

 **EXAMPLES OF**
iExcelencia!



WHAT WORKS FOR LATINO
STUDENTS IN HIGHER EDUCATION
COMPENDIUM

2017



EXCELENCIA IN EDUCATION ACCELERATES LATINO STUDENT SUCCESS IN
HIGHER EDUCATION BY LINKING RESEARCH, POLICY, AND PRACTICE.

THE FOLLOWING ORGANIZATIONS DEMONSTRATE THEIR BELIEF IN
THE ABILITIES AND TALENTS OF LATINO STUDENTS TO SUCCEED
IN HIGHER EDUCATION BY SUPPORTING
THE 2017 EXAMPLES OF EXCELENCIA



PHI THETA KAPPA
HONOR SOCIETY



Cover photograph is a Florida International University graduate.
FIU President Mark Rosenberg is a President for Latino Student Success.
Learn more: www.edexcelencia.org/excelencia-in-action/presidents

FOREWORD

Engaging and serving Latino students is a choice. The Examples of *Excelencia* initiative is designed to underscore this opportunity and to recognize educators, institutions, and community leaders intentionally and effectively striving for Latino student success.

Excelencia in Education launched Examples of *Excelencia* 12 years ago because we believe in the collective power of educators committed to Latino student success to reshape the national dialogue and to create the momentum for constructive change. To this day, Examples of *Excelencia* remains the only national initiative to recognize evidence-based programs across the country increasing academic opportunities and improving educational outcomes for Latino students in higher education. It continues to engage professionals who are on the front lines of addressing equity and student success within colleges, universities, and communities by leading with Latino students.

Increasing public awareness about what works for Latino student success, compelling positive action, and collaborating with those committed to student success is our continuing objective. We hold the annual *Celebración de Excelencia* in the nation's capital and present Growing What Works, a free online database, to showcase outstanding programs, and to elevate the goal of accelerating Latino student success to public prominence. Further, with this compendium of the 2017 Examples of *Excelencia* and finalists, you have a link to the growing community of professionals working to accelerate Latino student success. We invite you to learn about these effective practices, programs and strategies and to join forces with the *Excelencia* team and the educators profiled.

The rise of derogatory rhetoric about Latinos in certain circles only amplifies the need for our mission, and *Excelencia* in Education remains committed to staying the course. Cultivating awareness and knowledge, facilitating results-driven collaboration with educators, policy makers, grantmakers, and community leaders, and leveraging these assets for Latino student success across the nation will continue building the momentum to make a vital difference.

Together we will ensure America's future is enriched with the talents, skills, and contributions of greater numbers of Latino college graduates. *Excelencia* celebrates the effective efforts of the programs and communities recognized this year and all who remain committed to Latino student success.

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EXAMPLES OF EXCELENCIA OVERVIEW

Excelencia in Education remains committed to bringing attention to programs that serve Latino students in higher Education. Every year we announce a national call for nominations to help identify programs increasing Latino student success. This year, *Excelencia* received over 161 nominations from 25 states, the District of Columbia, and Puerto Rico. Programs that were nominated were asked to submit a profile of their program to share their stories of student success through data. *Excelencia* staff reviewed submitted profiles and selected a set of 19 finalists. All finalists programs are featured in this compendium for their work to serve students. This set of finalists was then forwarded to an external selection committee that includes funders, institutional leaders, and stakeholders in the success of Latinos in higher education.

SELECTION COMMITTEE MEMBERS

We would like to thank the following colleagues for their commitment to students and their help in selecting our Examples of *Excelencia*:

Member	Title	Organization
Alex Chough	Vice President for Government Relations	National Council for Community & Education Partnerships
Amber Garrison Duncan	Strategy Director	Lumina Foundation
Carlos Becerra	Government Relations	Florida International University
Demarée Michelau	Vice President for Policy & Research	Western Interstate Commission for Higher Education
Donna Ekal	Associate Provost Undergraduate Studies	University of Texas at El Paso
Estela López	Senior Associate	Excelencia in Education
Melissa Corrigan	Vice President, Social Impact	ACT
Rosita Ramirez	Director of Constituency Services— Education	National Association of Latino Elected & Appointed Officials Education Fund
Ryan Kelsey	Chief Advisor to the President	Achieving the Dream
Tia McNair	Vice President for Diversity, Equity, and Student Success	Association of American Colleges and Universities

All programs selected as Examples of *Excelencia* and finalists are included in this compendium. The compendium provides a snapshot of each program that includes:

Year: The duration of the program implies program sustainability

Issue area: Identifies the purpose of the program

Program focus: Recognizes the focus of the program

HSI: Whether or not the program is at a Hispanic Serving Institution (HSI) – Institutions (with the exception of CBO programs). HSIs are described as:

YES: Has at least 25% Latino undergraduate enrollment

NO: Does not have at least 25% Latino undergraduate enrollment

EMERGING: Has 15-24.9% Latino undergraduate enrollment

of Students: The number served shows the program's scale

of Latinos served: The number of Latinos helps show the population size of Latinos served relative to the program

Total budget: Helps demonstrate the overall cost of the program

The compendium provides a brief overview of programs, their mission and goals, and some of their evidence of effectiveness. These program overviews are not intended to be exhaustive, but provide insight into their efforts increasing Latino student success. To find out more about each program, please contact the key personnel listed at the end of each summary. Information on these programs along with others recognized through Examples of *Excelencia* is accessible online via our Growing What Works database (www.EdExcelencia.org/growing-what-works).

For 2017, the Examples and finalists had several of the following common characteristics or practices that illustrate their strategies to increase Latino student success:

- Institution wide change based on research and institutional trends.
- Provided undergraduate research opportunities.
- Replicated proven practices in their own communities.
- Used research-based strategies to recruit, prepare, retain, and propel Latino students to degree completion/workforce.
- Provided seamless pathways to degree completion.
- Provided support throughout various points of the student's academic career.
- Used early intervention techniques to address the student's needs as soon as possible.
- Encouraged parent and family participation in the student's education.

USING DATA TO TELL YOUR STORY

After serving the higher education community for a number of years, including time at the Department of Education under then president Bill Clinton, Deborah Santiago and Sarita Brown struggled to find organizations and policy focused on Latino students in higher education. In response to this, they founded *Excelencia* in Education in 2004 to provide data-driven analysis to inform policy and practice. In 2005, the organization launched *Examples of Excelencia* to bring attention to programs across the country that accelerate Latino student success using evidence-based practices. Through *Examples of Excelencia*, *Excelencia* in Education has recognized over 250 programs and shared program success stories through publications, presentations, and an online searchable database.

The programs featured in our annual compendium, *What Works for Latinos in Higher Education*, demonstrate innovative use of research-based programming and effectively serve Latinos through evidence-based practices. Through data, they ensure their practices work for Latino students. By setting attainable and measurable goals for students to reach, programs can measure their effectiveness based on the achievements of their students. An evidence-based practice uses data to show student success in ways unique to each program. Strategies that may work for students in one part of the country may not necessarily work for another group of students. Replicating research based programming is a great start, but successful programs use data to ensure that their services actually work.

While there are many programs that serve students, understanding how effective they are in serving specific populations is important. By comparing students being served in a program, to their peers that are not served, we have a sense of the impact programs have. It is also

important to compare students by race/ethnicity. Although we have seen strides in educational success for students of color, there still remain education and wage gaps between people of different race/ethnicities. Understanding what works for students based on their cultural and social backgrounds can help improve their success.

For *Excelencia* in Education, finding programs that work for Latino students and sharing their effective practices with other institutions, programs, and stakeholders helps us further accelerate Latino student success. As the fastest growing ethnic population in the country, it is important to find ways to support Latinos and propel America's future workforce forward.

To find other programs that use evidence-based practices to serve Latino students visit our Growing What Works database an online searchable database of programs using data to improve Latino student success (www.EdExcelencia.org/Growing-What-Works).

2017 EXAMPLES OF EXCELENCIA

The following four programs were selected by our 2017 Examples of *Excellencia* selection committee as the Examples of *Excellencia* in their respective category. Any one of the 19 finalists could have been selected as an Example of *Excellencia*. *Excellencia* in Education recognizes all finalist programs as evidence-based practices that work for Latinos in higher education.

ASSOCIATE 2017 EXAMPLE OF EXCELENCIA

Accelerated Study in Associate Programs (ASAP)

Bronx Community College – Bronx, NY

BACCALAUREATE 2017 EXAMPLE OF EXCELENCIA

Bachelor of Applied Science in Organizational Leadership (BASOL)

South Texas College – McAllen, TX

GRADUATE 2017 EXAMPLE OF EXCELENCIA

Preparing Undergraduates through Mentoring towards Ph.D.s (PUMP)

California State University, Northridge – Northridge, CA

COMMUNITY-BASED ORGANIZATION 2017 EXAMPLE OF EXCELENCIA

Waukegan to College (W2C)

Waukegan, IL

2017 EXAMPLE OF EXCELENCIA**Accelerated Study in Associate Programs (ASAP)**

Bronx Community College – Bronx, NY

By helping full-time students with financial barriers and creating structured pathways to degree completion, this program has redesigned the college and improved completion rates.

2017 FINALISTS

AlamoAdvise

Alamo Colleges – San Antonio, TX

A system wide advising model focused on early intervention that guides students through completion.

Focus on Student Success (FOSS)

Laredo Community College – Laredo, TX

This first-year success program helps incoming full-time, first-time students transition from high school to college through an innovative summer program and beyond.

Long Beach College Promise

Long Beach City College – Long Beach, CA

By creating a pathway to college as early as the 4th grade, and providing assistance with financial barriers, this program has increased access and support for student success.

Shark Path

Miami Dade College – Miami, FL

Academic advising throughout various stages of a student's college career has improved completion rates at this institution.

Transitional Bilingual Learning Community (TBLC)

Harry S. Truman College – Chicago, IL

This program prepares Latino English language learners for college coursework allowing them to study in English and increase their success in higher education.

Accelerated Study in Associate Programs (ASAP)

COLLEGE/UNIVERSITY:

Bronx Community College | Bronx, NY
www.asap.bcc.cuny.edu

Year established: 2007

Issue Area: Retention

Program Focus: Pathway/Pipeline

HSI: Yes

Current # of students served: 1,970

Current # of Latinos served: 1,280

Total Budget: \$5.9 million

DESCRIPTION AND HISTORY: Accelerated Study in Associate Programs (ASAP) was launched in 2007 with the purpose to improve the low graduation rates of City University of New York's (CUNY) Community Colleges. ASAP provides wraparound services to students selected at six CUNY community colleges. The ASAP expansion at Bronx Community College (BCC) is a redesign of an entire college through the expansion of a very successful program. About 90% of ASAP students receive full financial aid, and 85% enter the program with at least one developmental education need. The ASAP theory of action includes removing financial barriers for students who enroll full-time, providing structured degree pathways and comprehensive support services, establishing clear expectations for students, building community through early engagement, a cohort model, and block scheduling. It is the coordination of these features, within a clear degree completion context, that helps ASAP increase student success!

GOALS AND MISSION: Their mission is to graduate at least 50 percent of its students within three years. ASAP provides students with a battery of comprehensive services delivered with a clear degree completion strategy and guided by three principles: maintaining academic momentum, achieving a successful student integration in the institution, and removing institutional difficulties by building "guided pathways." The program objectives are: (1) To support full-time study and consistent credit accumulation, (2) To address financial and academic barriers to persistence and completion, (3) To foster a sense of community, and (4) To develop close advisor/student relationships by which students can develop academically, personally, and professionally.

EVIDENCE OF EFFECTIVENESS: The University ASAP office includes a full evaluation team that analyzes program outcomes and provides actionable data to each college unit. For each ASAP cohort, the evaluation team constructs a comparison group (CG) of comparable non-ASAP students. In addition, ASAP conducts yearly student surveys and focus groups. The program has established retention and graduation benchmarks as well as advisor/student meeting frequency benchmarks. Here are highlights that demonstrate the effectiveness of ASAP at BCC:

Retention

- Semester to semester: ASAP students = 93%, CG = 84%
- Year to year: ASAP students = 81%, CG = 66%

Graduation:

- Two year rate: ASAP students = 23%, CG = 7%
- Three year rate: ASAP students = 54%, CG = 18%

Transfer:

- Enrolled in Bachelor's program: ASAP students = 59%, CG = 50%
- Earned BA degree in six years: ASAP students = 27%, CG = 8%

Advisor/Student frequency:

- In Spring 2016 93% of students met with advisors four or more times

Student satisfaction:

- 98% of Spring 2016 survey respondents were very satisfied or satisfied with their advisors, and virtually 100% were very satisfied or satisfied with ASAP financial benefits.

Increased enrollment:

- ASAP at BCC is serving almost 2,000 students (20% of the total BCC student population). By 2018-19 BCC ASAP is expected to grow to serve 5,000 students or 50% of the college's population.

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AlamoADVISE

COLLEGE/UNIVERSITY:

Alamo Colleges District | San Antonio, TX
www.alamo.edu

Year established: 2014

Issue Area: Support Services

Program Focus: Institution wide change

HSI: Yes

Current # of students served across colleges: 44,747

Current # of Latinos served across colleges: 27,385

Total Budget: \$8.8 Million

DESCRIPTION AND HISTORY: The Alamo Colleges District is comprised of five colleges that serve approximately 60,000 students, of which 62% are Latino. A focus on increasing student success for their majority “minority” students, which reflects the community they serve, led to a redesign of the student experience. AlamoADVISE, an intrusive, intentional case management model, was launched to facilitate and support student transition from outreach to credential completion. The model requires certified advisors and students to meet at designated touch-points to monitor progress, identify challenges, and design strategies to maintain momentum to completion and transfer/employment. Advisors are trained in holistic advising to support the individual student needs, including developing individual success plans and implementing strategies to support Latino students who often face access and completion barriers. Throughout the journey, advisors celebrate each student’s achievement of milestones including completion of 15, 30, and 45 hours, and completion of certificates and degrees.

GOALS AND MISSION: Collaborative teaching and learning in advising empower diverse student populations to explore and navigate their academic/career pathways. Adoption of “advising as teaching” allows advisors to give students an advising syllabus outlining Student Learning Objectives (SLOs) and the student’s responsibility for success. The model is designed to provide a student with a personalized pathway through academic/career advising resulting in the completion of a credential. Program goals include:

1. Attaining a student to advisor ratio of 1:350 in five years
2. Ensuring each student has an assigned advisor by achieving a caseload of 99%.
3. Ensuring all advisors complete competency based training within one year of employment
4. Increasing fall to spring and fall-to-fall persistence
5. Increasing certificate/degree completion

“My advisor has been great; she’s helped me tremendously. Before having her as an advisor, I would say I was just, kind of, blindfolded, I just started taking classes, taking classes, but I didn’t really know where I was going, or what I was doing until she came into my pathway.”

MARIA LOPEZ

EVIDENCE OF EFFECTIVENESS: The program goals of advisor to student ratio, case loading, and advisor training have been met and are demonstrating positive results related to Latino student success in persistence and completion.

Student to advisor ratio of 1:350 within five years

- The advisor to student ratio prior to implementation was 1:900, within three years the program has attained a ratio of 1:358.

Advisor caseload of 99%

- The program has achieved a caseload rate of 99% each semester across the five colleges. Equity data confirms that the percentage of Latino students assigned to an advisor matches the 62% of Latino students enrolled.

All advisors complete a competency based training within one year of employment

- The program achieved this goal by meeting or exceeding the target in year one and year two. The total number of advisors trained and assessed to date is 117.

Increase fall-to-spring and fall-to-fall persistence

- Fall to spring persistence for all students remained fairly steady for the past three years, at 77.4% to 78.1%. Latino student persistence for that same period has also remained fairly steady but has exceeded that of all students at 78%
- Fall-to-fall persistence for the past three years has increased for all students from 56% to 58%

Increase certificate and degree completion

- Total degrees and certificates awarded between FY2013 and FY2016 have increased from 6,371 to 12,009, resulting in an increase over 88%. In that period, the percentage of Latino students completing a credential has increased from 56% to 62%.

POINT OF CONTACT

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Focus on Student Success (FOSS)

COLLEGE/UNIVERSITY:

Laredo Community College | Laredo, TX
www.laredo.edu/foss

Year established: 2012

Issue Area: Support Services

Program Focus: First Year Support

HSI: Yes

Total # of Students served: 400 (141 total students served in summer bridge)

Total # of Latinos served: 400

Total Budget: \$775,000

DESCRIPTION AND HISTORY: Focus on Student Success (FOSS), a Title V Cooperative Development Grant, is the result of years of teamwork. FOSS was created to provide students support in their crucial first year of college, setting the expectation for academic success, transfer, and graduation to pass gatekeeper courses at LCC. It includes a Summer Bridge experience, which focuses on academics, engagement, and financial literacy. Throughout the year students receive advising, tutoring, and mentoring. Since their second summer, the program has used a central theme based on popular culture, consistent use of media, and gamification has raised positive awareness and interest in the program. This year the *Game of Thrones* book and series was the theme of the Summer Bridge for the entire college. Based on strong results the practices have been embraced, emulated, and institutionalized.

GOALS AND MISSION: Their goal is to retain, transfer, and graduate students with a bachelor's degree. They look to four crucial components to improve post-secondary student success:

C1: Ensure student success at intake and transfer by establishing activities to bridge the transition from high school and to ensure a seamless transfer to a bachelor's degree.

C2: Increase student success in gatekeeper courses through enhanced student services and increased faculty development training.

C3: Develop and implement a Model Transfer Program to help students overcome barriers.

C4: Use data to improve decision making to reach goals and to document project and student success.

EVIDENCE OF EFFECTIVENESS: Tracking successful activities in the grant have prepared staff to gather and use information in decision-making. Students receiving services at the college and the university are now beginning to transfer and persist successfully.

- The first year, first attempt pass rates (A, B, C) in gatekeeper courses at LCC were at least 20% higher than for the general college population. By the third year pass rates were 90%-100%:

- **History 1301**

- FOSS 2015 pass rate: 90%, compared to 66% of a control group

- **Math 1314**

- FOSS 2015 pass rate: 100%, compared to 70% of a control group

- **English 1301**

- FOSS 2015 pass rate: 100%, compared to 71% of a control group

Persistence rates at LCC have increased:

- The program's 2012 baseline was 25%. The persistence rates for years 2013-2015 were 70%, 83%, and 85% respectively.

Transfer rates have increased:

- From cohorts I-II: 38/80 students have transferred thus far, a 47% transfer rate compared to the 14% baseline.

- For cohort III, 46 new students participated in FOSS activities. The fall-to-fall retention rate was 83% (38/46). The retention rate exceeded the baseline of 25%.

Due to the success of FOSS Summer Bridge, the same format is going to be used with a recent STEM grant at the institution. The summer bridge component will now be offered institution wide.

POINT OF CONTACT

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Long Beach College Promise

COLLEGE/UNIVERSITY:

Long Beach City College | Long Beach, CA
www.longbeachcollegepromise.org

Year: 2008

Issue Area: Support Services

Program Focus: Scholarship; Pathway/Pipeline

HSI: Yes

Total # of students served: 8,400

Total # of Latinos served: 4,536

Total Budget: \$1,400,000

DESCRIPTION AND HISTORY: A partnership between Long Beach City College, the local school district, and university partners began with the philosophy that together their institutions can improve college preparation, increase college access, eliminate financial barriers, create curriculum alignment, and increase college completion while closing the achievement gap. The Long Beach College Promise provides 4th grade tours to Long Beach City College, signing of a college-going pledge in the 6th grade, summer bridge services to local high school students, priority enrollment and additional student services, one year of free tuition at Long Beach City College, and ongoing development of curriculum and career pathways and other partnership components designed to better manage student data, eliminate cross-institutional barriers, and ultimately increase student success.

GOALS AND MISSION: Through institutional collaboration, system alignment, structured educational pathways, elimination of traditional barriers, and community-wide engagement, all Long Beach area students can have the opportunity to attend and complete college while directly benefitting the regional and state workforce and economy. Specific goals include:

1. Provide world-class education from preschool to graduate school,
2. Increase the percentage of Long Beach Unified School District students who are prepared for and attend college directly from high school,
3. Increase the percentage of Long Beach City College students who earn degrees and/or career and technical certificates,
4. Increase the percentage of Long Beach City College students who successfully transfer to CSULB or another university and,

5. Increase the percentage of CSULB students who graduate with a Bachelor's Degree.

EVIDENCE OF EFFECTIVENESS: Of all Promise Pathways students, 60% are Latino. Since 2008 the program has conducted 54,000 4th grade tours, provided 5,609 first-semester or first-year tuition scholarships, and enrolled 6,472 total Promise Pathways students. Data from the first cohort of Promise Pathways students allows for the tracking of longer-term outcomes and shows that after four years they have achieved educational milestones at higher percentages than their matched comparison groups.

The Success of promise pathway students vs. a matched cohort:

Completion of transfer math

- 37% vs. 29%

Completion of transfer English

- 62% vs. 43%

Transfer preparedness status

- 28% vs. 21%

Degree completion

- 12% vs. 7%

Any completion (degree, certificate, transfer-prepared, or transfer)

- 31% vs. 27%

Comparing Latino students to non-Promise Pathways peers:

- Successful completion of transfer-level math occurred at a rate of 23% (Latino students) to 14% (matched comparison)
- English completion, the rate of success is 56% (Latino students) to 28% (matched comparison).

POINT OF CONTACT:

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MDC's Shark Path

COLLEGE/UNIVERSITY:

Miami Dade College | Miami, FL
www.mdc.edu

Year: 2012

Issue Area: Retention

Program Focus: Institutional Change; Pathway/Pipeline

HSI: Yes

Pre-College Advisors assisted: 43,573 students

Total number enrolled and matched with First year advisors: 27,328

Total Budget: \$ 3 million/year

DESCRIPTION AND HISTORY: Campus teams analyzed student data, conducted surveys and focus groups, and identified barriers to student success that included unstructured student pathways, too many academic choices, misaligned support, and unclear or inconsistent information. The results showed that they needed to redesign programs and supports to help more students complete a degree or certificate and increase graduation rates. As a result, they created "Shark Path," an intentional weave of strategies, programs, activities, and interventions that guide students at every stage of their journey from admissions to completion of a credential and transition to the next stage—entry into a baccalaureate program or the labor market. The guided pathway integrates a three-tiered (pre-college, first year, and college mentoring) model of advising using a case management proactive approach. Pre-college advisors (PCA) engage students early and encourage their attendance in college while forming connections with MDC. Once enrolled, during mandatory orientation, new students become acquainted with their assigned First Year Advisor (FYA), who during the first term, provides career exploration and, in conjunction with the student, develops an Individualized Academic Plan using the Course Sequence Guides. Once 25% of students' classes are completed, they are assigned a college mentor, who is a faculty or department advisor, who provide guidance on internships, career options, and/or transfer to a four-year institution while focusing on persistence and completion.

GOALS AND MISSION: The program has two complementary goals: transformative change in the student experience to increase progression and completion, and increased organizational capacity for innovation and improvement to sustain this change. The Shark Path steps to success for students consist of:

1. Completing admissions application and financial aid;
2. Attending mandatory orientation;

3. Completing a career assessment and declaring program of study;
4. Completing English, math, and a first-year experience course during the first term;
5. Completing an Individualized Academic Plan during the first term; and
6. Reaching milestones to stay on track to completion within less than three years.

Overall, Shark Path seeks to increase enrollment of new students each fall, successful completion of English and math, fall-fall retention, and 150% completion rates.

EVIDENCE OF EFFECTIVENESS: Shark Path has seen an increase in gateway math and English completion for all students. Of students entering the 2010 fall term, only 30% passed math, and 46% passed English.

In 2015, by the end of their first term, 94% of Hispanic students declared a program of study. Students were also able to improve the following:

Math pass rates

- Have increased to 42%

English Pass rates

- Have increased by 62% for English.

Average Hispanic Fall-to-Spring and Fall-to-Fall retention rates:

- 91% compared to 75% of Hispanic students not served by the program, and 69% of white students not served by the program.

Achievement of sophomore status

- Increased from 12% to 17%.

Increase in Hispanic applicants

- From 9,106 in Fall 2012 to 12,160 in Fall 2015

Increase in Hispanic enrollment

- From 6,181 in Fall 2012 to 7,227 in Fall 2015

Completion rates at 150%

- Have increased from 31% of Hispanic students in 2012 to 36% of Hispanic students in 2015

POINT OF CONTACT

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Transitional Bilingual Learning Community (TBLC)

COLLEGE/UNIVERSITY:

Harry S. Truman College | Chicago, IL
www.ccc.edu/colleges/truman/departments/Pages/Transitional-Bilingual-Learning-Community.

Year: 2002

Issue Area: Retention

Program Focus: Bilingual/ESL, Learning Community

HSI: Yes

Total # of students currently served: 93 (409 since 2012)

Total # of Latinos currently served: 93 (409 since 2012)

Total Budget: \$2,000

DESCRIPTION AND HISTORY: The Transitional Bilingual Learning Community (TBLC) program was launched in response to the urgent need to assist immigrant students with limited English proficiency to transition into college. The program prepares Latino English language learners (ELL) for college-level courses taught in English within two semesters. They recruit recent high school graduates from Chicago Public Schools as well as students currently at Truman College completing GED requirements or non-credit bearing ESL courses. The program consists of two phases:

Phase 1: A two-semester, full-time college credit initiative designed to transition Latino ELLs into college-level courses, utilizing a learning community cohort model to provide students with financial, bilingual, and academic support and services.

Phase 2: Students participate in “after-first-year” academic support services and activities designed to increase student persistence, graduation, and/or transfer. Students continue to receive academic advising, career, and transfer information from their TBLC college advisor who remains assigned to them.

For the last six years, TBLC has conducted an annual scholarship fund drive that awards 10 students with scholarships. TBLC students are regularly involved in community activities (e.g. Parent Seminars, recruitment visits to high schools, etc.) that support the development of leadership, teamwork, and bicultural/bilingual identity. This involvement has led to student creating groups such as Latinos United (LU), which is annually recognized as the most active club on campus, and the creation of an alumni group to support the TBLC program and its students.

“The TBLC experience was my catalyst and continues to be the backbone to my success. I learned to be a leader, a good friend, and a good student while under the guidance of the TBLC team, who continue to be part of my family. They saw potential in me as an 18-year old that was unsure of what path to take. That potential was nurtured, and I was continuously encouraged to take risks and be confident in my abilities.”

DAISY CONTRERAS

GOALS AND MISSION: To provide Latino ELL of Truman College the best opportunity to acquire solid academic skills and knowledge, to be part of a supportive community of students and faculty, and to develop self-confidence and leadership. TBLC aims to:

1. Increase the enrollment of Latino ELL through a strong recruitment network;
2. Build and strengthen the students’ academic English language skills and knowledge;
3. Promote the culture of higher education while supporting the students’ bilingual identities and experiences;
4. Increase the number of Latino students completing associate degrees by at least 50%;
5. Build the TBLC student community beyond the first year encouraging students to participate in the Latinos United Club and the TBLC Alumni; and
6. Develop an array of fundraising events led by TBLC students and the teaching team to provide at least 20 scholarships each year.

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EVIDENCE OF EFFECTIVENESS: Since 2002, 409 Latino students have participated in the TBLC program, 65% self-reported that they were born outside the United States (22% born in U.S.)

Over the past 15 years:

- TBLC students have an average Phase I completion rate of 84%
- TBLC students in Phase II are recording an average persistence rate of 63% and an average GPA of 2.85
- Including academic year 2017, 209 TBLC students in total have earned or will earn an associate degree, certificate and/or transferred to a four-year university
- Nearly 83% of the TBLC students that earned an AA/AS degree graduated with honors.
- In fall 2013, a 2nd TBLC cohort was formed focused on STEM (Science, Technology, Engineering, and Math) fields and had a 90% Phase I completion rate.

Between 2007-2016:

- 53% of TBLC students earned a degree or certificate by Summer 2016, compared to 29% of non-TBLC students
- 40% of TBLC degree completers transferred by summer 2016
- 83% of TBLC students passed ESLING-99 on their first try compared to 60% of non-TBLC students
- 86% of TBLC students returned the semester following ESLING-99 compared to 80% of non-TBLC students
- 48% of TBLC students earned an Associate's degree by summer 2016, compared to 21% of non-TBLC students

POINT OF CONTACT

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2017 EXAMPLE OF EXCELENCIA

Bachelor of Applied Science in Organizational Leadership (BASOL)

South Texas College – McAllen, TX

This competency-based degree program accelerates degree completion and helps students enter the workforce with new skills.

2017 FINALISTS

Center for English Language Acquisition and Culture (CELAC)

Saint Peter's University – Jersey City, NJ

First year writing courses and support services increase student writing skills and success in future coursework.

Hispanic Mother-Daughter Program

Arizona State University – Tempe, AZ

By increasing the involvement of Latina mothers in their daughter's education, this program helps Latinas access and complete a four-year degree.

Science Bound

Iowa State University – Ames, IA

With a focus on STEM, this program engages with high school students and creates a pipeline through four-year degree completion and beyond.

Students Transitioning to Engaged and Motivated (STEM) Success

California State University, Stanislaus – Turlock, CA

This program offers a summer bridge component that leads to continued support while students pursue degrees in STEM fields.

Bachelor of Applied Science in Organizational Leadership (BASOL)

COLLEGE/UNIVERSITY:

South Texas College | McAllen, TX
www.bachelors.southtexascollege.edu/org/

Year: 2014

Issue Area: Access

Program Focus: Workforce

HSI: Yes

Total # of Students served overall: 450

Total # of Latinos currently overall: 405

Total Budget: \$949,000

DESCRIPTION AND HISTORY: The Bachelor of Applied Science in Organizational Leadership (BASOL) was developed as an innovative, affordable, accelerated, and accessible competency-based degree program. Students can receive college credit for courses they've already taken and skills they have developed through their work and life experiences. This accelerated time to degree completion along with a flat tuition of \$750 makes this an affordable program that can be completed quickly under \$15,000. Classes are offered in hybrid & online formats and are held through seven-week terms offered year round. It is focused on 21st-century skills: knowledge of human cultures and the natural world, intellectual and practical skills, personal and social responsibility, and integrative and applied learning. BASOL employs a full-time academic coach to engage in ongoing case management while students pursue their degrees.

GOALS AND MISSION: The overall mission of this program is to increase the number of students who have access to and complete an accredited bachelor's degree. To achieve this mission, the program focused on:

- **Affordability:** The cost is much less than that of traditional four-year programs
- **Accreditation:** the competency-based model enables students to receive credit for previous coursework, as well as military and work-related training
- **Accessibility:** all courses have an online option, which facilitates greater convenience and accessibility.

The program enables students to become more competitive in the job market and/or successful in graduate programs.

“I don't see anyone not benefitting from this program... STC has so many opportunities there is no excuse to not go back [to school]. I recommend this program to anyone that will let me talk about it! As a Latina, this program has given us so much... It makes us more confident, stronger, and more supported by our community to know that STC is offering these opportunities to us.”

LUISA RAMOS

EVIDENCE OF EFFECTIVENESS: The BASOL program continues to grow and serve an increasing number of students. The first cohort was established in spring of 2014 and consisted of 48 students, 90% of whom were Latino. As of May 2017, this number increased to 450 students (92% Latino).

Time-to-completion:

- On average, 87% of students who graduate from the BASOL Program complete all coursework within three years.

Program completion:

- A total of 191 students have graduated from the BASOL program, nearly 300 were projected to complete by May of 2017. Of those graduates, 20% are enrolled in master's programs, and 87% are employed in education, business, and service industries.

The primary reason students had for pursuing a Bachelor's degree was to move upward in their current place of work; 65% reported a promotion within their current organization after completing the program.

POINT OF CONTACT

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Center for English Language Acquisition and Culture (CELAC)

COLLEGE/UNIVERSITY:

Saint Peter's University | Jersey City, NJ
www.saintpeters.edu/celac

Year: 2011

Issue Area: Academic Program

Program Focus: Bilingual/ESL, First Year Support

HSI: Yes

of Students: 176

of Latinos: 139

Total Budget: \$10,000

DESCRIPTION AND HISTORY: In 2010 the University received a grant to narrow the gaps in GPAs, retention, and graduation rates, and improve college access for Latino students. The grant funded The Romero Project with six connected strategies to reach its goals. This included the creation of CELAC to address the needs of their culturally and linguistically diverse students. All students in the program are required to take the first year writing courses at CELAC to give students a cocoon where they can grow during their first year of college. Students are then prepared for other writing classes at the University and are encouraged to continue to utilize CELAC's resources throughout the rest of their college career through tutoring and mentoring. In the summer, the program offers free college preparatory classes. In the fall, workshop contests are held where students utilize "translanguaging" to relate their identities and/or journeys to the U.S. In the spring, there is a multicultural symposium where students present research papers about oppression in different parts of the world. There are also Keynote speakers from different backgrounds that stress how bilingualism helped them in their careers.

GOALS AND MISSION: The mission of CELAC flows from the University's mission to "educate a diverse community of learners to excel intellectually, serve compassionately, lead ethically and promote justice." The program goals and related students' needs aim to increase the retention and academic performance of Hispanic and other low-income or minority undergraduate students. CELAC helps give students the confidence they need to reverse any stigmas the students might have about being bilingual. Additionally, they offer tutoring services for international or "Generation 1.5" graduate students.

“Prior to attending college, I was unsure what my new educational environment would be like. However, when I arrived at CELAC, I immediately entered a welcoming environment. During my first semester of college, I experienced how CELAC provides a safe and empowering space for bilingual students. In a brief time, my writing skills greatly improved, and I was inspired to write an essay about the languages I speak in relation to my identity. Little did I know that a class assignment would lead to my first non-federal work-study position, open doors for networking with other students and professors, and even get published by my school's literary magazine, the Pavan. CELAC has taught me to believe in myself as much as the entire staff believes in their students.”

**UNDOCUMENTED, FIRST GENERATION
LATINO STUDENT**

EVIDENCE OF EFFECTIVENESS: CELAC has seen an increase in students served with only 27 students starting in Fall 2012 to their current number of 176 students. The University has formally institutionalized key aspects of the grant to ensure that the success of the program will be maintained and improved. Key benchmarks exceeded by the grant include:

Growth in undergraduate Latino students

- From 28% of the student population to 40%

Increases in Latino first-year retention

- From 71% to 85%

Increases in Latino six-year graduation rates

- From 41% to 48%

Increases in Latino first-year GPA

- From 2.5 to 2.68

POINT OF CONTACT

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Hispanic Mother-Daughter Program

COLLEGE/UNIVERSITY:

Arizona State University | Tempe, AZ
<https://eoss.asu.edu/hmdp>

Year: 1984

Issue Area: Access

Program Focus: Females/Latinas, Parental/Family Engagement

HSI: No

Total # of Students currently served through pipeline: 495

Total Budget: \$142,267

DESCRIPTION AND HISTORY: The Hispanic Mother-Daughter Program (HMDP) was founded to increase the number of minority, first generation, and low-income students that enter higher education. Since its inception, it has expanded from a one-year to five-year program that recently began accepting male students and fathers. (Planning is underway to launch a one-day Male Empowerment Conference.) HMDP has served 2,285 parent-student teams for a total of 4,570 participants. Partnerships with K-12 school districts helps decrease program attrition rates and allows for in-school case management style mentorship by program staff. HMDP serves families from over six high school districts and has specific agreements with two districts. Of program participants, 73% are on free/reduced lunch, 99% identify as Hispanic, and 93% of parent participants have an education level of a high school diploma/GED or less. The program structure incorporates mentoring, parent involvement, and early outreach. The program begins in the 8th grade and aims to increase participant cultural and social capital to promote college readiness and success. Cohorts attend workshops at the Arizona State University (ASU) Tempe campus. They also participate in 1:1 mentoring sessions that focus on college readiness and career exploration.

GOALS AND MISSION: HMDP is designed to increase the number of first-generation Arizona students qualified and prepared to enter higher education through direct family involvement. The program goals are to:

1. Increase retention in the five-year program;
2. Increase high school graduation rates of Arizona students;
3. Increase the number of Arizona high school students who meet the Arizona Board of Regents university admissions requirements;
4. Increase post-secondary education matriculation rates for first-generation, low-income students who are underrepresented in higher education; and

“I am the youngest of four, and my mom didn’t receive a formal education beyond 3rd grade...she felt like she finally understood the high school and college process when we went through it together in HMDP. When I graduated high school, for her, it felt like she had too.”

ASU HMDP ALUMNAE

5. Increase post-secondary education retention rates of first-generation students who are underrepresented in higher education at ASU.

EVIDENCE OF EFFECTIVENESS: HMDP participants mostly consist of students who attend Mesa Public Schools and the Phoenix Union High School District. As of 2015, the college-going rate for this district averaged 47%, for all Arizona public/charter schools it was 53%.

HMDP high school student data:

- HMDP retains 80% of the 8th grade cohort to their 12th grade year.
- 100% of HMDP 12th-grade students graduate high school in four years compared to the overall four-year Arizona high school graduation rate of 78% and 72% for Hispanic students.
- 85% of HMDP 12th-grade students meet ABOR requirements at the time of graduation versus 47% of high school students and 34% of Hispanic students not in the program.
- 73% of HMDP graduates attend an institution of higher education directly after graduation.
- 60% of HMDP graduates will attend a four-year university directly after graduation.
 - Of these students, 45% will enroll at ASU.

Retention of ASU students

- 76% of incoming freshman persist to their second year
- 56% of ASU HMDP students will graduate in four years or less, 71% will graduate in six years.

POINT OF CONTACT

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Science Bound

COLLEGE/UNIVERSITY:

Iowa State University | Ames, Iowa
www.sciencebound.iastate.edu/

Year: 1990

Issue Area: Access

Program Focus: Mentoring, STEM

HSI: No

of Students: 572

of Latinos: 347

Total Budget: \$1.55M

DESCRIPTION AND HISTORY: Piloted in 1988, Iowa State University (ISU) Science Bound (SB) addresses the national need for a diverse technical workforce by increasing the number of underrepresented minorities (URMs) in STEM fields. Formally launched in 1990, SB was replicated at Purdue University in 2001 and expanded to two rural Iowa communities in 2005 and 2007. SB is a nine-year, STEM development program preparing pre-college URMs to earn bachelor's degrees and pursue careers in technical disciplines. SB identifies middle school students with a propensity for math/science and supports them through their earning a bachelor's degree in STEM. SB engages high school seniors/parents in college enrollment workshops. After high school, SB offers four-year tuition scholarship for students; dedicated bilingual and bicultural staff trained in STEM student development; a college onboarding retreat focused on academic support and peer mentoring; weekly seminars connecting first-year students to university resources; developing college study skills, and acclimating them to a predominantly white institution; dedicated study space, free printing, and tutoring. Sophomore/senior seminars develop students' knowledge and career planning strategies to secure research experiences, internships, and employment. SB is intentionally inclusive in making sure Latino students' cultural assets are incorporated, and resources are provided regarding immigration status. SB uses inclusive language when interacting with Latino students/families (i.e., parent letters in Spanish and English, and interpreters for Spanish-speaking families). SB partners with community and university professional Latino organizations and involves Latino STEM role models to participate in SB events.

GOALS AND MISSION: The mission of Science Bound is to create and operationalize pathways for racially and ethnically diverse youth to prepare for and excel in technical fields. Its goals are to:

1. Develop strong and positive academically-influential relationships with students and families,
2. Develop and maintain dynamic learning environments where racially and ethnically diverse youth pursuing and excelling in STEM (and academics in general) is normal, expected, supported, nurtured, promoted, and encouraged among all stakeholders,
3. Provide students with personally engaging experiences with STEM content,
4. Raise teachers' expectations of SB students' academic abilities and career aspirations,
5. Increase SB families' knowledge of the college-going process and their social capital related to college access, and
6. Equip students with the academic knowledge and skills to navigate higher education.

EVIDENCE OF EFFECTIVENESS: More than 2,000 students have benefitted from SB, and 504 students have earned four-year STEM tuition scholarships. Once selected for SB participation, students must engage in SB and meet academic standards each semester. A student is released from SB if the requirements are not met.

Of those who complete the pre-college program:

- 96% enrolled in post-secondary education immediately after high school (80% in four-year colleges)
- The 2015-2016 SB retention rate was 94%
- 100% of the class of 2017 is college-bound immediately after high school and 160 students (90%) of the class of 2016 enrolled directly to ISU in fall 2016 58% are Hispanic/Latino.

Since 2000:

- 138 SB students have graduated from ISU (61% Latino)
 - 72% of the graduates were in STEM fields.
- The six-year graduation rate for SB Latino students was 73%.

Higher than the university overall graduation rate of 64% and 61% for the 2005, 2006 entering classes, respectively (most recent data available).

POINT OF CONTACT

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Students Transitioning to Engaged and Motivated (STEM) Success

COLLEGE/UNIVERSITY:

California State University, Stanislaus | Turlock, CA
www.csustan.edu/STEM-success

Year: 2011

Issue Area: Retention

Program Focus: STEM

HSI: Yes

of Students: 1,200

of Latinos: 595

Total Budget: \$1.2 million

DESCRIPTION AND HISTORY: The STEM Success program helps first-generation and/or financially disadvantaged students successfully complete undergraduate STEM degrees. It grew out of a 2011 HSI grant-funded program that supported over 1,500 STEM majors (including 660 Hispanics) with a comprehensive array of services. These services include STEM-specific, coordinated articulation with two community colleges, and The Commons, a gathering area for the STEM campus community, staffed with student tutors. Additionally, Hispanic students engaged in travel to conferences, monthly student meetings, and mentoring and research with STEM faculty. Practices include: student research, faculty mentoring, conference travel continue, peer mentoring, a summer experience for incoming STEM freshmen and transfer students, and a first-year general education course specifically for STEM majors. There is also an increased emphasis on developing non-cognitive skills during the first two years students spend on campus. Articulation efforts have expanded to 10 community colleges.

GOALS AND MISSION: STEM Success aims to engage Hispanic, underserved, and low-income STEM undergraduates in comprehensive, year-round programming to improve retention, persistence, and graduation. Transfer articulation with regional community colleges will be strengthened and expanded, resulting in seamless, successful transfer so that more students can move on to Stanislaus State, and arrive better prepared to complete their STEM degrees. Specific goals include:

1. Increasing the number of Hispanic, underserved, and low-income students who transfer to Stanislaus State to pursue a STEM degree;
2. Improving retention within STEM majors and the institution,
3. Reduce the time to degree completion, and
4. Increase the number of students who graduate with a STEM degree.

EVIDENCE OF EFFECTIVENESS: A propensity score analysis compared service recipients (the majority of whom were Latino) to non-recipients. Service recipients who entered Stanislaus State as freshmen had significantly ($p < .05$) higher cumulative GPAs after one and two years on campus; significantly higher persistence in STEM after two, three, and four years on campus; and significantly higher five- and six-year STEM degree attainment rates. Transfer students that received services had significantly higher persistence after one and three years on campus than transfer students who did not receive services. A tree analysis was conducted to identify subgroups of students who benefited most from their services. Services within the first two years were beneficial for any student who required English remediation, 88% STEM retention, compared to 42% STEM retention for non-recipients. English remediation is required for 41% of Latino STEM freshmen at Stanislaus, but only 34% of non-Latino STEM freshmen.

Data specifically on Hispanic STEM majors:

- Freshmen grew from 74 total at the start of the program (43% of incoming STEM majors) to 118 last year (54% of STEM majors).
- Transfers increased from 33 students to 59 students
- Transfers completed 64% of their major prerequisites compared to a 23% baseline
- Passed an average of 85% of the units taken in their first year on campus compared to the 78% baseline.
- The average GPA increased from 2.80 to 2.93
- Students who participated in at least one program service during their first two years had a two-year STEM major retention rate of 70%, while the rate for Hispanics who did not participate was only 49%.
- Last year 64 total Hispanic students received STEM degrees, compared to only 38 when the program began.
 - This 68% increase is much greater than the 11% growth in non-Hispanic STEM degrees.
- Hispanics now comprise 34% of all STEM graduates at Stanislaus State, higher than the CSU average (21%).

POINT OF CONTACT

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2017 EXAMPLE OF EXCELENCIA

Preparing Undergraduates through Mentoring towards Ph.D.s (PUMP)
California State University, Northridge – Northridge, CA

Focused on mathematical sciences, this program supports students as they pursue Ph.D.s.

2017 FINALISTS

Mathematical and Theoretical Biology Institute
Arizona State University – Tempe, AZ

A national program that recruits students across the country interested in pursuing Ph.D.s in fields that require mathematical, computational, and modeling skills.

McNair Scholars Program
University of Central Florida – Orlando, FL

This program prepares undergraduates students for master's programs and walks them through the application process.

PUMP: Preparing Undergraduates through Mentoring towards Ph.D.s

COLLEGE/UNIVERSITY:

California State University, Northridge (CSUN) | Northridge, CA
www.pump-math.org

Year: 2005

Issue Area: Academic Program

Program Focus: Career/Workforce, Institutional Change

HSI: Yes

of Students: 48

of Latinos: 26

Total Budget: \$300,000

DESCRIPTION AND HISTORY: Preparing Undergraduates through Mentoring towards Ph.D.s (PUMP) started at CSUN to increase the number of URM students who enter Ph.D. programs in the mathematical sciences. Program Activities include summer and winter institutes, weekly seminars, and research projects. In 2013, they received an NSF Workforce grant to extend PUMP to the other nine CSU campuses in California. In this recent version, PUMP students go through a residential and intensive summer program in their transition from lower to upper division courses and undertake research in their senior year. A learning community is formed in the residential program. PUMP now has a vast network of previous students who serve as role models and mentors. Current students familiarize themselves with the process of applying and attending graduate school by connecting with previous PUMP students. The role model becomes a mentor creating an environment that promotes crucial support from within the community. In 2016, the program began recruiting students that are expected to graduate in two years. These students participate in advanced courses to prepare for graduate programs or go directly to Ph.D. programs.

GOALS AND MISSION: PUMP's overarching goals are to create a doctoral culture and an environment that encourages and prepares students to pursue graduate study. They also work towards increasing the number of Hispanic/Latino students who enter Ph.D. programs in mathematical sciences. PUMP's long-term goal is to serve as a model for institutions interested in increasing Hispanic/Latino Ph.D.s.

“I started the program without a clue about what I wanted to do with my future in mathematics, ... I find myself feeling inspired, excited and even capable of anything the future has to offer; and most importantly now, I feel that I have a sense of direction.”

ANGEL MACIAS

EVIDENCE OF EFFECTIVENESS: Between 2007 – 2012, a total of 29 students have gone on to Ph.D. programs. Several students have completed their program and gone on to successful careers. According to the NSF/Division of Science Resources statistics for the period 1996-2000 only one CSUN math baccalaureate completed a Ph.D. program in that period.

In 2013/2014, PUMP served 25 seniors, 54% of participants were Hispanic/Latinos.

- 21 entered graduate programs, of those nine have entered Ph.D. programs

In 2014/2015, PUMP served 37 seniors, 50% were Hispanic/Latinos.

- 28 entered graduate programs, of those 10 entered Ph.D. programs

In 2015/2016, PUMP served 18 seniors, 58% were Hispanic/Latinos.

- 15 entered graduate programs, of those four entered Ph.D. programs

In 2016/2017 PUMP served 28 seniors, 53% were Hispanic/Latino

- 24 entered graduate programs, of those nine will enter Ph.D. programs

Since 2014, 31 Hispanic/Latino students have entered a master's program and 18 Hispanic/Latino students entered Ph.D. programs, a total of 49 students.

POINT OF CONTACT

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Mathematical and Theoretical Biology Institute

COLLEGE/UNIVERSITY:

Arizona State University | Tempe, AZ
www.mtbi.asu.edu

Year: 1996

Issue Area: Access

Program Focus: Mentoring, Undergraduate Research

HSI: No

of Students: 456

of Latinos: 176

Total Budget: \$450,000

DESCRIPTION AND HISTORY: The Mathematical and Theoretical Biology Institute (MTBI) is embedded in Arizona State University's (ASU) Simon A. Levin Mathematical, Computational and Modeling Sciences Center to connect the center's education-through-research mission directly to trans-disciplinary undergraduate and graduate programs in the mathematical sciences. MTBI recruits Under Represented Minorities (URM), women, and individuals with limited STEM opportunities from across the country to careers in the mathematical sciences by providing an intensive research experience of student-driven research where participants actively contribute to setting the research agenda. Students are exposed to advanced topics in applied math to prepare them to do quality research, and familiarize them with tools essential for success. Through these research activities, MTBI aims to increase the number of Ph.D.s from underrepresented U.S. populations in fields where mathematical, computational, and modeling skills play a critical role. This program exposes current undergraduates from various institutions across the country to scientific research by letting them address relevant questions in theoretical biology. Their success is measured directly by the quality of their students' technical reports, and by their acceptance to and completion of graduate school. The programs keep in contact with students not only during the program but also throughout their graduate education and well into their careers to continue to provide support, mentorship, and community.

“Transitioning to a new field was challenging for me, but so was learning mathematical biology for the first time at MTBI, which required a strong understanding of biology as well as advanced computational and mathematical skills — techniques that I didn't have beyond the basic levels at the start of MTBI. During MTBI, I learned that there were a lot of things that I didn't know and in consequence, I learned how to collaborate with my peers and mentors in different fields, and to ask lots of questions. I learned that through hard work and perseverance as well as a supportive environment and good mentorship, solving real-world problems are achievable even if I didn't “feel” like I was the most prepared for it, or experienced the “imposter syndrome,” a lesson that I still remember as I make career transitions.”

DR. ANARINA MURILLO

GOALS AND MISSION: The objectives of MTBI's summer research program are to encourage and facilitate the access to, and the successful completion of, graduate studies in mathematics and science. A collaborative learning environment and community among students and faculty aids students in their research and provides a source of support in graduate school and beyond. MTBI gives students an insight of what to expect in the pursuit of a Ph.D. and aims to strengthen and diversify the pool of U.S. students pursuing graduate degrees in the math sciences. Alumni progress is monitored for at least six years after participation to provide support, community and to measure program success.

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EVIDENCE OF EFFECTIVENESS: From 1996 through 2016, MTBI has recruited and enrolled a total of 456 regular first-time undergraduate students and 77 advanced students; 388 are U.S. citizens/permanent residents, 269 (70%) are underrepresented minorities (approximately half of them Latino). Through February 2017:

- 274 out of 388 (71%) of U.S. MTBI participants enrolled in graduate or professional school programs
- 108 U.S. MTBI student participants have completed their Ph.D.s., 83 of whom are URMs, and 67 Hispanic/Latino; 77% of U.S. MTBI Ph.D. recipients are URMs.

Overall, the numbers of MTBI alumni affiliated with various universities continues to grow. ASU's AY17 graduate program of 22 students is comprised of eight MTBI participants as undergrads. All receive continued mentoring as graduate students. In addition, large communities of MTBI alumni have been established at other institutions:

- University of Iowa Mathematics Department
 - 10 Ph.Ds. since 2005, including seven URMs;
- Cornell University
 - 20 Ph.Ds., 17 to URMs since 2003
- Arizona State University
 - 43 Ph.Ds. Since 2006, 30 to URMs

ASU's Applied Math for the Life and Social Sciences program, for which MTBI serves as an incubator, has awarded 30 Ph.D.s since 2008, 18 to Hispanic/Latino students (60%). Past participants who receive their doctorates continue to support the program as returning faculty, bringing the cycle full-circle.

POINT OF CONTACT

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McNair Scholars Program

COLLEGE/UNIVERSITY:

University of Central Florida | Orlando, FL
www.mcnair.ucf.edu

Year: 2003

Issue Area: Support Services

Program Focus: Pathway/Pipeline, Undergraduate Research

HSI: No

of Students: 29

of Latinos: 18

Total Budget: \$231,700

DESCRIPTION AND HISTORY: The UCF McNair Scholars Program is designed to assist first generation and low-income students, and groups underrepresented in graduate education in gaining admission to graduate programs leading to a doctorate. Of the 169 students who have participated in the McNair program since its inception, 73% are first generation and low income, and 53% identify as Latino. Approximately 53% of Latino students who enter UCF intend to attend graduate school. However, only 14% have applied or been accepted into graduate programs by the time they graduate. McNair Scholars works to improve those rates by offering students guidance and support in identifying UCF research mentors, applying to external summer research programs, developing presentation skills, articulating their research interests, navigating the graduate school and fellowship application process, and preparing for the graduate school experience. Scholars receive individual advising, participate in McNair Seminars, and are provided with peer, graduate, and faculty mentors. Scholars also travel to various graduate schools and attend research conferences. Armed with an internal/research agenda (through summer research), scholars have a layered research experience and extensive networks. Scholars identify familial connections that serve as support systems throughout their journey to the doctorate and articulate the impact the doctorate will have on themselves, their family and their community.

GOALS AND MISSION: The mission of McNair Scholars is to increase the number of first-generation college students from low-income families and members of underrepresented groups in the nation's professoriate. The program objectives are:

1. To promote completion of research and scholarly activities that will directly impact educational progression during each academic year.
2. To promote bachelor degree attainment rates.
3. To promote graduate enrollment of first-generation and low income, and underrepresented minority students.
4. To promote doctoral degree retention and completion.

EVIDENCE OF EFFECTIVENESS: Of the students who have participated in the McNair Scholar's program, 100% have completed a bachelor's degree. In 2016/17 UCF's average graduating GPA was 3.22 (3.19 for Latinos) McNair Latino students average cumulative GPA at graduation was 3.54 (3.51 for Non-Latino McNair Students)

2003-2017 McNair student data:

- 89% of non-Latino students and 85% of Latino students enrolled in a post-baccalaureate program.
- 92% of all Latino participants who enrolled in graduate school have persisted, and are currently enrolled in graduate programs or have completed one or more graduate degrees. 33% of previous Latino program participants have attained a master's degree; 7% have earned Ph.D.s, and 1% have earned a professional degree.

Since 2007, 15 scholars and alumni have been selected for the NSF Graduate Research Fellowship Program, 11 of those awardees were Latino. The UCF McNair Scholars Program has made a concerted effort to recruit and support Latino students. They collaborate with local state colleges to recruit promising students who may start their undergraduate journey at a community college, as do many Latino students. In effect, 41% of the Latino students served by the program attended a community college.

POINT OF CONTACT

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2017 EXAMPLE OF EXCELENCIA

Waukegan to College (W2C)

Waukegan, IL

This program provides services to Latino students and their families to prepare them for college and beyond.

2017 FINALISTS

Abriendo Puertas

Latino Memphis – Memphis, TN

In a community with an emerging Latino population, this program replicates a national model and provides access services to increase the number of Latinos in higher education.

Adelante Hispanic Achievers

Louisville, KY

Using a wraparound advising model, this program prepares students for college as early as the 6th grade.

Dream Catchers

Catch the Next Inc. – Austin, TX

By replicating an evidence-based model and modifying it to better serve their specific communities, this program aims to reduce the time students spend in remedial coursework.

Scholarships/College Preparation and Life Skills Training

Linda Lorelle Scholarship Fund – Houston, TX

This scholarship program goes beyond financial support and provides additional support services to students throughout their academic careers.

Waukegan to College (W2C)

ORGANIZATION:

Waukegan, IL
www.waukegantocollege.org

Year: 2009

Issue Area: Support Services

Program Focus: College Prep, Parental/Family Engagement

of Students: 147

of Latinos: 135

Total Budget: \$430,084

DESCRIPTION AND HISTORY: Parents in this high-poverty, largely Latino immigrant community were worried that their children would not go to college and would not get well-paying jobs. An in-depth research study found that, although several academic programs were available in Waukegan, none included parents in their programming. Waukegan to College (W2C) began with bilingual one-on-one counseling and workshops for parents and students. Tutoring and mentoring were added later that year. Programming expanded several times and now includes: Read to Achieve, summer enrichment programs, Expanding Horizons—cultural and workplace visits outside of Waukegan, a math basics program, and a Parent Leaders program where they are trained in the Juntos curriculum developed by N.C. State Univ. and facilitate monthly college-awareness workshops for their peers. W2C provides many services to help students and families prepare for college including:

- Counseling and Workshops
- Tutoring
- SAT/ACT Prep
- Math skill building with Khan Academy
- Read to Achieve
- College visits
- Expanding Horizons
- 1:1 help with admissions applications and essays.

Among the comprehensive set of services provided, W2C's monthly counseling remains the cornerstone. Students are assigned an academic advisor who provides individualized support such as helping students take ownership of their futures, become accountable for their successes/failures, advocate for themselves, and assume leadership roles. They also encourage students to step out of their comfort zones – take honors/AP classes, attend summer camps on college campuses, or start clubs at school.

GOALS AND MISSION: W2C creates brighter futures for students, families and the community by preparing students to enroll in and graduate from college. Ultimately, W2C wants to see improvement in students' grades, matriculation to college, and graduation from college. Goals/requirements for all students include:

1. Set specific goals with their academic advisor;

2. Attend tutoring if he/she receives a C or below in a core class;
3. Take or be scheduled to take at least one honors or AP class by 11th grade;
4. Take four years of math, science, English, social science, and foreign language;
5. Attend a summer camp, complete community service, attend monthly workshops;
6. HS juniors attend SAT or ACT prep; eligible HS seniors must complete the FAFSA, HS seniors must complete a minimum of six college applications

EVIDENCE OF EFFECTIVENESS: W2C tracks improved academic performance and college retention.

W2C students compared to Waukegan High School (WHS) students

- W2C students were 92% Latino compared to 77% at WHS
- Four-year HS grad rate: W2C: 100%, WHS: 75%
- College matriculation: W2C: 100%, WHS: 52%
- Average ACT scores: W2C: 23.6, WHS: 16.9
- Percent college-ready: W2C: 90%, WHS: 18%

Evidence of improved academic performance of high school W2C students:

- On average, over 80% of W2C students in English and 75% of W2C students in math either maintained As or Bs or improved their grades.
- All W2C students increased ACT scores by an average of 1.6 points
- All completed their FAFSA and applied to an average of 10 colleges
- All students were accepted to an average of seven colleges.

Data on college retention

- First year students who continue to second year: 78%
- Second year students who continue to the third year: 100%
- Third year students who continue to the fourth year: 83%
- Fourth year + or % of students who graduate: 100%

POINT OF CONTACT

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Abriendo Puertas

ORGANIZATION:

Latino Memphis | Memphis, TN
www.latinomemphis.org/abriendo-puertas

Year: 2011

Issue Area: Access

Program Focus: College Prep

of Students: 110

of Latinos: 104

Total Budget: \$151,000

DESCRIPTION AND HISTORY: Abriendo Puertas (AP) works to increase college access for Latino students in the Mid-South. They provide weekly after school meetings at five partner high schools in Shelby County. They follow a national curriculum called Escalera, created by UnidosUS (formerly the National Council of La Raza.) These meetings are supplemented with one-on-one advising and extra curricular activities that include college prep advice, ACT workshops leadership development, civic engagement trips and other professional and academic support. Their services help students feel empowered to pursue their goals and to become leaders in their communities.

GOALS AND MISSION: The mission of Abriendo Puertas is to increase post-secondary access for Latino students in the Mid-South through academic support and leadership development. AP ensures that juniors and seniors are empowered with the tools and support necessary to graduate on time and pursue post-secondary opportunities. They work towards these goals using two primary objectives:

1. Latino high school students will graduate on time and are college ready.
2. Latino high school graduates will enroll in a post-secondary degree or certificate program in the fall after their graduation.

“The program taught me many things: the college process, volunteer opportunities, how to fill out scholarships, how to stay on track with all deadlines, and how to be a better citizen overall.”

A CURRENT PROGRAM PARTICIPANT

EVIDENCE OF EFFECTIVENESS: Abriendo Puertas' students have out-performed their peers by graduating and pursuing post-secondary education at rates that exceed even the highest performing segments of the population:

- 99% of AP students graduate high school on time, compared to a 75% HS graduation rate for students in Shelby County, and 70% for Latino students in Shelby County
- The average ACT scores of AP student's are three points higher than that of their Latino peers not served by the program, and two points higher than all of Shelby County students
- 100% rate of acceptance to a post-secondary institution for students who graduated on time; and a 67% rate of post-secondary enrollment.

POINT OF CONTACT

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Adelante Hispanic Achievers

ORGANIZATION:

Adelante Hispanic Achievers, Inc. | Louisville, KY
Website: www.adelanteky.org

Year: 2004

Issue Area: Academic Program

Program Focus: College Prep, Mentoring

of Students: 135

of Latinos: 135

Total Budget: \$100,000

DESCRIPTION AND HISTORY: Over the past decade Louisville, KY has seen a 122% growth in their Hispanic population. In response to this growing student population, the local school board chair and community leaders founded Adelante Hispanic Achievers. Adelante is a grass-roots, volunteer-based program and the only organization in the city chartered to support Hispanic student success. Adelante began with twice monthly, Saturday mentoring and enrichment workshops to 25 middle-school students and now serves 135 students across seven programs weekly, including: Mentoring & Enrichment, After School Tutoring programs, College Readiness, Ambassadors, Bellarmine Academy Martes, and TJX Scholarships. Adelante uses a wraparound model to serve students long term; students enter in grade six and continue through high school graduation. They focus on the holistic and individual development of each student, including academics, career exploration, cultural awareness, and personal/social development. They engage parents as partners and create a sense of community. Each student is expected to set and meet high educational, personal, and career goals. To meet these goals, they are surrounded with supportive, informed adults including parents, mentors, tutors, and community leaders.

GOALS AND MISSION: Adelante's mission is to inspire Hispanic youth and their families to become self-sufficient, successful individuals with the skills and knowledge to achieve their dreams and contribute as creative, educated world citizens. All programs components are designed to reach these goals:

1. Students become high academic achievers, maintaining excellent grades, GPAs, and school attendance;
2. Students graduate from high school college and career ready,
3. Students develop leadership skills and civic responsibility,
4. Students appreciate their own and others' cultures, and
5. Adelante builds a culture of education and success within Louisville's Latino population.

EVIDENCE OF EFFECTIVENESS: In 2015-16, Achievers came from 35 middle and high schools in Jefferson County. Of those served 2/3 of students continue in Adelante for three or more years. Data on Adelante's Students :

- Average HS GPA: 3.22
- Advance Placement and Honors class participants: 50% of students.
- High school graduation rate: 100%
- Attend college of choice on academic scholarships: 100%

POINT OF CONTACT

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Dream Catchers

ORGANIZATION:

Catch the Next, Inc. | Austin, TX
www.catchthenext.org

Year: 2012

Issue Area: Academic Program

Program Focus: Community Partnerships/Collective Impact,
Developmental Coursework

of Students: 1,456

of Latinos: 1,416

Total Budget: \$566,375

DESCRIPTION AND HISTORY: Catch the Next, Inc. (CTN) is a data-driven college readiness and completion organization empowering students to catch college and career dreams. In Texas, 70% of community college students and 40% of university students are not college ready and need some type of remedial/developmental education. To improve these measures Catch the Next partners with local community colleges to focus on improving the rate at which students access credit-granting coursework. CTN's learning approach breaks down institutional silos to improve students' first-year experience. By combining empathetic and accelerated instruction with intentionally coordinated student support services and community mentoring, CTN's approach provides students with a strong and sustaining start to their college careers, facilitating transfer readiness and developing marketable career skills. All member-college practitioners participate in rigorous and sustained professional development, and member institutions are supported by CTN's network of peer mentors and a Knowledge Development Work Group.

GOALS AND MISSION: CTN's partnership is focused on the development of students and faculty, to improve individual and institutional performance and effectiveness. With their partners, CTN has created a team of "dream catchers" helping students capture their dream of a higher education, with the goal of increasing the educational attainment of Latinos. CTN goals:

1. Have at least 70% of students out of developmental education in one semester.
2. Get students in the first credit English composition course with the same instructor and succeed (grade of C or higher.)
3. Increase retention and completion rate of associate degrees in less than six years
4. Help students transfer to a four-year university.

EVIDENCE OF EFFECTIVENESS: Data on program success is based on two courses, Integrated Reading and Writing (INRW) (they used to be two separate classes but were combined to accelerate exit out of developmental education), and English Composition I. The average pass rate in the past three years collectively across all Dream Catcher Students (DCS) is 84%. Average pass rates for DCS at three partner institutions between Fall 2012 – Fall 2016 (90% of students served are Latino) are below:

El Paso Community College (ECC) (DCS students at this institution are 100% Latino)

- Average pass rate for INRW: 85% of DCS compared to 73% of all of ECC
- Average pass rate for English: 77% of DCS compared to 65% of all of ECC

Palo Alto Community College (PAC) (DCS students at this institution are 99% Latino)

- Average pass rate for INRW: 78% of DCS compared to 61% of all of PAC
- Average pass rate for English: 77% of DCS compared to 62% of all of PAC

South Texas College (STC) (DCS students at this institution are 99% Latino)

- Average pass rate for INRW: 86% of DCS compared to 68% of all of STC
- Average pass rate for English: 69% of DCS compared to 56% of all of STC

Texas Higher Education Coordinating Board wrote in the *Journal of Developmental Education* about Dream Catchers: "Eighty-three percent of students in its integrated reading and writing courses successfully completed a remedial study and enrolled in college bearing courses; ninety-one percent of students who enrolled in entry level English course successfully completed the course. In Texas where more than 80 % of Hispanics who enroll in community colleges do not obtain a degree, these outcomes demonstrate that this model provides an opportunity to counter the high dropout rate in community colleges. Programs such as [Dream Catchers] are clearly making significant strides toward increased persistence, not only in developmental education but also in college bearing coursework leading to completion."

POINT OF CONTACT

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Scholarships/College Preparation and Life Skills Training

Linda Lorelle Scholarship Fund | Houston, TX
www.lindalorelle.org

Year: 1991

Issue Area: Support Services

Program Focus: College Prep, Scholarship

of Students: 85

of Latinos: 38

Total Budget: \$70,000

DESCRIPTION AND HISTORY: The Linda Lorelle Scholarship Fund (LLSF) provides college scholarships to a population of students often overlooked by other scholarship funds in the Greater Houston area. Many of the students have average grades, yet they have a burning desire to go to college and are capable of succeeding if given the support and encouragement, they so desperately need. The scholarships become part of each student's overall financial aid package and are sizeable enough (\$5,000 - \$15,000 each) to enable students to pay for a major part of their tuition and books. Because they target high school juniors, they are typically the first scholarship they apply for and receive. Unlike other scholarship funds that only provide students with financial support, LLSF goes beyond and provides additional tools to not only change the trajectory of their lives but their families, as well. Their SMART Seminar Series provides mandatory, monthly training during each scholars' senior year of high school. (Educational materials for Latino students are offered in both Spanish and English.) Throughout their scholars' college career they monitor student's academic progress by evaluating their tuition request form each semester, which shows current contact information, current GPA, what classes they are enrolled in, and what their major/minor is. This allows LLSF to monitor and provide students with support as needed, ranging from the occasional phone call and cards of encouragement to assisting with a financial or personal challenge.

GOALS AND MISSION: Program Mission: To increase post-secondary matriculation in the Greater Houston area by preparing students not just for college, but also for life.

Goals:

1. Students will complete the required developmental sequence (SMART Series) and enroll into a post-secondary institution.
2. To facilitate successful college transition, retention, and completion.
3. To facilitate successful career placement upon college graduation.

“They always envisioned big dreams, but I never knew I could reach them, and the main issue was financially. I’m a first generation American, the youngest of nine. When I was 10 years old our house completely burned down. You know my dad was earning probably \$16,000 to support all of our family, and had I not received the Linda Lorelle Scholarship Fund, I don’t think I would have had that motivation to continue because I knew we didn’t have the means to get there. And the scholarship is not just like every other scholarship that gives you a check, and they forget about you. It’s just a family; it’s an extended network.”

MINERVA DIMAS

EVIDENCE OF EFFECTIVENESS: Data acquired through the tuition request forms helps the LLSF track student persistence and success:

Demographics:

- 57% are first generation college students
- 44.5% self-identify as Latino.

Scholars that have completed the Linda Lorelle Scholarship Fund's Scholarship/College Preparation and Life Skills Training program perform significantly better than their peers, with measured outcomes for Latino students equivalent or better than the overall LLSF scholar population:

- 100% of LLSF scholars graduate on time from high school, and 99% successfully enrolled into post-secondary education.
- 85% of LLSF scholars graduate from college within six years of their freshman semester. The metric rates are identical for the general LLSF scholar population and Latino scholar population.
- The Average LLSF scholar GPA is 3.09: Latino LLSF scholar GPAs are comparable at 3.07

POINT OF CONTACT:

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2018 Examples of *Excelencia* Call for Nominations

Is there a program you think deserves to be recognized next year?

Nominate a program (or your own) for consideration as a 2018 Example of *Excelencia*!

Examples of *Excelencia* is the only national data-driven initiative identifying and recognizing programs with evidenced-based practices that increase Latino student success in higher education.

WHO CAN I NOMINATE?

Community-based organizations, and programs at institutions of higher education that use effective practices to accelerate Latino student success are eligible for nomination in four categories: Associate, Baccalaureate, Graduate and Community-Based Organization.

WHAT TYPE OF AWARD WILL THEY RECEIVE?

As an Example of *Excelencia*, your program will receive:

- National recognition for your efforts and use of effective practices;
- A \$5,000 financial contribution to be used to support your program;
- Recognition at our annual *Celebración de Excelencia* held in Washington DC;

- Invitation to be part of a panel to discuss your work at the Accelerating Latino Student Success (ALASS) Institute;
- Inclusion in the 2018 edition of *What Works for Latino Students in Higher Education Compendium* widely distributed online to *Excelencia* in Education's constituents, including key funders, educational organizations, and leaders;
- Inclusion in the Growing What Works Database, our online searchable database shared to promote effective institutional practices like yours; and
- Complimentary one year enrollment to *Excelencia in Action*, a national network to sustain dialogue in accelerating Latino student success in higher education.

LEARN MORE in January 2018 on our website:
<http://EdExcelencia.org/Examples-of-Excelencia>

CONTACT: Examples@EdExcelencia.org

Excelencia's Growing What Works database (GWW) is an online searchable database of programs across the country that use evidence based practices to increase Latino student success in higher education. These programs have been previously recognized through Examples of *Excelencia* and demonstrate effective practices that work for Latino students. Part of our mission is to bring attention to these programs and their practices



through the GWW. The database continues to grow each year as more programs are nominated and are recognized by *Excelencia*. We hope to connect these programs with those interested in learning about what works for Latino student success in higher education.

To find a program from the 2017 compendium, or others in your state, explore the GWW at www.EdExcelencia.org/Growing-What-Works

ACT[®] Center for Equity in Learning

ACT and *Excelencia* in Education share a commitment to data-driven solutions that directly support effective interventions for underrepresented students. We believe that understanding a student's culture is critical for helping to unlock their pathway to opportunity. Developing contextual programs that address students from a holistic view means that they are able to embrace their culture, celebrate their full identity, and learn from educators who understand where they are coming from.



ACT's Center for Equity in Learning and *Excelencia* have had a long-standing relationship, working together on *Excelencia's* Examples of *Excelencia* and previously on ACT's annual Conditions of College & Career Readiness reports. As we move forward together, we are strengthening our partnership by bringing together our shared strengths in data analytics and research to address the challenges Hispanic students face, and together telling the stories of successful efforts around the country that help Hispanic students thrive.

We proudly stand with our partners at *Excelencia* in Education as they honor the 2017 Examples of *Excelencia* finalists and, together, will continue to pursue Hispanic student success in higher education while bridging the equity gap in education. Our partnership with *Excelencia* in Education is fundamental to the mission of the Center for Equity in Learning and will be important to our shared success.

We celebrate the 2017 finalists and will continue to cheer them on as they work to increase Hispanic student success.



For additional information please visit us at www.equityinlearning.act.org

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