



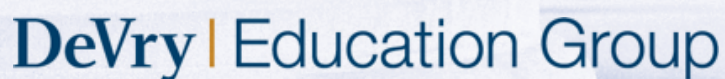
Celebración de EXCELENCIA



WHAT WORKS FOR LATINO STUDENTS IN HIGHER EDUCATION COMPENDIUM

SEPTEMBER 22, 2015 • WASHINGTON, DC

The following leaders believe in the promise of America's future and the abilities and talents of Latino students to carry us forward by supporting the 2015 Examples of *Excelencia*.



FOREWORD

This evening we gather in the nation's capital to announce the 2015 Examples of *Excelencia* at the annual *Celebración de Excelencia*. The programs being recognized today are at the forefront improving higher educational achievement for Latino students and we congratulate them for their current and continued efforts.

The *Celebración* and this compendium share more about the scope, focus and impact of evidence-based programs improving Latino student success. In the coming months you will have the opportunity to hear directly from the professionals and students in these programs through workshops and video profiles available on our website. The 2015 Examples of *Excelencia* will also be added to the inventory of strategies *Excelencia* in Education presents to higher educational and community leaders who seek to accelerate Latino student success at their institutions and in their communities.

For 10 years *Excelencia* in Education has offered Examples of *Excelencia*, the only evidence-based national initiative to identify and publicize programs that improve Latino student success in

EXAMPLES OF *EXCELENCIA*:

*Inspiring, informing and organizing
momentum to strengthen America with
more Latino graduates*

postsecondary education. Examples of *Excelencia* is also an organizing campaign to redirect the field from the repetitive emphasis on problems to instead take action and implement solutions that increase student success. Launched in 2005, Examples of *Excelencia* has increased awareness,

informed program strategies, reinforced investment in what works, created new energy, and inspired a network of action-oriented leaders to discover and implement innovations that are effective with Latino and other post-traditional students. Yet, there is still so much more to do.

We remain committed to advancing what works to support educators, community leaders, funders, and policymakers to take an asset-based approach to serving Latino students. You can count on us to continue inspiring, informing, and supporting the recognition, replication and scale of evidence-based practices that serve Latino students.

We invite you to join us as we start a new decade of Examples of *Excelencia* brilliant with opportunity for strengthening America with Latino graduates.

Celebración de EXCELENCIA

RECOGNITION PROGRAM

SEPTEMBER 22, 2015 • WASHINGTON, DC

WELCOME

SARITA BROWN, President, *Excelencia* in Education

PRESENTATION OF THE 2015 EXAMPLES OF *EXCELENCIA*

DEBORAH SANTIAGO

Chief Operating Officer and Vice President for Policy, *Excelencia* in Education

10 YEARS OF EXAMPLES OF *EXCELENCIA*

RECORD OF INSPIRATION, INFORMATION AND MOMENTUM TO
STRENGTHEN AMERICA WITH LATINO GRADUATES

REMARKS

NORMA E. CANTÚ

Award winning author, poet, scholar and professor

PARTNERS FOR LATINO STUDENT SUCCESS

CLOSING COMMENTS

Reception directly follows program

2015 ASSOCIATE LEVEL EXAMPLE OF *EXCELENCIA*

Early College High Schools Program

South Texas College • McAllen, TX

2015 ASSOCIATE LEVEL FINALISTS

Key Center

Victoria College • Victoria, TX

Latinos Unidos Con Energia, Respeto y Orgullo — Latinos United with Energy, Respect, and Pride (LUCERO)

Lansing Community College • Lansing, MI

Services for Women and Non-Traditional Students (SWANS)

San Antonio College • San Antonio, TX

Student Success Center

Northern Essex Community College • Lawrence, MA

2015 BACCALAUREATE LEVEL EXAMPLE OF *EXCELENCIA*

STEM Program

Fresno Pacific University • Fresno, CA

2015 BACCALAUREATE LEVEL FINALISTS

Latino Initiative Program

Utah Valley University • Orem, UT

Mathematics Intensive Summer Session (MISS)

California State University, Fullerton • Fullerton, CA

Establishing Leadership in and Through Education (SH ELITE)

Sam Houston State University • Huntsville, TX

The Percy Ellis Sutton: Search for Education, Elevation, and Knowledge (SEEK) Program

Herbert H. Lehman College/CUNY • Bronx, NY

2015 GRADUATE LEVEL EXAMPLE OF *EXCELENCIA*

Hispanic Center of Excellence

University of Illinois College of Medicine - Chicago, IL

2015 GRADUATE LEVEL FINALISTS

Creating Latino Access to a Valuable Education (CLAVE)

Florida International University - Miami, FL

Dual Language Master of Science in Nursing

Sistema Universitario Ana G. Méndez - Orlando, FL

Enhancing Post baccalaureate Opportunities at CSUF for Hispanic Students (EPOCHS)

California State University, Fullerton - Fullerton, CA

The Combined BA/MD Degree Program

University of New Mexico - Albuquerque, NM

2015 COMMUNITY-BASED ORGANIZATION LEVEL EXAMPLE OF *EXCELENCIA*

Nine-Week Parent Engagement in Education Program

Parent Institute for Quality Education (PIQE) - National City, CA

2015 COMMUNITY-BASED ORGANIZATION LEVEL FINALISTS

College Forward

College Forward - Austin, TX

College Success Program

Barrio Logan College Institute - San Diego, CA

Encuentros Leadership Preparatory Academy

Encuentros Leadership - Vista, CA

Waukegan to College

Waukegan to College - Waukegan, IL

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BOARD OF DIRECTORS

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The future is now brighter, *gracias*.

We are proud to support Excelencia in Education and applaud tonight's honorees for promoting academic achievement.



WHAT WORKS FOR LATINO STUDENTS IN HIGHER EDUCATION

2015 COMPENDIUM

PROFILES OF SELECTED PROGRAMS



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10 YEARS OF EXAMPLES OF EXCELENCIA



Examples of *Excelencia* was born from our commitment to change the narrative about Latino college students from a focus on deficit-based diagnoses and intractable achievement gaps, to a focus on asset-based opportunities to improve Latino student success and meet national needs. We sought to catalyze action by recognizing and sharing what was effective and organize a community of professionals taking responsibility for Latino student success.

For 10 years, Examples of *Excelencia* has been the only national effort to identify and bring attention to evidence-based programs across the country increasing academic opportunities and improving achievement for Latino students in higher education. Institutions now strive for national recognition as Examples of *Excelencia* and to be known for supporting the academic abilities of Latino students. In 2015 alone, we had 265 nominations from 30 states, Washington DC & Puerto Rico. This large number of nominations demonstrates the power of Examples of *Excelencia* to engage professionals using asset-based practices focused on Latino student success across the country.

Examples of *Excelencia* was inspired by First Lady Hillary Clinton's 1999 Convening on Latino Youth, a historic, first-ever White House gathering on Latino youth in education. In conjunction with the convening, Sarita Brown and Deborah Santiago, then executive director and deputy director, respectively, of the White House Initiative on Educational Excellence for Hispanic Americans, worked with First Lady Clinton's staff to develop the convening and produce the first "What Works for Latino Youth" compendium. For its first national initiative, *Excelencia* in Education returned to the strategy and methodology created in 1999 and introduced Examples of *Excelencia* in 2005.

Examples of *Excelencia* uses a multi-step, results-driven process, and a committee of national experts to identify evidence-based programs at the associate, bachelor, and graduate levels. In 2014, recognition for community-based programs that accelerate Latino student success in higher education was added. Examples of *Excelencia* compiles these evidence-based practices and serves as a resource for other institutions and community-based

organizations considering efforts to improve their services to Latino students. Over the past decade, Examples of *Excelencia* has reviewed over 1,300 program nominations and nationally recognized over 150 programs implemented across the country.

In 10 years, *Excelencia* in Education has increased visibility, awareness, and investments in what's working to increase Latino student success through Examples of *Excelencia* in the following ways:

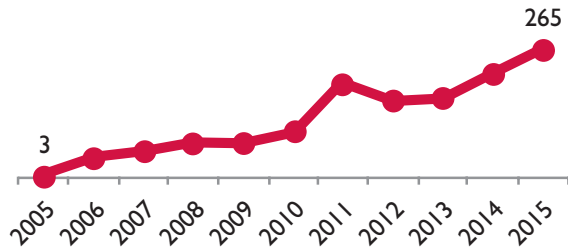
Significantly increased awareness nationally of what works to increase Latino student success in postsecondary education.

- Through Examples, *Excelencia* has reviewed more than 1,300 program nominations and recognized over 150 programs implemented in 30 states, Washington, DC & Puerto Rico using a multi-step, results-driven process, and input from a committee of national experts.
- *Celebración de Excelencia* held each fall in Washington, DC captures the attention of elected officials, educational, business, and philanthropic leaders and elevates the recognized efforts along with the goal of accelerating Latino student success to national prominence.
- *Excelencia* raised funds to catalyze the field to address Latino student success, developed the Growing What Works database (www.edexcelencia.org/growing-what-works), and re-granted resources to selected institutions to introduce and expand the use of Example of *Excelencia* programs to increase the success of Latino students attending their institutions.



EXAMPLES OF *Excelencia!*

Examples Nominations 2005 –2015



Grown the number of programs nominated for Examples of Excelencia significantly.

- In 2005, *Excelencia* in Education received three nominations from two states; in 2015 there were a total of 265 nominations (over 1,300 programs over 10 years) from 30 states DC and Puerto Rico.

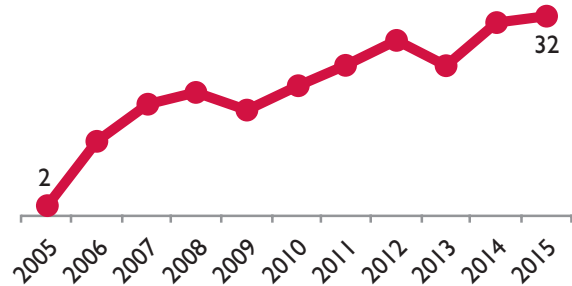
Raised and invested \$2.5 million promoting programs and departments that effectively advance Latino student success in higher education.

- *Excelencia* in Education raised and distributed \$1.4 million to replicate or scale what's working for Latino student success in higher education through Examples of *Excelencia* and SEMILLAS (a replication strategy)
- *Excelencia* in Education raised and invested \$1.1 million in program outreach, technical support, events, publications, and database development to increase awareness, attention, and promotion of what works to increase Latino student success in higher education.

Expanded partnerships with other organizations committed to serving Latino student success.

- Examples of *Excelencia* has evolved and grown with the support of national partners who have helped to host events and bring attention to what works including the National Association of Latino Elected and Appointed Officials (NALEO), National College Access Network (NCAN), and the Congressional Hispanic Caucus (CHC).
- Over 20 partner organizations have learned about evidence-based practices by hosting and attending

Examples Locations 2005 –2015



Excelencia events, serving on the selection committee, and reviewing the finalists for Examples of *Excelencia*.

National Association of Latino Elected & Appointed Officials (NALEO) • National College Access Network (NCAN) • the Congressional Hispanic Caucus (CHC) • American Association of Colleges and Universities (AAC&U) • ACT • Jobs for the Future • American Council on Education (ACE) • Pew Research and Hispanic Trends Project • League for Innovation in the Community College • Corporation for a Skilled Workforce • Education Commission of the States (ECS) • National Council for Community & Education Partnerships (NCCEP) • Association of Community College Trustees (ACCT) • TG • Lumina Foundation • The College Board • Council of Graduate Schools • National Conference of State Legislatures • Helios Education Foundation • Greater Texas Foundation • Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)

Expanded funders and sponsors committed to serving Latino student success.

- Examples of *Excelencia* has grown with the support of funders and sponsors committed to recognizing, celebrating, sharing, and increasing institutional and community efforts intentionally serving Latino students.

ACT • Univision • Sallie Mae • Lumina Foundation • Diverse Issues in Higher Education • Walmart Foundation • NEA • College Board • California State University • USAFunds • ETS • Goya • EduK • Southwest Airlines • TG • New Futuro • DeVry Education Group • Jack Kent Cooke Foundation • Comcast/NBCUniversal Telemundo • Edwin Gould Foundation • PG&E Corporation • the National Association of Diversity Officers in Higher Education



EXAMPLES OF *Excelencia!*

Increased funding and institutional recognition of what works

The following is feedback from Examples about how recognition has helped them to increase funding and institutionalization of what works.

- [The Examples of *Excelencia* recognition] has helped us to institutionalize the programs within the college budget. The program was previously supported by Title V HSI funds. It has been very beneficial to our student programs. (**Pathways program** – Pasadena City College)
- [The Examples of *Excelencia* recognition] allowed us to secure funding in 2012 and 2014. The program is ongoing and has funding through 2016. (**Step 2** – Texas Tech University)
- As our college dealt with budget concerns, recognition from institutions like *Excelencia* helped our program make a case for continued funding. (**Puente** – College of the Sequoias)
- Since our recognition, internal stakeholders look to the program for guidance regarding supporting Latino students. (**Proyecto Pa'lante** – Northeastern Illinois University)
- A colleague at the university became aware of the award and distributed the information widely within the university. As a result, we were provided with another opportunity to communicate about Science Bound's program and successes. (**Science Bound** – Iowa State University)

Increased replication opportunities for what works

The following is feedback from Examples about how recognition has helped them to increase replication opportunities of what works.

- We have received multiple contacts from other institutions looking to develop similar programs, and were requesting information and mentoring support. It is our mission to share the program model widely and encourage national replication, so the recognition has definitely and positively impacted our efforts in this area. The program model has also been replicated at NOVA with adult students (more than 40% of whom are Latino/a students) with high levels of success. (**Pathways program** – Pasadena City College)

- Two administrators, one from Harvard and another from San Antonio, Texas, have reached out for details in creating retention and support programs for Latin@s at their schools. (**Community Scholars Program** – Georgetown University)
- We have received inquiries from multiple two-year colleges, regional college associations, K-12 systems, and universities who were seeking information and mentoring regarding the establishment of similar collective impact initiatives. (**Pathways program** – Pasadena City College)
- Other institutions have contacted us about setting up similar approaches to expanding the pipeline: UNC, Syracuse and Arizona State--to name a few. In addition, IE has now been endorsed by presidents and chancellors from such schools as: Ohio State, UNC, Berkeley, Stanford, Arizona State and others. (**IE Pre Graduate School Internship Program** – University of Texas, Austin)
- We are working with two local private schools and hope to replicate a similar program in the near future in their schools. (**Language Development across the Disciplines** – Universidad del Sagrado Corazón)
- We are periodically contacted by other colleges and universities. Our team is frequently contacted by high schools, families, students, and community organizations. (**Proyecto Pa'lante** – Northeastern Illinois University)
- [The Examples of *Excelencia* recognition] highlighted the uniqueness of this program and motivated the desire to "Grow What Works", we hope it can be adopted and replicated in other educational institutions nation wide. (**LULAC's Parent/Child Program** – San Antonio College)

Increased visibility and credibility for what works

The following is feedback from Examples about how recognition has helped them to increase their visibility and credibility for what works.

- We were approached by media outlets after the award for pictures and statistics of the program. We received proclamations from the County and City government boards. (**Cooperative Doctoral Program in Pharmacy** – University of Texas, Pan American & University of Texas, Austin)



EXAMPLES OF *Excelencia!*

- Recognition by Examples of *Excelencia* contributed to our ongoing reputation as a program that continues to serve students who seek support and prepare them to work with under-represented students when they become teachers. It also contributed to the renewed NCATE accreditation of our university. (**Cumbres Teaching Program** – University of Northern Colorado)
- Our staff has received various invitations from local and international universities to present our program seeking to replicate it. We were invited by College Board to present LAD's strategies at their 18th Latin American Congress in Puebla, Mexico (2014). (**Language Development across the Disciplines** – Universidad del Sagrado Corazón)
- We were able to successfully recruit 32 new students for the MBE in 2014 (from 8 the previous year). We attribute this in part to the *Excelencia* recognition, the reputation of the Simmons School of education, scholarships, and our active recruitment in the area. (**Masters of Bilingual Education** – Southern Methodist University)
- [The Examples of *Excelencia* recognition] gave an additional mechanism to market our success and outcomes as well as the global exposure *Excelencia* provides has provided us an opportunity to speak to issues affecting Latino student success across the state of Georgia. In 2014 we were able to participate as panelists for the University System of Georgia's Diversity Summit. (**Hispanic Outreach and Leadership at Armstrong (HOLA)** – Armstrong State University)
- [The Examples of *Excelencia* recognition] brought additional national attention to the program and helped solidify IE's position on campus. (**IE Pre Graduate School Internship Program** – University of Texas, Austin)
- [The Examples of *Excelencia* recognition] provided confirmation that we are making a difference in the lives of our students. (**Cooperative Doctoral Program in Pharmacy** – University of Texas, Pan American & University of Texas, Austin)
- It gave us an opportunity to highlight our program for our community and beyond. Our students were given a greater sense of self-worth and confidence. The faculty's stance that they are in the right place doing the right thing was affirmed. (**Cooperative Doctoral Program in Pharmacy** – University of Texas, Pan American & University of Texas, Austin)
- The recognition received has given our program additional exposure and credibility. The statistics presented from the original LAD program helped us to attain the MSEIP grant. (**Language Development across the Discipline** – Universidad del Sagrado Corazón)
- There have been instances that professors have approached us to inquire about the Graduation Achievement Program on campus as they heard about it through *Excelencia*'s publication. It seems *Excelencia* has made a name for itself in helping programs such as our GAP program grow and many people know the name even if they don't know what exactly *Excelencia* does. (**Graduation Achievement Project** – Colorado State University-Pueblo)
- The recognition of *Excelencia* has provided our program with a national platform. It is important for us to speak about our program and the recognition we received to our current and prospective students. (**Doctor of Psychology (PsyD) with Psychological Services for Spanish Speaking Populations (PSSSP) certificate** – Our Lady of the Lake University)

The first 10 years of Examples of *Excelencia*'s impact and achievement sets the stage to accelerate greater discovery and use of what works for Latinos students across the country. In 2016 and beyond *Excelencia* in Education will work to increase the use of evidence-based practices and effective technical assistance to programs/departments, institutions, and networks committed to further improving Latino student success in postsecondary education. Imagine America's talent pool rich with Latino talent once the momentum of leaders willing to invest in the use of these innovations and evidence based practices is unleashed. We hope you will be a part of our efforts!

OVERVIEW

This year's compendium contains a summary of the four 2015 Examples of *Excelencia* and 16 finalists. The compendium begins with a summary of the selection process for identifying the selected program list of finalists, followed by a brief overview of the program services that they offer. The compendium then provides one-page summaries of the programs and departments including a brief description, goals, evidence, and key personnel for each.

To be considered, each program submitted a program description, staff and budget, brief history, program activities, long-term goals, and evidence of the program's effectiveness. While not exhaustive, the summaries in this compendium are based on the profiles submitted during the nomination process and provide some insight into successful programs and the key characteristics essential to Latino student success.

The programs and departments nominated had several common characteristics or practices that illustrated their ability to increase Latino student success worth noting:

- Ensure there is institutional commitment and leadership to serve Latino students.
- Invest in the long-term viability of the activities to ensure meaningful impact.
- Have clear goals and objectives that delineate what the programs 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.

To find out more about each of the programs, please contact the key personnel listed at the bottom of each program summary. In addition, information on all of these programs along with other active programs recognized through Examples of *Excelencia* is accessible online via our Growing What Works Database (www.EdExcelencia.org/growing-what-works).

SELECTION PROCESS

Excelencia in Education staff reviewed over 170 profiles and identified a list of 20 finalists through the analysis of the following criteria:

- ☑ Intentionally including Latino students in their efforts
- ☑ Strong record of retention, progress, and completion for Latino students (at least three years)
- ☑ 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, and other community-based organizations, practitioners and professionals
- ☑ Professional staff that recognizes and addresses the needs of Latino students among all served
- ☑ Culturally competent services that integrate Latino culture and enhance Latino students' navigation between their homes, schools, communities, and eventual professions
- ☑ Rationale of the identified need for the services the program offered and appropriate budget
- ☑ Quantitative and qualitative evidence of the impact and effectiveness of the services the program offers

A profile of the finalists was shared with an external selection committee to select one Example of *Excelencia* at each level. The committee included the following colleagues and stakeholders from diverse organizations and efforts all committed to increasing Latino student success:

Member	Title	Organization
Susan Albertine	Vice President, Office of Engagement, Inclusion & Success	Association of American Colleges & Universities (AACU)
Alex Chough	Vice President for Government Relations	National Council for Community & Education Partnerships (NCCEP)
Melissa Corrigan	Vice President, K-Career Continuum Strategy	American College Testing (ACT)
Susan Johnson	Director of Equality and Inclusion	Lumina Foundation
Mark Hugo López	Director of Hispanic Research	Pew Research and Hispanic Trends Project
Estela López (chair)	Interim Provost at the Board of Regents for Higher Education	Connecticut State Colleges & Universities
Narcisa Polonio	Executive Vice President for Education, Research and Board Leadership	Association of Community College Trustees (ACCT)
Rosita Ramirez	Director of Constituency Services—Education	National Association of Latino Elected & Appointed Officials (NALEO) Education Fund
David Trujillo	Director of Grants, Special Initiatives & Title V	University of New Mexico-Taos
Joel Vargas	Vice President, High School through College	Jobs for the Future

ASSOCIATE LEVEL

WHAT WORKS FOR LATINO STUDENTS IN HIGHER EDUCATION

2015 Example of Excelencia – Associate level

Early College High Schools

South Texas College (TX)

The Early College High Schools program developed and expanded dual enrollment college courses that allow high school students to earn both a high school diploma and an associate's degree at the same time.

Finalists

Key Center

Victoria College (TX)

The Key Center implemented strategies to retain Latino and other students through graduation, and assisted students transferring to a 4-year institution.

Latinos Unidos Con Energia, Respeto, y Orgullo (LUCERO)

Lansing Community College (MI)

The LUCERO program offered holistic case management, peer mentoring, and faculty to student mentoring to promote their success.

Student Success Center

Northern Essex Community College (MA)

The Student Success Center provides career exploration through mentors, workshops, and seminars for Latino and other students.

Services for Women and Non-Traditional Students (SWANS)

San Antonio College (TX)

The SWANS program provides a one-stop, comprehensive system of quality support/retention services and gives Latinos and other students a sense of community on campus while maintaining the importance of their culture.

More detail on each program is provided in the following section.



Early College High Schools Program

COLLEGE/UNIVERSITY

South Texas College
www.southtexascollege.edu/highschoolprograms

DESCRIPTION

In 2006, South Texas College (STC) partnered with Progreso ISD (a small rural district with a high school student population of approx. 300 students) to develop an Early College High School (ECHS) Program. Schools in this program are designed under a “small school model” wherein 100 to 125 9th grade students start the program every year. Teaching and learning in all courses are based on common instructional frameworks that emphasize collaborative learning, intensive writing, critical thinking, open discussion, “scaffolding”, and mastery learning. Early College High Schools specifically target populations of students that are potential first-generation college attendees from low socio-economic backgrounds. They provide a nurturing atmosphere for students that require extra support systems and accelerated programs to help them succeed. Ideally, the 9th and 10th grade years of the ECHS student experience are designed to prepare students for college-level coursework. In the 11th and 12th grade years, students are eligible to enroll in and complete dual enrollment/dual credit courses.

GOALS

South Texas College designed the Early College High School program to provide an environment that is conducive to learning where students become more engaged, inquisitive and are able to advocate for themselves. Their objective is to provide students with a seamless transition to a four-year institution or a technical degree in a high skill, high demand career field. In keeping with the Texas Education Agency’s College for All initiative—designed to ensure that students from all circumstances are successful through access to

support systems—South Texas College plans to ensure that all students complete a minimum of 30 credit hours, or 60 college credit hours that leads to an associate degree through their ECHS partnerships.

EVIDENCE OF EFFECTIVENESS

South Texas College and its Early College High School partnerships are making great strides in closing the educational gap in partnership with school districts that share in the same philosophy of educational excellence and advancement. Collectively, these partnerships are breaking barriers and creating a paradigm shift, ensuring that every student is successful academically and in life.

- There are approximately 6,000 students in the pipeline successfully enrolled in college coursework. By design, this program was intended to serve first-generation, at-risk and low socio-economic status students. Of students enrolled in STC’s 30 Early College High Schools, 98% are Hispanic, and 100% of them qualify for free or reduced lunch.
- There are an estimated 950 additional students that will graduate “core complete” or with a minimum of 12 college credit hours. ECHS has steadily increased the number of seniors graduating with associate degrees from 28 in 2011 to an estimated 530 in May 2015 from nine schools.
- In total, 1,431 students have graduated with associate degrees during the last 5 years.

KEY PERSONNEL

Sofia Peña
Director for Early College High Schools
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sofia21@southtexascollege.edu
(956)793-1324



Key Center

COLLEGE/UNIVERSITY

Victoria College
www.victoriacollege.edu/keycenter

DESCRIPTION

Established in 2001, the KEY Center builds an infrastructure for success outside the classroom to help students succeed in a normal college class. The Key Center strives to diminish barriers to success in higher education that at-risk, low-income, first-generation students and students with disabilities face when they enter college. It does so through academic support of advising, counseling, professional and peer tutoring, and transfer assistance. Rather than offering support in silos, the KEY Center model is a one-stop shop for support services and resources. The Key Center also provides personal and professional development such as financial literacy education, mentoring, job shadowing opportunities, and exposure to cultural enrichment experiences. They serve 160 freshmen students per year (over 20% of incoming freshmen), with Victoria College's average freshman class totaling 700 students.

GOALS

The Key Center's mission is to promote participation in postsecondary education by encouraging intellectual growth and social development. The program intends to retain its "at-risk students", keep them in good academic standing, and transfer and/or graduate them to baccalaureate programs. To meet its mission of social development, rather than draw emphasis on the socioeconomic backgrounds of their students, the KEY Center instills a sense of importance and belonging by admitting and supporting them alongside peers with whom they can relate.

EVIDENCE OF EFFECTIVENESS

The KEY Center combines social and academic support to produce a successful pipeline of students. In every one of its program objectives set for the most recent funding cycle, the KEY Center exceeded its targets. This is important since improved retention increases the likelihood these students will graduate and enter baccalaureate programs after graduation.

- From Fall 2013 to Fall 2014, 78% (119/152) of KEY Center students persisted, compared to only 45% (1897/4242) of non-KEY students—a significant difference of 34%.
- A majority (72%) of its Hispanic students (62/86) persisted compared to only 47% (883/1887) of non-KEY Hispanic students at Victoria College. Hispanic Key students also persist at a higher rate than the Texas (52%) and US (53%) averages.
- In Fall 2014, the KEY Center helped its students maintain an average 2.68 GPA, well above the 2.0 required to be in good academic standing at Victoria College. Hispanics maintained their GPAs at an almost equivalent average of 2.57.
- A survey is administered every semester to gather important qualitative reflections of students. For 2014's Fall Semester 103 KEY students took the survey, and 97% (100) answered that they were "Very Satisfied" with the services they receive at the KEY Center.

KEY PERSONNEL

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Latinos Unidos Con Energia, Respeto y Orgullo – Latinos United with Energy, Respect, and Pride (LUCERO) Program

COLLEGE/UNIVERSITY

Lansing Community College
<http://www.lcc.edu/lucero>

DESCRIPTION

The LUCERO Program creates a positive connection for Latino/a students to develop exceptional academic, leadership, and professional skills while celebrating culture. “Lucero” means morning star and brilliance, which describes their students’ journey at Lansing Community College (LCC) from their first day to graduation or transfer to a 4-year university. LUCERO began in 2003, when LCC’s Latino/a students comprised the lowest graduation, transfer, and retention rates of LCC’s student population. Their mission was developed to create an environment of success. LUCERO offers annual events through Hispanic Heritage Month, Cesar E. Chavez Day, Annual Meet and Greet, and a Thanksgiving dinner. An annual 5K run/walk raises scholarship funds for students. Families play a pivotal role in student success and are always included in their events.

GOALS

LUCERO’s goal is to engage and retain students to accomplish their academic goals of graduating with a certificate or degree, and/or transfer to a 4-year university. LUCERO supports LCC’s mission of providing learning and enrichment opportunities to improve a student’s quality of life. They help students develop positive connections with LCC faculty and staff, and strive to empower them, be positive role models, encourage them to explore a variety of careers, and build a community of leaders with a shared identity and experience. Many continue on to earn bachelor degrees; some complete the legacy with master’s degrees, and currently one student is pursuing a doctorate degree. Their success services include bilingual services; academic,

career, and financial aid advising; tutoring; workshops; mentoring; peer support; computer lab; university tours; and cultural events.

EVIDENCE OF EFFECTIVENESS

The program has grown from 40 students in 2008 to 350 in 2014.

- LUCERO has graduated 97 students with certificate and associate degrees; 65 have transferred to 4-year universities, 28 have earned bachelor degrees, 6 are earning master’s degrees, and 1 is earning a Ph.D.
- In 2014, Latina LCC students had the second highest success rate of all LCC student population groups, at 78%. LUCERO students’ retention rate is 79% compared to LCC’s overall rate of 59%.
- 9 LUCERO students have received University of Michigan summer internships through the Undergraduate Research Opportunity Program (UROP) and two have received summer internships in Science and Engineering at Michigan State University.
- LUCERO student feedback includes the value of advising, feeling connected, positive learning experiences, developing academic and career goal skill sets, advocacy skills, giving back, equating education and training with a career choice, and achieving their dreams.

KEY PERSONNEL

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Student Success Center

COLLEGE/UNIVERSITY

Northern Essex Community College
www.necc.mass.edu/studentservices/current/student-success-center

DESCRIPTION

The Lawrence Campus Student Success Center (SSC) was created in 2011 to address the multiple needs of Latino students using a holistic, personal case management approach to connect students to programs and services to strengthen their academic and leadership skills, reinforce positive behaviors, and build strong support networks that promote student success. Services include college prep programs, counseling referrals to social services, and career exploration & planning. There are two additional components to the Student Success Center. There is a 2 week Summer Bridge Program for incoming Latino students to get them acquainted with the rigors of college, provide English/Math remediation, and build skills more appropriate for college level work. And there is The Early Success (Alert) program, which is designed to identify students with academic or personal struggles & connect them to resources to positively impact their academic performance and retention.

GOALS

The Center's mission is student retention—to eliminate barriers and build bridges for Latino student success. Their goals are to develop strong academic skills, positive behavior, and a support network to help manage challenges. They connect students to resources within the college and community to increase academic performance. Career exploration, planning and preparation are provided to students so that they may choose a program and career path based on their interests, strengths and lifestyles. They also look to provide the Early Success program where they identify students at the first sign of struggle who arrive to college underprepared and without the necessary support networks needed for success and connect them to services.

EVIDENCE OF EFFECTIVENESS

SSC serves around 600 students per year, mostly Latinos.

- The SSC Early Success cohort, part of the initial pilot in Fall 2011, had 98 students. The program was scaled up in 2012, and in Fall 2013, Hispanics were 52% of the 1,121 total students.
- When compared to Latinos not using SSC services, those using services showed an 8% higher course completion rate and a 19% higher retention rate in Fall 2013. In Fall 2014 Latino students using services showed an 11% higher course completion rate and a 19% higher retention rate than Latinos not using services.
- The SSC increased outreach and training on NECC's Early Success Program; within 1 semester faculty participation in the program grew to 49%. The system is being scaled up to include all NECC students in Fall 2015.
- Since 2012, 38 Latino students have participated in the SSC Summer Bridge Program. After 2 weeks, 13 students reassessed into higher-level Math and Writing courses. In 3 short years, 18 of them have been placed on the Dean's list. In Fall 2014 alone, 14 Bridge students received this distinction. Sixty six percent (66%) continue to be enrolled at the college, 13% have transferred or graduated totaling a 79% retention rate.

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Services for Women and Non-Traditional Students (SWANS)

COLLEGE/UNIVERSITY

San Antonio College
<http://www.alamo.edu/sac/SWANS>

DESCRIPTION

The San Antonio College (SAC) Department of Services for Women & Non-Traditional Students (SWANS) provides a one-stop, comprehensive system of quality, support/retention services for SAC students and the community in its Empowerment Center. It is comprised of three support programs: 1) The Women's Center, established in 1981 to retain women and non-traditional students in college, provides academic advisement, personal/crisis counseling, child care/parent support services, community referrals, bus/textbook vouchers, the LULAC Parent/Child Scholarship Program and an annual city-wide college outreach/recruitment conference for women. 2) Seguir Adelante, established in 1997 to provide pre-college/transition services for special populations needing support for college preparation/success. Services include English language remediation, GED prep, basic skills upgrading, college admission/registration assistance, testing, textbook vouchers, tuition assistance, and a GED to College Transition Program. 3) Mi CASA (Career Advancement and Self-Sufficiency Assistance) Program, created in 2007 helps individuals become self-sufficient with career counseling and social services eligibility screenings.

GOALS

SWANS advocates for and empowers women, non-traditional students and community members by transforming their lives through a comprehensive system of educational support and retention services. They aim to provide quality academic advisement, personal/career counseling and crisis intervention along with workshops seminars, and conferences for recruitment and retention.

EVIDENCE OF EFFECTIVENESS

- SWANS served 1,414 clients during Fall 2013, of which 65% were Latino and 85% were low-income; 688 were first-time-in-college (FTIC) students at SAC. SWANS participants' persistence rate from Fall 2013-Fall 2014 was 61%, while SAC's overall FTIC persistence rate was only 41%.
- SWANS has raised and awarded >\$1 million in scholarships
- In their GED program, Seguir Adelante, of 152 participants from Spring 2010 through Fall 2013, 82% have been Latino/a, and 87% have earned a GED. 83% of Seguir Adelante's GED students have enrolled in college.
- The LULAC parent/child program has, since 2007, awarded 460 students with a scholarship, 200 first-generation Parent/Child Scholars have already completed a postsecondary credential or the first half of their 4-year transfer plan, and 15 of their children have begun college.
- From 2012-13 through 2014-15, Parent/Child Scholars had an average GPA of 3.07, and rates of fall-to-spring persistence between 96%-100%, nearly 30 percentage points higher than SAC's average for all FTIC students (67%).

KEY PERSONNEL

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BACCALAUREATE LEVEL

WHAT WORKS FOR LATINO STUDENTS IN HIGHER EDUCATION

2015 Example of Excelencia – Baccalaureate level

STEM Program

Fresno Pacific University (CA)

The STEM Program uses cohort models, supplemental instruction, a summer bridge program, learning communities and peer and faculty support to increase STEM degrees among Latino students.

Finalists

Latino Initiative Program

Utah Valley University (UT)

The Latino Initiative Program begins to provide support, such as parent engagement, summer bridge programs, and mentorships as early as Pre-K to Latino families and students.

Mathematics Intensive Summer Session

California State University, Fullerton (CA)

MISS is a female specific program focused on leadership, community, and culture where they provide an intensive mathematics experience for Latinas.

Sam Houston Establishing Leadership In and Through Education (SH ELITE)

Sam Houston State University (TX)

SH ELITE is a male specific program that provides counseling, mentoring and advising to assist first-generation college students with the undergraduate process.

The Percy Ellis Sutton Search for Education, Elevation, and Knowledge (SEEK) Program -

Herbert H. Lehman College/CUNY (NY)

The SEEK program targets students that do not meet traditional admission requirements to the City University of New York and provides them with counseling, career advice, supplemental instruction and tutoring in order to increase their persistence and graduation rate.

More detail on each program is provided in the following section.



STEM Program

COLLEGE/UNIVERSITY

Fresno Pacific University
<http://experiencefpu.com/stem>

DESCRIPTION

Since 2010, the STEM program at Fresno Pacific University (FPU) has been a learning community designed to support Latino, first-generation, and low-income students seeking a degree in STEM. The various program components include: a weeklong, residential Summer Bridge program that takes place before college freshmen year begins; a learning community with a focus on four common courses during the first two semesters; Supplemental Instruction (SI) in core gatekeeper courses; STEM faculty and peer mentoring; a career counselor focused on STEM careers, job shadowing, internships; and a STEM Study Lab outfitted with textbooks, computers, supplies, and space for collaborative learning.

GOALS

The mission of the STEM program is to increase bachelor degree attainment among Latino, first-generation, and low-income students by fostering success in core courses and promoting retention to the second year. They look to foster networking and relationships through learning communities; institutionalize their program components to raise success of high-risk students across the campus; develop students who see themselves as capable of positively impacting their world; and help students understand the benefits of a university education in culturally sensitive ways.

EVIDENCE OF EFFECTIVENESS

Latino students at FPU have historically performed at much lower success rates in the School of Natural sciences. Since the STEM Program's implementation they have achieved the following:

- Success rates in chemistry have almost doubled
- 87% in STEM have persisted to their second year (compared to 78% of peers not in the program). 93% of Latino and 82% of first-generation students persisted

to their second year (compared to 80% Latino and 75% first-generation peers not in the program) 86% of students (89% of Latino, 84% of first-generation) remain at FPU and are making progress towards their bachelor's degree.

- 91% of fourth-year students within the program have either graduated early or are on track to graduate on time. 75% of students have remained with a major in the Natural Sciences.
- 76% of Latino and 73% of first-generation students succeeded in their cohort science courses (compared to 68% Latino and 68% first-generation peers).
- 91% of Latino and 87% of first-generation students succeeded in their cohort humanities courses (compared to 85% Latino and 86% first-generation peers).
- 84% of Latino and 81% of first-generation students succeeded in General Chemistry (compared to 71% Latino and 70% first-generation peers).
- 28 staff/faculty have participated in faculty development, conferences, or collaboration pertaining to the initiatives of the program.

This data is transforming the way FPU supports and promotes Latino students. As a result of the STEM program's success, other programs have been implemented or enhanced including (1) learning communities in multiple program areas; (2) revision of the first year experience program for incoming freshmen; (3) incorporation of supplemental instruction into faculty pedagogies and the academic support center; and, (4) three new grant teams working on proposals aimed at enhancing Latino success.

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Latino Initiative Program

COLLEGE/UNIVERSITY

Utah Valley University

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

DESCRIPTION

Established at Utah Valley University during Fall 2007, the Latino Initiative helps Latina/o students achieve educational success by providing direct student services to help Latina/o students along the PK-16 educational pathway. They do this by engaging parents, families, and the community through specific programs including a summer bridge program, a USALO mentorship program between Utah Valley University and K-12 students, funding support from the Latino Scholarship Fund, on- and off-campus Latino parent open houses, and the Latin American Celebration. The Latino Initiative program also advocates for educational policy and institutional practice changes that govern how Latina/o students experience education.

GOALS

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

EVIDENCE OF EFFECTIVENESS

- Over the last eight years, the Latino Initiative has helped increase Utah Valley University's Latino student enrollment by 194%, with 3,134 students enrolling in Fall 2014.
- In the last five years, Utah Valley University has seen an increase in Latino graduates of 118%.
- The Latino Initiative reaches out to approximately 6,000 - 7,000 Latino students and their parents per year.
- Since 2008, over 600 Latino high school juniors and seniors earn up to six college credits at no cost to the student for participating in the Latino Educators of Tomorrow, Latino Scientists, Math, English, Hospitality Management, Computer Science, Political Science, and Wasatch Prep College summer bridge programs.

The Latino Initiative hosts other services and events such as the annual Celebración Latino Americana, where Latino students who are receiving scholarships through the program are recognized and the Latino Parent Open House held on their campuses and in schools around the region.

KEY PERSONNEL

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Mathematics Intensive Summer Session (MISS)

COLLEGE/UNIVERSITY

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

DESCRIPTION

MISS was created in 1990 to address a nationwide concern for a shortage of female students, primarily Latinas, opting for careers in STEM. Research has shown that success in mathematics is key to choosing STEM majors in college. Designed particularly to serve females from underrepresented ethnic groups, for the last twenty-five summers, MISS has been providing an intensive mathematics experience. Girls from local high schools attend MISS courses for four weeks during the summer in college preparatory mathematics at the Algebra II level and above. Students meet daily from 8 am – 3 pm, Monday through Friday at no cost to students. The MISS program also features guest speakers who are successful women in business, education, or industry, many of whom are Latina.

GOALS

In the short-term, the aim of MISS is to support students in their study of mathematics, focusing on assisting them to successfully complete the necessary courses required for college admission and eventual college graduation. Research has shown successfully completing high school mathematics courses in geometry and algebra enhances the probability of success in college. In the long-term MISS aims to encourage Latinas to take and complete calculus at the college level, thus creating for them access to university STEM majors such as Chemistry, Engineering, Geology, Biology, Physics, and Mathematics.

EVIDENCE OF EFFECTIVENESS

- Since 1990, 1,575 students have completed MISS. Of those, 1,019 (65%) were Hispanic.
- Over 98% of the participants go on to college with about 20% choosing STEM majors and 1/3 enrolling at California State University, Fullerton.
- MISS students enrolled at CSU Fullerton are tracked, and have successfully completed college at a rate over 90%.
- In 2014, students took the Second Year Algebra Readiness Test for the first time with an average score of 17.6 out of 45. On the post-test, the average was 26.8, a gain of 63%.
- The same students took the Mathematical Analysis Readiness Test with a pre-test average of 7.8 out of 45. This was for material they were going to learn during the summer and would later cover during their Algebra II class in the fall and subsequent spring semesters. On the post-test the students scored an average of 13.4, a gain of 105%.

KEY PERSONNEL

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Sam Houston Establishing Leadership In and Through Education (SH ELITE)

COLLEGE/UNIVERSITY

Sam Houston State University
<http://www.shsu.edu/centers/sam-center>

DESCRIPTION

The SH ELITE Program started in Fall 2010 and is a male, minority initiative designed to promote the retention and graduation of male, minority (i.e., Hispanic and African American) students at Sam Houston State University (SHSU). Students who are selected to be in the ELITE Program meet once per week in small groups (12-15 students per group). Peer mentors preside over each group to provide academic resources and support. Students go through “study skill instruction,” workshops that promote resource management, and speaker sessions that provide networking opportunities. ELITE members are encouraged to attend various social activities, receptions, and special events. There is also a professional speaker series that students are required to attend once per month to enhance their networking skills. Sam Houston ELITE has evolved into a four-year comprehensive program that provides students with resources from when they set foot on campus to when they graduate.

GOALS

Minorities, specifically Hispanic and African American males, have the lowest graduation rates and retention rates in higher education (Kim, 2011; Strayhorn, 2010). With such a disparity between these minority populations and their mainstream counterparts, government entities have pushed for programs aimed at improving these rates in higher education institutions. The ELITE Program aims to accomplish this task by providing academic support and peer mentoring in addition to advising resources for incoming freshmen.

EVIDENCE OF EFFECTIVENESS

- The ELITE Program's enrollment has been 40%-50% Latino annually. About half (35 of the 70) of ELITE students are Latino.
- The number of participants has increased over time with 70 participants for FY15.
- For FY15, ELITE Latino students had a statistically significant higher course completion rate (97%) than both those not in the program (83%) and all other minority, male, first-time freshmen (MMFTF) (82%).
- Latino ELITE members had a statistically significant higher GPA (3.16) than students outside of the program (2.46) as well as all other MMFTF (2.39)
- A retention rate between 67%-82%.
- Available 4-year graduation data shows that Latino ELITE students have a 66% graduation rate for four years versus 18% graduation rates for students outside the program and for all other MMFTF.

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The Percy Ellis Sutton SEEK Program

COLLEGE/UNIVERSITY

Herbert H. Lehman College/CUNY
<http://www.lehman.edu/students/seek>

DESCRIPTION

The Percy Ellis Sutton SEEK (Search for Education, Elevation, and Knowledge) Program at Lehman College is an educational opportunity program of the City University of New York. Inaugurated in 1968 the SEEK program targets students who have demonstrated motivation and potential for college success but do not meet traditional admissions requirements and need academic and financial assistance to succeed in college. Beyond providing a means for these students to enter a CUNY senior college, a prospect not otherwise available to students with their academic and economic profiles, SEEK provides an array of important support services to help them complete in a competitive academic environment. Services include counseling, advisement, supplemental instruction and tutoring focused on student persistence/retention, academic performance and graduation and fostering the non-cognitive skills and attributes needed for college and career success.

GOALS

The overall mission of SEEK is to provide access to higher education to historically underserved students in an effort to increase their level of education, social capital, and workforce preparedness. SEEK fulfills its mission by providing a range of specialized support and enrichment programs and activities dedicated to encouraging SEEK student learning, performance, persistence, and graduation. SEEK at Lehman College aims to contribute to closing the New York equity gap in college completion rates by increasing its retention and graduation rates and ensuring that students make timely progress toward degree completion.

EVIDENCE OF EFFECTIVENESS

Over the last eight years, the SEEK Program at Lehman College has implemented a number of strategies that they believe have contributed to improved outcomes in retention, performance, graduation and other areas.

- The SEEK program supports about 855 full-time undergraduates and enrolls 225 freshman each year; 73% are Latino.
- There was a 21% increase in the first-year retention rate of Latino students from 2007 to 2012, from 67% to 88% and a 29% increase in second-year retention rates of Latinos over the same period.
- The average cumulative GPA for the 2007 entering cohort was 2.46 and the average cumulative GPA for the 2013 cohort was 2.97.
- SEEK's six-year graduation rate for Latinos increased from 29% (cohort 2007) to 43% (cohort 2008).
- One program component, Reaching into the Science Experience (RISE) initiative, targeted students interested in STEM and health careers by providing them with science-focused supplemental academic support services, including year-round science preparation workshops. An analysis of their grade distribution in science courses showed 74% passed with a grade of "C" or higher. Prior to RISE only 41% of their students were earning similar grades.

KEY PERSONNEL

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GRADUATE LEVEL

WHAT WORKS FOR LATINO STUDENTS IN HIGHER EDUCATION

2015 Example of Excelencia – Graduate level

Hispanic Center of Excellence

University of Illinois Chicago College of Medicine (IL)

The Hispanic Center of Excellence aims to develop Latino physicians by creating an educational pipeline from high school through medical school.

Finalists

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

CLAVE targets teachers at a local school district to provide them with support to pursue graduate school with the purpose of increasing the number of public school teachers with advanced degrees.

Dual Language (English/Spanish) Master of Science in Nursing
Family Nurse Practitioner Program - Sistema Universitario Ana G. Méndez (FL)

The Master of Science in Nursing and Family Nurse practitioner program provides Dual language courses for students pursuing a career in nursing.

Enhancing Post baccalaureate Opportunities at CSUF for Hispanic Students (EPOCHS)
California State University, Fullerton Office of Graduate Studies (CA)
EPOCHS is a support program that aims to increase the number of Hispanic students in graduate school by providing different resources and information to students and their families.

The Combined BA/MD Degree Program
University of New Mexico (NM)

The Combined BA/MD program provides dual enrollment and dual credit courses to undergraduate students seeking degrees in the medical field.

More detail on each program is provided in the following section.

Hispanic Center of Excellence

COLLEGE/UNIVERSITY

University of Illinois at Chicago
<http://www.medicine.uic.edu/HCOE/>

DESCRIPTION

The Hispanic Center of Excellence (HCOE) was established in 1991 to address the severe shortage of Latinos in medicine. The Center aims to develop an educational pipeline from high school to medical school faculty. The HCOE sponsors pre-college programs such as the Medicina Academy Apprentice Program and the Latino Health Science Enrichment Program. College-level programs such as the Latino Health Science Enrichment Program; the Medicina Scholars Program; and the Summer Undergraduate Research Program in Health Disparities. Additionally, they have programs for medical students: the Medicina Fellows Program; the Summer Medical Student Research Program; the Prep for USMLE Step 1; the Urban Medicine Program; and for junior medical faculty they offer the Faculty Development Fellowship. Finally, they sponsor the Academia de Padres Leadership Institute for parents whose children are interested in the health professions. To complement the structured programs they provide advising and career counseling from high school through medical school.

GOALS

Their mission is to improve the medical care of Latinos in Illinois by providing programs that strengthen the pipeline and increase the number of Latino applicants pursuing health careers. They aim to: develop a competitive applicant pool of Latinos for medical school admissions; enhance the academic performance and overall experience of Latino medical students; provide opportunities for faculty student research on Latino health issues for undergraduate and medical students; design curricular initiatives to increase the linguistic and cultural competence of college of medicine students; provide faculty development activities to train, recruit and retain Latino faculty; and, raise funds to support scholarships for Latino medical students.

EVIDENCE OF EFFECTIVENESS

The College of Medicine is consistently ranked among the top ten medical schools for Latinos, and was ranked 1st in Latino enrollment.

Medical school outcomes:

- Of the 222 Latinos that entered the college of medicine in 2007 to 2011, 217 (97.8%) have either graduated or will graduate by next spring. The 222 entering Latino students comprised 14.1% of all students that entered in that same period.
- During academic year 2013-14, 28 medical students completed the Clinical Spanish elective course. In summer 2014, 94% of Latino second-year students passed the USMLE Step 1 on the first attempt (same as school %). Also that summer, 16 rising M2s completed the Summer Medical Research Program. In Spring 2014, 21 students completed the Urban Medicine Program, including six Latinos (29%).

Undergraduate outcomes:

- A total of 134 Latino college students participated in 2013-14. In Summer 2014, 29 incoming UIC freshmen participated in the Latino Health Science Enrichment Program—Track 3; 10 students took part in the Summer Undergraduate Research Program on Health Disparities. A total of 93 students were involved in Medicina Scholars during 2013-14, with 25 of them completing the 3-year program. Of the total, 59% are first-generation college students.

Pre-College program outcomes:

- 203 high school students were engaged in structured programs. The second cohort of Medicina Academy participants (n = 22) completed high school this spring; 100% were admitted to four-year universities. Last summer, 106 students participated in one of these three programs: the Rural Medicina Academy in Rockford, IL, the Latino Health Science Enrichment Program Track 1 and Track 2.

Last spring 22 Latino parents completed the one-year Academia de Padres Leadership Institute. In Fall 2014, 20 Latino first-year medical students were awarded scholarships, or 52% of all scholarships awarded that year.

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Creating Latino Access to a Valuable Education (CLAVE)

COLLEGE/UNIVERSITY

Florida International University
http://education.fiu.edu/community/research_and_grants

DESCRIPTION

Florida International University (FIU), a four-year, public, urban, research, Hispanic-Serving Institution (HSI), was awarded in 2009 a grant in the College of Education, to implement the Creating Latino Access to a Valuable Education (CLAVE) project. The program aims to expand post-baccalaureate educational opportunities and improve the academic attainment of Hispanic students. During the five years of implementation, the project has enhanced three key areas: graduate student support services, faculty professional development and upgrading of instructional technologies. The CLAVE project is a collaboration between the College of Education (COE) and Miami-Dade County Public Schools (M-DCPS), the fourth largest school district in the United States. In order to increase the number of Hispanic/Latino educators with advanced degrees in M-DCPS, the CLAVE project has provided tuition scholarships to four cohorts of Latino teachers and administrators (N=36) in their pursuit of master's and doctoral degrees.

GOALS

The goal of the CLAVE project is to increase the number of Hispanic American educators who obtain graduate degrees. A number of support mechanisms were established to enhance opportunities for Hispanic teachers and administrators to advance their professional careers with the required new knowledge, skills and dispositions. The academic services are available to all students in the college. The support services include: tutoring, mentoring, advising and additional instruction related to research endeavors. In addition, the program provides services for faculty development to support their research, thus contributing to increased academic quality in the college.

EVIDENCE OF EFFECTIVENESS

The partnership between the College of Education and the Miami-Dade County Public Schools district established in this project resulted in the selection of one cohort of Latino administrators to pursue a doctorate in Educational Administration and Supervision. Additionally, three cohorts of Latino educators were recruited for completing a Master's degree in Urban Education. The participants are employed in low performing schools in the district.

- The first cohort of 11 educators graduated in the spring of 2012; the second cohort of 10 graduated in the spring of 2014; and the third cohort of 15 educators have completed 18 of the 36-credit hour program and are scheduled to graduate in December 2015. Their average grade point averages have ranged from 3.8 to 3.7, with a graduation rate of 91%.
- Graduate student support services from the CLAVE project are available to all graduate students in the College with an enrollment of 975, over 55% of them Hispanic. Technical and academic writing assistance through the Office of Academic Writing and Publication Support is continually provided as a means of promoting collaborative research between faculty and graduate students. Over 50 travel awards have been provided to faculty and students to present manuscripts at various professional conferences.

KEY PERSONNEL

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Dual Language (English/Spanish) Master of Science in Nursing (MSN) – Family Nurse Practitioner Program (FNP)

COLLEGE/UNIVERSITY

Sistema Universitario Ana G. Méndez
<http://www.suagm.edu/southflorida/nursing>

DESCRIPTION

The Dual Language Family Nurse Practitioner Program (FNP) offers Latino nurses the opportunity of completing an MSN-FNP degree while developing both their academic English and Spanish language skills throughout the curriculum. Many Latino professionals that come to the U.S. are underemployed or sub-employed because they either do not speak English, or their profession requires completing a degree from a US accredited institution. All courses are offered in both languages, alternating the language each week. The program started at the main campus of Universidad del Turabo in Puerto Rico in 2004. It expanded the academic offering to Florida in 2012 and adapted their curriculum by using the Discipline-Based Dual Language Immersion Model®. The dual language version serves 100% Latino students.

GOALS

MSN-FNP's mission is to prepare board certified Nurse Practitioners through an innovative academic offering, to respond to the needs of the Latino community. The target population are Latino registered professional nurses and the Latino community in general. The MSN-FNP program fulfills three main goals: the development of board certified, bilingual, primary care clinicians to attend the health care needs of the Latino community; to develop a pipeline of qualified, bilingual, board certified nursing faculty; and to contribute to the professionalization of nursing by providing Latino registered professional nurses the opportunity to obtain an advanced practice degree while developing their professional language skills.

EVIDENCE OF EFFECTIVENESS

The Family Nurse Practitioner specialization of the Master's in Nursing program has grown over 200% in only two years since its creation.

- The program's enrollment has grown from 48 students in 2013 to 153 in 2015-fall semester. 100% of the students are Latino, and about 54% of them are female.
- The 2014 graduating class of 60 students had 44 students from the original class, which provides for a graduation rate of 92%. The retention rates range from 96-100%.
- 40 students from the program have taken the American Academy of Nurse Practitioners Certification (AANP) with an outstanding passing rate of 97%. This national certification program recognizes their education, knowledge, and professional expertise. It provides a process for validation of an advanced practice registered nurse's qualifications and knowledge for practice as a primary care nurse practitioner.

KEY PERSONNEL

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Enhancing Post baccalaureate Opportunities at CSUF for Hispanic Students (EPOCHS)

COLLEGE/UNIVERSITY

California State University, Fullerton
<http://www.fullerton.edu/graduate/epochs>

DESCRIPTION

The EPOCHS program began in October 2010 to provide new graduate student orientation with Spanish workshops for families, graduate student handbooks, quarterly bilingual English/Spanish newsletters, tutoring and academic skills workshops, bicultural counseling, a faculty/grad student mentoring program, and funds for grad student research. EPOCHS also organizes activities to enhance infrastructure and campus climate such as faculty development workshops on cultural competency (faculty body is 66% white-non Hispanic), workshops for faculty and staff advisers, a graduate student admissions coordinator, and outreach activities (events, workshops, tabling) with community groups (high schools, community colleges, non-profits). EPOCHS' services are open to all, but framed and designed for Latino/a students.

GOALS

The purpose of the EPOCHS program is to increase the number of Latino/a students who achieve a master's degree at CSU Fullerton. It was established to improve enrollment, correct disparities in academic achievement and increase University engagement. EPOCHS' services and activities not only support individual students, but also strengthen campus climate with faculty and staff development on issues of access and inclusion in higher education.

EVIDENCE OF EFFECTIVENESS

CSU Fullerton, one of the largest universities in the state, currently has 5,000 graduate students and 55 graduate degree programs. In 2009, Hispanics were 33% of all undergraduate students at CSUF, but only 15% of total graduate students. Hispanic graduate students took a longer time to obtain a degree, had lower graduation rates and disparately high

numbers of academic probation and disqualification when compared with the total graduate population.

Since the implementation of EPOCHS:

- Enrollment of Hispanic students in CSUF graduate programs increased by 34% (229) from 2010 to 2014: from 691 to 920 Hispanic students. Hispanic student percentage of total enrollment improved from 15% to 21% of the graduate student body.
- The programs' performance targets have been exceeded by 50%: 200 Hispanic students had academic tutoring in 2014 and 112 attended academic workshops.
- EPOCHS Mentoring Program has high mentor application rate among faculty: annually 50-70 faculty members apply for 25-35 mentor positions. 100% of faculty attended workshops and reported an increase in understanding of challenges faced by Hispanic students; 31% "vastly" improved understanding. EPOCHS Faculty development workshops increased in 2014 from 4 to 16 to accommodate faculty interest.
- Hispanic students are now less likely to be on probation or to be academically disqualified. In 2009, Hispanics were 18% of the graduate students on academic probation and 19% of those academically disqualified. In 2014, Hispanics were 21% of the graduate population, but only 14% of those on probation and 15% of those academically disqualified.
- 2-year graduation rates improved: In 2010, 30% of Hispanic students in the entering class graduated in 2 years but improved to 40% in the 2012 entering class.

KEY PERSONNEL

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The Combined BA/MD Degree Program

COLLEGE UNIVERSITY

University of New Mexico
<http://som.unm.edu/education/bamd>

DESCRIPTION

The Combined BA/MD Degree Program started in 2006 at UNM, the only Hispanic Serving Institution (HSI) designated as a Very High Research University (VHRU). The Program addresses the physician shortage in New Mexico by assembling a class of diverse students who are committed to serving rural communities. Each year 28 broadly diverse students from New Mexico and the Navajo Nation are admitted into the Program and receive a conditional admission to the School of Medicine. Funded by the New Mexico State Legislature, each student receives full-cost awards for the first four years at UNM, including tuition and student fees, housing, an average amount for course fees and books, and a meal plan; upon their transfer to medical school, three students are awarded competitive scholarships based upon academics, service and research. Once BA/MD students have completed the program, the intention is that they will return to their communities to practice medicine and serve as representatives of what is possible for other young people with medical aspirations.

GOALS

The goal is to address New Mexico's physician shortage, particularly in rural areas by creating Latino physicians who will return to these communities and serve as doctors. Advisors help students navigate through the academic demands of a pre-med course load, the transition from home to University, high school graduate to adult, small town to major city, undergraduate to medical student. Upon completion, students may more easily remain and work in state due to low student loan debt.

EVIDENCE OF EFFECTIVENESS

Entering its tenth year the program has admitted more than 120 Hispanic students from across the State of New Mexico (44% of all students admitted, with 66% of all students recruited from rural communities). Students are provided with exceptional support as they navigate their way through, first, an undergraduate baccalaureate degree, and then medical school.

- Their first admitted cohort of 28 students (2006) graduated in Spring 2014 with 10 students, and this year 14 students (2007 cohort) are graduating with their MDs. Of those 24 BA/MD students, half are considered minority underrepresented in medicine. Ten of our graduates are now serving in residencies in New Mexico, but upon completion of their residencies most all will return to the state to practice.
- The program has recruited primarily Hispanic and Native American students in high percentages, 66% average over the life of the program.
- Early-years retention rates compare favorably with similar programs (Baylor had a low retention rate for the first seven years, 62%, compared with UNM's retention rate of 69%).

KEY PERSONNEL

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COMMUNITY-BASED ORGANIZATION LEVEL

WHAT WORKS FOR LATINO STUDENTS IN HIGHER EDUCATION

2015 Example of Excelencia – Community-Based Organization level

*Nine-Week Parent Engagement in Education Program
Parent Institute for Quality Education (CA)*

The Nine-Week Parent Engagement in Education Program provides information to parents and families on what their students should do to prepare for college.

Finalists

*College Forward
College Forward (TX)*

College Forward guides high school students through the college admissions process and provides support throughout their academic career.

*College Success Program
Barrio Logan College Institute (CA)*

The College success program targets students as early as the third grade to help prepare them for college coursework, the college admissions process, and financial aid applications.

*Encuentros Leadership Preparatory Academy
Encuentros Leadership (CA)*

The Leadership Preparatory Academy is a program focused on creating male leaders by providing mentoring, academic support, and leadership skills to students as early as the 5th grade.

*Waukegan to College
Waukegan to College (IL)*

Waukegan to College provides academic support, family engagement, and assistance with the college admissions process to increase the number of high school students that matriculate to college.

More detail on each program is provided in the following section.



Nine-Week Parent Engagement in Education Program

ORGANIZATION

Parent Institute for Quality Education (PIQE)
www.piqe.org

DESCRIPTION

Founded in 1987, PIQE operates nine parent development programs to teach parents how to navigate/impact the school system and promote meaningful interaction/partnerships between parents, schools, and educators. They aim to help children improve their academic performance and graduate from high school by informing parents what classes and tests their children must take to prepare for post-secondary education. In an effort to significantly improve the overall academic performance, college readiness, and economic future of high need youth the Nine-Week Parent Engagement program promotes a “College-Going Culture” and provides parents with fundamental information, skills, and tools to ensure that their children are prepared for a post-secondary education.

GOALS

PIQE’s mission is to connect families, schools, and community as partners to advance the education of every child through parent engagement. The goal is to empower, and transform low-income multi-cultural/multi-lingual parents to participate in their children’s education so that K-12 disadvantaged youth stay in school, improve their academic performance, develop healthy/constructive relationships with their parents, teachers, and counselors, and graduate from HS with the option of a post-secondary education.

EVIDENCE OF EFFECTIVENESS

In 2013, a longitudinal study on parents served between 2005 and 2007 was completed by San Diego State University and Claremont Graduate University on the impact of PIQE’s Nine-Week Parent Engagement in Education Program. The study showed that:

- 90% of PIQE’s Latino Students graduated from high school and 78% of those students enrolled in college as a direct result of their parents’ participation in the program. This confirms the findings from a similar study performed by SDSU in 2004, which showed among participating Latino families, 93% of students graduated from high school. Of graduating students, 79% enrolled in college following high school graduation

In 2010, the California Partnership of Achieving Student Success (Cal-PASS) showed:

- When compared to their peers, children of PIQE parent graduates performed better in high school with a significantly greater number receiving their high school diploma. Children of PIQE graduates also showed increases in achievement in Math and English.
- The children of these parents graduated high school at a higher rate than their peers, were more likely to attempt a math course in high school at or above intermediate algebra, had earned higher grades and standardized test scores, and had enrolled in a postsecondary institution at a higher rate than non-PIQE peers. Compared to their peers, children of PIQE graduates have lower rates of truancy, disciplinary problems, and absenteeism.

With 11 offices that impact 36 out of 58 counties in California they have created partnerships with 3,794 K-12 schools, successfully outreached over 600,000 parents which in turn impacts over 1.8 million K-12 students.

KEY PERSONNEL

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College Forward

ORGANIZATION

College Forward
www.collegeforward.org

DESCRIPTION

Founded in 2003, College Forward is a college completion program that begins in high school with a single purpose: to increase the number of Hispanic, low-income, and underserved students who obtain higher education degrees and credentials. Since its inception, College Forward has turned to students as the experts on their higher education challenges and developed programs to meet their evolving needs. College Forward developed specialized strategies for supporting the postsecondary ambitions of native-born, immigrant, and undocumented students. From the junior year of high school, College Forward guides students through college application and acceptance, securing the right kind and amount of financial aid, and successfully transitioning to their college campus. They also offer bilingual parent workshops, a college completion program to support students once in college, and social media engagement. Once in college the program continues their support and motivation by encouraging students to make a plan, renew their financial aid, and access the on-campus resources that they need to stay enrolled, graduate, and transfer into meaningful employment after school.

GOALS

The mission of College Forward is to coach underserved, motivated students to achieve the benefits of higher education and a college degree. They aim to do this by making services available to every student who needs them. To accomplish their goal, they have developed partnerships with school districts, postsecondary institutions, and community based organizations across Texas in order to replicate the program on their campuses. They have also mobilized students to engage Texas lawmakers in conversations about the challenges that they face in higher education.

EVIDENCE OF EFFECTIVENESS

- College Forward serves 6,196 students, 58% of whom are Hispanic. 67% of College Forward's students are female and 33% are male.
- 99% of students apply to and are accepted to higher education.
- 90% of students matriculate within one year of high school graduation.
- 41% of College Forward students complete postsecondary education.

Students are rigorously tracked for their achievements and progress throughout the program until they achieve postsecondary success. College Forward students earn degrees and credentials at four times the rate of Hispanic students in Texas.

KEY PERSONNEL

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College Success Program

ORGANIZATION

Barrio Logan College Institute
www.bhci.org

DESCRIPTION

Working with 60+ community partners, BLCI was founded in 1996 as statistics showed at-risk Latino students dropped out of high school at alarmingly high rates, and were underrepresented in higher education. In response, BLCI worked with twelve 3rd graders in one of San Diego's lowest-performing schools. As the students grew, the organization grew as well. BLCI's College Success Program (CSP) creates a college-going culture in Latino families, in an area with a history of low educational attainment. The CSP gives students comprehensive college-prep services including tutoring, career exploration, and college application assistance. BLCI prepares kids for college, works directly with parents, for at least 30 hours/year, and supports students through their college careers. In 2014-2015, BLCI serviced 366 students and their families from two of San Diego's most underserved communities, Barrio Logan and Castle Park. In addition to working with BLCI students, they also work with their parents, navigating them through the educational system and college application process.

GOAL

Barrio Logan College Institute declares college completion as the ultimate marker of success. Based on this goal, the College Success Program's objectives focuses on:

1. 95% of program completers enroll in colleges and universities
2. 95% of program completers graduate from high school having met the "a-g" requirements for admission eligibility to the UC and the CSU system
3. 80% of high school students maintain a 3.0 GPA at the end of each school year
4. 80% of middle school students maintain a 3.0 GPA at the end of the school year
5. 80% of elementary school students are retained through to the middle school program
6. 80% of middle school students are retained through to the high school program

EVIDENCE OF EFFECTIVENESS

BLCI maintains a 100% success rate of enrolling its graduates in colleges and universities throughout the country. In 2014-2015, BLCI served 366 students; 100% were Latino and 23% were aged 6-11 years old, 41% aged 12-15, 26% aged 16-24 and 10% aged 25-30. 59% were female and 41% were male.

As of August 2014:

- 100% of BLCI 10th graders passed the California High School Exit Exam.
- 100% of high school graduates took the "a-g" courses required for public university eligibility in California, compared with 33% of Latino students who graduated "a-g" eligible statewide.
- 100% of BLCI high school graduates enrolled in colleges and universities nationwide, 81% of which enrolled directly into 4-year universities compared to only 22% of Californian Latino students who were enrolled in 4-year universities.
- 92% of students who have gone through the CSP have persisted in college towards graduation compared to only 11% of first-generation college students who graduate college within 6 years nationwide.
- Additionally, during 2014-2015, BLCI had a 3% attrition rate from the previous year.
- BLCI's 14 graduates submitted over 150 college applications and received over 75 college acceptances.
- In 2014, 3 more BLCI alumni graduated from a 4-year university, with many taking leadership roles in their fields.
- In 2014, the Executive Director Leadership Council was created to give students leadership opportunities focused on community service.

By June 2015, 10 more BLCI alumni graduated from college, bringing the total to 36 college graduates.

KEY PERSONNEL

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Encuentros Leadership Preparatory Academy

ORGANIZATION

Encuentros Leadership
www.encuentrosleadership.org

DESCRIPTION

Encuentros Leadership incorporated in 2003 to address the issue of improving education outcomes for Latino male students grades 5-12. The Leadership Preparatory Academy was launched in 2006 to address the low retention and graduation rate among Latino males attending 4-year colleges/universities. Over the past 8 years, the Academy has served 385 Latino male high school students (grades 9-11) representing 12 different school districts in San Diego County.

GOALS

The mission of the Leadership Academy is to prepare Latino male high school students for postsecondary studies and successfully complete all requirements leading to an undergraduate degree. The program goals include:

1. Improved leadership competencies;
2. Heightened parental engagement;
3. Promoting a seamless platform for continual college bound messaging;
4. 100% high school graduation rate coupled with a 90% college undergraduate degree attainment rate; and,
5. Creating a passion for the “culture of learning” beyond the classroom through community service leadership.

EVIDENCE OF EFFECTIVENESS

In the past 8 years 385 Latino Academy graduates have a 100% high school graduation rate (against a comparative backdrop of a 60% high school graduation rate for all other Latino males) and 97% of our Academy students have gone on to successfully attend the college/university of their choice.

- Since 2006, 150, or over 90% of students, have earned their undergraduate degree. Of those, 75% have gone on to enroll in master’s programs or other advanced studies. For male students who elected to leave their home state of California and pursue their post-secondary studies, 100% “stayed the course” and completed their undergraduate program. The cumulative average GPA of this group is 3.89.
- 100% of students served are Latino male and 98% are first in their families to attend college and earn a college degree.
- Partnerships with 10 local school districts has allowed for an annual student enrollment growth of 20%. The outreach intervention results have produced affiliation agreements with two local private universities that will be hosting the Academy in 2015.

High school Latino male graduation rates are 100% and retention rates are 97%. They attribute the program’s effectiveness to the designed focus on culturally relevant interventions and parental engagement with Latino fathers during the curriculum phase of their leadership competency development plan.

KEY PERSONNEL

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Waukegan to College

ORGANIZATION

Waukegan to College
www.waukegancollege.org

DESCRIPTION

Waukegan to College (W2C) seeks to give low-income, Latino immigrant families a path out of poverty by preparing students to pursue higher education. Many immigrant families in Waukegan want their children to succeed and view education as the path to well-paying jobs and a brighter future. According to W2C, success in Waukegan is tenuous - local high schools do not meet federal education standards (2013), has an estimated 30% dropout rate, less than 1 in 5 high school graduates is college ready and less than one-quarter of juniors meet or exceed state standards. W2C uses a family-based, relational strategy to help students achieve higher education. It is the only program in Waukegan offering to help parents understand the college-going process. W2C launched in the fall of 2009 with 25 students and has grown to 80 students. Of the students served, 85% are Latino

GOALS

W2C's goals are focused in three areas -academic improvement, college matriculation, and parental engagement. The key program elements developed to achieve these goals are:

- One-on-one academic counseling to discuss student goals and progress.
- Monthly workshops to help families understand the path to college.
- Volunteer-staffed tutoring and reading help.
- Mentoring where students are paired with a volunteer to work on study skills and the college process.

- Expanding Horizons: cultural and workplace field trips.
- Summer enrichment: giving students summer learning opportunities.
- Parent Leaders Team: 11 W2C parents work on community organizing and parental engagement.

EVIDENCE OF EFFECTIVENESS

- For all of its 6 years, 100% of W2C students have graduated from high school and 100% have matriculated to college.
- The average number of college acceptances has grown from 1.8 in 2010 to 8.8 this year. Next fall, W2C students will attend Georgetown, Pomona, Denison, Univ. of IL, Augsburg, Dominican, DePauw and College of Lake County. All are first-generation college students and all are Latinos.
- Among students in all grades, this semester, 75% of students either maintained "A's" or "B's" or improved their grade in English, 73% in math.

In March, a W2C parent ran for School Board. She was the first recent immigrant candidate to ever run in the district. Parent Leaders have won victories in improved safety when they pushed the district to construct a safe turnaround lane for student pick up and drop off. They also pushed for a full time high school Spanish teacher and the position was filled within one month of the start of their efforts.

KEY PERSONNEL

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2016 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 2016 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/departments 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.

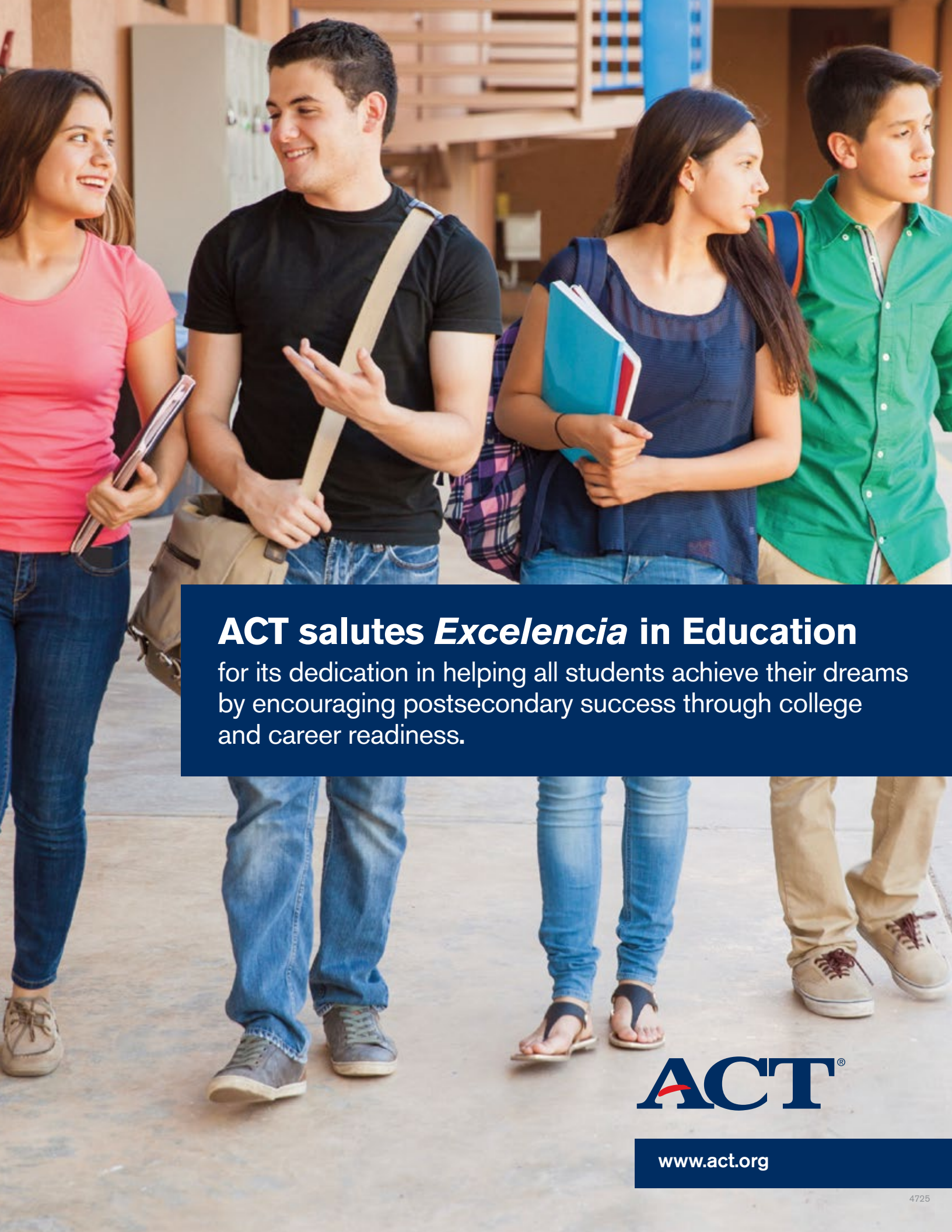
WHAT TYPE OF AWARD WILL THEY RECEIVE?

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) Workshop;
- Inclusion in the 2016 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; and,
- Inclusion in the Growing What Works Database, our online searchable database shared to promote effective institutional practices like yours

LEARN MORE in January 2016 on our website: <http://EdExcelencia.org/Examples-of-Excelencia>

CONTACT: Examples@EdExcelencia.org



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