What Works for Latino Students in Higher Education Compendium

| 2018 |

SHARING WHAT WORKS

Examples of *Excelencia* is our effort to bring attention to evidence-based practices in higher education. We recognize programs in four categories: associate, baccalaureate, graduate, and community-based organizations.

HOW WE FOUND 17 FINALISTS AND 4 EXAMPLES OF *EXCELENCIA* TO RECOGNIZE THIS YEAR:

1. Each year we have a national call for nominations. This year we received 139 nominations from 27 states, plus DC and Puerto Rico.

2. Nominated programs are asked to submit their program profiles and *Excelencia* staff review and select a set of finalists. This year we selected 21 total finalists.

3. The profiles of these finalist are then forwarded to our external selection committee made-up of experts with diverse backgrounds in higher education. The committee selects one Example of *Excelencia* in each of our four categories.

THIS YEAR'S SELECTION COMMITTEE MEMBERS

MEMBER	TITLE	ORGANIZATION
Alex Chough	Vice President for Government Relations	National Council for Community & Education Partnerships (NCCEP)
Amber Garrison Duncan	Strategy Director	Lumina Foundation
Jose Cabrales	Program Director of Student Success	American Association of State Colleges and Universities (AASCU)
Demarée Michelau	Vice President for Policy & Research	Western Interstate Commission for Higher Education (WICHE)
Estela López	Senior Associate	*Excelencia* in Education
Maria Vasquez	Program Director Center for Equity in Learning	American College Testing (ACT)
Audrey Dow	Senior Vice President	Campaign for College Opportunity
Luis Duarte	Associate Director – The Latin American Recruitment and Educational Services (LARES) Program	University of Illinois at Chicago
Tia McNair	Vice President for Diversity, Equity, and Student Success	Association of American Colleges and Universities (AAC&U)

EXAMPLES OF *¡Excelencia!*

Throughout this compendium we share information on the programs selected as finalists as well as additional programs recognized as Honorable Mentions and Programs to Watch.

Each program includes a two-page overview of the following components:

- **Summary:** Quick snapshot
- **How it Works:** Get a sense of what they are doing
- **Why it Works:** Understand what sets this program apart from others

- **Evidence it Works:** Key metrics that show progress and achievements related to the program goals
- **Advice to Make it Work for You:** Tips from program leadership on how to make these efforts work for other institutions and communities

PROGRAMS SELECTED AS FINALISTS HAD STRONG PROFILES BASED ON THE FOLLOWING COMPONENTS:

MISSION	• Program is meeting a defined need related to serving Latino students
GOALS	• Goals are related to program practices and are realistic, attainable, and measurable
NEED	• Need or barrier facing students is clear • Program has grown overtime to better meet the need
PRACTICES	• Practices are aligned to the need and goals • Practices show indicators of cultural competency and employ elements that are proven effective in serving Latino students • Use of innovative practices not commonly considered
SUSTAINABILITY	• Funding model is sustainable and diversified
FUNDING	• Budget aligns to goals and is student-focused and service-focused
LEADERSHIP	• Dedicated and sustained leadership
EVIDENCE	• Metrics are related to goals • Outcomes show progress/achievement in reaching goals to support Latino students in given area

Each program is identified by an issue area and a program focus. *Excelencia* uses these to help describe a program. These descriptors can be found at the top of each program profile. You can find more information about these programs, as well as others, on our Growing What Works database. Our database is a free online resource that shares evidence-based practices that accelerate Latino student success in higher education. On our database you are able to search by state, academic category, one of our five issue areas, or by one of our 24 program foci. www.Ed*Excelencia*.org/Growing-What-Works

2018 EXAMPLES OF *EXCELENCIA*

ASSOCIATE CATEGORY

EXAMPLE:

Cerritos Complete

Cerritos College – Norwalk, CA

FINALISTS:

Academic English as a Second Language (ESL) Program

Reading Community College – Reading, PA

Dual Credit and Early College High Schools

El Paso Community College – El Paso, TX

Engage, Develop, Grow, Empower (EDGE)

College of the Desert – Palm Desert, CA

STEM Articulation

Laredo Community College – Laredo, TX

BACCALAUREATE CATEGORY

EXAMPLE:

Gaining Access 'N Success (GANAS)

California State University, East Bay – Hayward, CA

FINALISTS:

Academic Achievers Program

University of Houston – Houston, TX

Attract, Inspire, Mentor, and Support Students – The AIMS[2] Program

California State University, Northridge – Northridge, CA

Bachelor of Science in Nursing (BSN)

Sistema Universitario Ana G Méndez (SUAGM), Capital Area Campus – Wheaton, MD

Partnership for Research and Education in Materials (PREM)

University of Puerto Rico, Humacao – Humacao, Puerto Rico

Upward Bound

Trinity University – San Antonio, TX

Attract, Inspire, Mentor, and Support Students

California State University, Northridge
Northridge, California

Summary: Attract, Inspire, Mentor, and Support Students (AIMS[2]) improves transfer student readiness for engineering and computer science degrees. Latino students graduating in these majors grew from 57 to 171.

Issue area: Support Services
Program: Career/Workforce, Undergraduate Research
HSI Status: Yes
Number of students served: 180-200
Number of Latinos served: Over 120

HOW IT WORKS

History: In 2011, the College of Engineering and Computer Science (CECS) received a five-year, $5.5 million HSI STEM grant to implement a program to increase the number of low-income, Hispanic and underrepresented students graduating from CSU, Northridge with engineering and computer science majors. The collaborative project was originally led by CSU, Northridge, along with Glendale Community College and the College of the Canyons.

Mission: Increase the enrollment and graduation of Hispanic and low-income students in the CECS by focusing on first-time transfer and freshmen students, close the achievement gaps between traditionally underserved and better served students, and improve student success.

Goals: Improve the academic achievement, transfer success, degree completion, career preparation, and research skills of Hispanic and low-income students in the college.

Need: Latinos represent 7% of computer and mathematical occupations, the lowest representation of any racial/ethnic group. Latinos are more likely than their peers to work in lower paying service jobs than in higher paying professional jobs in this field.

Practice: AIMS[2] Students are supported with stipends, special mentoring and advisement by faculty, tutoring and peer mentoring, social activities, field trips and opportunities to take part in paid research projects. Outreach activities by students to other colleges and high schools helps raise awareness of the grant and encourages future student participation.

Annual budget: $1.2 million

> **"**The research opportunities I had with faculty helped me gain the experience I needed for my job as a thermal fluids engineer.**"**
>
> – **MELISSA FLORES**, Aerojet-Rocketdyne, CSUN 2014

WHY IT WORKS

Mission: By targeting outreach to transfers and freshmen, the program ensures students pass key gatekeeper courses that are at times barriers for students persisting past their first year.

Need: The program boasts the positive effects of student-faculty interaction, peer-to-peer interaction, and student research participation on Latino/a student experiences and learning.

Practice: A strong external advisory committee of experts and alumni serves as a resource to help advance Latino students' academic and career goals.
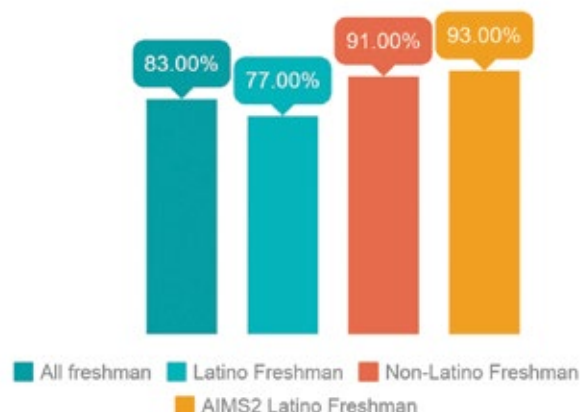
Sustainability: A 2nd five-year grant from the US Department of Education was awarded to expand services and add two more partner institutions.

EVIDENCE IT WORKS

Evidence aligned to Goals for 2012-2017:

1. **Improve academic achievement:** Achievement gap for Latino students dropped from 12% to **5%**.

2. **Improve transfer success:** Three-year transfer graduation rate is **70%**.

3. **Improve degree completion:** Four-year graduation rate is **85%**, six-year graduation rate is **88%**.

4. **Improve career preparation:** **100%** of Latino survey respondents felt prepared to pursue their preferred first career position after graduation, compared to 63% of non-Latino students.

5. **Improve research skills:** Many students have been **recognized at national conferences**, including AHSIE, HACU and HEENAC.

CECS Freshmen 1-year Retention Rate

- 83.00% All freshman
- 77.00% Latino Freshman
- 91.00% Non-Latino Freshman
- 93.00% AIMS2 Latino Freshman

ADVICE TO MAKE IT WORK FOR YOU

"AIMS[2] is a testament to the **power of collaboration** and the cohort model. When students in the cohort are connected and engaged actively with their peers, and work on hands-on research projects with faculty, and staff mentors it builds enormous self-confidence and empowers every single member of the cohort, with a **sense of belonging** and community.

The cohort becomes their **extended family** and as all families do, they sustain and support them academically and socially. More importantly they are inspired to share, **emulate, learn and support one another** as they complete their education in engineering and computer science and prepare for their lives and careers ahead. Every institution has the ability to create such cohorts to empower and advance their students. "

– S. K RAMESH, Director and Lead Principal Investigator AIMS[2] Program

LEARN MORE

www.ecs.csun.edu/aims2

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