



EXAMPLES OF
iExcelencia!



WHAT WORKS FOR LATINO STUDENTS IN HIGHER EDUCATION

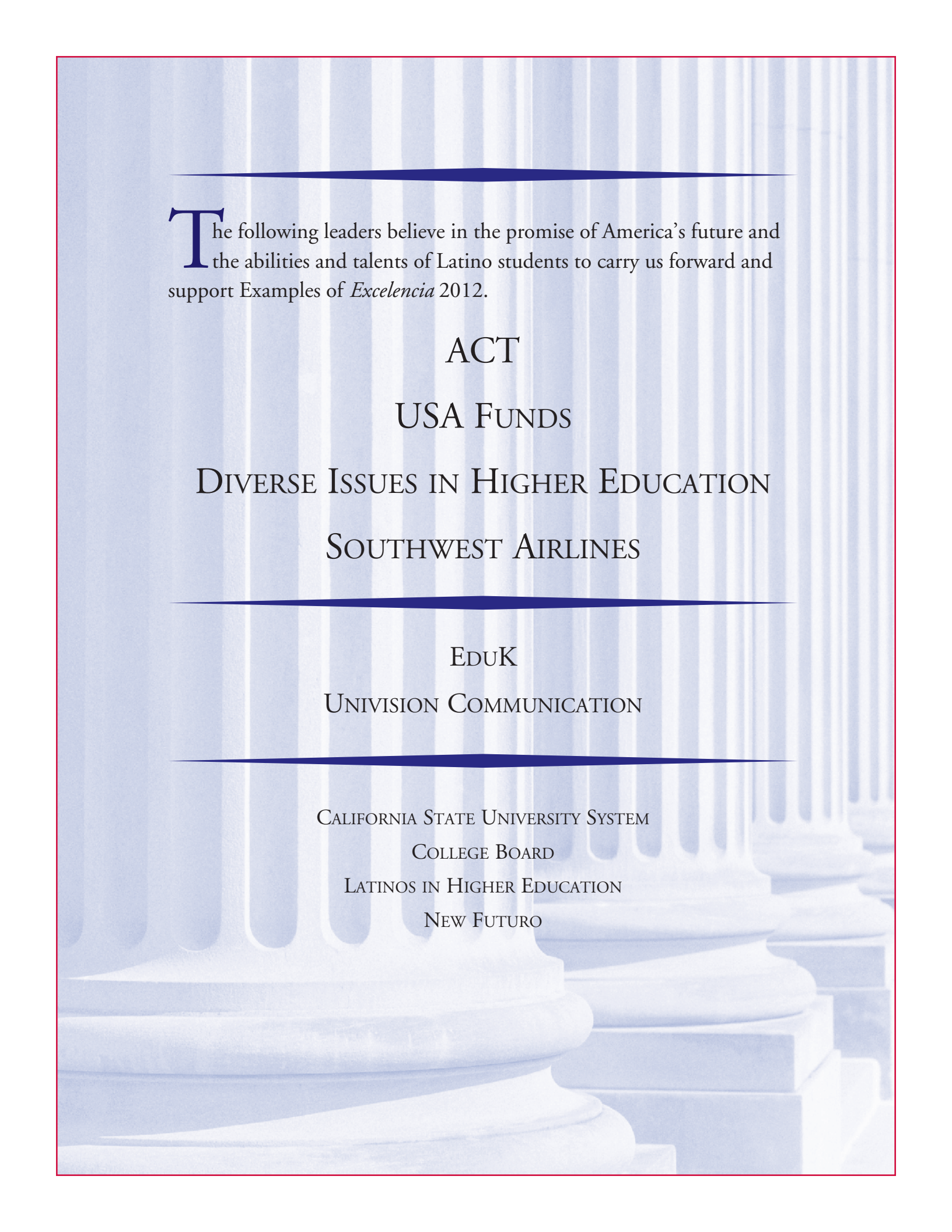
2012 COMPENDIUM

PROFILES OF SELECTED PROGRAMS



iExcelencia!
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The following leaders believe in the promise of America's future and the abilities and talents of Latino students to carry us forward and support Examples of *Excelencia* 2012.

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WHAT WORKS FOR LATINO STUDENT SUCCESS IN HIGHER EDUCATION: 2012 COMPENDIUM

PROFILES OF SELECTED PROGRAMS

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FOREWORD

Institutional leaders, educators, and policymakers are challenged to improve educational outcomes for all students, including Latinos.

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

We are proud to announce the 2012 Examples of *Excelencia*:

■ **DirectConnect** – Valencia College (FL) [Associate level]

■ **School of Natural Sciences, Mathematics, and Engineering** – California State University, Bakersfield (CA)
[Baccalaureate level]

■ **Master of Business Administration Program** – The University of Texas at El Paso (TX) [Graduate level]

More detailed information about these outstanding programs as well as those selected as finalists at each academic level are included. All the programs profiled in this compendium are at the forefront of meeting the challenge of improving higher educational achievement for Latino students and we congratulate them for their current and continued efforts.

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



Sarita E. Brown
President



Deborah A. Santiago
Vice President for Policy and Research

OVERVIEW

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

For the 2012 Examples of *Excelencia* competition, 159 programs were nominated at three academic levels: Associate, Baccalaureate and Graduate. As in past years, narrowing the scope of programs to list in this compendium was challenging. However, the compendium does provide a summary of the three 2012 Examples of *Excelencia* selected as well as 16 finalist programs making a positive difference in the educational achievement of Latino students in higher education.

Each program or department nominated for consideration submitted a brief history and program description, analysis of need, goals, and evidence of the program's effectiveness.

While not exhaustive, these summaries provide some insight into successful programs and the key program characteristics essential to Latino student success.

The compendium begins with a summary of the selection process for identifying the selected program list of finalists. Following this section is a brief overview of the program services offered by the finalists. The compendium then provides one-page summaries of the programs and departments that include a brief description, goals, outcomes, and key personnel for each program. To find out more about each of the programs, please contact the key personnel listed at the bottom of each program summary.

SELECTION PROCESS

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

- ☑ Record of high graduation rates for Latino students
- ☑ Leadership that demonstrates a commitment to accelerating Latino student success by measuring their progress, confronting obstacles to their achievement, and implementing practices and policies to attain specific goals
- ☑ Strong networks with other stakeholders, individual schools and colleges, clinics and other community-based organizations, practitioners and professionals
- ☑ Professional staff that recognizes and addresses the needs of Latino students and all students
- ☑ Services and programs that integrate Latino culture and enhance Latino students' navigation between their homes, schools, communities, and eventual professions
- ☑ Magnitude of the identified need for the services the program offers
- ☑ Rationale behind the program component that addresses that need
- ☑ Application "on the ground" of the concepts that are central to the program
- ☑ Qualitative or quantitative evidence of the impact and effectiveness of the services the program offers

Excelencia in Education staff reviewed all 159 nominations and identified a list of 19 finalists through analysis of information provided using the criteria listed above. A profile of the finalists was shared with an external selection committee to select one Example of *Excelencia* at each academic level. The committee included the following experts:

Committee member	Title	Organization
Susan Albertine	Vice President, Office of Engagement, Inclusion & Success	Association of American College and Universities
Nathan Bell	Director, Research & Policy Analysis	Council of Graduate Schools
Julie Bell	Program Director	National Conference of State Legislatures
Antonia Franco	Vice President/Program Director on Transition Years	Helios Education Foundation
Adriana Flores-Ragade	Director of Diversity Initiatives	The College Board
Jeannine LaPrad	President and CEO	Corporation for a Skilled Workforce
Estela Lopez	Senior Program Associate	Excelencia in Education
Stella Perez	Vice President, Operations and Technology Programs	League for Innovation in the Community College
Joel Vargas	Vice President, High School through College	Jobs for the Future

2012 EXAMPLES OF EXCELENCIA – SUMMARY PROFILES

The programs and departments nominated in 2012 had several common characteristics or practices that illustrated their ability to increase Latino student success worth noting. Many of the most effective programs and departments implemented the following:

- 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.

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

For more information specifically about the 2012 Examples of *Excelencia* as well as other programs with evidence of effectiveness for improving Latino student success in higher education recognized in previous years, please access our Growing What Works database at www.EdExcelencia.org/Examples.

The following sections provide a more specific overview of the program services provided by programs highlighted as well as summaries of the three Examples of *Excelencia* for 2012 and the 16 finalists organized by academic level.

ASSOCIATE LEVEL

WHAT'S WORKING FOR LATINO STUDENTS

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

2012 Example of Excelencia

DirectConnect

Valencia College (FL)

Finalists

Green Science and Technology Curriculum Project
East Los Angeles College (CA)

Math Jam
Pasadena City College (CA)

Puerta al Futuro – Gateway to the Future
Fairleigh Dickinson University (NJ)

Reverse Transfer Program
The University of Texas at El Paso (TX)

Transitional Bilingual Learning Community
Harry S Truman College (IL)

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

- Create through systematic support a seamless pathway between a community college and a university to ensure successful transfer.
- Eliminate barriers between a university and a community college to allow transfer students to earn their final credits at the university, and then have those credits sent back to the community college to earn an associate degree.
- Offer necessary support to transition Latino students into college-level courses by strengthening their English language skills and knowledge.
- Enable Spanish-speaking adult students to move from intense English training to English proficiency so they can earn an AA or BA.
- Promote STEM transfer by offering students an articulated and relevant curriculum experience beginning with high school students and community college.
- Provide new students with engagement opportunities and the support systems so they can successfully complete Math requirements.



DirectConnect

COLLEGE/UNIVERSITY

Valencia College, Orlando, FL
<http://valenciacollege.edu/futureStudents/directConnect/>

DESCRIPTION

DirectConnect was introduced in 2006 as a partnership between the University of Central Florida (UCF) and four Central Florida colleges: Valencia College, Brevard and Lake-Sumter Community Colleges and Seminole State College. Open to all students, this transfer initiative places emphasis on the student experience, smooth transition from college to the university, shared-use of facilities, and strong academic programs/services.

GOALS

Accelerating Hispanic college transfer and degree completion is an intentional part of DirectConnect as is a commitment to practices and policies that produce positive results. DirectConnect at Valencia has enabled more of our Hispanic students to fulfill their college aspirations providing them with a compelling reason to stay the course, graduate from Valencia, and earn a baccalaureate degree at UCF.

OUTCOMES

- Since 2007, over 15,000 Valencia graduates have transferred to UCF as part of DirectConnect; 12% (3,695) were Hispanic.
- Valencia's Hispanic DirectConnect students comprised fully 35% of all Hispanic transfer students to UCF in the 2010-11 academic year.
- Half of undergraduate minority students who started at UCF in 2010-2011 were Valencia transfer students.
- DirectConnect students are persistent. In 2010-11, 69% (3,795) of all UCF Bachelors transfer student completers transferred from DirectConnect partner colleges; 46% (1,763) were Valencia transfers.
- Overall, 41% of DirectConnect students (from all partner colleges) who completed a UCF bachelor's degree did so in 2 years; 82% completed in 3 years; and 95% completed in 4 years. 17% of these graduates were Hispanic, as compared to 14% from Florida non-partner institutions.

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Green Science and Technology Curriculum Project

COLLEGE/UNIVERSITY

East Los Angeles College (ELAC), Monterey Park, CA
<http://www.elac.edu>

DESCRIPTION

The GSTCP works to change students' perceptions of career and transfer prospects by infusing ELAC STEM programs with new green science curricula, which lead to transfer in STEM programs at four-year institutions.

GOALS

Program goals are: 1) increase the number of minority students attaining degrees in STEM fields; 2) complete green science and technology curriculum revisions, leading to articulation with regional universities

OUTCOMES

- Positive enrollment trends (e.g., overall enrollment increased 72%; Hispanic/Latino students accounted for 92% of the increase, female students accounted for 30% of increase)
- Transfer-level math enrollment increased 20.0% in 2010–11, as compared to the baseline year 2007–08
 - Hispanic/Latino students accounted for 82% of increased Math enrollment in 2010–11
 - Female students accounted for 33% of increased Math enrollment in 2010–11
 - Fall 2009-to-Fall 2010 persistence rate of 29%
- Increased number of AA degrees conferred in each year of the program
- Overall STEM transfers to the UC and CSU systems increased 60% in 2009–10
- More than 28 STEM courses were revised/developed based on environmental and technological trends
- Multiple articulation agreements between ELAC and universities in the CSU and the UC systems were completed, while additional agreements are forthcoming
- For the third year, the Summer Science Academy strengthened the bridge between local high schools and ELAC STEM programs.

KEY PERSONNEL

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Math Jam

COLLEGE/UNIVERSITY

Pasadena City College (PCC), Pasadena, CA
<http://www.pasadena.edu/tlc>

DESCRIPTION

Math Jam program provides new students with an engaging, no-stress environment in which to experience success before they begin their fall math course. Collaborative activities, competitions, guest speakers, out-of-classroom activities, and community building help students feel comfortable in a college math class, understand the benefits of advisement and tutoring, and make friends with their teachers, classmates, and tutors.

GOALS

The goals of the program are: to promote connectedness to the campus community; development of a network of friends and support; identification and use of campus resources and services to enable the student to succeed in first-year courses and persistence to the second year of college.

OUTCOMES

Math Jam students:

- Completed the last course in the pre-collegiate math sequence (Intermediate Algebra, Math 131) more than two and a half times faster than students not in the program by the end of seven terms
- Completed Math 131 and English 1A (Freshman Composition) more than twice as fast as the comparison group by the end of seven terms.
- Among Math Jam students, a mixed-model ANOVA conducted in 2011 found an increased sense of self and enjoyment of mathematics and reduced mathematics anxiety.
- Completed their first semester of math with improved attitudes towards mathematics
- Were better positioned to succeed in math than a comparable PCC math student.

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Puerta al Futuro – Gateway to the Future

COLLEGE/UNIVERSITY

Fairleigh Dickinson University, Teaneck, NJ
www.myfdu.net/puerta

DESCRIPTION

Puerta al Futuro (Puerta) enables Spanish-speaking adult immigrants to earn an AA or BA, with a track to an MA, while improving their English. Students move from intense English training with Spanish language courses to English-only. Evening and weekend classes, multiple sites, and online studies meet the needs of adults.

GOALS

Puerta's goal is to prepare students with the credentials and tools needed to successfully integrate into U.S. culture and pursue the American Dream.

OUTCOMES

- In 2005, 22 students graduated through *Puerta*; 128 students are expected to complete in 2012. A total of 504 have graduated to date.
- There are currently 507 AA, BA, and MA seeking students in *Puerta* and another 200 in Latino Promise.
- *Puerta* graduates have enrolled in graduate programs at Rutgers, NYU, and FDU's highly-ranked Silberman College of Business.
- While studying, working and taking care of their families, *Puerta* and Latino Promise students have interned with major corporations, as well the competitive internship program for the Center for Hispanic Policy, Research and Development through the State of NJ.
- *Puerta* recently jointly developed with the UN an MA of Diplomatic Relations that caters to diplomats. By 2050 one in three U.S. residents will be of Latino descent, with more Latinos compelled to attain a college education and learn English: a positive correlation between the growth of this population in the U.S. and demand for the *Puerta* model.

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Reverse Transfer Program

COLLEGE/UNIVERSITY

The University of Texas at El Paso, El Paso, TX <http://academics.utep.edu/Default.aspx?tabid=71358>

DESCRIPTION

The University of Texas at El Paso (UTEP) developed a fully automated reverse-transfer system that allows transfer students to earn their final credits at the university, and then have those credits sent back to the community college. Those students can fulfill the balance of the associate-degree requirements at the university and then receive their degrees from El Paso Community College.

GOALS

The Reverse Transfer Program has two main goals: 1) seek out and award associate degrees to UTEP students who have completed the requirements for the associate degree; and 2) encourage, through the awarding of associate degrees to qualified recipients, students to continue on to graduating with baccalaureate degrees.

OUTCOMES

Through the Reverse Transfer Program, El Paso Community College awarded over the last five years the following: 28 degrees (2006-2007); 244 degrees (2007-2008); 344 degrees (2008-2009); 1,116 degrees (2009-2010); 314 degrees (2010-2011).

UTEP Baccalaureate Degrees Awarded to EPCC Reverse Transfer Degree Recipients by year over the last 5 years: 151 degrees awarded (2006-2007); 147 degrees awarded (2007-2008); 170 degrees awarded (2008-2009); 477 degrees awarded (2009-2010); 534 degrees awarded (2010-2011).

KEY PERSONNEL

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Transitional Bilingual Learning Community

COLLEGE/UNIVERSITY

Harry S Truman College, Chicago, IL
<http://www.ccc.edu/truman/tblc>

DESCRIPTION

The TBLC program is a two-semester, full-time college credit initiative designed to transition Latino students (English learners) into college-level courses taught in English after the completion of the program. The program utilizes “learning communities” to provide students with critical financial, bilingual, and academic support services.

GOALS

The goals are to: increase the enrollment of Latino English learners in Truman College’s credit program; build and strengthen their English language skills and knowledge; learn the culture of higher education while supporting their bilingual identities and experiences; complete an A.A. or an A.S. degree; transfer to a four-year college and go on to complete a B.A. or B.S. degree.

OUTCOMES

- TBLC students successfully complete 94% of their courses; receive associate degrees at four times the rate of non-TBLC students; and they transfer with an associate degree in hand at seven times the rate of non-TBLC students.
- TBLC students who finished the two semesters (28 credits average) of the program have a compiled retention rate of almost 90% and an average GPA of 2.80. In contrast, half of all CCC students seeking degrees leave the system before completing their first 15 credit hours.
- From 2005 to 2010 the TBLC students who completed the program recorded an average persistence of 70% and an average of 2.80 GPA
- TBLC students had higher associate degree rates than their non-TBLC counterparts. They were four-times more likely than non-TBLC students to complete an associate degree and about 5 times more likely than non-TBLC Hispanic students to complete an associate degree.

KEY PERSONNEL

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BACCALAUREATE LEVEL

WHAT'S WORKING FOR LATINO STUDENTS

2012 Example of Excelencia

School of Natural Sciences, Mathematics, and Engineering –

California State University, Bakersfield (CA)

Finalists

Academy for Teacher Excellence

The University of Texas at San Antonio (TX)

Bilingual/Bicultural Education Students Interacting to Obtain Success (BESITOS) Scholarship Program

Kansas State University (KS)

Computer and Information Sciences Department

The University of Texas at Brownsville (TX)

Encuentro Hacia El Exito (Encounter to Excellence)

California State University, Dominguez Hills (CA)

The Mathematics and Science Academy

The University of Texas at Brownsville (TX)

Multicultural Student Mentor Program (MSMP)

Washington State University (WA)

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

- Prepare students for entry into the workforce, as well as, hold leadership roles in science, technology, engineering, and mathematics (STEM).
- Recruit bilingual/bicultural Education students, support them through completion of a high-quality teacher preparation program, and mentor them to placement.
- Offer high school students who have demonstrated an interest in pursuing careers in mathematics and science the opportunity to complete two years of college concurrently with the last two years of high school.
- Collaborate with school districts, community colleges and the private sector in supporting Latinos students and increasing faculty sensitivity and preparation to address students' barriers.
- Provide computing education, research, and service to the community and society at large by graduating outstanding leaders in the field.
- Assist multicultural first-year and incoming transfer students with their academic and social transition to college.
- Provide students with individual, culturally sensitive, academic and career-focused support.



School of Natural Sciences, Mathematics, and Engineering

COLLEGE/UNIVERSITY

California State University, Bakersfield, Bakersfield, CA
<http://www.csub.edu/nsme/>

DESCRIPTION

The purpose of the School of Natural Sciences, Mathematics, and Engineering (NSME) is to increase the number of students earning a STEM degree, with a specific focus on increasing the number of under-represented minority, and particularly Latino, students.

GOALS

The School of NSME is dedicated to providing an outstanding educational experience and committed to offering excellent degree programs that advance the intellectual and personal development of its students.

OUTCOMES

- Over the past 6 years, NSME has worked to improve Latino STEM enrollment, growing the program from 670 students in 2006 to 1039 students currently, of which 420, or 40% are Latino. This is a 55% increase in overall enrollment, and an 88% increase in Latino enrollment, specifically.
- Much of this increase is due to transfer and articulation efforts with Bakersfield College. In 2006, only 22% of all transfer students enrolling in STEM were Latino – by 2011, 50% were Latino.
- Recent data available shows that first-time freshmen Latino students declaring a STEM major has increased 6%, from 14% in 2006 to 20% in 2009. This increase in Latino STEM majors outpaces the overall university rate, with a higher percentage of Latino students currently declaring STEM majors than all other students (20% and 19%, respectively).
- Student support services are integrated into the fully-scaffolded STEM degree pathways and new academic programs NSME has developed, including new engineering programs.
- The first-year retention rate for Latino STEM students grew from 72% in 2006 to 78% today, exceeding the first-year retention rate for all STEM students (70%).
- 2010 data shows the 6-year graduation rate for first-time, full-time Latinos was 41% compared to their White counterparts at 38.5%. Latinos also outpaced all other ethnicities in the 5-year graduation rate in STEM.

KEY PERSONNEL

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Academy for Teacher Excellence

COLLEGE/UNIVERSITY

The University of Texas at San Antonio, San Antonio, TX
<http://ate.utsa.edu>

DESCRIPTION

Academy for Teacher Excellence (ATE) prepares culturally efficacious individuals, who are culturally competent, possess high teaching and/or mentoring efficacy, and can implement culturally responsive practices fostering individual and group transformation. ATE provides opportunities for disseminating best learning and teaching practices to serve and impact local school districts with over 90% Latino students.

GOALS

The Academy for Teacher Excellence's mission is to collaborate with school districts, community colleges and the private sector in: 1) supporting Latino students to overcome financial, psychosocial, and institutional barriers that traditionally hinder their full participation in a university; 2) increasing faculty's sensitivity and preparation to address these barriers; 3) increasing the number of teacher preparation programs that become nationally recognized by their success; 4) conducting quantitative and qualitative research that informs administrators, teachers, higher education faculty and community members with best practices that closes the educational gap; 5) creating school, community, and university linkages that assume responsibility to prepare all children for the 21st Century through a seamless P-20 educational system.

OUTCOMES

- ATE has served 1,852 undergraduate students seeking teaching certification. Of those, 59% (n= 1,100) have been Latinos and 114 have participated in the Teacher Academy Induction Learning Community (TAILC).
- ATE has enrolled over 200 students in its Accelerated Teacher Education Program (ATEP), a graduate level teacher preparation program.
- In addition to becoming teachers of record in high-need schools (those with over 90% Latino students) over 80% have remained teaching for at least 5 years.
- Since 2005 ATEP mathematics, science and special education teachers have served over 100,000 Latino students in the San Antonio area.
- Currently, 82 ATEP teachers have earned a M.A. Ed. and 43 additional will be completing the M.A. Ed. within 18 months.
- ATE has designed and provided opportunities to UTSA faculty, undergraduate students, and school districts teachers to engage in a number of critical areas.

KEY PERSONNEL

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Bilingual/Bicultural Education Students Interacting to Obtain Success (BESITOS) Scholarship Program

COLLEGE/UNIVERSITY

Kansas State University, Manhattan, KS
<http://www.coe.k-state.edu/esl/>

DESCRIPTION

The BESITOS Program operates on the premise that acceleration, rather than remediation, is what students need. Students are guided to apply their sociocultural, linguistic, cognitive, and academic strengths to their learning and view them as key to their future success as teachers. The Program graduates bilingual Latino teachers who are advocates for CLD students and families

GOALS

The BESITOS Program is designed to recruit bilingual/bicultural Education students, support them through completion of a high-quality teacher preparation program, and mentor them to placement as grade-level, content-area teachers prepared to address the needs of diverse students in their own communities.

OUTCOMES

The Program has served as the gateway to higher education for 192 students. The majority continues with their studies to become teachers, and 72% are retained within the Program (including those who drop for extenuating family/medical reasons). The academic success of Program students is reflected in the 3.46 average GPA of graduates and highlighted in accolades students have received.

Currently, the Program has 72 graduates, and 87 students (77% of whom are Latino) will have graduated by December 2012. Graduates use their experiences and knowledge they have gained to promote the achievement of K-12 students, especially those who are second language learners. They serve as role models for young Latinos; often BESITOS alumni are the only Latino educators in their entire school.

Graduates recognize that advanced degrees can increase the impact of their advocacy efforts for CLD students and families. To date, 29 graduates are either pursuing or have obtained a Master's degree; of these, five are pursuing a doctorate. Seventy-two students have attended a national education conference, and 56 have had opportunities to study abroad.

KEY PERSONNEL

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Computer and Information Sciences Department

COLLEGE/UNIVERSITY

The University of Texas at Brownsville, Brownsville, TX
<http://www.cis.utb.edu>

DESCRIPTION

The Computer and Information Sciences Department (CIS) at The University of Texas at Brownsville (UTB) has been a pioneer in curriculum development in Texas, being the first department to implement the Bachelor of Applied Technology in Computer Information Systems Technology (BAT-CIST) and the very first in implementing a BS in Computational Science.

GOALS

The mission of the CIS Department at the University of Texas at Brownsville is to provide computing education, research, and service of excellence that benefits the community and society at large. The department strives to graduate outstanding leaders in the field.

OUTCOMES

- The graduation rates in the CIS department at all levels doubled (from 32 in 2008 to 72 in 2011).
- The achievements surpassed the expectations, as the department secured more than \$7 million in grants to support its educational objectives toward student success.
- Articulation agreements were signed with two-year colleges to facilitate outreach activities which totaled more than 2,058 recorded student contacts in 2010-2011.
- Degree accessibility was effectively attained through seamless delivery of online classes using an innovative hybrid delivery in remodeled on-line ready classrooms.
- A novel endowment was created through a very intensive campaign totaling more than \$300,000 in raised funds.
- As an overall reflection of the effectiveness in this comprehensive strategy, the department has been listed for two consecutive years, 2010 and 2011, as one of the top 10 departments in the U.S. in regards to degrees awarded in the Computer Sciences to Latino students according to the Hispanic Outlook in Higher Education.

KEY PERSONNEL

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Encuentro Hacia El Exito (Encounter to Excellence)

COLLEGE/UNIVERSITY

California State University, Dominguez Hills, Carson, CA
<http://www.csudh.edu/excellence>

DESCRIPTION

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

GOALS

In partnership with faculty, administration, and students, the program provides support for Latino students during the first two critical years in college. The program specializes in strengthening developmental math and English skills for underprepared students.

OUTCOMES

Retention data reveals that despite entering the university with lower math and English entrance exam scores, SAT scores, and GPAs, the 104 students who entered through the ETE program in 2009 were retained at 20% points higher after one year than the rest of the freshmen cohort, 86% versus 66%. After two years the ETE cohort boasts a 75% retention rate compared to 59% for the rest of the cohort. It is also important to note that over 85% of the cohort in the ETE program is low-income and close to 75% are first generation.

The ETE cohort also earned GPAs that were approximately .20-.40 points higher than students in the comparison group. In addition, after one year, the ETE 2010 cohort of 180 students again outpaced the retention of the better prepared general population of freshmen by 20% points - 94% versus 74%.

The 2010 cohort also earned GPAs that were approximately .20-.40 points higher than students in the comparison group after their first and second semesters of college. It is important to note that the ETE incoming math and English scores, SAT average and grade point average were below those of the rest of the freshmen class. The 214 students in the 2011 cohort are on track to have similar stellar outcomes. They too entered less prepared when compared to the rest of the freshmen class but after one semester; they outpace the rest of the freshmen class with respect to retention and grade point average - 98% versus 93% retention and 3.0 versus 2.74.

KEY PERSONNEL

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The Mathematics and Science Academy

COLLEGE/UNIVERSITY

The University of Texas at Brownsville, Brownsville, TX
<http://www.utb.edu/msa>

DESCRIPTION

The Mathematics & Science Academy program at UTB/TSC differs from other state-supported math and science high schools in that the academy offers students the opportunity to complete two years of college concurrently with the last two years of high school.

GOALS

The goal of the Mathematics and Science Academy (MSA) is to offer an accelerated educational program for bright, motivated Texas 11th and 12th grade high school students who have demonstrated an interest in pursuing careers in mathematics and science.

OUTCOMES

- Since opening in the fall of 2007, MSA has graduated 97 students from the program.
- Students have earned between 59 to 87 college credits.
- 67% of the graduates from MSA have received an Associate's Arts Degree.
- 100% of the students have continued their enrollment in a university to complete a bachelor's degree.
- Over 80% of the population in the Math and Science Academy are Hispanic/Latino.
- Enrollment in the Math and Science Academy has increased enrollment from 30 students in the initial year to 90 students for the 2011 – 2012 school year [2007 – 30 students, 2008 – 41 students, 2009 – 45 students, 2010 – 46 students, and 2011 – 47 students].
- The average GPA for MSA students is currently 3.3 and with students completing approximately 68 college credit hours.
- Comparison of grades for first year MSA students with first time full time freshman non-MSA students are as follows:
Overall MSA Students Non - MSA Students A's 47% - 18% / B's 34% - 23% / C's 14% - 25% / D's 5% - 14% / F's 0% - 20%.

KEY PERSONNEL

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Multicultural Student Mentor Program

COLLEGE/UNIVERSITY

Washington State University, Pullman, WA
<http://www.mss.wsu.edu>

DESCRIPTION

To help integrate first-year multicultural college students into the college environment, the Office of Minority Affairs established the Multicultural Student Mentor Program (MSMP) in 1988 as a retention strategy to welcome and help incoming students in their transition and adjustment to the university environment.

GOALS

The primary goal of the MSMP is to assist the growing number of multicultural first-year and incoming transfer student with their academic and social transition to college. This program strives to promote and facilitate student interaction and provides opportunities for peer mentors and mentees to connect and form strong academic relationships to foster success in their college experience.

OUTCOMES

Freshman fall-to-fall retention rates increased from an unsteady range of 63% in the early years of the program to a more stable retention for freshman cohorts. E.g., the average freshman fall-to-fall retention for the last 10 years (2000-09) is 84% for the total student body and 81% for multicultural students. Over the years, the retention for freshmen served and actively engaged in the MSMP is equal or higher. For example, for the AY 09-10, 88% of the freshman active in the program enrolled in the fall 2010, and 83% of the fall 2010 freshman cohort active in the program enrolled in the fall 2011.

The WSU's graduation rate has climbed in the last 5 years from 61% to 69%. This trend is also true for multicultural students. The 2000 freshman class graduation rate was 55 percent; the rate for the 2004 freshman class was 62.4 percent. The Latino group significantly increased from 241 freshmen in 2009 to 411 in the fall 2011. Also, in the year 2010-2011 out of the 1369 students that frequently used our services, 405 were Latinos.

KEY PERSONNEL

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GRADUATE LEVEL

WHAT'S WORKING FOR LATINO STUDENTS

2012 Example of Excelencia

Master of Business Administration Program

The University of Texas at El Paso (TX)

Finalists

Department of Sociomedical Sciences Doctoral Program
Columbia University (NY)

Discipline-Based Dual Language Immersion Model
Sistema Universitario Ana G Mendez (FL)

Master of Bilingual Education Program
Southern Methodist University (TX)

Ph.D. in English
The University of Texas at San Antonio (TX)

Robert Wood Johnson Foundation Center for Health Policy
The University of New Mexico (NM)

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

- Provide an excellent, affordable and accessible graduate business education to prepare current and future students to be future business, non-profit and government leaders who are able to contribute to economic growth and vitality of the region and country.
- Offer study in cross-cultural, transnational approaches to literary studies.
- Prepare in-service teachers to teach elementary level bilingual learners more effectively to assume leadership roles in their communities and in their school districts.
- Increase the diversity of students who receive doctoral training in public health.
- Prepare bilingual professionals, confident in their field of study in both English and Spanish.
- Increase the diversity of health policy leaders in the social sciences.

Master of Business Administration Program

COLLEGE/UNIVERSITY

The University of Texas at El Paso, El Paso, TX
<http://mba.utep.edu>

DESCRIPTION

The University of Texas at El Paso (UTEP) Master of Business Administration (MBA) Program offers degree formats that are accessible by full-time students and working professionals alike.

GOALS

The goal of the program is to provide an excellent, affordable and accessible graduate business education that would prepare current and future business, non-profit and government leaders to contribute to economic growth and vitality of the region and the country. In four years, the program expanded its portfolio, adding full-time and executive formats to the existing part-time and accelerated formats.

OUTCOMES

The UTEP MBA has created academic and co-curricular opportunities that lead to student success. Latino participation in these opportunities is consistent with their percentage of the student body. These opportunities expand our students' cultural and professional capital. They are also key to degree completion and securing career opportunities.

- It is the largest AACSB-accredited producer of Latino MBAs in the country.
- The program educates over 320 students annually - 59% are Latino.
- In 2010 and 2011, the UTEP MBA was ranked #1 by Hispanic Business magazine.
- The Program's retention rates range, by format, from 80% to 100%.
- Latino graduates went from 27 in 2005 to 104 in 2010.
- Over 87% of our 2010 graduates had received a job offer or were employed by graduation.

KEY PERSONNEL

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Department of Sociomedical Sciences Doctoral Program/Initiative for Maximizing Student Diversity

COLLEGE/UNIVERSITY

Columbia University, New York, NY
<http://www.mailman.columbia.edu/academic-departments/sociomedical-sciences>

DESCRIPTION

The Department of Sociomedical Sciences (SMS) draws from anthropology, history, psychology, and sociology as well as applied public health to examine the cultural, social, environmental, and political forces that shape behavior and that produce health and disease in different contexts. SMS played a key role in instituting the NIH-funded Initiative for Maximizing Student Diversity (IMSD). IMSD has enabled SMS to significantly increase the number of historically under-represented students, including Latinos, who enroll in the doctoral program and provides research mentoring, peer support, tailored seminars on research and professional development, and individualized career guidance.

GOALS

SMS's mission is to understand and address the health concerns of disempowered and marginalized groups who carry a disproportionate burden of diseases, such as immigrants, sexual minorities, drug users, people with mental illnesses, and racial and ethnic minorities and, also, to increase the diversity of students who receive doctoral training in public health.

OUTCOMES

From 2003 to 2010, 78 new doctoral students enrolled in the doctoral programs. Of these, 11 (13%) were Latinos. SMS has also made faculty diversity a priority: 10 of the 37 faculty members whose primary appointments are in SMS are either Latino or African-American. Over the past 10 years, 118 doctoral students have graduated from the Department of SMS. Of these, 10 or 8.5% were Latinos. Of the 22 Latino students who have matriculated in the program in the past 15 years, 14 have earned their degrees, 7 are currently making good progress towards that goal, and only 3 have withdrawn from the program. During the previous 4-year period that the IMSD has supported doctoral training, 4 Latinos earned doctoral degrees.

KEY PERSONNEL

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Discipline-Based Dual Language Immersion Model[®]

COLLEGE/UNIVERSITY

Sistema Universitario Ana G. Mendez, Orlando, FL
www.suagm.edu/florida

DESCRIPTION

Sistema Universitario Ana G. Méndez is a Hispanic Serving Institution that offers the only Dual Language Accelerated Program for adults in the Nation. Each course is developed and facilitated 50% in Spanish and 50% in English. They accommodate the needs of students' schedules by meeting just once a week for a period of four hours. Courses are scheduled mornings, evenings and weekends.

GOALS

The goals are to: help meet the current need to develop bilingual professionals in different areas with the skills necessary to compete in a global society; help develop the students' social and academic language to give them the opportunity to learn in both languages, while developing their skills and understanding of different cultures; provide the labor market with competent, fully bilingual individuals who can meet the needs of their employers and the growing global market economy; produce bilingual professionals, confident in their field of study in both English and Spanish.

OUTCOMES

Since 1,344 students have graduated; 744 at the undergraduate and 600 at the graduate level. Retention rate for the first year, 2003, was 78%; after the first year, rates have consistently been over 80%, with 88% for 2011.

A study following the 220 students first enrolled in Orlando in Fall 2003 and the 174 first enrolled in South Florida in Fall 2006 indicates that in Orlando, 96 students have graduated for a 43.6% graduation rate, and in South Florida, 93 students have graduated, for a 53.4% graduation rate. This rate compares favorably with the national 30% rate for Hispanic serving public and private universities.

The campuses have an ongoing process whereby students are assessed by faculty experts as to the degree to which they have achieved the discipline and language objectives of their courses. Completed assessment exercises at both levels indicate that students satisfactorily meet both discipline and language objectives.

KEY PERSONNEL

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Master of Bilingual Education Program

COLLEGE/UNIVERSITY

Southern Methodist University, Dallas, TX
<http://smu.edu/education/teachereducation/graduate/bilingual-esl/mbe.asp>

DESCRIPTION

The Master of Bilingual Education (MBE) program prepares in-service teachers, over 90% of whom are Latino, to teach elementary level bilingual learners more effectively, enabling the students to attain literacy in both Spanish and English while achieving at a high level academically. Program participants are also prepared to assume leadership roles in the community and in their school districts.

GOALS

The MBE program has two major goals: to prepare master teachers of bilingual learners, and to develop a cadre of teachers serving as advocates for bilingual learners in their schools, school districts, and communities.

OUTCOMES

- Since the inception of the program in 1990, more than 300 Latino students have completed the MBE degree.
- During one period, 154 entered the program and 151 graduated; over the life of the program.
- The graduation rate has been greater than 90%.
- Program effectiveness has also been shown by promotion and assumption of new duties by graduates in their schools and school districts: in two surveys in different years, more than 50% had received promotions or been given significant new responsibilities within three years of graduation.
- Each graduate, on average, has taught at least 200 students. The graduates have thus had an impact on at least 60,000 bilingual learners, their parents, and communities. In addition, recent MBE graduates have served on the board of the Texas Association for Bilingual Education and as officers of the Bilingual/ESL Association of the Metroplex.

KEY PERSONNEL

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Ph.D. in English

COLLEGE/UNIVERSITY

The University of Texas at San Antonio, San Antonio, TX
<http://colfa.utsa.edu/english/phd.html>

DESCRIPTION

This is the only U.S. Ph.D. in English program requiring at least 6 hours in Latina/o studies. The program contributes to the mission and strategic directions of the university by emphasizing Latina/o literature and preparing Latina/o students to enter academia.

GOALS

The program goals are to: contribute to the mission and strategic directions of the university by emphasizing Latina/o literatures, including the cultural and literary production of U. S.-based Latina/o; strengthen the university's role as a Hispanic-Serving Institution; and fill a need at the local, state, and national levels.

OUTCOMES

The program has graduated a total of 20 Ph.D.s, 12 of them, or 60%, being Latina/o students. Of current doctoral candidates, 46% are Latina/o; of all currently enrolled 52% are Latina/o.

Eighty-five percent of dissertations are in Latina/o studies. Most students complete a service-learning component in programs at community grassroots organizations. They also have the opportunity to teach courses in Mexican American and multi-ethnic literatures as well as in women's studies and queer studies.

The students are engaged in research that is already shaping the scholarship in the field of Latina/o studies. Their publications and presentations at professional national conferences such as NACCS, ASA, MLA, and CCCC demonstrate that their work is of the highest caliber. They have taken tenure-track jobs at a variety of institutions of higher education.

KEY PERSONNEL

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Robert Wood Johnson Foundation Center for Health Policy

COLLEGE/UNIVERSITY

The University of New Mexico, Albuquerque, NM
<http://healthpolicy.unm.edu/>

DESCRIPTION

Since 2008, the Center has programmatically supported doctoral training of historically underrepresented students, especially Latinos and American Indians through a center focusing on health policy. The Center is preparing future leaders who can address the social inequities that affect the nation's health and well-being as well as improving the health care delivery and financing system.

GOALS

The Center's primary goal is to increase the number of social and health scientists from Latino and other communities underrepresented in these disciplines.

OUTCOMES

The RWJF Center's accomplishments over four years have been substantial:

- Recruiting 28 pre-doctoral and 7 dissertation fellows, most of them from the target populations: Nearly 95 percent of fellows are under-represented minorities. Further, about 85 percent of fellows are Latino/as and American Indians.
- Over half of fellows are in the target disciplines of economics, political science and sociology.
- Three fellows recently graduated (in psychology and in communications and journalism and in economics) and placed in tenure track academic positions.
- Expanding the fellowship program to include post-doctoral fellows (five have been funded and successfully placed in tenure track academic positions).
- Developing a wide array of academic enrichment, academic support, leadership, and professional development activities to prepare fellows to succeed in their studies and become future leaders.
- Hiring one junior faculty each in the three target social science departments (economics, political science, and sociology) and two in public health.
- Building internal and external collaborations to enhance the intellectual life of the Center and create opportunities for fellows to engage in research and policy analysis; Creating an infrastructure to support student and faculty research; Obtaining support from other sources for the post-doctoral fellowships (i.e., National Institutes of Health).

KEY PERSONNEL

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EXCELENCIA IN EDUCATION'S WORK

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

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

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

In addition, *Excelencia* in Education:

- fills crucial information gaps to identify the status of Latino success in higher education, what needs to change, and how change can be accomplished.
- regularly benchmarks what works to accelerate Latino student success in order to spread highly successful practices to institutions nationwide.
- is a trusted advisor to leaders in Washington, DC, in states, and in institutions of higher education.

- has helped change the way policymakers and advocates talk about Latino student success.
- is recognized as a national leader on Latino college completion and leads the Ensuring America's Future by Increasing Latino College Completion initiative with 65 partner organizations.
- has built an e-network of over 16,000 institutional leaders, policymakers, practitioners, and citizens who regularly receive *Excelencia* postings, issue briefs, and alerts.
- Has developed networking and programming opportunities for institutions of higher education, such as the ALASS (Accelerating Latino Student Success) workshop and *Excelencia* in Action.
- work has been supported by national and regional philanthropies, corporations and organizations including ACT, EduK, Bill and Melinda Gates Foundation, Ford Foundation, Kresge Foundation, W. K. Kellogg Foundation, Lumina Foundation, SOTEC, TG, Univision Communications, USA Funds, Walmart Foundation, and individual contributors.

We invite you to visit our Website to learn more about *Excelencia* and how our work supports your efforts to improve Latino student success at www.EdExcelencia.org



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Excelencia in Education accelerates Latino student success in higher education by linking research, policy, and practice and by promoting education policies and institutional practices that support Latino student achievement. A national, not-for-profit organization, *Excelencia* is building a network of results-oriented educators and policymakers to address the U.S. economy's need for a highly educated workforce and engaged civic leadership. For more information, visit: www.EdExcelencia.org.



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