



EXAMPLES OF
iExcelencia!

2007 ★ LOS ANGELES, CA

WHAT WORKS FOR LATINO STUDENTS IN HIGHER EDUCATION



2007 COMPENDIUM

PROFILES OF SELECTED PROGRAMS



iExcelencia!
IN EDUCATION

Applying Knowledge
To Public Policy And
Institutional Practice

The compendium was compiled by Deborah A. Santiago, Vice President for Policy and Research, *Excelencia* in Education, with Lourdes Guerrero, Director of Programs and Communication at *Excelencia* in Education, and generous contributions from Estela Lopez, Senior Associate, *Excelencia* in Education.

The program summaries in this compendium were edited from information submitted by the nominated programs.

Information about the Examples of *Excelencia* initiative and a PDF version of this compendium are available on the web at:

<http://www.edexcelencia.org/programs/examples/2007.asp>



Excelencia in Education aims to accelerate higher education success for Latino students by providing data-driven analysis of the educational status of Latino students and by promoting education policies and institutional practices that support their academic achievement. A not-for-profit organization, *Excelencia* is building a network of results-oriented educators and policymakers, adding value to their individual efforts with the means and momentum to address the U.S. economy's need for a highly educated workforce. For more information please visit www.EdExcelencia.org.

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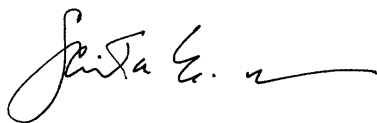
Foreword

By 2025, 22 percent of the U.S. college-age population will be Latino, a level already reached in four states: California, Florida, New York, and Texas. Meeting the country's future human capital and workforce needs make it imperative to improve outcomes for Latino students today. As public attention is focused on current achievement gaps, educators and policymakers search for what they can do to improve education outcomes for Latino students. Finding this information is difficult.

Excelencia in Education responds to this challenge through research, analysis, and pragmatic initiatives that advance practices and policies that support Latino student achievement in colleges and universities. Premier in this effort is Examples of *Excelencia*, a national initiative to systematically identify and honor programs and departments boosting Latino enrollment, performance and graduation.

The 2007 Examples of *Excelencia* are the **Enlace Program** at Evergreen Valley College in California (associate level), **Compact for Success** at San Diego State University (baccalaureate level), and the **Psychology Department** at Our Lady of the Lake University for their Psychological Services for Spanish Speaking Populations Program (graduate level). More detailed information about these outstanding efforts is included in this compendium. Also included is information about programs identified as semi-finalists and honorable mention during the 2007 review.

This compendium is a key component of the Examples of *Excelencia* initiative. By providing a description of the practices used and the results achieved by recognized programs, we hope to prompt educators and policy makers to challenge the current state of Latino achievement in higher education and to work to increase Latino student success. All the programs profiled in this compendium are at the forefront of meeting the challenge of improving higher educational achievement for Latino students and are to be congratulated for their current and continued efforts.



Sarita E. Brown
President
Excelencia in Education
Washington, DC

Overview

More than 50 programs were nominated for the 2007 Examples of *Excelencia* in three categories: Associate, Baccalaureate and Graduate levels. There was diverse representation in each of these categories by geography and program activities.

Given the volume and quality of the nominations this year, narrowing the scope of programs to list in this compendium was challenging. Unfortunately, some very promising practices could not be included in this publication. However, the compendium does provide a summary of the three 2007 Examples of *Excelencia* selected as well as 11 semi-finalist programs making a positive difference in the educational achievement of Latino students in higher education. In order to include more promising practices, this year we have also included summaries of 7 nominations considered “honorable mentions” with evidence that they are having a positive impact on Latino student success.

To be considered, each program submitted a brief history, perceived need, immediate solutions, long-term goals, and evidence of its effectiveness. While not exhaustive, these summaries provide some insight into what these successful programs do and the key characteristics that are essential to Latino student success. These include:

- Ensure there is institutional commitment and leadership to serve Latino students.
- Invest in the long-term viability of the activities to ensure meaningful impact.
- Allocate resources so that activities are sustainable by the institution.
- Share an understanding of their purpose and intended outcomes with staff.
- Have clear goals and objectives that delineate what they plan to achieve.
- Use multiple strategies to support students along the pathway, such as tutoring and mentoring services by peers, family involvement in program orientation, participation in living/learning communities and other key activities.
- Collect data and conduct evaluations to improve their activities.
- Use research-based strategies to recruit, retain, and propel Latino students to graduate from college.
- Have developed successful partnerships between institutions and sectors to provide access.
- See Latino students as an asset.

The compendium begins with a summary of the selection process for identifying the selected program list of semi-finalists and methodology used. Following this section is a brief overview of the program services offered by the semi-finalists. The compendium then provides one-page summaries of the finalists, semi-finalists, and honorable mention programs 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

Semi-finalists were selected following an evidence-based evaluation through a three-step selection process.

1. Staff reviewed all nominations and identified a list of nominations semi-finalists through analysis of internal information provided in the nomination and external public data sources to assess the nomination's impact on Latino achievement in higher education.
2. Appointed the 2007 selection committee to review and select. The committee was comprised of the following national experts:
 - **Margarita Benitez**, Senior Associate, Institute for Higher Education Policy and Chair, *Excelencia's* EXITO (Excellent Ideas Transform Outcomes) Taskforce
 - **Jacqueline E. King**, Director, Center for Policy Analysis, American Council on Education
 - **Bruce Vandal**, Director, Postsecondary Education and Workforce Development Institute, Education Commission of the States
 - **Maria Vallejo**, Lake Worth Campus Provost, Palm Beach Community College and Past Chair, National Community College Hispanic Council
 - **Arturo Vargas**, Executive Director National Association of Latino Elected and Appointed Officials

Methodology

Recognizing the importance of evidence-based evaluation, *Excelencia* staff developed a multi-step process to review nominated programs. A panel of nationally recognized experts reviewed the portfolios submitted by the nominated programs and considered the following criteria:

- Record of high graduation rates for Latino students;
- Leadership that demonstrates a commitment to accelerating Latino student achievement by measuring their progress, confronting obstacles to their achievement, and implementing strategies to attain specific goals;
- Magnitude of the identified need for the services the program offers;
- Rationale behind the program component that addresses that need;
- Application of the concepts that are central to the program; and,
- Qualitative or quantitative evidence of the impact of the program services.

Summary of Program Services

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

Associate Level

- Provide enrollment services directly onto high school campuses, creating the expectation of postsecondary education for every graduating high school senior.
- Create an educational network with feeder high schools, colleges and community-based organizations to successfully matriculate and retain students.
- Offer a rigorous honors program.
- Assist students in academic difficulty by providing an intensive counseling/classroom intervention.
- Increase the enrollment of Latino English Learners by way of a two-semester, full-time college credit transitional bilingual learning community.

Baccalaureate Level

- Support female students in their study of mathematics by assisting them to successfully complete the necessary courses required for college admission.
- Increase the number of students from a school district who prepare for and attend a four year institution.
- Assist students to thrive academically and personally through supplemental education in chemistry, calculus, and biology.
- Enhance the academic skills of high school students in the areas of writing and research, and prepared college applications including high level essays for colleges of choice.
- Provide support to Latino students who demonstrate academic potential, but do not meet general admission requirement.
- Offer integrated programs that transition students into professional health pathway beyond college.
- Assist female students and their mothers to work together to set goals that will lead to academic career success for the girls.
- Support students for their first two years at the university and promote academic success through a variety of services.
- Recruit, retain and propel Latino students to graduation from college using research based methods.

Graduate Level

- Increase the number of Latino-trained social workers providing services to Latino client systems.
- Train mental health professionals to provide services in Spanish and English.
- Bring students into the graduate school pipeline by giving them an understanding of how graduate education will equip them to make meaningful contributions to their communities.

Location

Evergreen Valley College (www.evc.edu/ss/enlace/index.htm)

Description

The Enlace Program, which began in 1983, represents an alternative approach to meeting the educational needs of Latino/a students. In collaboration with its Community Advisory Board and Mentor Advisory Council, the program offers an academic, counseling, and mentoring model that emphasizes a culturally responsive approach to Latino/a students' navigation between their homes, community, and Evergreen Valley College. Enlace offers courses in developmental and college level English, Math, and Science - disciplines at the heart of students' academic success in college. In addition, it offers a guidance course for first semester students and one for transfer students. In total, Enlace offers 20-24 classes each year, with an enrollment of approximately 700 students. Approximately 90% of the students enrolled in the Enlace classes are Latino/a students. Two instructional assistants and several peer student tutors provide supplemental instruction. Over 65 Latino/a community professionals participate as mentors.

Goals

Enlace has six primary program goals: 1) to successfully matriculate and retain Latino/a students, 2) to enable Latino/a students to successfully complete the Enlace English, Math, Science, and Guidance courses, 3) to mainstream Latino/a students into the general education and transfer curricula, 4) to increase the number of Latino/a students who graduate with an Associate of Arts or Associate of Sciences degree, 5) to increase the number of Latino/a students who transfer to four-year colleges and universities, 6) to create a cadre of student leaders.

Outcomes

From Fall 2001 to Fall 2004, 893 Enlace Latino/a students had a 76% course success rate. During the same period, 2,321 Latino/a students enrolled in non-Enlace courses had a success rate of 55%. Furthermore, the Spring 2006 district generated data demonstrate that the overall Enlace Program success rate for Spring 2006 was 82% while the success rate for all other students enrolled in similar courses was 55%. For Spring 2006, the Enlace success rate for Math 13, Intermediate Algebra, was 78%; the success rate for the comparison group (Latinos enrolled in non-Enlace Math 13 courses) was 44%. The Enlace success rate for Math 11A, Introductory Algebra, was 73%; the comparison group's success rate was 40%. The Enlace success rate for English 1A, college composition, was 72%; the comparison group's success rate was 52%. The Enlace success rate for English 104, Developmental Composition, was 80%; the comparison group's success rate was 51%.

Key Personnel

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Location:

Montgomery College (<http://montgomerycollege.edu/advantage/honors/relatedprograms.html>)

Program Description:

The Montgomery Scholars Program is a rigorous honors program at Montgomery College. The Scholars spend two years in an intense and nurturing academic environment and are well prepared to transfer to a four-year college or university at the completion of their studies at the community college. The Scholars learning community offers a corrective to the fragmentation and alienation that students may experience at a commuter college. This “supportive network” is the environment of sincere engagement that nurtures the confidence, critical thinking, aspirations and self-exploration of the Scholars. Students take 10 Honors courses together during the two years of the program - half of their transfer credits are in a cadre learning community environment. Starting with an overnight retreat in August, each class of Scholars quickly learns that we are dedicated to student success and to their academic well-being. The first-year class also has a four day 'Cornerstone' orientation before classes begin in the fall; the sophomores have a 'keystone' orientation to their second year capstone research courses. There are three key areas which uniquely characterize this experience: 1) an interdisciplinary and team-taught core curriculum, 2) coordinated extracurricular learning opportunities and excursions, and 3) Cambridge Summer Study Abroad. Since 1999, there have been 202 scholars. In any one year there are approximately 50 students in the program (25 first-year and 25 second-year).

Goal

In 1999 the Montgomery Scholars Program was established to create a signature honors program open to incoming ‘traditional’ age freshmen (i.e. straight out of high school) to give a diverse group of students in Montgomery County the option of enrolling in a competitive honors program here in the county and to prepare them for transfer to four year schools, both public and private.

Outcomes

Latino students in the program have the highest completion and retention rate of all groups, including Whites. Ninety five percent of Latino students in the Montgomery Scholars Program have completed the Program, have transferred to four-year schools and are on track to graduate in 2-3 years at their transfer institution. Eighty five percent of Latino students in the program graduated with an AA degree (some who complete the two years and finish the program choose to transfer without finishing all the requirements of an AA degree). Twenty five percent of Latino Students in the program have had their capstone sophomore research papers selected as finalists in the Beacon Conference, a competition for two-year schools for excellence in student writing.

Key Personnel:

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Location

Truman College (<http://www.trumancollege.cc/tblc/>)

Description

The Transitional Bilingual Learning Community (TBLC) program is a two-semester, full-time college credit initiative. The purpose of the TBLC program is to recruit a cohort of students from different backgrounds such as ESL, GED in Spanish and English, High School, and help them into the transition from Spanish to English while enrolling on a full time academic semester. After a year of the program, students are ready to take regular classes in English and pursue the associate degree chosen. TBLC students enroll as a cohort in a total of four classes each semester. During the fall semester, students enroll in English 99, Math 112, Social Science 101, and Microcomputers 120. The latter two are credit courses. Credit courses count towards graduation, an A.A. degree, and transfer to four-year institutions. During the second semester, students continue to take four classes: English 100, Math 125 (statistics) or Math 143 (pre-calculus), Urban Sociology 102, and Humanities 201. The latter three are credit courses.

Goal

The overall goals of the TBLC are to increase the enrollment of Latino English Learners in Truman College's credit program by way of a two-semester, full-time college credit (16 credit hours) transitional bilingual learning community. Organized around a student-centered integrated curriculum linking a set of four courses, the TBLC assists Latino English learners to build and strengthen their English language skills and knowledge, learn the culture of higher education while supporting their bilingual identities and experiences, and supports their completion an A.A. or an A.S. degree, with the assistance of bilingual faculty and staff in the learning community.

Outcomes

Out of 124 students enrolled in TBLC, 87% have completed the program and the majority enroll in Truman programs as part-time students. By Spring 2007, TBLC is projected to graduate 17 students with Associate degrees, and seven of those students have or will have transferred to four-year institutions. Based on transcript analysis, 17 students have either completed an A.A. degree or are projected to finish by Spring 2007. By Spring 2009 our projections are that 49 of 101 or nearly 50% of the TBLC students will have completed an Associate degree. Within five years of the inception of the program, TBLC will have successfully graduated 22.4% of students from cohort 1-3 (n=76).

Key Personnel

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Location

South Texas College (<http://studentservices.southtexascollege.edu/advising/>)

Description

South Texas College (STC) made significant enhancements to its counseling and advising services by implementing the Academic Advising program, which has accelerated the academic achievements of its 17,000 students, whom 95% are Latino. The Case Management Approach to Academic Advising program is part of STC's Achieving the Dream initiative to undergo a transformational change in addressing the barriers that adversely affect student success. During the Fall semester of 2005, the Case Management Approach to Academic Advising program began as a pilot program with 21 certified case-managers from the Office of Counseling and Advising serving First-Time-in-College (FTIC) students with personal guidance as they transition from high school to a post-secondary institution. The students are assigned an academic advisor as soon as they complete STC's Mandatory Orientation Program.

Goals

Findings from qualitative and quantitative data analysis inspired the development of STC's Model to Student Success, which consisted of three core components: (1) Shared Accountability for Student Learning; (2) Student Assessment, Placement, and Matriculation; and (3) Comprehensive Student Advising. Each component is represented by a collective body of staff and faculty members that focus on the development of measurable solutions to student barriers. The recommendations given by the Comprehensive Student Advising committee led to the implementation of the case-management program, which has been instrumental in aiding STC students in attaining their academic goals.

Outcomes

There were noticeable increases in the retention rates, course grades, and successful completion rates of the 479 FTIC students that received case-management services. Sixty-five percent of the students that received case-management services successfully completed their courses, opposed to 59% that did not receive such services. Seventy-one percent of students receiving case-management services had at least a C or better in their grades, while only 64% of the students receiving traditional advising services had a C or better course grade average. Students receiving case-management services have a Fall to Spring retention rate of 76%, opposed to 69% for students that did not receive case-management services during the same period. Since the services have been expanded to include all STC students, there is expected to be a significant increase in student success rates.

Key Personnel

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South Texas Collage

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Location

Cabrillo College (www.cabrillo.edu/academics/wdba/)

Program Description

The Digital Bridge Academy (DBA) educational program consists of several interrelated courses. At the very core is the Foundation Course, taught during the first two weeks of the semester. Students spend 58 hours in the classroom during the Foundation Course, coming together to form a cohort and a learning community. Students learn how to recognize and understand their own learning and communication styles and those of others and how to form self-managing work teams taking this knowledge into account. Students then move into a 13 week integrated Bridge Semester which continues the transformation process through the Introduction to Team Self Management (ISM) course where the students explore and transform their work habits and behaviors using techniques like corporate strategic planning for describing alternative futures and predicting future strategies. The rest of their schedule is organized around a central social justice project-based course with four related classes that feed into and support it. Students are given both the academic and cultural-behavioral foundations to succeed in a variety of majors and to thrive in their future. Careers that currently interest students include lab technician careers (Biotechnology, Marine Science), Allied Health (Nursing, Radiology, Dental Hygiene, etc.), Computer Information Systems, Business, Management, Engineering, Criminal Justice, and other high-wage, high-demand fields.

Goals

In order to have a major nation-wide impact on the way that community colleges approach under-prepared students, the DBA helps students reassess their previous educational experiences, recognize their own and others' learning and interaction styles, and understand their true abilities and motivation profiles. The DBA teaches students how to work successfully in teams, which is required in many of these careers. It also helps them learn how to become effective leaders.

Outcomes

The DBA has shown remarkable effectiveness with rural Latino students in the Watsonville area of Santa Cruz County, and more recently with urban black, Asian, Latino and other students in Oakland, California. Most of the students are high-risk, but well over 80% of them have completed the DBA semester. Some of the students from the first cohorts are now preparing to transfer or have transferred to four-year colleges and universities. An analysis of the records of students in the DBA who had completed some courses at Cabrillo College before enrolling in the program found that about 80% of students maintained a substantially higher grade point average after the DBA's Bridge Semester than they had before enrolling in the DBA. In surveys and essays, DBA students have rated the program very highly, and many say that it has turned their lives around and given them a new start.

Key Personnel

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Location

Dallas County Community Colleges (www.dcccd.edu/fdn/risingstar/risingstarintro.html)

Description

Rising Star is a program that offers financial assistance and access to a free college education in the Dallas County Community College District (DCCCD) to eligible high school seniors in Dallas County. The program provides a scholarship of up to \$4,000 for tuition and books for a maximum of three years to Dallas County public high school seniors who 1) graduate with a “B” average or pass the required college assessment test and 2) show economic need. The program provides tutoring, mentoring, and opportunities for students to socialize and share experiences in the Rising Star clubs on campus.

Goals

The Rising Star program gives students the tools they need to become successful citizens of Dallas County. Scholarship recipients may choose to earn an Associate’s Degree, become certified in one of more than 100 different occupational training and/or professional certification programs, earn the necessary credits to transfer to a four-year institution and/or receive fast-track job training.

Outcomes

Rising Star just completed its first 6-year cycle of evaluation. Enrollment has grown from 693 students in the first class to over 2,800 students in the last year. Over the first 6 years of the program, 20 percent of Rising Star students completed their Associate Degree and 7 percent completed a certification program. Both percentages are ahead of state averages in their respective categories. In addition, approximately 27 percent of Rising Star students transferred to universities. Given the percentage of Latino students enrolled in the program, and the program’s graduation, certification and transfer percentages, it is clear that many Latino students are making progress in completing higher education courses as a result of participating in the Rising Star program.

Key Personnel

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Location

El Camino College (www.elcamino.edu/studentservices/fye/)

Description

First Year Experience (FYE) is a one-year program that provides an innovative approach to traditional course offerings by linking courses together through thematic content, by developing skills, and by combining instructional methods. The three important objectives of the Program are to develop essential academic skills, ease the transition and adjustment of new students to the college environment, and provide a comprehensive orientation to campus resources and facilities. FYE helps Latino students achieve academic success by offering transferable linked courses, coordinated assignments, exams and various class activities that foster a successful first year. By participating in a cohort environment, students work closely with their faculty and the First Year Experience counselor to develop an academic schedule that will prepare them to transfer in a timely manner. Students in the program develop lasting friendships and receive targeted academic counseling, supplemental instruction, and early registration (primarily for the linked classes. The program first launched in spring of 2001 with a pilot of 50 students and a Title V grant from the Department of Education. The program now serves 420 first-time freshman students per year and continues to counsel previous cohorts until graduation and or transfer. FYE works with 20 faculty instructors, and offers 19 linked learning community courses throughout the academic year.

Goals

The mission of the First Year Experience program (FYE) is to develop a comprehensive program linking services, courses, interpersonal experiences, and a collegial environment that will provide all first year Latino students with the best opportunities to succeed in the pursuit of their educational and career goals.

Evidence of Effectiveness

An independent researcher found that student persistence and pass rates for First Year Experience (FYE) program participants were 10% to 30% higher than the general student population at El Camino College. The data also showed that FYE students' progression through an English course sequence outperformed their comparison group at every level, including developmental classes. The fall 2005 cohort included 420 students, 75% of which are Latino. Their median household income is between \$20,000 and \$24,000, and their median age is 18. To date, FYE has served 1,120 students since its inception in 2001.

Key Personnel:

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Location

San Bernardino Valley College (with the San Bernardino City Unified School District)
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Description

San Bernardino Valley College is home to a Middle College High School. Beginning in the 10th grade, students are taught high school curriculum by high school teachers in classrooms located at the SBVC campus. The students are concurrently enrolled in up to 11 units of college classes. The high school students attend classes along with students in the general college student population and receive instruction in college-level transferable courses. Over the past 5 years, (2001 through 2006), 485 high school students have participated in the MCHS program. By the end of the 2005 -2006 school year, there were 179 students who remained in the program; 69 in 10th grade, 67 in 11th grade, and 43 in 12th grade. Of these 179 students, 65% are Hispanic or Latino.

Goals

The goal of the program is to increase the college-going rate of students who are generally not college bound. The target populations of first generation college-going youth, English language learners, ethnic minorities, and students underperforming in the traditional high school compared to their test score abilities.

Evidence of Effectiveness

From 2004 through 2006, the program has graduated 116 seniors who earned their high school diploma at MCHS. Of these seniors, 34 simultaneously earned an AA degree at SBVC. From fall 2001 through spring 2006, 485, 10th, 11th, and 12th graders completed 3,248 sections of college classes. Sixty-eight percent of the students passed their college classes with a grade of "C", or better. The average GPA for all college course work attempted was 2.5. The average high school GPA of students entering the program is 2.38, but by the end of the program it had risen to 3.28. For 3 consecutive years the seniors have achieved a 100% passing rate on the California High School Exit Examination (CAHSEE). At the first MCHS graduation in May 2004, 14 out of 49 seniors graduated from high school and were awarded their AA degree (6 of the 14 were Latino students) that same month. At the May 2005, graduation, 10 out of 33 graduating seniors also earned their AA degree (7 of the 10 were Latino students). At the May 2006, graduation 10 of the 34 graduating seniors received their AA degree (3 of the 10 were Latino students). Projected for the 2007, graduation are 15 AA degrees (10 of the 15 are Latino students) out of a graduating class of 41. Each year the percentage of students graduating and committing to continued education at two- and four-year institutions increases.

Key Personnel:

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Location

San Diego State University (www.compactforsuccess.org)

Description

The Compact for Success is a unique partnership between San Diego State University (SDSU) and the Sweetwater Union High School District (SUHSD) through which all Sweetwater students who enter the district by the ninth grade are guaranteed admission to SDSU upon completion of program. Program requirements include maintenance of a 3.0 GPA and satisfaction of the English Placement Test and Entry Level Mathematics exam. A Compact Scholarship is also guaranteed to all students who meet the financial need criteria. The early guarantee of admission and the availability of the scholarship are key to disseminating the message that college can be a reality for any student who begins preparation early and that financial aid is available for those who need it, and thus not an obstacle to a college education.

Goals

The goals of the Compact for Success are to increase the numbers of students from Sweetwater UHSD who prepare for and attend a four-year institution and to support those who attend SDSU to graduate in a timely manner. The immediate goal of the program was to institute education reform that would involve the teachers of SUHSD to work with the faculty at SDSU to examine the rigor and alignment of math and English course offerings and to design a school curriculum that would be directly related to the a-g requirements for college admissions. In effect, the Compact for Success Program focused on five benchmarks: 1) maintain a 3.00 GPA through the senior year of high school, 2) complete all of the a-g course requirements, 3) must have been enrolled in the SUHSD since the 9th grade, 4) satisfy both the ELM and EPT placement tests, 5) take SAT or ACT exam.

Outcomes

The Compact for Success began its work in the fall of 2000 with the district seventh-grade class (high school graduating class of 2006). The class of 2006 is now in the freshman class at SDSU. Comparing this class to when the Compact began, we saw a 99% increase in the number of applications to SDSU from Sweetwater; a 96% increase in the number of students admitted to SDSU from Sweetwater; a 104% increase in the number of students from Sweetwater enrolled for the fall semester; a 192% increase in the number of Sweetwater students who enrolled without the need for remediation.

Key Personnel

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Location

California State University, Fullerton

(<http://campusapps.fullerton.edu/news/datetime/2006/img/MSS/img1.html>)

Description

The Mathematics Intensive Summer Session (MISS) program was created to address a nation-wide shared concern for a shortage of young people opting for careers in science, mathematics and engineering. Designed particularly to serve females and underrepresented ethnic groups, arenas in which the shortage was particularly acute, for the last seventeen summers MISS has been providing an intensive mathematics experience primarily for underrepresented young women. High school girls attend MISS courses for four weeks during the summer in college preparatory mathematics at the Algebra II level and above.

Goals

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

Outcomes

While growth varies from year to year, on average there has been 55% mean improvement rate in elementary algebra skills among students, 67% mean improvement rate in intermediate algebra skills, 19% mean gain in students' attitude toward mathematics, and 18% mean gain in students' self-concept in mathematics. These figures were derived from the pre- and post- tests administered during the program each year. As a result of participating in MISS, follow-up questionnaires indicate that 99% of the students we are able to follow on to attend college, 34% attend California State University, Fullerton, and 15% have chosen a STEM (science, technology, engineering, or mathematics) major. The students' evaluation of the program has always been extremely positive. In the Student Evaluation of Program questionnaire, students have stated that they gained much from the program, that they were very interested in the program, and that they had a positive attitude toward MISS.

Key Personnel

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Location

Northeastern Illinois University (<http://www.neiu.edu/~ppalante/>)

Description

Proyecto Pa'Lante is a recruitment and educational assistance program. It provides academic support services to primarily Latino students from Chicago and the surrounding suburbs that demonstrate academic potential, but may not meet general admission requirements. Proyecto Pa'Lante students are provided with personal and academic support services designed to increase scholastic achievement and persistence towards graduation. It is a two-year support program that admits approximately one hundred students per year and serves about three hundred students at any given time. In addition, it offers integral information about surviving and excelling in college such as success strategies and coping mechanisms, as well as share personal anecdotes about being students at Northeastern Illinois University through our one on one advising and through our college success courses that are taught by Proyecto Pa'Lante staff. Proyecto Pa'Lante is housed in the area of Academic Development which provides quality academic and support service programs for NIU students. Academic Development works to establish and continue liaisons between all support services within the University; encourages innovative approaches to instruction; assists under-prepared students; collaborates with other institutions in support of programs and services for entering student populations; and coordinates a series of annual Heritage conferences.

Goals

Proyecto Pa'Lante is at the Northeastern Illinois University—the only Hispanic Serving Institution in the Midwest. The Program is committed to: recruiting primarily Latino students who demonstrate academic potential but do not meet general admission requirements; providing support in the areas of academic advisement, tutoring, vocational, career, personal, and financial counseling; providing an environmental support system relevant to the development of a positive self-image and a feeling of belonging.

Outcomes

Since 2002, Proyecto Pa'Lante has graduated 143 students from Northeastern Illinois University and has an 80% persistence rate from year one to year two at the University, which is higher than the cohort of students who are not participating in Proyecto Pa'Lante. In addition, 345 students during the past five years have been recognized for academic achievement having earned at least a 3.0 grade point average on a 4.0 scale. Proyecto Pa'Lante students are also persisting at a better rate on average from their first year to their second year. Since Proyecto Pa'Lante is a two year program, the persistence rates are further evidence that it is contributing to the students' success.

Key Personnel

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Location

The University of Texas at Brownsville (<http://gemini.utb.edu/premed/default.htm>)

Description

The Office of Premedical Education Program strives to level the playing field for Hispanic students by providing information, guidance, assistance, premedical studies, and standardized test preparation. Moreover, an annual schedule of activities promotes contact between UTB/TSC students and the medical community, as well as medical and research institutions. Since its inception in 2003, there has been an ongoing development of pre-medical and research track curriculum for students pursuing admission into medical, dental, graduate and allied health profession schools, ensuring a current curriculum in accordance with national standards. Mentoring is a key component of the program, which encourages students interested in medical studies to experience diverse clinical environments and engage in research with basic scientists and clinicians. OPEP fosters a close working relationship with a broad array of universities and area physicians, as well as with centers and divisions within UTB/TSC including the Student Advising Center, the Division of Student Services, and New Student Relations. OPEP works cooperatively and collaboratively with its partner institutions to provide integrated programs that transition students into professional health pathways beyond UTB/TSC.

Goals

According to the American Medical Association, Hispanics made up only 3.2% of active physicians in the United States in 2004. In order to address these challenges in the South Texas Valley region, OPEP focuses on increasing the acceptance rate and promoting the success of students seeking admission into medically related careers in graduate or professional schools.

Outcomes

In 2005-07, the number of students in the Early Medical School Acceptance Program (EMSAP) increased from four to 21 since 2001. In the last two years, 13 students joined physician assistant programs, one student was accepted to a dentistry program and three students joined the physical therapy program at different institutions of higher education throughout the state. In 2005-2006, 51 students benefited from enrichment and research programs. Through the efforts of The UTB/TSC Enrollment Planning Office and OPEP, the number of students registering for biology courses has increased by 103% over 2002 enrollment figures. The number of bachelor degrees issued in biology, since 2002, has increased 181%. According to recent data from 2006, there are 354 students declared as biology majors, of which 251 are pre-health profession students. This is a significant increase from the numbers seen when OPEP was first initiated in 2002, in which there were only 131 declared biology majors. A comparison of fall to fall freshmen retention rates for all UTB/TSC students and premedical program students suggests that premedical program retention rates have on average been 35-40% higher than the overall first time freshmen retention rate for UTB/TSC. The high retention rate and the consistent increase in student enrollment and graduation speak to the effectiveness of the program.

Key Personnel

Dr. Shanta Goswami, Faculty Associate & Director

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Office of Premedical Education Program

The University of Texas at Brownsville and Texas Southmost College

956-882-5059

Location

University of Texas at San Antonio (www.utsa.edu/trcss/ace.html)

Description

The Access College and Excel (ACE) program at the University of Texas at San Antonio is uniquely designed for ambitious, talented high school students from predominantly Hispanic inner-city high schools. ACE offers \$2,000 scholarships to incoming freshmen who have at least a 2.5 high school GPA, an attendance record of 80% or better during their senior year, and graduate from targeted high schools in the downtown San Antonio area. The program, which supports students for their first two years at the university, promotes academic success through a variety of services including learning communities, individual advising, peer mentoring, tutoring, and a freshman seminar course designed to promote college success.

Goals

The Tomás Rivera Center for Student Success and the USAA Foundation teamed up in 1999 to create the Access College and Excel (ACE) Program. The goal was to promote college success among predominantly first-generation, low-income students. Historically, these students, although talented, are at risk for dropping out before graduation.

Outcomes

The ACE program has become a model for student success at UTSA. It has shown great success since 1999 in helping students succeed and meet their academic goals. We are pleased to report that the six-year graduation rate of 58.3%, for ACE Scholars who entered UTSA in Fall 2000, is almost twice that of the rate for all UTSA students (30%).

Key Personnel

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Baccalaureate-Granting Semi-Finalist
The Bronx Institute ENLACE Latino
Collegiate Society (Engaging
Latino Communities for Education)

Location

Lehman College –The City University of New York (CUNY)

(www.lehman.cuny.edu/deanedu/bronxinstitute//index.html)

Description

The vision of the Bronx Institute is to foster and promote equity and excellence in k-16, by involving administrators, teacher, parents and the students themselves in a high quality program that support and enhance the educational opportunities of the students. The Bronx Institute Latino Collegiate Society serves as a catalyst for bridging the gap between Latino students' reality and their dreams and aspirations. The ENLACE Latino Collegiate Society creates a college-bound culture among cohorts of 50 academically promising, economically challenged Latino students and helps them successfully apply and matriculate into a prestigious postsecondary institution. Students are provided with an accelerated and rigorous curriculum, Regent SAT, ACT test preparation, cultural enrichment, an enriched and project based program, civic engagement, a strong post-secondary focus, a nurturing, motivating and supportive environment, a cohort of comparably talented peers, and in depth college search. The program has been in existence for 5 plus years and provides services for cohorts of 40 to 50 students. The Bronx Institute supports programs in youth development, professional development, and research. The Bronx Institute has more than 50 full and part-time staff members.

Goals

The ENLACE Latino Collegiate Society Project goals are to: 1) ensure accountable, and competitive and rigorous instruction for Latino students, 2) parental, family and community engagement, 3) system(s) change and institutional policy reform. The objectives of the ENLACE Collegiate Society is for students to graduate from high school with honors and advanced New York State Regents Diplomas, prepare for and apply to top programs at top public and private universities, and have students aspire to leadership positions in careers in which Latinos are traditionally underrepresented

Outcomes

Graduates from the first cohort of the Bronx Institute Latino Collegiate Society are currently at colleges and universities finishing their freshman year. Of the 48 students in that cohort, all are in colleges which span from the State Universities of New York, the City University system, to MIT, Cornell, Hobart William Smith, Boston College, Wesleyan University, NYU, Columbia, Haverford, among others. Students received more than \$2 million in scholarships.

Key Personnel

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Location

University of Texas at El Paso

(<http://academics.utep.edu/Default.aspx?alias=academics.utep.edu/motherdaughter>)

Description

In 1986, Mother-Daughter Program was developed at the University of Texas El Paso, on the U.S.-Mexico border, as a school retention and college recruitment program for middle-school Hispanic girls who are at risk of dropping out of school before high-school graduation. The Mother-Daughter Program organizes activities to help girls and their mothers work together to set goals that will lead to academic and career success for the girls. The Mother-Daughter Program involves Hispanic mothers and daughters in monthly educational career and cultural activities for an entire year, and follows up with workshops and seminars in subsequent years. It also recruits school, community and college student volunteers as role models and mentors. The program considers the most important role model for young girls, especially in the Hispanic community, is found within the family system and connects program resources/activities to the mother-daughter team as one of its founding philosophies.

Goals

The program organizes activities for the girls and their mothers around four broad goals: 1) building the girls' self esteem, encouraging them to complete their high school educations and raising their expectations of attending college, 2) orienting the girls to higher education and professional careers, 3) improving the quality of preparation for higher education by providing academic and life-skills training. The long term goal has been to create the possibility of a more equitable representation of Hispanic women in professional careers through higher education.

Outcomes

Longitudinal studies have shown that of the 1,800 mothers and daughters who participated in the program between 1986 – 1993, fewer girls (than those in the comparison group) dropped out of school or got pregnant than did non-participants from similar backgrounds. Participants were also more likely to enroll in advanced courses, earn higher grades and outscore their peers on state achievement tests. For example, 98 percent of the girls in the first two cohorts – 1986 and 1987 – were still in school in 1992; 62 percent were enrolled in college preparatory courses; and almost 50 percent were enrolled in honors courses.

Key Personnel

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**Baccalaureate-Granting
Honorable Mention
Culturally Responsive Special
Education/ ESL Program**

Location

Brigham Young University (http://education.byu.edu/cpse/esl_licensureinfo.html)

Description

The Culturally Responsive Special Education/ESL Program was started in response to the overrepresentation of minority students in special education. In an effort to help Latino students, the program actively recruits teacher candidates who are ethnically diverse, bilingual- preferably Spanish speakers, or have a disability. These individuals all receive full tuition support towards their dual licensure in special education and ESL. Within the program there is mentoring to help ensure the success of the students.

Goals

Our overlying goal is to increase the number of highly qualified licensed special educators in the United States and in particular, Utah, who are culturally and linguistically diverse , and prepared to work with students who are culturally and linguistically diverse who also truly have disabilities. Our main objectives are: 1) recruit qualified program applicants throughout the Unites States, 2) implement faculty professional development from bilingual/ESL and multicultural experts, 3) provide support to and advise students, 4) implement undergraduate and post-baccalaureate programs, 5) provide mentorship to students, 6) assist graduates in obtaining employment, 7) evaluate the undergraduate and post-baccalaureate programs, 8) administer the project.

Outcomes

This program is one of a handful in the US that trains teacher candidates in both special education and ESL. It is unique in its recruitment efforts of Hispanic teacher candidates and has significantly increased the diversity of the School of Education at Brigham Young University. Before the program started there was one ethnically diverse special education teacher candidate at BYU. The program has both an undergraduate and post baccalaureate track and is currently servicing 53 students, 22 of these are Hispanic students and 42 of them speak Spanish. There have been a total of 90 students enrolled in the program including graduates. We currently have 41 graduates to the program; 14 of these students are Hispanic and 32 of them speak Spanish. All of these students are employed in schools teaching Special Education.

Key Personnel

Carol Solomon, Co-director, Culturally Responsive Special Education/ESL Program

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Location

Texas A&M Corpus Christi (<http://titlevtrio.tamucc.edu/about.htm>)

Description

The Opening the Pipeline/Closing the Gaps program comprises a pipeline from secondary to postsecondary level that provides instructional services, and academic support, through collaboration with community outreach, and university and college level faculty and staff. The program reaches across interdepartmental lines and by using resources provided by Trio and Title V Grants, fosters a college going culture among low income, first generation, predominantly Hispanic Youth so that they can eventually obtain a baccalaureate degree. At all three levels, High School, Community College and University, it provides various level- appropriate menus of mentoring, tutoring, advising, counseling, workshops, summer bridge programs, travel to universities, parental information, and assistance with college admissions and college financial aid.

Goals

The chief mission of the Opening the Pipeline/Closing the Gaps program is to provide academic support services to students who are predominantly low income, first generation, academically at risk and predominantly Hispanic or Minority. The purpose of the program is to help students enrolled at the various Coastal Bend High Schools, at Del Mar College and at Texas A&M University Corpus Christi attain a postsecondary education and obtain a baccalaureate degree.

Outcomes

The various grant components of the Opening the Pipeline/Closing the Gaps program has demonstrated the success rates in retaining students and in graduating students from high school and from the university with a baccalaureate degree from 2000 to 2005. The high school graduation rate from 2000 to 2005 has been 100%. The college admission rate from 2000 to 2005 has averaged between 93 and 100%. Seventy percent of Upward Bound high school seniors who completed the program six years ago in 2001-02 are still in a postsecondary institution and scheduled to complete their baccalaureate in 2007-2008. Within the Go Centers, from 2002 to 2005, retention has averaged at 100% (from 1,656 to 1,741 students); from 2002 to 2005, high school graduation has averaged at 99.5%; from 2003 to 2005, college admission and enrollment has averaged at 46.7% (814 out of 1,741 students). For Student Support Services, from 2001 to 2005, retention has averaged between 84.8% to 98.8%. Out of The TAMUCC SSS Freshmen class of 29, that began in 2001, 23 or 79.3% graduated in 2005 with a baccalaureate degree. In the Title V ACE (Academic Center for Enrichment), from 2001 to 2005, retention rate has averaged between 95.1% to 97%. Out of the TAMUCC ACE class of 45 that began in 2001, 62.2% students have graduated in 2005 with a BA degree. The Title V Del Mar College Learning Communities, in 2004-2005, 467 or 65.2% out of 717 Learning Communities students successfully persisted in their Learning Communities Classes; from 2001-2002 to 2005, the average persistence rate in the Learning Communities Classes has averaged from 67.0% to 68.2%.

Key Personnel

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Rudy Duarte Title V Co Director - Del Mar College

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Location

The University of Arizona (<http://eao.web.arizona.edu/CAP/Index.htm>)

Description

The College Academy for Parents (CAP) is designed to help K-6 parents formulate a strategy to prepare their children specifically for a university education. Over a 15-week period, university staff and faculty collaborate with school district personnel to facilitate 12 workshops held in the evenings at a local middle school. Provided in English and Spanish, these workshops include the following topics: Benefits of a College Education, Parent Involvement, Academic Expectations and College Admissions, Financial Aid/Scholarships, Academic Goal Setting, Transition to the Next Level in the Educational Pipeline, Core Academic Subject Areas (Math, Science, English, Social Science, Second Language and Fine Arts). In CAP, the K-5 children of participants attend College Camp, a parallel program of age-appropriate educational activities facilitated by current college students. During these activities, students learn about college and develop their character, study skills and interest in the required academic subject areas. At the end of each evening, we encourage families to engage in educational conversations about what each group has learned. Children in grades 7-12 are invited to attend the workshops with their parents, while certified district staff care for 2-4 year old children to facilitate parent attendance.

Goals

The CAP curriculum was designed with short term goals of increasing parents' knowledge about academic requirements for college, improving parents' understanding of financial aid and scholarship options, increasing parent involvement and parent-school communication at the earliest point in the educational pipeline and increase parents' aspirations for their children's education. The long term goal of the project is to increase the number of students from the Sunnyside Unified School District who will graduate from high school prepared to enter a degree program at a four-year college or university.

Outcomes

The CAP program has served 218 families since its inception, including a total of 605 potential college bound students (314 K-5 students who have completed the College Camp component and 291 sibling who are in or will soon be entering the K-12 pipeline). The program is evaluated through pre- and post-program interviews with parents (conducted by the UA Center for the Study of Higher Education); weekly workshop feedback; and a retrospective questionnaire at the end of the program (designed and evaluated by the UA Institute for Children, Youth, and Families). The retrospective questionnaire has found statistically significant increases or improvements for the following nine program objectives: parental knowledge of school system, academic subjects, & college requirements, parents' academic aspirations for their children, parents' positive attitudes toward education and school, parents' perception of self-competence with regard to their children's education, parental role definition, parental role in child's education, parental role with child's school.

Key Personnel:

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Location

Universidad del Sagrado Corazón (<http://www.sagrado.edu/lad/program.htm>)

Description

The Language Development Across the Discipline Program provides specialized support in language development and acquisition throughout the curriculum, recognizing that isolated language courses are not enough to meet the challenges of forming a bilingual professional. The program helps accelerate Latino student academic achievement because if their personal language skills improve their academic performance will also improve. Feeling secure speaking and writing both languages, Spanish and English, will prepare them for graduate school and their professional career. Each university student goes through the LAD experience at least once before graduation.

Goals

Promote effective oral and written skills so that students may perform successfully in their academic and professional world.

Outcomes

Consistently the students who have gone through the LAD experience show mean scores exceeding 3.00 points. Results from an in depth study conducted in 2003 showed 80% of the students performing from 3.00 to 4.00 points in English Composition and 97% of the students performing from 2.00 to 3.00 points in English oral communication. An analysis of the English composition skill development through 2004 to 2006 show an increase in student averages from 2.5 to 3.5. The increase for English oral presentations during the same period is also remarkable going from 2.25 to 3.25 approximately. The comparison of the scores of end of semester writing samples of three groups, one LAD and two non LAD groups, done in May 2004, using ANOVA statistical tests, showed no significant differences for non LAD groups but significant differences for the LAD group. The performance of the LAD group students was significantly better. According to external evaluation findings reported in September 2005 the majority of the students surveyed reported an increase from good to very good or from very good to excellent in their language skills after the LAD experience. Students emphasized that skills like pronunciation, grammar, Power Point presentations development, speaking, writing and self-confidence were positively affected by their participation in the program. According to this report the majority of the students expressed satisfaction with the participation in the LAD project and said that they were sure that the skills developed would help them perform better at work. In addition a study conducted by the Spanish component of the LAD staff in 2004 showed that 57% of the students developed excellent communication skills and that 30% developed good communication skills after the LAD experience. Also data collected during academic year 2005-2006 show consistently a better performance by the students who belong to LAD groups.

Key Personnel

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Center for Language Development Across the Disciplines

Universidad del Sagrado Corazón

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Location

Our Lady of the Lake University – Department of Psychology (www.ollusa.edu)

Description

The Psychological Services for Spanish Speaking Populations Program (PSSSP) was implemented in 1997 as an optional specialization for students in the MS in Psychology and Doctor of Psychology (PsyD) programs or as a postgraduate certificate program. Courses added to the curriculum for the PSSSP program included a technical Spanish course taught by a faculty member from the Spanish Department (PSYC 5377G Professional/Technical Spanish), a course focused on service delivery in Spanish (PSYC 8331 Language and Psychosocial Variables in Interviews and Assessments with Latinos), and a culture and language immersion course (PSYC 8430 Sociocultural Foundations of Counseling Mexicans and Mexican Americans). Two courses that are required for all PsyD students (PSYC 8356 Normal Family Processes Across Cultures & PSYC 9356 Latino Psychology) are also required for M.S. and postgraduate students enrolled in the PSSSP certificate program. In addition, students must spend a minimum of 8 hours per week at a bilingual practicum site for four consecutive semesters, including one semester of supervised supervision of Spanish language service (PsyD students only). Optional practica in México or other Spanish speaking countries are available.

Goal

The goal of the PSSSP program is to train mental health professionals who are equally competent to provide services in Spanish and English.

Outcomes

Prior to development of the PSSSP, 18% of students admitted to our Psy.D. program were Hispanic. Since offering the program 42% of students admitted have been Hispanic. (Hispanics comprised only 6% of incoming doctoral students in Psychology in 2002-03, the most recent data available from the American Psychological Association.) The implementation of the PSSSP program has focused faculty and student research and scholarship on topics related to the Spanish language services and training bilingual students. Faculty and students have published two articles in refereed journals, have two additional manuscripts submitted for publications, and presented 13 papers or workshops at professional meetings regarding our training model. The program has also generated five doctoral dissertations.

Key Personnel

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Our Lady of the Lake University

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Graduate Semi-Finalist
The Intellectual
Entrepreneurship Pre-Graduate
School Internship Program

Location

The University of Texas at Austin (www.utexas.edu/coc/cms/faculty/cherwitz/)

Description

The IE Pre-Graduate School Internship seeks to give undergraduates greater agency in and ownership of their education—especially underrepresented minorities and first-generation students. It does this by enabling students to become “intellectual entrepreneurs,” discovering their passions and professional aspirations and discerning how advanced education can bring these commitments to fruition; this includes acquiring an understanding of how graduate education equips them to make meaningful contributions to their communities. The internship—best thought of as an “entrepreneurial incubator”—brings students into the graduate school pipeline who otherwise would not have contemplated continuing their education and helps them select an appropriate field of study. The IE Pre-Grad Internship program is offered for academic credit at the University of Texas at Austin, and student participants work closely with a graduate student mentor and faculty supervisor to create an internship experience aimed at exploring their chosen field of study. Participants learn about the unique aspects of graduate study that make it different from their undergraduate experience (e.g. conducting research, writing for scholarly audiences, participating in seminars, serving as teaching and research assistants, publishing articles in professional journals, becoming members of scholarly organizations and learned societies, preparing for an academic or professional career, etc.).

Goals

Long-term goals of the internship include: 1) increasing faculty diversity by substantially expanding the number of underrepresented minorities who attend and complete graduate school; 2) reducing attrition rates and time to degree through more informed and conscious student decision making; and 3) producing “citizen-scholars”—well-educated persons who leverage knowledge for social good.

Outcomes

Approximately 200 students have participated in the Pre-Graduate School Internship since 2004. Each year the number of interns has increased dramatically; in the spring of 2007, 70 interns were enrolled. The fact that the IE Pre-Grad Internship is disproportionately attractive to Latino students and other minorities shows that the program has special implications for Latinos. Based on self-report, we are confident in asserting that over 50% of Pre-Grad interns who received a baccalaureate degree now have entered graduate school; this percentage is slightly higher for underrepresented minorities and first-generation students.

Key Personnel

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Location

University of Connecticut (<http://web.uconn.edu/prlsp>)

Description

The mission of the Puerto Rican/Latino Studies Project is to prepare social workers to competently serve the Latino/a community, and to advocate and promote change that safeguards and enhances the quality of life for Latino/a individuals, families and communities on local, regional, and national levels. Its main purpose is to continue advancing knowledge about the strengths, challenges, and needs of the Puerto Rican and other Latino groups.

Goal

The current educational endeavors are to : provide a Puerto Rican Latino/a Studies curriculum that prepares masters level social work students to work competently with this diverse population, recruit Puerto Rican and Latino/a students to the UCONN School of Social Work, advise and mentor Puerto Rican and Latino/a students to successfully complete their MSW degree, provide an exchange program with the University of Puerto Rico, provide training to and collaboration with social service providers offering services to Puerto Rican and Latino client systems, advance knowledge and research findings on issues that affect Puerto Ricans and other Latino/a groups on local and national levels.

Outcomes

The school successfully graduates, on average, 23 Latino/a MSWs every year. This graduation rate exceeds the national average of all MSW programs. The Puerto Rican/ Latino Studies Project faculty offers a 9 credit Certificate awarded to students successfully completing the Puerto Rican/Latino substantive area of study, and a year internship (560 hours) working with a Latino population since 1982. Within the last five years, on average, 20 students graduated with this Certificate in the substantive area. However, the enrollment for the classes is approximately 40 students for the semester. The project's recruitment efforts yields the School a pool of 15-20 Latino/a students for the academic year in the Masters level, and 8 Latino/a alumni have enrolled in the Ph.D. program.

Key Personnel

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