Wheelan

Southern Association of Colleges and
Schools Commission on Colleges

HONORARY BOARD

Henry Cisneros

San Antonio, TX

Ivelisse Estrada

Los Angeles, CA

Henry Fernández

Indianapolis, IN

Ricardo Fernández

Bronx, NY

Arthur Levine

New York, NY

Gail O. Mellow

Long Island City, NY

George Muñoz

Washington, DC

Richard W. Riley

Greenville, SC

Excelencia in Education accelerates Latino student success in higher education by linking research, policy, and practice and by promoting education policies and institutional practices that support Latino student achievement. A national, not-for-profit organization, *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 engaged civic leadership. For more information, visit: www.EdExcelencia.org.



1717 N Street NW, 2nd Floor • Washington, DC 20036

www.EdExcelencia.org