

RESOURCES

for Increasing Latino Participation and Success in Higher Education



Profiles of successful programs at schools, colleges, and outreach organizations nationwide that serve Latino students

Strategies and approaches for enrollment managers, student affairs professionals, and other secondary and postsecondary educators

Resources for Increasing Latino Participation and Success in Higher Education



The College Board: Connecting Students to College Success

The College Board is a not-for-profit membership association whose mission is to connect students to college success and opportunity. Founded in 1900, the association is composed of more than 5,400 schools, colleges, universities, and other educational organizations. Each year, the College Board serves seven million students and their parents, 23,000 high schools, and 3,500 colleges through major programs and services in college admissions, guidance, assessment, financial aid, enrollment, and teaching and learning. Among its best-known programs are the SAT[®], the PSAT/NMSQT[®], and the Advanced Placement Program[®] (AP[®]). The College Board is committed to the principles of excellence and equity, and that commitment is embodied in all of its programs, services, activities, and concerns.

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Hispanic Scholarship Fund prepared selected material for informational purposes. The material is provided “as is” without any guaranty of completeness or accuracy.

Preface

While the population of Latinos in the United States is growing rapidly, exceeding rates of other racial and ethnic groups, a corresponding increase is not reflected in Latino college enrollment and completion rates. Yet we know that some institutions and efforts are extremely effective at serving this increasingly important student population. What are those colleges and universities doing right? In this sourcebook we begin to document effective practices.

The idea for this publication grew out of an invitational meeting on Educating Latinos for the Future of America, which the College Board convened in June 2006 in Washington, D.C. In attendance were approximately 30 researchers, faculty, leaders from Latino organizations, policy experts, and enrollment managers from around the country. Based on the recommendations that came out of the meeting, the College Board formulated working groups to complete several projects intended to provide information to help educators connect Latino students to college success and opportunity. For example, a synthesis of research and recommendations was compiled (Nevarez and Rico, 2007).

This publication, from the College Board's advocacy office, is among the projects intended to improve higher education practices—particularly those that relate to Latino students. (Note: Throughout this publication, the term *Latino* is used except where the program or research documented used *Hispanic*.)

In 2007, the College Board reached out to higher education administrators and others around the country to compile this sourcebook. *Resources for Increasing Latino Participation and Success in Higher Education* captures some of the effective efforts to improve outreach, recruitment, admissions, retention, and support of Latino and other students as they make their way to college and beyond.

The College Board wishes to thank all the contributors for their assistance in providing information and interviews about their programs. In particular, Alejandra Rincón from the Hispanic Scholarship Fund (HSF) has offered a wealth of information about many of HSF's activities. The detailed accounts present useful models for others to follow in developing programs to serve students.

Barbara Kram provided the editorial leadership and interviewed many of the educators whose programs are highlighted in this publication. Significant content was also provided by Marcela Muñiz and Adriana Flores-Ragade.

The content of each chapter is downloadable for free from www.collegeboard.com. The sourcebook is a work in progress as we continue to identify, research, and document effective programs and approaches. Let us know your suggestions of institutions, activities, policies, practices, and programs that work by writing to rgermand@collegeboard.org.

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1 Developing a Strategic Plan

With our blueprint for action, every program across the campus reports to us about diversity in participation of their programs. They also have to develop programs, because diversity is part of the mission of the university. If they are not attracting a diverse student participation, it's their job to develop programs that will attract and retain students.

— Christine Yoshinaga-Itano, Vice Provost and Associate Vice Chancellor for Diversity and Equity, University of Colorado at Boulder

Take Stock of Your Institution

The growth of the Latino student population has broad implications for colleges and universities in all parts of the United States. Hispanic students are the fastest growing segment of the population in terms of public elementary and secondary school enrollment.¹ Among public high school graduates, Hispanic students are the largest minority group, projected to reach 21.6 percent of all public high school graduates by 2015.²

Geographically speaking, the largest Hispanic high school graduate populations are in the Western, Southwestern, and Southern regions of the United States. Notably, the number of Hispanic students earning diplomas is growing fastest in the South, where the pool of Hispanic public high school graduates is projected to expand more than 73 percent between 2010 and 2015. The second-fastest growing region is the Midwest, at 37.8 percent.³ The number of Hispanic high school graduates is expected to increase through 2015 in all regions.⁴

Regardless of your location, the future influence and importance of the Latino population is clear. What is your institution's plan to serve this essential demographic? While there are many Latinos whose academic preparation and interests are similar to the majority of students enrolled on college and university campuses, there are many others whose backgrounds may cause them to approach higher education differently than do their peers.

¹ U.S. Census 2005.

² WICHE. *Knocking at the College Door: Projections of High School Graduates by State, Income, and Race/Ethnicity, 1988–2018.*

³ Ibid.

⁴ Ibid.

Hispanics As a Percent of Total Public High School Graduates		
State	2005	Projected 2015
New Mexico	46.1	54.2
California	36.3	45.7
Texas	35.3	44.9
Arizona	29.3	41.4
Nevada	19.9	38.5
Florida	19.8	32.3
Total United States	13.5	21.6

Source: WICHE. *Knocking at the College Door: Projections of High School Graduates by State, Income, and Race/Ethnicity 1988–2018.*

Know the Mission

The most important question to ask of your institutional leadership and colleagues is why they want to improve Latino student success. What are the institutional benefits of serving Latino students in particular?

The question may well arise out of your institution's mission. What does your institution's mission statement say and what does it say about your institution? Other guiding tenets that express an institution's reason for being include a vision statement and statements of core values, goals, and objectives for the college or university. From these guiding principles should flow all education programs and activities.

YOUR MISSION WILL GUIDE YOUR EFFORTS

Excerpts from Mission and Vision Statements	
University of North Carolina at Chapel Hill	The mission of the University is to serve all the people of the State, and indeed the nation, as a center for scholarship and creative endeavor. The University exists to teach students at all levels in an environment of research, free inquiry, and personal responsibility; to expand the body of knowledge; to improve the condition of human life through service and publication; and to enrich our culture.
The Ohio State University	<u>Purpose:</u> To advance the well-being of the people of Ohio and the global community through the creation and dissemination of knowledge. <u>Core Values:</u> <ul style="list-style-type: none"> • Pursue knowledge for its own sake. • Ignite in our students a lifelong love of learning. • Produce discoveries that make the world a better place. • Celebrate and learn from our diversity. • Open the world to our students.
Evergreen Valley College	With student learning as its primary focus, Evergreen Valley College's mission is to empower students to expand their human potential and to succeed in a global, multicultural society. The College provides access to comprehensive and flexible post-secondary education to prepare students of all ages and backgrounds for balanced and productive lives and to improve the workforce and quality of life in our community.
Barnard College	Located in the cosmopolitan urban environment of New York City, and committed to diversity in its student body, faculty and staff, Barnard prepares its graduates to flourish in different cultural surroundings in an increasingly interconnected world.

Excerpts from Mission and Vision Statements

University of Colorado at Boulder

Campus Diversity Plan: A Blueprint for Action Diversity and Educational Mission

The Boulder campus is committed to achieving diversity and equity—not just because it’s the right thing to do for underrepresented populations, but because it is fundamental to our central educational mission. We strongly believe that *all* students—minority and majority—benefit from an education enriched by a diversity of ideas, thoughts, and perspectives. Clearly, the quality of learning is enhanced by a campus climate of inclusion, understanding, and appreciation of the full range of human experience.

Start Where You Are

While each institution’s mission is different, strategic planning often entails the same critical tasks. Start at home. Begin by taking a snapshot of your currently enrolled Latino students. Who is on campus? Where did they come from? How did you recruit them? A great way to find out is to conduct focus groups of Latino students at your institution, as well as alumni. Ask them questions to find out their priorities and what they think your college or university’s priorities should be. Why did the students choose your college? How happy are they? What do they think of their college experience? What do they feel are your strengths and weaknesses? Do their needs differ from other students’? What could you do to support them better?

Ask the tough questions: Are any students in jeopardy of dropping out of the institution? How can you prevent it? Are your offerings adequate, including academic programs, counseling, student affairs, campus life, and other dimensions of the college experience? Also ask the “soft” questions: What activities does the college have that are particularly effective at recruiting and retaining Latino students? What are you doing that students like?

When you analyze your currently enrolled students, you may find that they were attracted to the institution because of your general recruiting activities—things you do without targeting Latino students. Perhaps a mailing to all students attracted them. On the other hand, it may be that your targeted recruitment efforts make the difference—a focus on certain geographic locations, inner-city schools with large Latino populations, or a direct-mail campaign for students with Latino backgrounds.

Just as we ask students to examine their academic strengths and weaknesses, so must higher education institutions examine their administrative strengths and weaknesses. Create an inventory of what you are doing and where your strengths lie. You will likely find particular people on staff who are effective recruiters—for Latinos and for all students. At the same time, merely having one or two Spanish-speaking staff members may not be enough to serve Latino students adequately. Take note of what works, as well as areas that need improvement or reinforcement, to attract and retain more Latino students. This may be an exercise you

have already undertaken with respect to the student body at large. Some institutions have found it useful to go through that same self-examination on a smaller scale for each group of students served at their college or university.

Establish a Coordinating Team

A coordinating team can help organize and guide your programs for Latino students. Moreover, it can foster institutional buy-in for the effort, help generate ideas, and inform resource allocation.

Gather a group representing all the programs on campus that serve minority and Latino students, as well as enrollment, academic, and student services in general. Many campuses already have early outreach programs, educational opportunity services, student centers, Upward Bound, or other well-established diversity efforts.

Your team will certainly include your staff in enrollment management and admissions offices. From an admissions perspective, if you're successful at gaining new Latino applicants and enrollees, that will have a significant impact on other administrative offices and on education services, most notably financial aid. In addition to the financial aid office, it might be a good idea to include the bursar's office on your coordinating team, as well as representatives from your university's foundation.

What's more, the coordinating team should be not just a programmatic-level group, but also a leadership group that will play an advisory role. It should include institutional leadership starting with the president's office.

And don't forget faculty. If you serve students who are underprepared for college or present with English language challenges, they may need developmental support in English and other subjects. That is why faculty and the provost's office should be included when assembling your coordinating team.

In addition, in today's climate of challenges to various diversity programs, it's wise to have legal affairs on the team (see "Legal Considerations").

Assess Available Resources—Internal and External

The notion of enrollment management has vastly improved the way colleges serve students by coordinating the work of various administrative offices. Each internal office or advocacy group at the institution represents a potential resource in a strategic plan to serve students—admissions, financial aid, faculty, students themselves, and student services will all be part of your planning efforts.

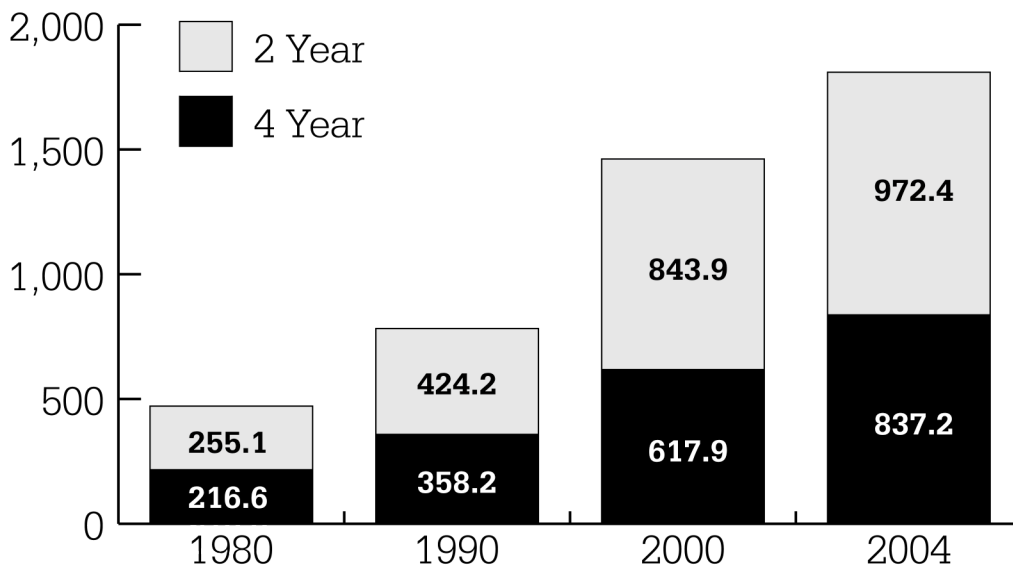
In addition, many external resources are also available to aid your recruiting and outreach activities. These include community leaders and programs that serve the Latino population. The business community and its associations also have a vested interest in your plan because they must ensure an educated and qualified workforce.

Financial support may come from many places including foundations, private funders, local businesses, and organizations that serve the Latino community.

Many vendors and services are out there to aid your enrollment management efforts including data services to help target outreach to Latino students and families.

Also remember the feeder institutions. High schools with large Latino student populations are an obvious focus for recruitment efforts. On the higher education level, most Latino students enrolled in postsecondary education are at two-year colleges (see chart).⁵ This represents not only fertile ground for cultivating minority students, but also a potential resource to address higher education's severe shortage of engineering, math, and science scholars. It's not just an education issue but also an economic one. The growing Latino student population also presents an untapped pool of talent to fill the jobs of tomorrow. According to the U.S. Department of Labor, among all occupations in the economy, computer and health care occupations are expected to grow the fastest from 2004 to 2014; health care occupations make up 12 of the 20 fastest-growing occupations.⁶ Since many community colleges have allied health programs, those students might represent a group of potential applicants to related academic programs at four-year institutions.

Hispanic Postsecondary Enrollment in 2-Year and 4-Year Institutions



Source: Digest of Education Statistics 2005

⁵ U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics 2005*.

⁶ U.S. Department of Labor, Bureau of Labor Statistics, *Occupational Outlook Handbook 2006–2007*.

Start Pilot Programs

Once you have set up a coordinating team and identified some areas in which to concentrate your efforts (such as geographical areas, specific feeder institutions, or by majors), it is time to identify some promising practices to implement.

These will be guided by your expert team and supported by your careful research into available internal and external resources. As with any project planning effort, you'll need to coordinate your budget, timeline, and evaluation of the program's effectiveness. Many case examples in this sourcebook include details about those elements.

One important consideration is that your strategic plan for increasing Latino participation and success should be a long-term plan. You will need to be patient, particularly when conducting early outreach efforts to students who won't be thinking about college for a few years. When you survey students about why they enrolled, you may learn it was because of an early outreach to their middle school. In this sense, many of the things we tell students also apply to our efforts to serve them: They need to be prepared academically from the early years of their education. Educators need to plan services to support their success with a long-term view and commitment, evaluate those programs, and refine them to improve their contribution to Latino students and to all students on campus.

Legal Considerations*

In 2003, the Supreme Court⁷ struck down the University of Michigan's undergraduate admissions policy, which awarded points toward admission based on race and/or ethnicity. However, the University of Michigan Law School policy was upheld.⁸ The law school reviewed applicants individually with a focus on academic criteria and likely contributions to the institution and to diversity enriching the education of all students. The policy required an examination "beyond grades and test scores to other criteria that are important to the Law School's educational objectives."⁹

The Supreme Court decisions and subsequent ballot initiatives that prohibit the consideration of race/ethnicity at public institutions in Michigan, California, and other states leave institutions wondering how to establish appropriate diversity policies and programs. The issues are not confined to enrollment management but extend to academic and student affairs, research, and many other areas.

Since institutions are anxious to bring more Latino students on campus and ensure their retention, it is increasingly important to consult institutional legal counsel regarding policies, programs, and activities.

Every institution and state is different. Nevertheless, the Supreme Court decisions establish some informative precedents. Colleges and universities considering race/ethnicity in

⁷ *Gratz v. Bollinger*.

⁸ *Grutter v. Bollinger*.

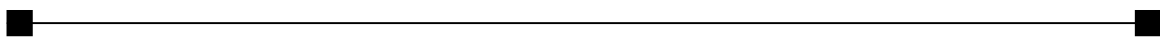
⁹ *Admissions and Diversity After Michigan: The Next Generation of Legal and Policy Issues*, The College Board, 2006.

programs and policies must meet the guidelines of *strict scrutiny*. Strict scrutiny is a legal standard with two elements: First, there must be a *compelling interest*. For example, if an institution has, as one element of its mission, the need to provide the educational benefits of diversity to all students, that educational priority may be a compelling interest (depending on the evidence supporting the institution's stated goals).

The second element of strict scrutiny is *narrow tailoring*. Practices must be carefully focused and indispensable to educational goals. This means a "tight fit" between activities and objectives to minimize the impact on non-Latino students and, as a general rule, to ensure that non-Latino students have the benefit of similar programs. For example, if a college runs a weekend event targeting Latino students and families, is it open to all students? Are similar events providing the same benefits to other students or recruits?

It is also very important to conduct periodic reviews of programs and to end the programs when goals are met. Ideally, the day will come when campus diversity goals are achieved and the institution won't need programs for Latino students, or any other particular students. Until that time, many colleges and universities continue to implement effective outreach and recruitment strategies, transfer programs, admissions policies, financial aid, and leadership programs in an effort to attract and retain Latino students.

*Please note: Many additional issues pertain to this topic. The College Board's Access & Diversity Collaborative provides seminars and publications that address federal law and institutional diversity policies. For further reading, see Chapter 1 of *Admissions and Diversity After Michigan: The Next Generation of Legal and Policy Issues*, The College Board, 2006. A PDF file of this publication and others produced by the Access & Diversity Collaborative can be downloaded from www.collegeboard.com/diversitycollaborative.



An Integrated Approach to Enrollment Management

Miami Dade College, Miami, Florida

Serving Hispanic students is just like serving any other students, only more so. For instance, parents are always important, but parents are especially important in outreach to the Hispanic community, where they can be gatekeepers to college.

Miami Dade College makes a concerted effort to reach out to parents because many are not familiar with the mechanics of going to college in the United States. “Add to that, as you can imagine, a relatively large portion of our Hispanic students don’t come from an affluent background, and you can see financial aid and other kinds of assistance are important even though Miami Dade College is relatively inexpensive,” noted Rene Garcia, director of enrollment management.

In addition, a large proportion of students at the institution are the first in their families to think about college. This means that they need to be sold on the idea of postsecondary education to begin with. “Given their financial situation, families struggle to decide whether a student’s time might be better served after high school by going to work rather than attending college,” said Garcia. “There is a need to communicate to the student and the parent that, even from a strictly business perspective, college gets a great return on your investment.”

A DIVERSE LATINO MIX

Garcia cautions that the Hispanic or Latino population represents diverse subgroups and diverse markets for higher education. “Sometimes when we say ‘Hispanic’ we assume we are dealing with a monolith, and that’s not the case,” he said.

Consider at least three dimensions of students who may be admitted and served (not to mention their geographic diversity): First are native-born students who are assimilated and essentially similar to most other recruits and enrollees. Second are adult students who had been naturalized many years ago and are now integrated into the population. Third are students who arrive relatively late in their childhood or teen years. “You almost have to deal with those three groups separately. The first group is more traditional, ordinary students. The other two are out of the ordinary. Especially for those who are more recent arrivals, you have to tread very lightly on their immigration status,” he said.

For more recent arrivals, providing outreach and programs in Spanish is very helpful regardless of whether the parents speak English. “Many times they have fluency in English but are still looking for the cultural connection. Speaking Spanish can clinch the deal,” Garcia said of attracting applicants. “Our experience has been that no matter how fluent the person may be in English, you can never go wrong by trying to reach out and make that connection culturally or otherwise.”

EARLY OUTREACH AND RECRUITMENT NEEDED

The earlier, the better is the rule for outreach and recruitment. Colleges can play a role in getting students to think about and prepare for postsecondary education. Obviously, you want students to take courses that will prepare them for college-level work while they are in high school. “Sometimes that is difficult to do if they don’t see themselves in ninth or tenth grade as being able to go to college, or don’t see it as worthwhile in the first place, making it much harder for students once the light goes on when they are seniors and don’t want to be trapped in dead-end jobs,” Garcia said. “Many students, not only Hispanics but perhaps minorities in general, have a lot of negative thoughts about college and the ability for it to be an attainable goal.” He suggests doing all you can to create a culture where students see college as a viable option and a real possibility in terms of logistics and financing.

Miami Dade College reaches out to students and parents early with many programs such as resource fairs and school presentations, as well as on-campus workshops and open houses in multiple languages. “You have to come up with excuses so you have an opportunity to connect with people. Bring them on campus, go out to the high schools, even to the middle schools, and create the expectation that college is attainable. The earlier that happens and the more consistent the exposure to that culture of college as a possibility, the better.”

Outreach is the right thing to do for your community, too. “It’s also enlightened self-interest because a fair number of students very early—sometimes in middle school—already have heard of the college that they may end up attending.”

Early planning is also a key to successful transfer efforts on the other end of the two-year college continuum. Students need to know their major and what courses to take in advance to facilitate transfer. At Miami Dade College, once students earn a certain set point of credits, they are invited to special transfer advising sessions to get them on track for a four-year institution.

TEAR DOWN THOSE SILOS

Enrollment management is easy to describe in theory, but the practice is much harder since recruitment and retention, student services, and academics ideally form a continuum. “There has to be a conscious effort, at the risk of using a cliché, of tearing down those silos that separate these areas,” Garcia said. “One of the most powerful retention tools is to allow the student to feel that he or she fits in. They must make a connection with their instructors and with other students. It’s especially powerful if it happens outside the classroom.”

That is a challenge at Miami Dade College, a commuter school of 50,000 students. The institution’s New Student Center is establishing many of these connections even before students arrive on campus, including outreach, orientation, advising, transfer orientation, and many other services. (See separate write-up, page 104.)

Miami Dade College is rightly happy with its progress, as measured by the widely used Community College Survey of Student Engagement, a tool developed at the University of Texas at Austin. “We did very well, exceeding national benchmarks,” Garcia said. “We are proud of the results because we are a large institution and sometimes there is an inverse relationship with size and the ability of students to make these connections.”

Professional Involvement: Hispanic Association of Colleges and Universities (HACU)

The Hispanic Association of Colleges and Universities (HACU) is the only national association that represents Hispanic-Serving Institutions. HACU was established in 1986, with a founding membership of 18 colleges and universities. Today, HACU represents more than 400 institutions committed to Hispanic higher education success in 35 states, Puerto Rico, and 10 countries in Latin America, along with Portugal and Spain.

Approximately 45 million Hispanics live in the United States and Puerto Rico. While HACU's U.S. member institutions represent only 10 percent of all higher education institutions nationwide, they enroll approximately two-thirds of all Hispanic college students. In the fall of 2006, HACU's members enrolled more than 4.8 million students, of which more than 1.2 million or 25 percent identified themselves as Hispanic.

HACU'S mission as champions of Hispanic success in higher education is to:

- Promote the development of member colleges and universities;
- Improve access to and the quality of postsecondary educational opportunities for Hispanic students; and
- Meet the needs of business, industry, and government through the development and sharing of resources, information, and expertise.

Membership Categories and Affiliations

- **Hispanic-Serving Institution (HSI)**—a nonprofit, accredited college, university, or system in the United States or Puerto Rico, where total Hispanic enrollment constitutes a minimum of 25 percent of the total enrollment.
- **Associate Member Institution**—a nonprofit, accredited college, university, or system in the United States or Puerto Rico, where total Hispanic enrollment constitutes at least 10 percent of the total enrollment, or a minimum of 1,000 Hispanic students enrolled.
- **Partner Institution**—a non-profit, accredited, degree-granting institution that is committed to increasing Hispanic success in higher education but does not meet Hispanic enrollment guidelines for other national membership categories.
- **International Member Institution**—an institution of higher education abroad that documents that it is a legally constituted entity authorized to operate in its country according to the rules and regulations required by its government.
- **Hispanic-Serving School District**—(new affiliate category), a school district where total Hispanic enrollment constitutes a minimum of 25 percent of the total enrollment.
- **Faculty and Staff Caucus**—Caucus membership is individual and includes faculty and staff from HACU member institutions.

For information about membership and student services, and the many other HACU programs and efforts, visit www.hacu.net.

On Receiving a Hispanic-Serving Institution (HSI) Grant

Los Medanos College, Pittsburg, California

Getting an HSI grant can be transformational for an institution, in and of itself. We have asked ourselves: What does it mean to be an Hispanic-Serving Institution? Many strategic conversations have taken place around this question. There has been a big shift in thinking, causing people to consider how to serve all students. Are we really transforming a community college and the community around us?

Our \$2.75 million HSI grant funds two staff people and a bilingual counselor for ESL, as well as a new ESL instructor. Also, a computer center is under development, and we are redoing the tutoring center. Funds also support staff development, speakers, and workshops in year two of our five-year grant.

One thing that has made a difference is bringing more Latino staff to campus. We hope this has a ripple effect, addressing undocumented students and language issues. This is a very important part of transformation.

We are trying to create a network of Hispanic-Serving Institutions in the Bay Area and would like to hear from others interested in the same endeavor.

— Rosa Armendariz, Hispanic-Serving Institution Activity Director, Los Medanos College; Pittsburg, California; rarmendariz@losmedanos.edu

Tipsheet: Developing an Overall Strategic Plan	
How to Begin at Your Institution	
<p>Although each institution’s mission is different, strategic planning often entails the same key steps:</p> <ul style="list-style-type: none">• Conduct surveys or focus groups with currently enrolled Latino students to identify what works and what doesn’t.• Establish a coordinating team at the institution to guide your plans and programs.• Create an inventory of programs, activities, and resources currently available.• Tap resources, both internal and external, to boost your efforts.• Conduct pilot programs recommended by your team.• Evaluate results on an ongoing basis to refine programs and conclude them when goals are reached.	<ul style="list-style-type: none">▪ Your team will include colleagues from enrollment management, faculty, student services and programs, alumni, the foundation, the president’s office, and legal counsel.

Resources

The College Board hosts seminars on access and diversity and publishes a number of helpful books and policy papers to help colleges examine legal and policy issues related to recruitment, outreach and retention, and financial aid, among many other topics. The following is a list of some helpful literature from the College Board and other publishers.

Admissions and Diversity After Michigan: The Next Generation of Legal and Policy Issues, The College Board, 2006.

Federal Law and Recruitment, Outreach, and Retention: A Framework for Evaluating Diversity-Related Programs, The College Board, 2005.

Federal Law and Financial Aid: A Framework for Evaluating Diversity-Related Programs, The College Board, 2005.

Echoes of Bakke: A Fractured Supreme Court Invalidates Two Race-Conscious K–12 Student Assignment Plans But Affirms the Compelling Interest in the Educational Benefits in Diversity, The College Board, 2007.

From Federal Law to State Voter Initiatives: Preserving Higher Education’s Authority to Achieve the Educational, Economic, Civic, and Security Benefits Associated with a Diverse Student Body, The College Board, 2007.

Researching the Educational Benefits of Diversity (Research Report No. 2005-4), The College Board, 2005.

Latino Education: A Synthesis of Recurring Recommendations and Solutions in P–16 Education, The College Board, 2007.

Academe’s Hispanic Future, *The Chronicle of Higher Education*, Nov. 28, 2003.

Choosing Hispanic-Serving Institutions (HSIs): A Closer Look at Latino Students’ College Choices, *Excelencia in Education*, August 2007, www.edexcelencia.org. Also visit this Web site for *Examples of Excelencia*, the annual compendium of research on what works in serving Latino students.

American Association of State Colleges and Universities. (2007) *Hispanic Student Success in State Colleges and Universities: Creating Supportive Spaces on Our Campuses*. AASCU: Washington, DC.

Kinzie, J.; Palmer, M.; Hayek, J.; Hossler, D; Jacob, S. & Cummings, H. (2004, September). Fifty Years of College Choice: Social, Political and Institutional Influences on the Decision-Making Process. Vol.5, number 3. Indianapolis, IN: The Lumina Foundation.

Hossler, D., Schmit, J., & Vesper, N. (1998). Going to college: How social, economic, and educational factors influence the decisions students make. Baltimore: Johns Hopkins University Press.

2 Effective Outreach Strategies

Early Academic Outreach Program (EAOP)

University of California: Expanding the Pool of College Applicants

Overview: EAOP, the University of California’s largest academic preparation program, is part of Student Academic Preparation and Educational Partnerships (SAPEP). The mission of the partnerships is to raise student achievement and close achievement gaps. The approach is to increase the number of educationally disadvantaged students who have the opportunity to achieve a postsecondary education and/or who are prepared to matriculate at the University of California (UC). EAOP contributes to that mission by designing and providing services that foster students’ academic development and by delivering those services through intensive cohort services and in partnership with other academic preparation programs, schools, other higher education institutions, and community/industry partners. EAOP in its current form has served middle and high school students since 1978. Through its proven combination of services, EAOP has made college a reality for thousands of students in schools with low college-going rates.

Objectives: To maintain its place in the global economy, California desperately needs an educated workforce. EAOP plays a crucial role in preparing California’s youth at underserved schools for postsecondary education. The program helps students to complete all University of California (UC)/California State University (CSU) eligibility requirements, from math to science to English to history. EAOP helps them satisfy the testing requirements, choose the system and campus that’s right for them, and apply for college and financial aid. Unfortunately, due to the severe challenges of California’s education system, too many students in low-income neighborhoods are not receiving the guidance needed to successfully prepare for college. EAOP also has a proven record of success in this area. Data show that EAOP students surpass students statewide in terms of course work and exam completion, UC and CSU eligibility, college enrollment, and college persistence.

Activities: EAOP services include academic advising, academic enrichment, entrance exams, and college knowledge.

- **Academic Advising:** EAOP specializes in individual and group academic advising that helps students complete the “A-to-G” college-preparatory courses required for UC/CSU admission (see below).
- **Academic Enrichment:** EAOP students improve basic skills, master advanced high school curricula, and have the opportunity to engage in the intellectual life of the university through study and research.
- **Entrance Exams:** SAT[®] and ACT preparation workshops and in-depth classes familiarize students with test formats, study strategies, and test-taking tips, and provide extensive practice with verbal and mathematics questions.
- **College Knowledge:** Students and parents learn about financial aid and scholarships, how to fill out college applications, and how to write effective personal statements.

They tour campuses, attend workshops, go on field trips, and learn about California's postsecondary education options.

Audience Served: EAOP serves approximately 40,000 students in 309 middle and high schools, including students with low family incomes, students who are among the first generation in their families to attend college, and/or students who attend schools with low college-going rates. For example, 71 percent of EAOP schools are in communities with median family incomes of less than \$50,000, compared with about 47 percent of high schools statewide; 79 percent of EAOP students attend high schools with an Academic Performance Index (API) of 1–6. (The API measures the academic performance and growth of schools in the state of California on a variety of academic measures. Each statewide score ranges from 1 to 10. A score of 10 means that the school's API fell into the top 10 percent. The schools ranked 1–6 are in the bottom 60 percent of schools in the state.)

Staffing: EAOP offices are located and staffed on each of the 10 UC campuses, with satellites in rural areas of the state and a systemwide office in Oakland.

Timing and duration: Students can enroll in EAOP as early as middle school and may participate in the program through high school graduation.

Cost: The total cost per student is \$204 per year.

Funding Sources: The majority of EAOP funding comes from the California state legislature. Additional funding sources include grants and partnerships with businesses and community organizations.

Evaluation Plan: Each year, EAOP campus programs provide a detailed report documenting their services and students. These data are then evaluated for outcomes in “A to G” completion (see UCSB example below), test-taking, grade point average, and college-going, among other criteria. EAOP reports its outcomes annually to the California state legislature as part of the Student Academic Preparation and Educational Partnerships (SAPEP) Report to the governor and legislature. These data are reported in the aggregate, and the program adheres to strict standards of student confidentiality.

Evaluation Results: Research shows that EAOP students are more prepared for college than non-EAOP students, by far. EAOP students surpass students statewide in terms of course work and exam completion, UC eligibility, college enrollment, and college persistence.

- **Course work:** EAOP students are twice as likely to complete the courses required for UC and CSU admission as their non-EAOP counterparts, 72 percent compared to 34 percent.
- **Eligibility:** The UC eligibility rate for EAOP students is more than twice that of students statewide, 34 percent for EAOP students compared to 14.4 percent statewide.
- **College Entrance Exams:** EAOP students took the SAT or ACT at more than twice the rate of non-EAOP students at California's most challenged schools (API 1–2): 61 percent of EAOP participants compared to 29 percent of non-EAOP participants. Taking the required college entrance exams is often the last hurdle students face in becoming eligible for UC and CSU.

- **College Enrollment:** 72 percent of EAOP students attend college the first year after high school graduation.
- **Opportunity:** More than three-quarters of the EAOP graduates enrolled as freshmen at UC attended high schools with an API of 1–5. In contrast, three-quarters of all other freshmen at UC attended high schools with an API of 6–10. Twenty-five percent of underrepresented freshmen at UC participated in EAOP.
- **College Success:** The persistence rates of EAOP alumni at UC are equal to or better than their campus counterparts.

Implementation: EAOP employs two service models: cohort (individual students) and school partnership (whole schools). The EAOP cohort model emphasizes continued and increasingly advanced academic preparation, enabling individual students to succeed in challenging courses and achieve their academic goals. Partnerships with schools, districts, and other academic preparation programs enable integration of school and student-centered activities, resulting in deeper impact for EAOP participants and whole school populations. Both models provide academic enrichment, “A-to-G” advising, test preparation and college knowledge support for students, families, and educators. Academic enrichment and test preparation include basic skill reinforcement, mastery of concepts, and engagement in scholarly discourse. Within all service categories, social supports are built in to support families through the college-preparation process, and to help engage students in a community of scholars.

Quotes:

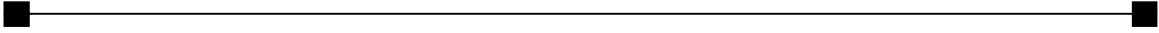
- “Without EAOP, getting into college would have been far more difficult. EAOP gave me the tools to compete with students who went to better-performing high schools than mine. My success is directly linked to the help I received from EAOP.”
— Student, UC Berkeley Class of 1995 (B.S.), M.S. 1997
- “EAOP informed me that college was more than just school. It was also the key to a successful life. Without EAOP, I honestly believe that I would not be here at the University of California, Riverside. I might be working a full-time job that would not offer future advancement. EAOP was my shining light that guided me to a successful life.” — Student, UC Riverside Class of 2006
- “I don’t know where my life would have been without EAOP. My EAOP advisers were role models, supporters, and mentors. They made me work hard and didn’t take any excuses. They encouraged me to always excel.” — Student, UC Berkeley Class of 2006

Further Readings:

- *University of California Student Academic Preparation and Educational Partnerships: A Report to the Legislature on Student Academic Preparation and Educational Partnerships for the 2005–2006 Academic Year.* (2007)
- Noah Bookman, Goldman School of Public Policy, *The Early Academic Outreach Program: Making the Biggest Difference at Schools in the Middle. A statewide analysis of EAOP in differing schooling environments.* (2005)
- Denise Quigley, National Center of Research and Evaluation, Standards, and Student Testing, *The Early Academic Outreach Program (EAOP) and Its Impact on High School Students’ Completion of the University of California’s Preparatory Coursework.* (2002)

Early Academic Outreach Program (EAOP)	
University of California Santa Barbara (UCSB)	
Program Start Date:	1970s
Overview:	Each UC campus has an EAOP program. (See the statewide program profile above.) EAOP provides services, programs, activities, and events throughout the year at multiple high schools and middle schools. Although components differ somewhat around the state, there is a common core of practices and accountability measures. EAOPs provide academic services, college preparation, test prep, parent outreach, and professional development efforts.
Objectives:	Generally, shape a college-going culture across entire schools. Increase higher education participation and college-going rates. Specifically, broaden the pool of economically disadvantaged students enrolling in and succeeding in college-preparatory “A-to-G” courses (see below) and gaining admission to college.
Students Served:	Approximately 7,000 through the UCSB program at 20 middle schools and 20 high schools. The effort is aimed at low-performing schools to get programs where they are needed most.
Staffing:	UCSB has a staff of 12 including nine site coordinators on location at the middle schools and high schools.
Timing:	Programs are provided during the academic year and summers.
Cost:	The current operating budget is approximately \$800,000.
Activities:	Components include early academic outreach, higher education awareness for students and parents, and professional development of teachers and counselors. During the school year, college readiness seminars teach students about the college-going process including requirements, financial aid, and the state university systems, as well as careers and majors. The program also includes college visits and academic services such as test-preparation and study skills workshops. Other offerings include summer programs, academies, and intensive academic experiences. One highlight at UCSB is the summer algebra academy. More than 500 rising eighth-graders participate to expose themselves to algebra, a gatekeeper course. The model approach teaches basic algebra skills to enable students to pass with a B or better. The schools decide what essential algebra skills the student must have, and that informs the curriculum of a summer course. The model includes student assistants who are college-bound or already enrolled in college to provide a mentoring component and peer tutoring. Parent academies meet once a month and cover how to create a learning environment in the home, how to advocate for students, financial aid information, and details about how the education system works.
Funding Sources:	State of California university system

Early Academic Outreach Program (EAOP)	
University of California Santa Barbara (UCSB)	
Evaluation Criteria:	Numbers of students who complete the University of California’s “A-to-G” college-preparatory requirements. (Course work requirements include at least two years of history/social science, four years of English, three years of mathematics, two years of laboratory science, two years of a language other than English, one year of visual and performing arts, and one year of college-preparatory electives.) Other program evaluation criteria include completion rates of tenth-grade algebra, three-year postsecondary transfer rate, numbers of students who register for the SAT or ACT, and other criteria.
Challenges:	No stable funding. Funding was cut in half after Proposition 209 was passed and affirmative action eliminated. Many programs had to cut their middle school components despite the importance of early academic intervention to prepare students for college. However, three of UCSB EAOP’s high school sites have cost-sharing agreements with the districts that pay half the salary of the staff person, allowing EAOP to free up some of its budget for programming.
Quote:	“The idea is to put the students on a level playing field in terms of academics so we don’t have to worry about affirmative action having been removed from the process.” —Britt Ortiz, Director of Early Academic Outreach, UC Santa Barbara



Scholars' Latino Initiative

University of North Carolina (UNC) at Chapel Hill

The Scholars' Latino Initiative (SLI) is a program that matches undergraduates and high school students to provide mentoring, college-prep programs, skills development, cultural enrichment, and opportunities for public service. The mission of SLI is to encourage and educate the next generations of Latino leadership in North Carolina.

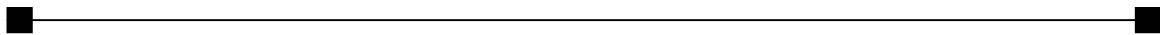
To that end, SLI:

- Imparts skill sets that prepare Latino high school students for Advanced Placement Program[®] (AP[®]) courses and exams as well as college entrance exams (SAT and ACT).
- Promotes the values and virtues of community service to develop qualities of leadership and citizenship, as well as opportunities for sustained public service during students' high school years. Public service helps students become responsible citizens and compelling candidates for college admissions and aid.
- Benefits students of all races in undersourced communities, increasing their enthusiasm for higher education with programs designed and implemented by college undergraduates.

Upon completion of a rigorous application and interview process, eight UNC sophomores are selected from several scholarship programs at UNC at Chapel Hill, including the Johnston, Carolina, Pogue, Morehead, and Robertson scholars. The SLI program director and a committee of current undergraduate mentors make the choices after interviews. Eight high school sophomores are selected by a panel of their teachers at Jordan Matthews High School (JMHS) in Siler City, North Carolina. The successful candidates are then paired—UNC with JMHS—and work together for three years. As they do, the faculty coordinator and members of the SLI board of directors collaborate to locate funds for the JMHS students' continuing education.

The Scholars' Latino Initiative is the first comprehensive college-preparatory program to address the needs of foreign-born and first-generation Latino/a students in the public high schools where resources have been sorely tested by recent, rapid demographic changes. Undergraduate mentors, along with university faculty and staff, inspire the high school participants to realize their goal of higher education.

For further information, visit www.unc.edu/sli.



Hispanic Scholarship Fund

Middle School Programs

Overview: As part of its mission to double the rate of college-going Hispanics from 9 to 18 percent by 2010, the Hispanic Scholarship Fund (HSF) seeks to collaborate with other organizations and offer quality programming that educates and empowers students across the nation. Through these collaborations, HSF improves the quality and quantity of its outreach efforts. For example, in January 2006, HSF partnered with the Tiger Woods Learning Center (TWLC, see below) to provide the highest quality educational, social, and community experience to students and families taking part in the TWLC. At the center, students learn about the importance of a college education in a safe and welcoming environment with computers and resource materials. The middle school programs include weekly workshops for fifth- to eighth-graders.

In 2006, the middle school program increased its outreach potential when two leaders in educational advocacy, the Boys & Girls Club of America (BGCA) and the Goldman Sachs Foundation (GSF), teamed up with HSF to provide interactive workshops to middle school Latino youth at various Boys & Girls Club sites. The weekly one-hour workshops offer topics ranging from the importance of college and enrolling in a college-track curriculum while in high school, to testing, financial aid, and selecting the best-fitting school. Students also learn about potential roadblocks faced during high school, and attend workshops that empower them to achieve their dreams and follow their inner “compass.”

In accordance with research that has shown the important role parents play in the academic achievement of their children, HSF/BGCA also offers bilingual sessions for the middle school participants’ parents, entitled PASOS. During these sessions, parents come to better understand the U.S. education system, testing, financial aid, and helping their children with their studies.

The Georgia pilot program, sponsored by the Goizueta Foundation, operates in 10 Boys & Girls Clubs in different parts of Georgia. It features the weekly workshops for middle school students plus the PASOS bilingual programs for parents. Students learn about the different college environments, financial aid, and standardized testing.

(Note: Staffing, timing, cost, and other operational details vary by program.)

Objective: To dramatically increase the number of Latino youth who are college ready, enroll in college, and ultimately receive their degrees.

Audience Served: Latino middle school students and their parents, approximately 3,000 annually.

Funding Sources: The effort is funded by various grants. For example, a grant from the Goldman Sachs Foundation includes funding for three-year pilot programs at clubs in Chicago and San Antonio, under the banner of the HSF/BGCA/Goldman Sachs Foundation

Alliance. A two-year grant from the Goizueta Foundation supports the Georgia pilot program. The Tiger Woods Learning Center programming is funded by multiple grants.

Middle School and High School Outreach Programs

Overview: In addition to those efforts outlined above, the Hispanic Scholarship Fund (HSF) has several outreach programs and publications that provide the community with direct access to information and tools necessary to navigate college application and financial aid processes. Since 2002, the HSF outreach team has delivered privately funded Town Hall Meetings and Steps for Success Saturdays to students and parents across the country. In addition to increasing awareness about financial aid opportunities and the importance of a college education, these programs provide mentorship, support, and inspiration for HSF Scholars and Latino students and their families. Parents are the primary recipients of the letter of invitation to these events.

Activities:

TOWN HALL MEETINGS (THM): The meetings are bilingual multimedia sessions where students and families gain inspiration and information about the value and affordability of a college education. These two-hour evening programs cover the essentials of college preparation and financial aid. Participants are provided with supplemental materials in English and Spanish to help them follow through with college planning at home. The material guides parents and students through the college-prep curriculum, the financial aid process, the steps involved in applying for scholarships, the expected family contribution (EFC), and also includes answers to frequently asked questions related to admissions and financial aid.

STEPS FOR SUCCESS SATURDAYS (S4S): A full day of hands-on specialized instruction, S4S offer a range of college-preparation workshops for high school students and their parents. This unique approach utilizes community volunteers as college-prep coaches and has a customized track of concurrent workshops for students in each grade level, with parent workshops in Spanish. The curriculum covers intensive how-to instruction for the SAT or ACT, explanations of the financial aid process, guidance in writing a personal statement for a college application and scholarships, and tips on finding a college well suited to the student's educational background and interests.

PARENTAL ENGAGEMENT PROGRAM: (SEE TIGER WOODS LEARNING CENTER, BELOW.)

Objectives: HSF outreach programs are designed to increase the high school graduation and college acceptance rates of Latinos by bringing college preparation to the community. The HSF outreach team provides direct services to improve Latino awareness of the educational process with middle and high school students. These programs and services have the long-term effect of reaching scores of families with support and information about important pathways to lifelong achievement.

At the middle school level, parents become actively engaged in learning how to ensure that their children are developing good study habits and setting goals for the future. This involves understanding the importance of education, becoming aware of college-preparatory curricula, encouraging extracurricular activities, becoming aware of the availability of tutoring, understanding the importance of building a relationship with teachers and counselors, and the importance of reading. Parental involvement helps to reinforce the idea that college is an important family goal and lends support to students' aspirations.

For high school students, preparing and planning for college is the central message. This means learning about making the right choices regarding the college-preparatory curriculum, the importance of maintaining a high GPA and test scores in admissions and scholarship applications, and the significance of letters of recommendation. Each of these elements is explained and clearly mapped out year by year to enhance students' understanding of how to increase their potential for success.

Audience Served: The target populations for HSF outreach efforts are Latino middle and high school students and their parents in six primary regions—California, Texas, New York, Illinois, Georgia, and Washington, D.C. The following table provides the number of individuals served through HSF THM and S4S outreach activities.

	Number of Participants							TOTAL
	1999– 2000	2000– 2001	2001– 2002	2002– 2003	2003– 2004	2004– 2005	2005– 2006	
Arizona				240		407		647
California	70	150	1,170	1,837	2,994	10,669	3,224	20,114
Colorado	86			33				119
Connecticut						323		323
District of Columbia						500		500
Florida			110	150	316	405	1200	2,181
Georgia		430	750	1,085	3,256	3,575	5,257	14,353
Illinois	60		200	150	515	1,100	1,213	3,238
Kentucky							50	50
Massachusetts						2,170		2,170
Maryland						300		300
Michigan							84	84
New Jersey				35		750	170	955
New Mexico				120		207		327
New York			175	305	455	2,712	1,199	4,846
North Carolina							60	60
Pennsylvania						800		800
Puerto Rico				300	125			425
South Carolina					600		50	650
Texas	210	150	300	400	812	4,892	883	7,647
Washington					400			400
Wisconsin						500		500
TOTAL	426	730	2,705	4,655	9,473	2,9310	13,390	60,689

The outreach function is staffed by 2.5 full-time equivalent employees at HSF headquarters in San Francisco. There are correspondingly 1.5 staff members in each of the six regions. Volunteers and members of the Scholar Chapter Network (see separate write-up) also provide a key component of service delivery for all events.

Timing: Events are produced throughout the academic year, September through May. The summer months are focused on program review and analysis, continued preparation, and program evaluation.

Cost: The cost of each offering varies from region to region and by type of event.

Funding: Outreach programs are primarily funded by corporate sponsors. Sponsorship is event- and market-based according to donor interest.

Outside Involvement: Programs presented by the HSF outreach team are supported by the participating middle and high schools in each region.

Evaluation: Surveys designed to measure parental involvement and college aspiration of participating students are issued at the close of each event. The questionnaire varies according to class level of those in attendance. Responses reflect how well participants acquired information about how to prepare for college in general, and in particular in the knowledge areas of:

- Transition from middle school to high school
- Preparing and paying for college
- Preparing for the PLAN, PSAT/NMSQT[®], SAT, and/or ACT
- College and university profiles
- Preparation for college
- Writing personal statements
- Community college transfer

Postevent attainment is measured by surveys for all event participants using a scale of (1) not prepared; (2) no more prepared; (3) more prepared; (4) very well prepared; or (5) not indicated. Results from these surveys show a preponderance of the responses are in the

“more prepared” and “very well prepared” categories year over year. Here is a representative result for a Steps for Success Saturday:

Steps for Success Saturday Evaluation Survey

Results

Increase in Knowledge	% Parents
Not prepared	0
No more prepared	0
More prepared	33
Very well prepared	64
Not indicated	3
	100
Not prepared	0.0
No more prepared	3.8
More prepared	39.6
Very well prepared	34.0
Not indicated	22.6
	100.0

Parental Engagement: Tiger Woods Learning Center

Overview: Studies show that parental engagement is a key factor in keeping Latino students on track. The goal of the Parental Engagement Program (PEP) is to create positive systemic change for Latino students and parents in the U.S. public school system. *The guiding principle of the program is to enhance communication between parents and teachers and increase the information flow between these two groups in order to effect greater student success.* The program is a full complement of outreach and on-site enrichment activities and workshops for fifth- through twelfth-grade students and their families. The program consists of a series of bilingual workshops covering topics on financial aid, scholarships, the U.S. education system, and connecting with school personnel. The Hispanic Scholarship Fund has formed a unique partnership with the Tiger Woods Learning Center (TWLC) to deliver PEP. Located in Anaheim, California, the center houses an HSF staff member who acts as a consistent resource to the learning center community, with a focus on Latino families in Orange County.

Objective: HSF conducts these programs to increase awareness about educational opportunities and to make available the information and resources necessary to achieve higher education for Latino students.

Audience Served: The specific audience is Orange County fifth- through twelfth-grade students and their parents. From April 2006 through March 2007, 7,000 individuals have been served. Since its inception in September 2005, more than 10,000 individuals have participated.

Staffing: One full-time employee is supported by Hispanic Scholarship Fund Scholars from California State College at Fullerton, who serve as Counseling Fellows. Already success

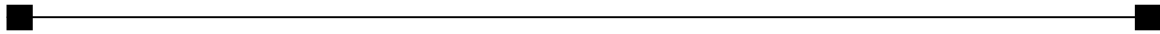
stories, the scholars provide mentoring and inspiration to students participating in the center's curriculum.

Timing and Duration: Programming is presented on a full-year academic cycle and within appropriate class-level time frames for educational planning, preparation, and application processes.

Cost: Varies per grant.

Funding: Multiple sources.

Evaluation: A range of event-specific surveys and questionnaires are utilized to measure program effectiveness. For example, surveys designed to measure parental involvement and college aspiration of participating students are issued at the close of each Town Hall Meeting and Steps for Success events that take place at the TWLC. In another unique instance of productive partnership, a research team from UC Irvine is currently assisting in the further development of a comprehensive evaluation plan for these programs.



Peer Counseling Program

Hispanic Scholarship Fund

Overview: The Peer Counseling Program is a partnership between high schools, universities, and community colleges to address the lack of information regarding the college admissions process for Latino youth and their families. The program hires and trains current university students from nearby HSF Scholar Chapters to serve as peer counselors to Latino youth, thereby building upon the mentoring capacity of students participating in the Scholar Chapter Network. (Scholar Chapters are student organizations established by HSF to promote academic success and professional preparation among Latino college students while encouraging them to serve as role models and leaders in their communities.) One of the hallmarks of Scholar Chapter activities has been outreach to younger Latino students in local communities to inform and encourage them to aspire to and prepare for college. The Peer Counseling Program was founded as an outgrowth of the Scholar Chapter Network, and as such, it has the mutually reinforcing mentoring benefit of demystifying the college admissions process for Latino families while engaging Scholar Chapter university students in leadership and advising activities.

In 2006, the Peer Counseling Program established itself at eight Scholar Chapters:

- University of California, Los Angeles
- University of Miami
- Georgia State University
- Georgia Institute of Technology
- Kennesaw State University
- Texas A&M University
- University of Houston-Downtown
- University of Texas at San Antonio

Preparations are also under way to establish an additional Peer Counseling Program at the University of Georgia.

The eight Scholar Chapter campuses support Peer Counseling activities in partnership with high school and community college counseling programs for a period of two years, specifically targeting a cohort of younger Latino students generally in grades 9–11. All Peer Counselor activities are jointly supervised by HSF and partner schools.

Objectives: All of the activities of the Peer Counseling Program contribute to the Hispanic Scholarship Fund goals of:

- Educating Latino high school students about the importance of staying in school and graduating, and providing them with a range of higher education options, including explaining the differences between community colleges and four-year institutions.
- Increasing the number of Latino high school students enrolling in four-year institutions directly from high school.
- Increasing the number of Latino community college students transferring to four-year institutions.
- Increasing the retention rates of Latino college students.

- Increasing the number of Latino students graduating with baccalaureate degrees.

Students involved with the Peer Counseling Program are matched with a trained HSF Peer Counselor. Students meet individually with their Peer Counselor at least twice a month to discuss preparation for college. Group meetings are also offered on specific college-preparation topics that focus on specific objectives:

- Maintaining a good GPA
- Meeting academic requirements
- SAT or ACT preparation
- Choosing the right college
- Filling out college applications
- Applying for financial aid
- Applying for scholarships
- Writing personal statements
- Choosing a major or career
- Making campus visits

All students who participate in these activities become fully prepared to apply to a four-year college or university.

Activities:

High School Peer Counseling Program: HSF recruits and trains four to six university students from the HSF Scholar Chapter campus to serve as counselors/mentors to Latino students at local area high schools. Each Peer Counselor meets individually with a cohort of 20 to 25 students on a regular basis at their high school during the academic years to discuss their academic and personal preparation for admission to a four-year college. This outreach activity is also extended in group format to students and their parents.

Community College Transfer Initiative: HSF recruits and trains two to three university students from the HSF Scholar Chapter campus to serve as counselors/mentors to Latino students at a local community college. Each Peer Counselor meets individually with a cohort of 20 to 25 students regularly at the community college during the academic year to discuss their academic and personal preparation for transfer to a four-year university. The peer counselors will also work together to offer group workshops on college readiness to the larger student population at the community college.

HSF Scholar Chapters: Scholar Chapter members support the Peer Counseling Program by providing outreach programming such as college readiness workshops and college tours to the students in the program as well as the general high school/community college student population. Scholar Chapter programming at the university is also available to the Peer Counselors in order to promote positive retention rates and increased graduation rates of Latino students.

Audience Served: In addition to those students in the Scholar Chapter Network who act as counselors and mentors, the Peer Counseling Program works with ninth- through eleventh-grade high school students and those who are in their first year of community college. Parents of Latino youth are also an integral component of the program's outreach services.

The number of students served in its first year of implementation as of March 15, 2007, follows:

HSF Peer Counseling Program Participation		
2006–2007 High School	2006–2007 Community College	Total Participants
271	61	332

Staffing: The Peer Counseling Program is administered centrally by one full-time equivalent employee (FTE) who directs and coordinates program operations in all regions. There is one FTE in Georgia who also covers activities in Florida, and one FTE in Texas. Regional staff members work directly with administrators at each school site.

Timing and Duration: The Peer Counseling Program operates on a full-year cycle guided by the academic year calendar. Peer Counselor recruitment, application, and selection takes place in April and May. The Peer Counseling Program training is conducted in the summer and covers the details of the college application and admissions processes, such as enrollment, transfer, and relevant legislative issues affecting Latino access and success in higher education (i.e., state and federal laws providing or prohibiting undocumented students’ access to higher education and issues related to affirmative action, among others).

Cost: Costs at each site range from \$20,000 to \$50,000, which include Peer Counselor stipends, training, and programs/workshops. Additional funding supports various administrative costs, such as staff, supplies, evaluation tools, and ongoing curriculum development. Each Peer Counselor receives a \$5,000 stipend for the academic year, paid in four installments based on satisfactorily meeting job requirements that include working approximately 12 to 15 hours per week and meeting with the students a minimum of once every two weeks.

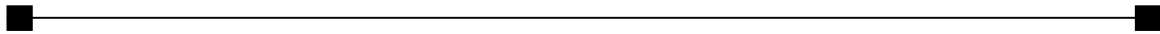
Funding Sources: Two donors fund the operation of the Peer Counseling Program. The program director provides routine reporting to each sponsor on all facets of program implementation and evaluation.

Outside Involvement: The Peer Counseling Program cultivates strong working relationships with high school and community college academic counselors. This collaboration is an important aspect of identifying and supporting program participants and accomplishing mutual goals.

Evaluation Plan: Ten metrics evaluate the effectiveness of program activity, applied in the following ways:

- Intake, midterm, and exit surveys are conducted with Peer Counselors and student participants.
- Student progress notes and activity logs are maintained by Peer Counselors to document contact hours and level of attainment.
- Peer Counselors are involved in focus groups to determine best practices for engaging institutional support at each site and to measure achievement of personal goals.
- Each Peer Counselor undergoes a performance evaluation. Year-end assessments are conducted by regional staff.
- All program participants complete a persistence survey to determine their level of engagement, college preparation, and progress to matriculation at a four-year college.

The comprehensive evaluations of program design help to identify, review, and refine the factors that promote student persistence; determine the effectiveness of transitional support and retention mechanisms; and measure the impact of peer relationships on college success.

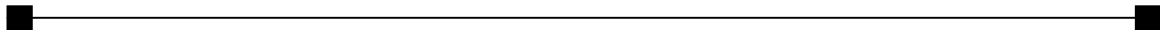


Hispanic Scholarship Fund and University of Georgia	
University Alliance Athens, Georgia	
Program Start Date:	2006
Overview:	<p>University Alliance (UA) is a new Hispanic Scholarship Fund initiative in the form of a five-year pilot at two state universities aimed at strengthening the high school-to-university pipeline. During its first academic year, the UA was formally established at the University of Georgia in Athens, Georgia, and is undergoing review at a second flagship campus. The goal is to develop supporting relationships within the university community to improve the enrollment and retention of Latino students and increase their college graduation rate. The University Alliance taps HSF's expertise in funding, retention, and mentoring to increase college participation and completion.</p> <p>In Georgia, outreach targets several high schools in the general area northwest of the University of Georgia. Needs assessments were conducted in each of the service areas and, based upon these results, the University Alliance works strategically to fill those gaps with programs and interventions. This is accomplished by aligning efforts with existing university programs and staff in order to fortify and strengthen those activities. Components include individual student as well as parent outreach coordinated with admissions staff at venues such as college fairs, high school presentations, and sessions on financial aid opportunities and the importance of a college education. A main working principle of University Alliance programming is to go beyond initial generalized outreach to provide continuous individualized support, counseling, and guidance to students during their senior year. Assistance is provided to students and their families with admissions, financial aid, and scholarship applications.</p> <p>A key approach fosters parental engagement beyond traditional recruitment and yield activities, transforming the process from student-based to family-based recruitment. During these modified events, parents meet with university administrators and faculty, attend individual sessions to review their children's financial aid packages, and have the opportunity to meet with parents of Latino students already enrolled at the university.</p>
Objectives:	The primary objective is to increase the recruitment, retention, and graduation of Latino students, in line with HSF's mission to double the rate of college attainment among this population. The program leverages different resources to augment funding for outreach activities and scholarships and to increase Latino admissions prospects at the participating institutions. Besides

	funding for first-year students, the University Alliance provides scholarships to current undergraduates—a crucial resource for increasing the number of Latino applicants and supporting retention through graduation.
Audience Served:	In Georgia, a total of 14 high schools in the area northwest of the University have been selected based on percentage of Latino population as well as academic factors including graduation rates, number of AP courses offered, and Latino participation in such courses, among others. To give a sense of scale, during fall 2006 and the beginning of spring 2007, the combination of various outreach and recruitment techniques in Georgia reached a total of 1,868 students.
Staffing:	There is one full-time employee centrally at the Hispanic Scholarship Fund who provides program direction and oversight. Assistance is also provided by the Scholarship Department at HSF. There is one full-time employee as well as one contractor on each campus to work on outreach and K–12 relationship building. The University Alliance staff is complemented by HSF’s existing staff, who provide programming services in the areas of student engagement and peer counseling.
Timing:	The University Alliance operates on an academic-year cycle. Outreach and dissemination of information about the college application process is provided in the fall, with a focus on financial aid and scholarship application procedures in the spring. This five-year pilot awarded its first cohort of scholarship recipients in the fall 2007. Scholarship and outreach funding will be provided to each university for four consecutive years.
Cost:	In general, resource allocation for each university is as follows: Needs Assessment: \$10,000 Outreach activities: \$100,000–\$120,000 per year for four years Scholarships: \$200,000 per year for four years
Funding Sources:	The University Alliance is funded by a grant from the Lilly Endowment Inc.
Involvement of Other Offices, Entities	This is an inherent strength of the University Alliance, which seeks to develop long-term productive relationships by working jointly and collaboratively to augment the Latino college experience. The effort engages a full range of constituencies such as university administrative personnel, high school counselors, faculty, students, and their parents. At the University of Georgia, a campus manager works directly with Admissions, Financial Aid, and Student Services. For instance, the campus manager works closely with admissions personnel as they conduct outreach activities directed at recruitment of eligible Latino students within state high schools. The work of University Alliance is

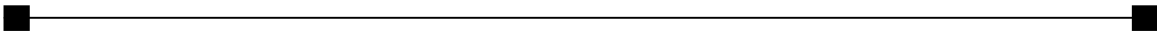
	<p>also facilitated by the Office of the Vice President for Public Service and Outreach at the institution.</p> <p>The Hispanic Scholarship Fund has Scholar Chapters at the University of Georgia to promote leadership and community involvement. A Peer Counseling program provides additional support to one of the high schools near the university that has a significant proportion of Latino students among its enrollment. In addition, a centralized University Alliance adviser works with freshmen to systematically monitor and track the progress of program students.</p> <p>Regarding retention, the University Alliance works closely with UGA’s Academic Enhancement Services to encourage UA scholars to utilize campus resource programs, especially the bridge to college programs and freshman courses that are offered to assist first-year students with their academic and social transition.</p>
<p>Evaluation:</p>	<p>The University Alliance developed an assessment tool to tailor outreach and campus programs to the needs of Latino students and provide adequate support to participating universities. A final longitudinal evaluation to measure the outcomes of the partnership, lessons learned, and best practices in the recruitment, retention, and graduation of Latino undergraduates will be conducted to determine the impact of the University Alliance. Specifically, the questions posed for systematic study are:</p> <ul style="list-style-type: none"> • What outreach strategies yield a higher number of Latino applicants? • What recruitment strategies yield a higher number of enrolled Latino students? • What financial aid strategies contribute to higher matriculation rates? • What programs and support structures increase retention among Latinos? <p>Paradigms for collecting and analyzing benchmark data that address these questions utilizing relevant sample and comparison groups have been designed and implemented.</p>
<p>More Information:</p>	<p>www.hsf.net</p>

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Lorenzo de Zavala Youth Legislative Session	
National Hispanic Institute (NHI) Maxwell, Texas	
Program Start Date:	1983
Overview:	The Lorenzo de Zavala Youth Legislative Session (LDZ) is a widely recognized high school leadership program in a legislative format. It provides a forum for debate and early leadership development. The overall challenge of the LDZ is for the students to envision themselves as part of the future leadership of a twenty-first-century Latino community, according to NHI. The forum takes place on college and university campuses for 8 to 10 days during which students embark on a journey of self-discovery, connecting with other Latinos from high schools nationally and internationally.
Objectives:	After attending the LDZ, students benefit from: <ul style="list-style-type: none"> • Increased confidence and aptitude for building collaborative relationships in group settings • Greater dedication to personal excellence and continued studies at national and international levels • A cultural connection that broadens the students' perspective, is global in its makeup, and is lifelong in its impact
Audience Served:	Approximately 900 high school sophomores and juniors in five programs. Admissions requirements are in place for NHI programs. Students meet these criteria: <ul style="list-style-type: none"> • Must submit the appropriate application with parent and counselor signatures, along with a student photo and list of accomplishments • Submit most recent transcript • Possess a GPA of 88 on a 100-point scale • Be enrolled in a college-bound or honors curriculum
Staffing:	NHI is composed of 12 full-time staff. LDZ alumni also return as counselors for the program when they are high school juniors or seniors.
Timing:	An 8- to 10-day program.
Cost:	Tuition applies. For the Domestic LDZ program: \$635. For the 10-day LDZ Las Americas program in Mexico: \$825. Does not include transportation.
Funding Sources:	Applicants are required to pay tuition for the training and services they receive. However, the general costs of LDZ are nearly double the amount charged to students as tuition. NHI works diligently with partner host colleges and universities to help underwrite these remaining costs and keep program tuitions affordable. Some institutions offer scholarships to LDZ students who subsequently enroll.
Evaluation:	Students submit open-ended evaluation letters about their LDZ experience and what they gained. NHI had also conducted a formal

	review, surveying participants to measure program impact. Results were favorable for all measures. Across NHI programs in brief, 98 percent of students go to college, 90 percent graduate from college, and 65 to 70 percent go on to earn a graduate degree.
Implementation Challenges:	The organization is observing a deterioration in the quality and caliber of students on the secondary level. As an entrepreneurial nonprofit, there are many free programs that compete for students. NHI is working to engage parents in understanding the significance of the NHI experience and its benefits. In addition, many colleges are going through budgetary cutbacks, so their ability to host programs on their campuses becomes more difficult. Nevertheless, NHI has a great impact.
Quote:	“After participating in the LDZ program, many students see themselves being connected to a peer group that they didn’t know existed, i.e., Latino honors students (since many of them are the only or one of few Latino honors students at their high schools). They also feel as if college is more attainable, reporting that they never realized how many colleges would be interested in them. They realize they are marketable to colleges.... The LDZ program also seems to clarify for students that higher education is the most important decision that they will make.” —Gloria de León, Executive Vice President, National Hispanic Institute
About the National Hispanic Institute	The National Hispanic Institute is a not-for-profit organization with a mission to expand the base of leadership in the Latino community. Founded in 1979 by Ernesto Nieto, the NHI provides community intervention programs that have touched the lives of more than 45,000 young Latinos in the country. Other programs of the NHI include the Young Leaders Conference, Collegiate World Series (see article), the Mexico Language Program, the Student Support Services, the John F. Lopez Community Service Fellowship, the Community Leadership Councils, and Collegiate Leadership Network. The College Register and the Graduate Consortium, and memberships of undergraduate and graduate institutions, work closely with NHI for Latino student outreach.
More Information:	www.nhi-net.org



Willamette Academy

Willamette University, Salem, Oregon

Overview: Willamette Academy enrolls at-risk and minority seventh-grade students from the Salem-Keizer community into a free and supplemental five-year academic program. The academy provides year-round teaching, tutoring, and activities to prepare students for the academic rigor of a college education. Enrolled students must demonstrate academic potential and the desire to attend a four-year institution, while their parents must express a commitment of support and involvement. About 70 percent of the students in this program are Latino.

Objective: The goal is to graduate all academy students from a four-year institution of higher learning. To boost the likelihood of success, the College Achievement Plan (CAP) gives students who meet specified requirements assurance of admission to Willamette University and a financial aid package that meets 100 percent of their federally calculated financial need.

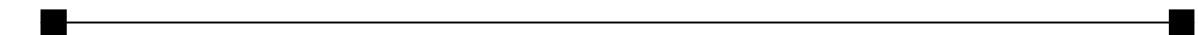
Program Components: Year-round academic enrichment and tutoring; a summer residential program with instruction in science, technology, math, creative writing, visual arts, and communications skills; and parents' group programs to show ways for parents to support their children as they prepare for college.

Staffing: A staff of seven includes an executive director, two additional full-time administrators, and four part-time curriculum or teaching positions. In addition, Willamette Academy has a formal and mutually beneficial partnership with the local Salem-Keizer school district. Local teachers recommend students for enrollment in the Academy, serve as instructors, and evaluate student performance.

Cost: Approximately \$3,000 per student, per year.

Funding: Sustained through corporate and foundation grants and private donations, including a significant endowment gift made by Willamette University alumni.

More Information: www.willamette.edu/cla/academy



Parent Institute for Quality Education (PIQE)	
PIQE San Diego, California (Headquarters)	
Program Start Date:	1987
Overview:	The Parent Institute for Quality Education (PIQE) is a statewide research-based and comprehensive parent involvement program in California. PIQE offers a nine-week series of classes on parent involvement, a four-month “Coaches” follow-up program and a six-hour teacher workshop on parent involvement.
Objectives:	The objective is to encourage and support low-income, ethnically diverse parents of elementary, middle, and high school students to take a participatory role in assisting their children to: <ul style="list-style-type: none"> ■ Create a home learning environment ■ Navigate the school system ■ Collaborate with teachers, counselors, and principals ■ Encourage college attendance ■ Support a child’s emotional and social development
Audience Served:	PIQE serves parents from low-income, ethnically diverse communities. Overall participation is higher among Latino immigrants, but the program has seen increased participation among second- and third-generation Latinos and among English speakers. The Oakland office serves seven counties in the San Francisco Bay Area. PIQE classes have been taught in 14 different languages. Beyond the Oakland-based PIQE program, there are also 11 regional PIQE offices in California, and one new office in Phoenix, Arizona. Another three to five offices are expected to open in Phoenix, along with offices in Texas. Since its inception, PIQE has graduated more than 350,000 from its nine-week classes, 75,000 from the follow-up program, and more than 750 teachers from the six-hour workshops.
Staffing:	PIQE has five full-time staffers in the Oakland regional office, three program associates who coordinate the school programs, two support staff members, and an executive director. Also, the Oakland office has 35 facilitators for the workshops.
Timing:	A nine-week series of courses for parents with meetings in the mornings and evenings. The trimester system has courses in fall (September–November), winter (January–March) and spring (April–June). The program does its best to operate within the structure of the school calendar. Schools are signed on a first-come, first-served basis.

Parent Institute for Quality Education (PIQE)	
PIQE San Diego, California (Headquarters)	
Cost:	Approximately \$16,000 to \$25,000 for the entire nine-week program. The contract covers parent recruitment, facilitation, and program materials. Once parents are on-site, PIQE maintains participation, provides facilitators, and all teaching materials for the duration of the program.
Funding Sources:	Schools can't afford the cost of the program, so there is a 1:1 matching program. Schools pay a portion of costs, and PIQE raises funds to offset the remainder of costs through private foundations. The California State University also supports the program through the CSU-PIQE partnership.
Evaluation:	An evaluation was conducted by San Diego State University in 2004 and the program is exploring a systematic review process. The SDSU study suggests that "[PIQE] is making a difference in school persistence, reducing the dropout rate, and in increasing college participation."
Implementation Challenges:	One challenge is capacity, since the program cannot always meet demand despite growing from 10 schools per season to 20. A summer session is under consideration. Getting information to underserved communities is crucial. In the San Francisco Bay Area courses are primarily offered in English and Spanish. (Courses have also been offered in Cantonese. The PIQE curriculum has been translated into 14 languages but needs facilitators who speak those languages.)
Quote:	"The CSU partnership with PIQE is significant since it adds to many other efforts to help improve the public school system. Improving the state's public K-12 schools is critical to the future of California and quality of the Cal State system, since we expect that many of those students ultimately enroll at a CSU campus." —Charles B. Reed, Chancellor, California State University
More Information:	PIQE works with other states to help them replicate the program. Contact Patricia Mayer at the PIQE Corporate Office, by phone at 858 483-4499 or by e-mail at pmayer@piqe.org. Visit www.piqe.org for further information about the organization and its programs.

Tipsheet: Connecting with Latino Parents and Families

Florida State University
Office of Multicultural Affairs

- Understand your local Latino population/community to know where your Latino students are coming from.
- Make campus visits work more economically and logistically to Latino parents.
- Increase outreach to Latino families in low-SES communities.
- Understand your Latino students on campus.
- Translate materials (brochures, Web sites, etc.).
- Assign Latino faculty/staff/administrators at college/university events (understanding of cultural context).
- Incorporate traditional Latino cultural values.
- Take advantage of orientation programs and college visits to share how the institution partners with parents.
- Conduct assessment with Latino parents, families, and students.

■“When referring to Latino culture, there is no such thing as ‘one Latino culture.’ Given the array of countries of origin that Latinos identify with, culture is internalized and expressed differently from person to person, family to family, and community to community. “
(Torres, 2004)

Hispanic Mother–Daughter Program (HMDP)

Arizona State University (ASU)
Tempe, Arizona

Program Start Date: 1984

Overview: HMDP selects mother–daughter pairs including seventh-grade Latina students from community schools with partnerships with the university. Participants attend workshops and events on ASU’s campus from eighth grade through high school. Students in the program also receive one-on-one visits from HMDP advisers at their high schools. (HMDP is part of a series of programs called Access ASU.)

Objectives:

- To raise educational and career aspirations of Hispanic women.
- To increase the number of first-generation Hispanic women who complete a bachelor’s degree, by directly involving mothers in the educational process of their daughters.

Eligibility Requirements:

- Attend school within one of the participating districts in the program
- First-generation university-bound
- Performing at seventh-grade level in English and math

Hispanic Mother–Daughter Program (HMDP)	
Arizona State University (ASU) Tempe, Arizona	
	<ul style="list-style-type: none"> • Students must be proficient in the English language • 2.75 GPA or above in English/language arts, math, science, and social studies
Numbers Served:	Each year, 100 mother–daughter teams are selected. Because there is some attrition, about 250 participate at the high school level.
Staffing:	A program director; an eighth-grade program adviser; two high school program advisers, one for each community area (East Valley and Phoenix). Program advisers conduct monthly visits with students, mentor them, and keep them on track. An administrative assistant is also on staff.
Timing:	An ongoing series of workshops and activities starts in eighth grade. If the student attends ASU, HMDP monthly programming continues.
Costs:	HMDP operates on a yearly budget of \$363,885. This includes salaries for five staff members, 20 tuition scholarships, administrative fees, and day-to-day operations.
Funding Sources:	A combination of funding from the university and private donors and corporations. Also, the schools fund the eighth-grade program adviser position. ASU allots 20 tuition scholarships each year to HMDP students that enroll at ASU.
Outside Involvement:	Advisory board members from partnering districts help by providing space, disseminating information, and encouraging student participation. At the university, many departments offer information at the monthly workshops, such as staff from financial aid, the scholarship office, career services, etc.
Evaluation:	Participants give feedback on workshops at the end of the year. Recruitment and retention are tracked and areas for improvement identified and pursued. Although there is a small amount of attrition between eighth and twelfth grade, among the seniors that remain, HMDP has a 100-percent high school graduation rate, and 100 percent of students continue to some form of postsecondary education.
Challenges:	There is a high demand for the program. Latino families are moving out farther into areas not served right now. More funding is needed to expand program reach. Also, retention is improving, which also requires more funding, so fund-raising is a focus. Consistency of private donations and corporate gifts is always a question. Also, Proposition 300 requires undocumented students to pay out-of-state tuition. This presents a challenge to secure college funding for the undocumented HMDP students. One goal is to establish a scholarship fund in addition to what the university provides.
Key to Success:	Parent support all the way through.
More Information:	http://www.asu.edu/enroll/hmdp/index.html

Educational Talent Search	
(Large Hispanic-Serving Public University)	
Program Start Date:	2006–2007
Overview:	Educational Talent Search, one of eight federally funded TRIO programs, is a guidance counseling program for junior high and high school students from disadvantaged backgrounds to encourage them to enroll in college. This program identifies and assists individuals from disadvantaged backgrounds who have the potential to succeed in higher education; and provides academic, career, and financial counseling. Talent Search also serves high school dropouts by encouraging them to reenter the education system and complete their education.
Objectives:	The purpose of the Talent Search program is to identify qualified students with potential for education at the postsecondary level and encourage them to complete secondary school and pursue postsecondary education.
Audience Served:	Approximately 600 seventh- to twelfth-graders per year at three high schools and three feeder middle schools. Pursuant to federal guidelines, two-thirds of participants must be both low-income and first-generation college-going students.
Program Components:	Three or four advising sessions during the academic year for each participant (includes individual and group advising sessions). Topics include a FAFSA workshop in English and Spanish. For juniors or seniors in high school, contact is intensified to ensure that their paperwork is being done for admissions, financial aid, etc. For middle schoolers, the advising is geared toward career exploration, campus visits, providing other types of inventory testing, career surveys, and study skill inventories. Educational Talent Search includes a two-week summer reading, writing, and technology commuter camp on the university campus for the rising tenth-graders. One part of the camp prepares students for the National TRIO ThinkQuest competition.
Staffing:	Five full-time staff: a secretary, a director, and three coordinators.
Timing:	Groups meet weekly during two academic quarters.
Cost:	\$366 per student, per year
Funding Source:	U.S. Department of Education
Outside Involvement:	The program collaborates with the middle schools and high schools, and coordinators are housed at the schools except for one day per week at the university. Coordinators must follow school protocols, including a full background check.
Evaluation:	The program will review transcripts from target schools, exam scores, and attendance records. The program and staff are evaluated by participants. Summative and formative evaluations will show where students are with meeting objectives. Coordinators complete

Educational Talent Search	
(Large Hispanic-Serving Public University)	
	updates and evaluations to track seniors and address issues identified.
Challenges:	Building the new relationships at the schools is an essential challenge. On the university level, this is a new grant, and it has been difficult to integrate into the institution's bureaucracy and authorization process.



Pre-Collegiate Development Program

University of Colorado at Boulder

The University of Colorado accepts the idea that its early outreach program is effectively preparing many students for admission into other institutions. Its Pre-Collegiate Development Program (PCDP) is in place at 79 middle schools and high schools in the state and is open to all first-generation college-going students, both minority and nonminority.

“We don’t just prepare them for the University of Colorado, although we would love to have them come here,” said Christine Yoshinaga-Itano, vice provost and associate vice chancellor for diversity and equity at UC Boulder. “Part of the reason that we don’t get all of the participating students into the University of Colorado is that they get targeted by universities all over the United States, which is great for them. Fortunately for us, a lot of them don’t like to leave home. We do get a fair number who stay here.”

PCDP is an institutionally funded academic enhancement program designed to motivate and prepare underserved students in pursuit of their higher education goals. Program components and benefits include:

- Academic advising throughout high school to better prepare for college
- Opportunities to learn about new subjects and acquire better study skills
- Tools to improve interpersonal and leadership skills
- Preparatory assistance for college entrance exams
- Assistance with college admissions and financial aid applications
- Resources for student/counselor liaison/parent advisory groups
- Referrals to community and campus resources
- Required five-week Summer Residential Program for eligible students who have completed their junior year in high school

The extraordinary success of the program is clear in its 100-percent high school graduation rate among participants in recent years. This is particularly notable considering that many of the PCDP programs are in metro Denver inner-city schools, where the high school graduation rate for Latino students is below 50 percent.

“Our success rate is really pretty amazing,” Yoshinaga-Itano said. “The program is successful because it requires that the whole family participate and commit to Saturday programs for students and summer programs at the university. There’s a lot of guidance to the families about what their children need to do if the goal is to get into college.”

PCDP also serves a vital purpose for the university, filling a pipeline with students from diverse backgrounds. That pipeline is restricted by challenges of dropout rates and low numbers of minority students in college-preparatory courses. “This completely limits the number of students who are even capable of applying for admission. It’s a community issue. It’s more than just the university. So we are really proud of the pre-collegiate program. We

wish we had more money to expand the program because its success has been really phenomenal,” she said.

The University of Colorado at Boulder has a well-defined campus diversity plan incorporating a detailed blueprint for action. Each program plays a vital role in fulfilling the institution’s stated goals. For example, the Pre-Collegiate Development Program (PCDP) is designed to increase the pipeline and therefore the number of students who meet the qualifications for admission to the university. “PCDP is an important element in ensuring a more diverse and highly qualified applicant pool,” said Christine Yoshinaga-Itano, vice provost and associate vice chancellor for diversity and equity.

Tipsheet: Approaches That Work	
Common Themes Among Successful Programs	
<p>Many institutional practices are aimed at meeting the education needs of Latino high school and college students. The practices that have been shown to generate successful outcomes typically:</p> <ul style="list-style-type: none"> ■ Reach out to students early in their educational careers; ■ Involve multiple stakeholders such as parents and counselors; ■ Are ongoing interventions; ■ Cultivate a college-going culture within the school and community environment; and ■ Are coordinated through an array of institutional actors and organizations. 	

Resource:

Council for Opportunity in Education (TRIO Programs), www.coenet.us

3 Effective High School Recruitment and Marketing

School Visits: Effective, Low-Cost Recruitment

Claremont McKenna College, Claremont, California

Admissions officers can't go everywhere to recruit talented students. Claremont McKenna College fills the gaps by targeting high schools with underrepresented students and bringing them a taste of the liberal arts institution.

One focus is on juniors in AP classes at public schools in low-income areas. The college runs a one-day event for about 50 students in order to help them understand how they can pay for college and to familiarize them with the admissions process. College faculty also participate.

It's an effective, low-cost approach to reach more schools. (Mailings and food are the largest expenses, at about \$400, plus about 10–15 hours of staff time.)

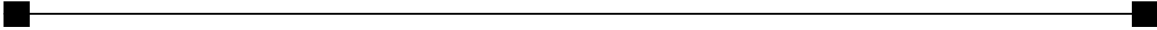
Collegiate World Series (CWS)	
National Hispanic Institute (NHI) Maxwell, Texas	
Program Start Date:	1993
Overview:	The Collegiate World Series is a four- to six-day residential program hosted on college campuses. Teams of students are organized with college admissions counselors from more than 100 universities, who serve as coaches and advisers. Winning teams and all-stars are honored at an awards ceremony. It's a little bit of the World Series combined with the NFL draft, because students compete to be "drafted" to the school of their choice and to negotiate the best financial package possible. Moreover, students have a unique opportunity to meet with peers and coaches and give thought to their futures as community leaders. On the higher ed side, college admissions representatives interact with NHI participants. The educators spend a weekend with college-bound juniors to go over the college admissions process and market their institutions.
Objectives:	CWS is designed to help students make informed decisions about college, and about life direction. The program "builds success behaviors for students to excel in the college admission process and in college life, both academically and socially, while engaging

Collegiate World Series (CWS)	
National Hispanic Institute (NHI) Maxwell, Texas	
	[them] to reflect on the cultural, moral, social, and personal values that inform their identity and life goals,” according to NHI. Students can use the experience to chart a strategic path that utilizes academic and social resources available through college. Program benefits include personal relationships and effective negotiating skills gained from meeting admissions officers from top colleges and universities and from training.
Audience Served:	College-bound high school juniors on a first-come, first-served basis. Students must be in a college-bound or honors curriculum and must apply to the program and provide transcripts. The programs take place at about 14 sites annually (universities and independent school districts) and serve approximately 110 students per program.
Staffing:	NHI is composed of 12 full-time staff. For the CWS, 5 to 10 admissions officers from colleges and universities serve as coaches for the student participants. Alumni of NHI programs who are undergraduates participate in the CWS programs as mentors.
Timing:	The residential CWS program lasts from four to six days. NHI also conducts contract CWS programs with school districts that want to provide students with a crash course on the admissions process.
Cost:	Students pay \$435 tuition to attend the program. The general costs of the CWS are nearly double that amount.
Funding Sources:	NHI works diligently along with partner host colleges and universities to help underwrite the costs and keep program tuitions affordable.
Evaluation:	Evaluation elements include program surveys; staff discussion and assessment; and student tracking after high school graduation. Across NHI programs, in brief, 98 percent of NHI students go to college, 90 percent graduate from college, and 65 to 70 percent earn a graduate degree. Colleges have reported that the program is a great complement to college fairs and an opportunity to target recruitment and spend quality time with prospective college students.
Implementation Challenges:	Many colleges are undergoing budget cuts, limiting their ability to host programs on their campuses. Nevertheless, the NHI CWS continues to have a great impact on students while benefiting colleges and universities.
About the National Hispanic Institute	The National Hispanic Institute is a not-for-profit organization with a mission to expand the base of leadership in the Latino community. Founded in 1979 by Ernesto Nieto, the NHI provides community intervention programs that have touched the lives of more than 45,000 young Latinos in the country. Other programs of the NHI include the Young Leaders Conference, the Lorenzo de

Collegiate World Series (CWS)	
National Hispanic Institute (NHI) Maxwell, Texas	
	Zavala Youth Legislative Session (see article), the Mexico Language Program, Student Support Services, the John F. Lopez Community Service Fellowship, the Community Leadership Councils, and the Collegiate Leadership Network. The College Register and the Graduate Consortium, and memberships of undergraduate and graduate institutions, work closely with NHI for Latino student outreach.
More Information:	www.nhi-net.org

Dr. Antonia Pantoja Scholars Program	
Florida State University (FSU) Tallahassee, Florida	
Program Start Date:	2002
Overview:	Students are invited to spend a day at FSU to learn about the university, including admissions, financial aid, a college fair, and other areas of campus life. During their visit, each student is mentored by an outstanding FSU student leader and will receive individual attention for his or her needs, participate in workshops, listen to a variety of guest speakers, and take a tour of the FSU campus. This is a one-day program held once a year, a joint program of the Office of Multicultural Affairs and the Hispanic Latino Student Union at Florida State University. Latino high school students (sophomores, juniors, and seniors) from the three counties surrounding FSU are invited to participate. Letters are sent out to local high schools in the three targeted counties where counselors are asked to nominate students for the program.
Objectives:	To increase and support the enrollment of Hispanic/Latino students in higher education by reaching out to sophomores, juniors, and seniors from high schools in Leon, Gadsden, and Wakulla counties.
Audience Served:	Local high school sophomores, juniors, and seniors living in the three counties surrounding the university; 75 students each year.
Staffing:	All six staff members of the FSU Office of Multicultural Affairs, plus 41 student volunteers.
Timing:	Once a year, one-day program, 8 a.m.–3 p.m.
Cost:	Participation is free for students. The cost to the organizers is about \$1,500 to cover lunch and gift bags for students (university giveaways).
Funding Sources:	FSU Office of Multicultural Affairs and the Hispanic Latino Student Union.

Dr. Antonia Pantoja Scholars Program	
Florida State University (FSU) Tallahassee, Florida	
Special Permissions:	Letter sent out to entire university faculty and staff to excuse undergraduate student mentors from class for the program.
Implementation Challenges:	It is sometimes tough to recruit undergraduate students to serve as mentors because of the time commitment. However, once they learn about the program and are on board, they are terrific. An additional motivation for the undergraduates is that they get community service hours noted on their transcript for their service, which is very popular and viewed positively. Students want their future potential employers to know that they've been engaged in community service during their undergraduate years.
Quote:	“We want to get the students thinking about going to college, not necessarily FSU, but thinking about two- or four-year colleges and informing them of the possibilities for college.” —Juan Guardia, Ph.D., Director, Office of Multicultural Affairs, Florida State University



Building College Skills, Awareness, and Access

The Bronx Institute Latino Collegiate Society

Lehman College (CUNY), West Bronx, New York

The Latino Collegiate Society provides low-income Latino students with a strong foundation for educational success by giving them the skills and knowledge to complete high school and enter selective colleges throughout the nation. Program activities support and strengthen academic rigor, guide students through the admissions process, and help them obtain scholarships and financial aid to attend college.

The goal of the program is to provide and engage its participants in accelerated and rigorous course work, and to increase academic achievement, graduation rates, and access to higher education. Services and programs include or address:

- New York State Regents exam preparation
- PSAT/NMSQT, SAT, and ACT test preparation
- Accelerated curriculum and Advanced Placement Program courses
- Cultural enrichment and identity
- Academic counseling and college awareness
- Building a college-going culture among Latino students
- Increasing parental knowledge and involvement in student academic achievement, development, and postsecondary educational opportunities

Program activities are designed to raise expectations and academic achievement and build a strong sense of community among participants in a supportive environment. The effort is geared toward overcoming challenges including families' lack of familiarity with college and their reluctance about some of the college opportunities available to their children, particularly at distant colleges.

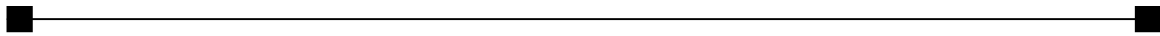
Since 2002, the Latino Collegiate Society services have been offered after school in fall and spring, on Saturdays, and five weeks during the summer breaks.

The Latino Collegiate Society draws upon the resources of Lehman College and the Bronx Institute to supplement project activities. Volunteers, recent high school graduates, and prior participants of Latino Collegiate Society share their experiences and work as mentors, tutors, and workshop facilitators throughout this initiative. Partner organizations include Fordham University, Harvard University, the Experiment in International Living, EXPLO Summer Programs at Yale University, Goldman Sachs's Next Generation Venture Fund, Center for Talented Youth at Johns Hopkins University, the College Board, and Peterson's Learning. Furthermore, The Bronx Institute has relationships with the following organizations: the Commission of Independent Colleges and Universities, Hispanic Scholarship Fund, National Council of La Raza, the New York Public Library, New York State Association for College Admission Counseling, Sallie Mae Foundation, and The First Tee—Metropolitan New York Professional Golf Association.

The Latino Collegiate Society uses several outcome measures and evaluation techniques to evaluate project activities with respect to program goals; parent and student surveys, program activity evaluations, attendance records, and academic performance. The objective is to assess project activities and to ensure that they are of high quality, and that participation in the activities results in high retention rates and improvements in participants' attitudes, behaviors, academic performance, persistence in high school, and aspirations for college.

Students receive preparation for standardized tests, tutoring in specific academic areas of challenge, and writing to prepare for college applications and admissions essays. Enrichment programs include filmmaking, photography, art, youth entrepreneurship, journalism, creative writing, and college campus and trip residential programs.

Students in the first cohort were accepted at a wide range of colleges, from selective private institutions to state and city colleges with substantial scholarship and financial aid packages.



Marketing Tips from the Trenches

Sacred Heart University
Fairfield, Connecticut

For this private, four-year institution, Hispanic students represented an underserved education market, so administrators undertook a recruitment plan. Learn from their experience, which resulted in these tips for other colleges:

- **Hire a consultant:** You probably can't do marketing and outreach effectively by yourself. It is hard to find an expert in Hispanic marketing who also specializes in education. However, if you go with a qualified firm that knows the Hispanic community, that's a great start.
- **Look at your market:** You should choose a marketing firm with targeted phone and mailing lists—one that is able to conduct bilingual community outreach to get a snapshot of your market, whether it is local or nationwide.
- **Identify your “target”:** Be specific about the students you want to attract. Sacred Heart University aims for second-generation students whose parents value education.
- **Conduct telephone research:** Hearing a voice and engaging in a conversation lends a valuable personal connection and should be one of the marketing firm's priorities.
- **Add internal research to the mix:** Make sure the consultant runs internal focus groups of Hispanic employees at all levels from the dean's office to the grounds crews. Groups should blend people from different jobs, without combining workers in the same group with their managers. Make sure employees get lunch and are paid for their time in focus groups.
- **Things to ask about:** Work with your consultant to fine-tune your research and focus group questions. Topics should include asking which newspapers and TV and radio stations people rely on for information. Also ask what people's barriers are to attending your institution.
- **Get a marketing plan that fits your budget:** Be up front with the consultant about your budget range so

■ “We tried to do it on our own and quickly realized we didn't know what we were doing. We thought we could translate ads we already ran into Spanish but we couldn't get experts to agree on diction between dialects,” said Mary Lou DeRosa, director, University College Initiatives.

■ “We tapped our employees as a window into the community.”

■ “Our Hispanic employees would receive free tuition, but many have told us they work three jobs and cannot pursue education. They say that college is ‘not for me but for my kids ,’ ” DeRosa said.

that efforts can be designed workably.

- **Find local partners:** In addition to your traditional marketing efforts, tap local Hispanic councils and organizations. For example, Sacred Heart University participates on the Hispanic Advisory Council of Greater Stamford, as well as a local merchants association.
- **Don't forget "feeders":** Build relationships with local high schools and community colleges to conduct outreach.
- **Bring students onto your campus:** In marketing terms, find ways to demonstrate your product by inviting prospective students to try it. Let visitors experience sporting events, theater, even the learning centers or library and other campus facilities, offerings, and events.
- **Consider a variety of outlets:** If you have an advertising budget, use a multimedia mix of radio, print, and direct mail.
- **Leverage your advertising:** If you advertise in a publication, chances are you can build a relationship on the editorial side of the house and contribute content or pitch stories about people and events on campus.
- **Do "blended" marketing that combines English and Spanish language advertising and content.**
- **Find niche resources:** As a Catholic institution, Sacred Heart University is able to tap central dioceses' communications personnel to help with Spanish media lists and other information. Be sure to take advantage of the benefits of your institution's affiliations or membership in education associations.
- **Take lots of photos:** Although professional photographers are needed for splashy magazines, you can help your chances of getting more modest stories published by providing photos.
- **Take these same steps for each group you wish to attract to your institution.**

■ "Hispanic students are not just from Puerto Rico or Mexico. They come from Ecuador, Guatemala, Spain—a variety of cultures, each unique unto itself," DeRosa said.

**Spanish Web Portal
Portal en Español**

University of Michigan
Ann Arbor, Michigan
www.umich.edu/ES

Which university in the United States has the largest Spanish language presence on the Internet? It's the University of Michigan, with three Web sites and more than 600 pages.

“The Portal en Español [Spanish Web portal] started in 2004 as a modest project in the Midwest—perhaps not a very logical spot for a Spanish language Web site,” said Vivianne Schnitzer, who coordinates much of the content. “The University of Michigan has a very sophisticated communications office and is a leader in diversity,” she noted.

The Spanish Web portal contains rich content about admissions and academics for students and prospects, as well as health information and other university news for students and families. The sites also disseminate press releases, radio feeds with scripts, and podcasts to Spanish language media outlets nationwide and around the world. The content includes research updates from the university. About 25 marketing and communications professionals as well as health writers at the university contribute content. Schnitzer, a journalist by training, translates and shapes the stories for the Latino audience. Some material is recorded into audio feeds for news releases, read by students or faculty, and accompanied by scripts that local radio broadcasters can use to insert their own voiceover narration.

■ **“Spanish is not a foreign language in this country,” said Vivianne Schnitzer, University of Michigan.**

“Our audience is the entire Latino population,” she said. “We want to provide content that is original, not translated three times and distorted, but that comes directly from the source and is accurate.”

The institution has a comprehensive media list for Spanish language outlets including everything from tiny local newspapers to big broadcast concerns.

The media effort results in many placements with attribution to the university, which gets its name out to Latino readers and listeners. Taken together, the Web and media efforts market the institution to Latino families and students and build a reputation for the university as a primary source for content in Spanish. “When you speak the language of the family or the parents, they feel safe,” she said. “The university doesn’t become this outside, faraway, cold place. But it becomes a place that is similar to home.”

Visit the University of Michigan’s Web sites:

Portal en Español

www.umich.edu/ES

News Service in Spanish

www.ns.umich.edu/Es/index.php

University of Michigan Health System (in Spanish)

www.med.umich.edu/espanol/

Actualidad Médica, Podcast en Español (University of Michigan Health System (UMHS) Podcast in Spanish)

www.med.umich.edu/podcast/EnEspanol/

Servicio de Noticias de Radio (Radio News service in Spanish UMHS)

www.med.umich.edu/podcast/EnEspanol/SNR/

■ **The University of Michigan is seeking institutional partners to create a nonprofit consortium of Spanish language news and research content providers. The Project is called Servicio Universitario de Noticias en Español (SUNES). Contact Vivianne Schnitzer, vsh@umich.edu.**

Recruitment and Marketing Tools from the College Board

Student Search Service[®] (SSS[®])

Student Search Service[®] (SSS[®]) is one of many tools that the College Board offers to help ensure ethnic diversity or satisfy other enrollment directives at your institution.

More Information: <http://professionals.collegeboard.com/higher-ed/recruitment/sss>

Enrollment Planning Service (EPS[®])

The Enrollment Planning Service (EPS[®]) provides institutions with a look at the student marketplace, as well as at their positions within that marketplace.

More Information: <http://professionals.collegeboard.com/higher-ed/recruitment/eps>

Descriptor PLUS

Descriptor PLUS is a geodemographic-based tagging service that provides, using only minimum information (zip code and high school), descriptive profiles of prospective students.

More Information: <http://professionals.collegeboard.com/higher-ed/recruitment/descriptor-plus>

Admitted Student Questionnaire[®] (ASQ[®])

Admitted Student Questionnaire PLUS[™] (ASQ PLUS[™])

ASQ[®] and ASQ PLUS[™] ask admitted students to tell you what they really think of your programs, recruitment literature, financial aid packages, competition, and more. ASQ and ASQ PLUS can help address diversity efforts through the evaluation of responses from students of ethnic backgrounds; feedback can be implemented in the form of communication or cultural-related changes on campus.

More Information: <http://professionals.collegeboard.com/higher-ed/recruitment/asq>

Recruitment PLUS[™]

Recruitment PLUS[™] is a comprehensive solution created to coordinate all your admissions and enrollment activities. Designed specifically for admissions offices by former admissions officers, this solution empowers enrollment management professionals by leveraging internal and external data to drive personalized, customized communication with students from ethnic backgrounds.

More Information: <http://professionals.collegeboard.com/higher-ed/recruitment/recruitment-plus>

4 Effective Community College Transfer Programs

Community College Transfer Initiative	
Mount Holyoke College (MHC) South Hadley, Massachusetts	
<p>In 2006, the Jack Kent Cooke Foundation provided a \$779,000 grant to Mount Holyoke College as part of a nationwide effort to support programs aimed at high-achieving, low-income community college students. The foundation, along with Mount Holyoke College and several other public and private colleges and universities, has invested \$27 million in an effort to help community college students to earn bachelor’s degrees from selective four-year institutions.</p> <p>Not everyone realizes it, but Mount Holyoke College has a history and mission of providing access to the highest quality academic experience for low-income and nontraditional students. This priority dates back to 1837, when the institution was founded by chemist and educator Mary Lyon.</p> <p>“She founded this college for women of modest means,” said Jane Brown, vice president for enrollment and college relations. “Her message that all women should have access to education has continued to this day, and it’s what makes the partnership between us and the community college a natural alignment for us.”</p> <p>Mount Holyoke College has had an ongoing</p>	<ul style="list-style-type: none"> ▪ MHC is a small private women’s college that has always had access as part of its mission.

association with local community colleges in the area for many years. Through the grant, the institution can augment its community college outreach, using a multidimensional approach combining academics, counseling, mentoring, and other support.

“We live in an area that has a large Latino population, and we have been looking for ways to break into that community with respect to helping students see themselves at selective institutions like a Mount Holyoke,” Brown said.

Program components of the Community College Transfer Initiative supported by the grant include a noncredit course called math transitions, offered each semester on Mount Holyoke College’s campus by a team of MHC professors. Students from Holyoke Community College and other community colleges come to MHC to gain academically while also experiencing what it’s like to be on campus.

“It helps students not only to understand the level of rigor of quantitative skills that they’re going to need to be prepared for Mount Holyoke transfer, but also to get them on campus in a nonthreatening environment working with our professors. It becomes one of their first links to Mount Holyoke and other selective institutions,” Brown said. “Many [community college students] say, as they were growing up and going to high school, they could never have imagined themselves at a Mount Holyoke. It just didn’t look like a place for them. So we wanted to construct a set of activities that would help introduce them to seeing themselves and finding a place here.”

■ MHC reports that nontraditional-age students and community college transfer students are getting younger.

Another important component of the Community College Transfer Initiative is the community learning courses. These are interdisciplinary courses for credit taught at the community college to help students prepare for the academic transition to the four-year institution.

A portion of the grant also goes toward the salary of an academic adviser who is a Holyoke Community College staff member. The adviser identifies and supports students who are interested in attending a selective four-year institution like Mount Holyoke. “This is very intense, one-on-one, high-touch work to push students through that pipeline,” Brown said.

A peer mentoring program is another part of the effort. MHC’s currently enrolled students from community colleges reach back to assist others along the transfer path.

The grant also provides for the practical things that too often stand in students’ way, such as funds for transportation to the math transitions class or an admissions event on campus, meals on campus, and funds to help with child care.

“We’ve had a steady stream [of community college transfer students], but clearly that stream is starting to widen to a more substantial river at this point and we hope to sustain this flow,” Brown said.

A sophisticated evaluation and tracking effort will be done by researchers supported through the foundation. So far, in all programmatic areas, the MHC Community College Transfer Initiative has touched about 500 students in an effort to propel the college even further toward its age-old mission. The funds have also helped

MHC increase its community outreach to two-year institutions by 40 percent. This outreach includes travel to 38 community college campuses as well as peer-to-peer admissions programs on campus.

Notably, as part of its participation in the four-year grant, MHC has committed to earmarking its own resources to sustain the community college effort in the long term. For any of the students from the program who are admitted and enroll, Mount Holyoke College will fund their financial aid to full eligibility. “It is so fundamental and so perfectly aligned to our mission that we are willing to continue to make this commitment,” Brown said.

The other colleges and universities participating in the Jack Kent Cooke Foundation program are Amherst College, Bucknell University, Cornell University, the University of California: Berkeley, the University of Michigan, Ann Arbor, the University of North Carolina at Chapel Hill, and the University of Southern California.

Transfer Coordination Leads to Success

Collin County (Texas) Community College District

Collin County Community College District, just north of Dallas County, is an affluent and rapidly growing area of the country with considerable high-tech industry. The enrollment of 20,000 includes about one-third minority students evenly split among Hispanic, African American, and Asian populations. Now known as Collin College, its Web site is in English, Spanish, and Chinese. Collin College's transfer rate is an impressive 40 percent.

As part of its commitment to transfer students, Collin College has partnered with various colleges and universities to establish articulation agreements, special preadmission agreements, and degree plans/transfer guides that link students to their baccalaureate degree-granting institutions. Not only do these partnerships allow courses to transfer from one institution to another without misrepresentation or loss of credit, they foster student confidence and success. In fact, Collin College doesn't seem to mind that participating students often prematurely refer to themselves as attending the upper division partners, which include The University of Texas at Dallas, University of North Texas, Southern Methodist University (SMU), Baylor, Texas Tech, and others.

"The dual admission or partnership agreements with our key transfer institutions allow students to be simultaneously admitted to Collin College and the four-year institution," said Dr. Toni P. Jenkins, executive vice-president, Collin College. "Students can sign up for this and are sometimes given ID cards and student privileges for the university library and football games."

While the level of commitment varies among the partner institutions, all are recruiting, offering transfer scholarships, and encouraging students with benefits that include early admission. "The idea is for students to identify their ultimate goal early and get on track," Jenkins said. "We are trying to help students understand that the earlier they can make these decisions, the better we are able to help them financially."

While students must compete for the scholarships, it is notable that the University of Texas at Dallas (UTD) sets aside funds specifically for Collin College transferees. SMU also provides significant financial awards. In addition, a major private donor, Texas Instruments, supports a science and technology program in which students are recruited out of high school, into the community college for two years, then to UTD.

"The universities like it because they can get the cream of the crop of our students. They are trying to get the best, and they realize that students who do well in community college and complete the core are more likely to be successful at the university."

While not specifically designed for Latino students, the program serves the diverse local population well. For full details, go to <http://transferu.ccccd.edu/>.

Giving Students a Second Chance

Foothill College
Los Altos Hills, California

Part of the Foothill-De Anza Community College District in Silicon Valley, Foothill College is one of the largest community colleges in the Bay Area and in the state, with approximately 18,000 students, about 11.7 percent Hispanic.

The transfer process often begins in students' second year at the institution, which has transfer/admission agreements with several public four-year universities in the UC and CSU systems and many private institutions. The transfer/admission agreement is essentially a contract between the two-year and four-year institution and the student, who signs up a year before he or she is planning to transfer. If students meet the requirements, they gain admission at the upper-division school.

Counseling is a critical component to the process so that students understand the course and GPA requirements, deadlines, forms, and processes.

"We do have a really extensive counseling department. That is a key to transfers. Students should try to see a counselor twice each quarter because the system is really complex and ever-changing," said Alexandra Duran, outreach and retention specialist and community liaison. "It could be difficult for a student to read our catalog, our curriculum, then read the university's catalog and understand the prerequisites and requirements. Counselors evaluate what the requirements are for that university, often in a specific major, then explain which of our courses are

▪ **Out of 109 community colleges in California, Foothill College ranks first in successful transfer course completion (2005).**

▪ **Foothill College celebrates diversity on campus. It is a multicultural institution committed to meeting students' evolving educational, economic, and cultural needs. Its vision is to provide educational opportunity for all who can benefit from the instruction and support services offered.**

needed, and start making the translation between one college and the other.”

The second critical component to the success of the transfer program is pure academics. Here again, Foothill College excels by design, beginning with the executive team at the institution. Each of its four vice presidents is responsible not only for his or her department (research, technology, educational resources, student development) but also for instruction. “They share the instruction component, and work together to develop and maintain our college’s outstanding instructional vision,” Duran said.

Academic offerings begin with basic skills courses to get students up to speed and ready for college-level work in English and math. They then progress into the college’s degree requirements.

In addition to the transfer agreements, the college also has articulation agreements to evaluate course offerings in terms of their equivalence and comparability to the universities.’ Foothill College maintains articulation agreements with nearly every University of California and California State University campus, as well as with numerous independent (private) and/or out-of-state institutions. Articulation agreements are made on a course-by-course basis and don’t present an offer of admission as do the transfer/admission agreements. Nevertheless, articulation agreements provide yet another opportunity for students to leverage their community college experience.

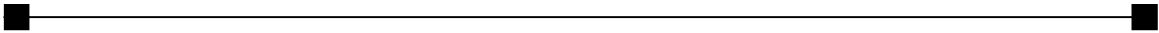
“When they are ready to transfer, the universities don’t look at high school GPAs or SAT scores anymore.

■ **Foothill College is famous for its biohealth education and dental hygienist program.**

■ **Information about Foothill College’s transfer programs:**
www.foothill.edu/transfer/index.shtml

■ **Information about California articulation (public):**
www.assist.org/web-assist/welcome.html

<p>They look at those students as an adult in college already,” Duran said. “So that’s a complete second chance—you start with a clean record again. Whatever GPA you build here at Foothill, that’s the GPA the university will look at. So I always tell students, if you were not ready when you were in high school, the community college will get you there. This is your second chance.”</p>	
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Puente Community College Program

California Community Colleges

The Puente Project is an academic preparation program whose mission is to increase the number of educationally disadvantaged students who enroll in four-year colleges and universities, earn college degrees, and return to the community as mentors and leaders of future generations.

“We focus on getting our students to transfer within two to three years,” said Julia Vergara, Puente’s Community College Program coordinator. “There might be a case where the student has been in community college for three years and has been lost in the system, and then finds Puente and gets focused.” The Puente Club at each community college is a good place to catch students who are no longer in Puente classes but still part of the program, she noted.

Puente serves students in 56 community colleges (and 35 high schools) throughout California. Puente’s model combines an academically challenging curriculum with a cross-functional support network of specially trained teachers and counselors, along with parents, families, and members of the local community. Puente, which means “bridge” in Spanish, started in 1981 as a community college program and, based on its success, the high school program was created. Economically disadvantaged students are the focus, but Puente is open to all students and reflects the local makeup of the community college.

TEACHING, COUNSELING, AND MENTORING

Puente trains teams of school and college faculty to implement a proprietary program of rigorous instruction, focused academic counseling, and mentoring by community members. Its academic component is fully integrated into the (school or) college’s existing curriculum and graduation requirements, as opposed to an after-school, weekend, or add-on program. Students take a one-year English class with an instructor and a personal development class with a counselor; relationships are ongoing.

Specifically, students in the community college program:

- Take an accelerated two-course English class sequence with a curricular focus on Latino literature and experience;
- Meet regularly with a Puente counselor who helps them navigate the college application process and follow a college-prep curriculum;
- Are matched with a professionally and academically successful mentor from the community; and
- Attend field trips to college campuses.

PROFESSIONAL TRAINING IS KEY

Some keys to success for the program are the research-driven, team-based, and goal-oriented training principles.

Puente trains teams of teachers and counselors to prepare students from families with little or no college experience, students at low-performing schools, and students who themselves have a record of low performance or inadequate preparation for entry into four-year colleges and universities. Puente’s staff training programs have benefited more than 40,000 students directly and more than 400,000 indirectly. The impact of Puente training extends well beyond the Puente classroom, as faculty consistently employ Puente methodologies with all students with whom they work.

Teaching: Puente trains English teachers to deliver a rigorous academic curriculum that incorporates culturally relevant reading and writing assignments as a basis for developing college-level critical thinking and writing skills.

Counseling: Puente trains counselors to provide intensive academic and career counseling on college admission requirements, test-taking strategies, financial aid, and approaches to balancing work and family with higher-education goals. The program provides institute training in the summer so that counselors who are successful at meeting transfer goals can share ideas.

Mentoring: Puente trains, recruits, and matches mentors from the local professional community who serve as role models of academic and professional success; community college Puente students then receive one-on-one mentoring. They are not usually paired by careers, but rather the pairings are based more on personality and some other mutual interest such as hobbies or extracurricular interests.

TRANSFER SUCCESS AND OTHER ACCOMPLISHMENTS

Puente’s training and support programs have been credited with nearly doubling the enrollment and transfer rates of its students into four-year colleges and universities; notably raising course and test completion rates; and substantially boosting parent and community involvement.

“It is important to know that Puente students are becoming leaders at our colleges not only within the Puente community but also collegewide, holding associated student body leadership positions,” Vergara said. “Most of our students apply for scholarships, and most become lifelong advocates—they are very aware of political and social issues that have impacted their education. They also see themselves as lifelong learners and writers. One of the things we really focus on is their writing skills. And once in Puente, they consider themselves as an academic for the first time.”

METHODOLOGIES, COSTS, AND FUNDING

Puente has pioneered approaches such as linking an academic program to the local community; integrating culturally relevant literature into the core curriculum; creating small learning communities that foster academic success; working in cross-disciplinary teams; and successfully teaching students reading and writing in untracked, mixed-skills classes.

In 2005–2006, the Puente community college program cost \$47 per student, funded by the University of California Office of the President and the California Community Colleges, with additional funding from private foundations.

For program and evaluation details, go to www.ucop.edu/puente.

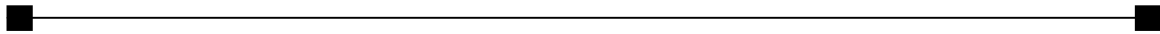
For a Puente fact sheet, go to www.puente.net/printmaterials/General%20Info/factsheet.pdf.

Resources: Selected Statewide Articulation System Web Sites

- ARTSYS: The Articulation System for Maryland Colleges and Universities (artweb.usmd.edu)
- AZCAS: Arizona Course Applicability System (az.transfer.org/cas)
- ASSIST, California's Repository of Articulation Information (www.assist.org)
- Florida Academic Counseling and Tracking for Students (www.facts.org)
- New Jersey Transfer (www.njtransfer.org)

Community College Counselor Sourcebook: Strategies for Advising Transfer Students from Experienced Community College Counselors, © 2006 The College Board.

Second Chance, Not Second Class: A Blueprint for Community-College Transfer, Stephen J. Handel, *Change*, September/October 2007.



5 Admissions Decision Making

An Individualized Approach

Fill Any Gaps in Support

Many educators take for granted that families understand the college admissions process. Like migratory birds that are predictable in their habits, the yearly flow of applicants can be expected. But families of first-generation college-going students have no internal compass to guide them through the college admissions season, its dates, and its deadlines. They are not flocking to higher education and need better support and information to get them on the route to college.

It's important that colleges and universities make sure that nothing in the institutional processes stands in the way of Latino students. This is especially true for the complex timing and mechanics of applying and enrolling in college. If your institution has rigid deadlines, make sure students are aware of them and their importance. For instance, if you have a prospect list at high schools with low college-going rates, provide extra follow-up to make sure students are aware of the deadlines. In addition to the application itself, provide a simpler handout to map out the process in a more accessible way. It will come as no surprise that translation into Spanish is also important in both written and face-to-face communication with Latino families.

Conduct a Self-Audit

To fully understand your institution's policies in the context of serving Latino students, conduct an internal self-audit:

- What standard messages go out to student prospects or applicants? Could any of these communications actually be turning away students?
- Should some messages be reconsidered or refined to make them more student-friendly? Are you too dependent on e-mail and online applications, when many at-risk students don't have computers? In some areas, students may not have access to e-mail at home or at school.
- Perhaps you've already identified special efforts required at inner-city schools, but do you risk assuming that Latino students in suburban and rural areas are well served?

Similar to the strategic planning process discussed in Section One, an admissions self-assessment can begin by polling currently enrolled Latino students about what works and what doesn't. Finding answers to these questions will require some legwork, but it will be well worth it to connect with new students and increase your applicant pool.

Individualize the Application Review

What kind of information is useful to evaluate your Latino applicants? As with all students, you must first assess their academic preparedness for college as well as their experiences and out-of-school activities. Be aware that Latino students might not fit the mold. For example, most applications ask about extracurricular activities. But these might be sparse on the application of a student who must work or care for siblings. Does your application capture what the student does in his or her spare time? Does the student have any spare time after school, homework, and family responsibilities? Latino students may be more likely to be working or contributing significantly to an extended family. Or, they may not know what colleges look for in terms of their participation in activities outside of school.

Critical to the process is your approach to application review. In the wake of the 2003 University of Michigan¹⁰ decisions, many colleges and universities are embracing individualized application review. In this “whole file” or “comprehensive” approach, reviewers read everything in the student application, try to understand as much as they can, and evaluate the student along several dimensions. One viable dimension for evaluation is the local context of the applicant’s school, family, background, and opportunities available.

Make sure each individual student is evaluated against the entire pool of applicants. Don’t separate minority student applications for a different review process. A good approach is to evaluate all applicants and create a pool of those who are academically qualified for admission. From that pool of students who have demonstrated their likelihood to succeed at your institution, select your admitted class.

It is appropriate to evaluate how an applicant will contribute to the total student body and a critical mass of diverse students as long as you are not using representational ratios or quotas. However, any regard for race or ethnicity must be motivated by a compelling interest on the part of the institution to fulfill its educational mission. And any consideration of race and ethnicity must be strictly limited to achieve those institutional goals.

If the goal is a diverse student body, an institution should analyze and remove barriers to admission not just for Latino students but for other underserved minorities, older students, returning vets, disabled students, low-income students, and first-generation college-going students, among others.

Some states, including Michigan, California, Washington, and Florida, have passed laws or orders prohibiting the use of race or ethnicity by public institutions. Be sure to consult your institution’s legal counsel on requirements in your state and keep abreast of any changes. Also, understand which aspects of your work the legislation or regulation applies to, whether admissions, recruitment, financial aid, all of the above, etc.

Separate layers of regulatory control apply to undocumented students, who by law have the right to an education through secondary school. In some states undocumented students may

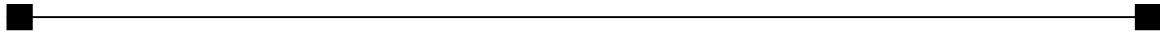
¹⁰ *Gratz v. Bollinger; Grutter v. Bollinger.*

be able to gain in-state status for tuition purposes if they have proof of residency for a specific time. However, they are not eligible for federal financial aid.

ESL, ELL, EFL, LEP, Etc.

Students with limited English proficiency present special challenges to an institution, regardless of their first language. You will need to know if an applicant speaks another language, what language they speak at home, when they learned English, and how well they can communicate in English.

If students struggle with English, they will certainly struggle in school and have low admissions test scores. Understand that language ability affects not just reading comprehension and writing skills in English, but math learning also.



An Eye for Hardworking Students

Barnard College

New York, New York

It is difficult to interpret student applications from a wide diversity of students of vastly different backgrounds, particularly different economic backgrounds. Each applicant needs to be considered as an individual. For Latino students, often home-life pressures and priorities dictate the academic résumé, according to Rebeca Gomez Palacio, director of multicultural recruitment and associate director of admissions, Barnard College, New York, N.Y.

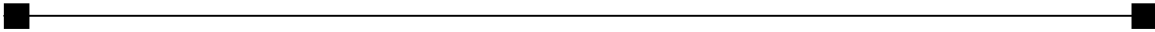
“Students tend to assume that extracurriculars have to be school affiliated. My explanation has always been a little different. If it’s of value to you, if it’s something on which you spend a significant amount of time that demonstrates leadership, maturity, and responsibility, it counts,” she said. “If you are working part-time because you are paying your bills and your parents’ bills or you’re working simply because you want the experience, that counts. If you’re a teacher in your church or religious institution, that’s not extracurricular in terms of being editor of the newspaper, but it still counts.”

Palacio can spot the telltale signs that a student is truly industrious and ready for college work, although the application may lack traditional outside interests. “A lot of kids, particularly in the large urban areas, commute two hours a day to go to a specific magnet school because it’s a program they really want to pursue. That’s 20 hours a week. That’s something. It doesn’t necessarily look the same, but it has its own value.”

Latino students, or any students who are family oriented, may find themselves serving as a caregiver. Palacio reported that one student applicant was a caregiver for her elderly grandmother who had Alzheimer’s. The student had no extracurricular activities since she worked every night to care for her family. The youngster went to school at 6 a.m. each day in order to get her homework done. “Here is someone who

has a lot of maturity and responsibility. It's a hard job and it's an adultlike role and should be weighed heavily in the [admissions] process.”

Palacio also reported that many Latino and other students have to care for siblings while parents work, and this, too, is important as a measure of work ethic, and may also explain the lack of extracurricular activities on their college applications. “She doesn't have anything on her résumé, but she is taking care of her siblings. That counts, in my opinion. I would be surprised if [other highly selective colleges] didn't place value on that as well. But often the students don't or they've been told they shouldn't because it's not school related.”



Shifting from Admissions to an Enrollment Management Model

Saint Mary's College, Notre Dame, Indiana

For us, admission was what we did before. We worked as an independent office. And our job was to admit the students and get them to show up in August. Now, with our new enrollment management model, we work together with financial aid and the rest of the college community to make sure the students know everything they need to about Saint Mary's before they make their decision to enroll here. And then when they get here, we continue working with the students and data to make sure we are identifying the students that are going to stay.

—Mona Bowe, director of admission, Saint Mary's College, Notre Dame, Indiana

Having recently changed its organizational structure from an admissions focus to enrollment management, Saint Mary's College has a keen awareness of the improvement.

“In the old way, admission was a silo in itself...in a vacuum...maybe working a little with financial aid, maybe working a little with first-year [studies] or academic affairs. You really were charged to bring the students in and the minute they showed up for campus orientation you didn't even have contact with them. Literally, it was like passing the baton. When August came around, they started moving in and I was already focused on the next class,” reflected Mona Bowe, director of admission.

Today, the college has reorganized using an enrollment management model in which the admissions function is under a vice president for enrollment management. Also reporting to enrollment management is the financial aid office, which used to be in the institution's fiscal affairs division. An enrollment management advisory committee also includes representatives from student affairs, the counseling center, housing, and academic advising, concentrating student services into a strategic effort. The ultimate goal: retention.

“From the top as an institutional priority, everybody now is part of admission and everybody is part of retention,” Bowe said. “Just as I ask faculty to be part of the admissions process by talking to students...it's my job also to help retain students.”

Admission and retention are inextricably linked. “If we don't find the match from the beginning, then they are going to struggle when they get to Saint Mary's,” she said. “If it's not the right fit, as much as we would like to have a much higher percent of minority population, if the fit is not there, we know they are going to get here and not stay.”

People and Technology Both Play a Role

The private women's college has always used personal, one-on-one recruitment approaches. That continues, supported by enrollment management software to target students effectively. The institution switched from a homegrown data management system to a dedicated software tool in order to target recruitment efforts. Saint Mary's College reaches out to a pool of 25,000 potential applicants in about 35 states. A staff of outreach counselors is assigned by territory. The college is now customizing its software to identify about 2,500 students who are most likely to apply. This will be accomplished by looking at academic attributes and other qualifiers while making sure to cover a diverse population. The smaller subset of students will receive even more contacts and phone calls.

The amount of contact is significant, beginning as early as the spring of junior year in high school and continuing over the summer, as well as the fall of senior year, and all through the application and acceptance process. If territory managers can't get out to meet students, they call them on the phone. (An institutional priority of diversifying not just the student body, but staff and faculty, is also a critical driving force at the college.) In addition to its staff of outreach counselors, the institution has a diversity board of enrolled students who call the high school students identified as likely to apply. This adds a peer-level connection with students who already have the Saint Mary's experience.

“That one-on-one contact makes a huge difference working with our Hispanic population, for example, because we can focus on the qualified Hispanic students that are already in our pool,” Bowe said. “We work them through the system and make sure they remain interested in Saint Mary's. Going after those who are more likely to apply and then enroll has been a different way to do things.”

As a result, the school increased its pool of underrepresented minority accepted students from about 10 percent to about 13 percent in just two years. Enrolled students from diverse racial and ethnic backgrounds increased 2 percent in that short interval.

Saint Mary's College has always enjoyed an impressive yield. An application pool of about 800 yields about 400 enrolled students each year. Retention is also high, at 83–84 percent from the first to second year. Of those who graduate from the institution, 95 percent graduate in four years.

“We have great retention. Our retention for our minority students is right up there with our retention for our majority students. So why put all our energy and resources into something that we already do well? It's a matter of doing it great,” Bowe said. “We want to be able to say over 90 percent of our students come back for their second year. We don't want to say we're in the 80s; we want to say we're in the 90s.”

Lack of Academic Preparation and Advising: Two Critical Barriers to Student Success

What is the single largest obstacle to college for Latino students? It comes down to lack of academic preparation. According to an admissions officer at a selective private northeastern college, this is a problem embedded in K–12 education that “fundamentally restricts a lot of students from gaining the type of academic preparation that they’ll need in order to compete in admissions.”

Sadly, many states still have de facto tracks for students. Even some college-bound tracks in public high schools set the bar too low, aiming to prepare students only for minimum entrance requirements at state universities. “Students can do everything that the high schools are telling them they need to do in order to get to college. But when you are submitting your application along with 45,000 others, are you going to make the cut? Most likely not,” the admissions officer said of minimum high school graduation requirements.

Part of the problem lies with curricular alignment. “The reality is a lot of the graduation requirements aren’t aligned with the academic preparatory requirements for colleges,” she reported. “That starts off in the earlier years, particularly in the math and science sequences. By eighth grade, if students haven’t taken Algebra I, it precludes them from taking higher-level math in the later years of high school, which can often eliminate certain college options by virtue of their math preparation.”

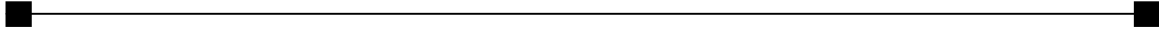
In these situations, students need to do extra work, including during summers, but too many Latino students need to spend summers working, or they lack access to transportation to summer programs.

Adding to the problem, college advising is inadequate and underfunded. “Students lack the savvy about what colleges are generally requiring. Most selective schools require at least three to four years of math, yet most high schools require just two years for graduation. The same with science. Most [colleges] are looking for three to four years. But you can take one year and graduate from high school. Foreign language? That is sometimes even optional at the high school level.”

Unfortunately, college counselors at the middle and high school levels are overburdened and advising support is not built into school budgets sufficiently. However, colleges can do some outreach to fill the gaps and create important parent contact in evening programs or receptions in a minicollege fair atmosphere. “You need to expand your parameters a little bit and go outside the typical feeder schools,” the admissions officer recommended.

Another great approach is to let your own college’s students be ambassadors at their hometown high schools. “A lot of students see professionals as very slick and intimidating, but if you have a student who is someone you went to school with or is friends with your brother or sister or from your community, it rings differently.”

Ultimately, colleges may need to go directly to the source and find ways to communicate with students and families in order to serve the growing Latino population and help develop a pool of qualified applicants.



Tipsheet: Hidden Barriers to Latino Student Access

Be Aware of the Impact of Policies and Practices

- The cost of applications and fees.
 - Elimination of paper catalogs and applications. “If your catalog is not printed and in the guidance office, it eliminates the college from Latino students’ reality because many are not online,” an admissions officer said.
 - Language barriers in publications and in person.
 - Overreliance on extracurricular activities as a criterion for admission. Many Latino students have family and work priorities that require industriousness and maturity but that they may not tell you about on their applications.
 - Giving additional consideration to applicants who make multiple inquiries to the admissions office; Latino students may be less inclined or able to do so.
 - An undue advantage to those who visit campus while others may not have the time or money to do so.
 - Overlooking Latino students because they aren’t active in Latino cultural activities and programs.
- Do these issues limit Latino students from considering your institution?

Targeted Yield Efforts to Boost Enrollment

Along with the yield activities traditionally undertaken by admissions and enrollment management offices, here are some additional strategies that can be utilized to target admitted Latino students:

- Designate a member(s) of the admissions/enrollment management staff to oversee Latino student outreach and serve as point person for prospective and admitted Latino students and families.
- Coordinate outreach efforts between the admissions/enrollment management office and campus multicultural organizations.
- Send congratulatory letters to admitted Latino students from current Latino undergraduates.
- Send congratulatory letters to admitted Latino students from members of the admissions/outreach office who work with Latino students.

- Send mailings/publications to admitted Latino students that feature opportunities of interest to admitted Latino students.
- Place congratulatory phone calls to admitted Latino students by current undergraduates (either Latino undergraduates, undergraduates from the same geographic area as the admitted student, or undergraduates with the same career/major interests as the admitted student).
- Place congratulatory phone calls to admitted Latino students by alumni (either Latino alumni, alumni who live in the same geographic area as the admitted student, and/or alumni with similar career interests as the admitted student).
- Send congratulatory letters to parents of admitted Latino students from parents of current Latino undergraduates (fully translated into English and Spanish).
- Hire Latino undergraduate student interns to assist in targeted outreach efforts.
- Offer a campus hosting program where admitted Latino students have the opportunity to stay with current Latino undergraduates.
- Develop on-campus programming targeted at admitted Latino students as part of larger admitted student programming activities.
- Have Latino alumni host off-campus receptions for admitted Latino students and their families.
- Offer live Web chats for Latino admitted students featuring current Latino undergraduates, faculty, and/or campus administrators of interest.
- Send e-mail to admitted Latino students from campus community members pointing them to campus Web sites describing opportunities for Latino students.

Resources:

The College Board hosts seminars on access and diversity and publishes a number of pamphlets to help colleges, focusing on topics related to recruitment, outreach, admissions, retention, and financial aid, among many others. A short list of publications follows:

Toward a Taxonomy of the Admissions Decision-Making Process: A Public Document Based on the First and Second College Board Conferences on Admissions Models, The College Board, 1999.

Best Practices in Admissions Decisions: A Report on the Third College Board Conference on Admission Models, The College Board, 2002.

Admission Decision-Making Models: How U.S. Institutions of Higher Education Select Undergraduate Students, The College Board, 2003.

Selection Through Individualized Review: A Report on Phase IV of the Admissions Models Project, The College Board, 2004.

Admissions and Diversity After Michigan: The Next Generation of Legal and Policy Issues, The College Board, 2006.

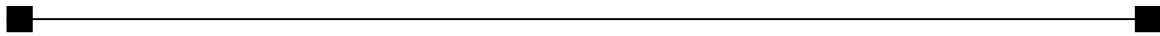
Federal Law and Recruitment, Outreach, and Retention: A Framework for Evaluating Diversity-Related Programs, The College Board, 2005.

Federal Law and Financial Aid: A Framework for Evaluating Diversity-Related Programs, The College Board, 2005.

From Federal Law to State Voter Initiatives: Preserving Higher Education's Authority to Achieve the Educational, Economic, Civic, and Security Benefits Associated with a Diverse Student Body, The College Board, 2007.

College Counseling Sourcebook: Advice and Strategies from Experienced School Counselors, Fourth Edition, The College Board, 2007.

Community College Counselor Sourcebook: Strategies for Advising Transfer Students from Experienced Community College Counselors, The College Board, 2006.



6 Financial Aid

Strategies That Matter

The Ohio State University, Columbus, Ohio

The Ohio State University (OSU) uses many financial aid strategies to assist low-income students. One simple yet powerful shift was made to get financial aid award letters out to current students before the summer. It's easy to take for granted that continuing students will come back. But OSU has conducted studies that suggest that students want to know in advance how their financial aid will look for the next year.

Of course, changing the administrative schedule to get the letters out is not convenient. It's a lot to get done before the summer, but it can help students from lower-income backgrounds and perhaps even build a commitment to their return the coming year. On the flip side, if the institution cannot provide a financial aid award letter, a presummer communication may present an opportunity to inform students about the forms and process to get their financial support in place for next year.

OSU reports that the initial inconvenience of dedicating staff to the effort is well worth it. Fewer students return in the fall with their finances in disarray. Getting award letters out before the summer is a proactive measure that's especially helpful in the long run to high-volume offices.

Another OSU priority has been to reduce the student loan default rate. Internal research at the institution showed that a chief contributor to defaults is students dropping out. It makes sense that the loan default aversion strategy is a retention strategy.

Specifically, OSU research showed that the neediest students among Pell Grant eligibles were having difficulty remaining in school. A large contributing factor was not student debt, but rather consumer debt such as from credit cards. Special freshman-year courses are offered to educate students about key financial topics. In addition, some financial aid practices were revised to serve the lowest income students, including a targeted financial aid packaging strategy aimed at filling gaps in finances while avoiding high-interest loans. On-campus work programs are also important not just for financial reasons, but to build connections to the campus community.

Aligning its practices and policies toward retention goals has had a positive effect on subgroups such as Latino students and low-income students, the university has observed.

Scholarship Programs

Hispanic Scholarship Fund (HSF)

Overview: HSF provides more scholarship support to the Hispanic community than any other organization in the country, with \$195 million granted to date. HSF offers scholarship opportunities to graduating high school seniors, community college students seeking to transfer to four-year universities, continuing university students seeking to complete their degrees, and to students in graduate and professional programs.

Scholarship funds may be used for tuition, fees, books, and other academic-related supplies, as well as for room and board and transportation expenses related to school. To be eligible, students need to have a minimum GPA of 3.00, based on a 4.00 scale (3.30 for Gates Millennium Scholars applicants). Applicants must be U.S. citizens or legal permanent residents with a valid permanent resident card or a passport stamped I-551 (not expired) at the time of the submission of their application. Successful candidates are selected on the basis of academic achievement, financial need, personal strengths, and leadership.

Objectives: To provide eligible Latino students with the financial resources necessary for a college education in support of HSF outreach, retention, and professional development goals.

Activities: There are four categories of scholarship administration and many types of scholarship programs available, some with particular requirements or emphasis on major or pursued field of interest, region, or donor interest. General HSF eligibility requirements apply, as well as specific requirements for each program.

Applicants must meet all of the three following general eligibility requirements to apply for a scholarship through the Hispanic Scholarship Fund:

- Be of Hispanic heritage: persons descended from Mexican, Puerto Rican, Cuban, Dominican, Central American (excluding Belize), South American (excluding Guyana, Suriname, and French Guiana), or other Spanish cultures;
- Be pursuing or plan to pursue their first undergraduate or graduate degree;
- Apply for federal financial aid using the Free Application for Federal Student Aid (FAFSA).

Additional restrictions or requirements may apply to specific HSF-administered scholarship programs, as follows:

College Scholarship Program

To be eligible, students must have completed 12 undergraduate units at a U.S.-accredited institution or a full year (fall and spring) at a U.S.-accredited graduate school. They must also be an undergraduate or graduate student enrolled full-time in a degree-seeking program at a U.S.-accredited institution in the United States, Puerto Rico, U.S. Virgin Islands, or Guam.

High School Scholarship Program

To be eligible, students must be graduating high school seniors and have plans to enroll full-time in a degree-seeking program at a U.S.-accredited institution in the United States, Puerto Rico, U.S. Virgin Islands, or Guam in the upcoming academic year.

Community College Transfer Scholarship Program

Students must be enrolled part-time or full-time at a community college and have plans to transfer and enroll full time in a degree-seeking program at a four-year U.S.-accredited institution in the United States, Puerto Rico, U.S. Virgin Islands, or Guam in the upcoming academic year.

The Gates Millennium Scholars (GMS)

Funded by a grant from the Bill & Melinda Gates Foundation, this program was established in 1999 to provide outstanding African American, American Indian/Alaskan Native, Asian Pacific Islander American, and Hispanic American students with an opportunity to complete an undergraduate college education in all discipline areas and a graduate education for those students pursuing studies in mathematics, science, engineering, education, or library science. The goal of GMS is to promote academic excellence and to provide an opportunity for thousands of outstanding students with significant financial need to reach their fullest potential.

The GMS program is available to graduating high school seniors. It provides substantial scholarship awards to exceptional high school seniors for study at the college of their choice. Eligible applicants must have a minimum GPA of 3.3 on a 4.0 scale, demonstrated leadership skills, and significant financial need.

Audience Served: The HSF Scholarship Program serves Latinos who are high school, university, or community college students and are pursuing their college education.

The number of applications received and the number of awards given follow, according to recent data:

HSF Applications and Awards, 2005–2006	
College Scholarship Program	
Total Applications	3,222
Awards	1,763
Community College and Transfer Program	
Total Applications	484
Awards	214
High School Program	
Total Applications	4,198
Awards	917

Staffing: In addition to a director are seven full-time employees in the Scholarship department. A group of seasonal temporary workers and work-study students assist during the intensive application processing period.

Timing and Duration: Scholarship programs have the following cycles:

For the college programs, the application period opens August 1 with application deadlines in October. The selection, notification, and disbursement process takes place from March through May.

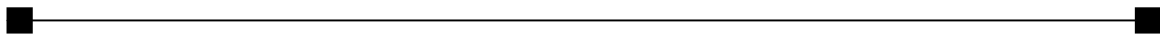
For high school programs and community college transfer programs the application period opens August 1 with a deadline of mid-December/mid-January. Processing of awards continues through June and July, with enrollment verification taking place during September and funds disbursed in October and November.

Cost: Scholarships awarded recently for all programs follow:

HSF Scholarships Awards, 2005–2006		
Programs	Scholarships	Dollars awarded
High School	917	\$2,038,370
Community College Transfer	214	311,661
College	1,763	4,430,364
HSF Institute	91	257,000
Gates Millennium Scholars	1,680	18,290,124
Total	4,665	25,327,520

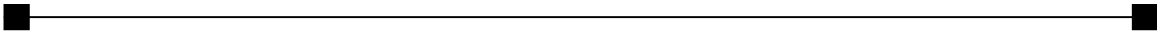
Funding Sources: Funding comes from a variety of sources. The majority of funds come from corporations and foundations that have an interest in higher education for Latinos. Some funds also come from individual giving. HSF does not receive public funds.

This material was prepared by Hispanic Scholarship Fund and is for informational purposes only. The material is provided “as is” without any guarantees of completeness or accuracy.



Scholarship Awards	
Congressional Hispanic Caucus Institute (CHCI) Washington, D.C.	
Program Start Date:	c. 1992
Overview:	<p>The CHCI scholarship opportunity is afforded to Latino students who have a history of performing public service-oriented activities in their communities and who plan to continue contributing in the future. There is no GPA or major requirement; students with excellent leadership potential are encouraged to apply. Recipients receive a onetime scholarship as follows:</p> <ul style="list-style-type: none"> • \$5,000 to attend a graduate-level academic institution; or • \$2,500 to attend a four-year academic institution; or • \$1,000 to attend a community college or A.A./A.S. granting institution. • Undergraduate recipients will also receive a Dell notebook computer and Microsoft package.
Objectives:	CHCI's educational services are designed to provide Latino students with the tools and resources they need to succeed in attaining a higher education.
Audience Served:	<p>Latino undergraduates (at two-year and four-year institutions) and Latino graduate students. In 2006, there were 124 scholarship recipients. Eligibility criteria follows:</p> <ul style="list-style-type: none"> • Consistent active participation in public and/or community service activities • Demonstrated financial need • Good writing skills • Full-time enrollment in an accredited community college, four-year university, or graduate/professional program during the period for which scholarship is requested • U.S. citizenship or legal permanent residency
Staffing:	The scholarship program has one director. The entire CHCI office of 24 people is involved in reviewing and evaluating the applications.
Timing:	A onetime scholarship award (however, community college scholarship recipients are able to reapply for a new scholarship upon transferring to a four-year institution). Scholarship money is equally divided and disbursed on a yearly basis.
Cost:	In 2006, CHCI disbursed \$6,000 to community college students, \$197,500 to four-year college students, and \$105,000 to graduate students.
Funding Sources:	CHCI is a nonprofit organization. Programs are funded through private corporate donations.
Evaluation:	CHCI maintains records of scholarship recipients. Students are monitored during their college enrollment and must be in good standing at their institution. CHCI manages the disbursement of the scholarship monies to recipients. In a twofold effort to monitor the

Scholarship Awards	
Congressional Hispanic Caucus Institute (CHCI) Washington, D.C.	
	progress of scholarship recipients and to promote college retention, total scholarship monies are equally divided and distributed on a yearly basis as long as recipients maintain good academic standing (i.e., if the student receives the scholarship as an entering freshman, his or her \$2,500 award will be distributed in four equal installments of \$625 a year). Scholarship awards are designed to cover tuition, room and board, textbooks, and other educational expenses associated with college enrollment.
About CHCI:	The Congressional Hispanic Caucus Institute (CHCI) was established in 1978 by members of the Congressional Hispanic Caucus as a nonprofit, nonpartisan educational organization dedicated to developing the next generation of Latino leaders. CHCI's educational services are designed to provide Latino students with the tools and resources they need to succeed in attaining a higher education. Its leadership development programs seek to help participants search for and understand their identity as professionals, Latinos, and leaders. By bringing together individuals who share a commitment to serve their communities, CHCI endeavors to make its vision of an educated and civic-minded Latino community a reality.
Additional Resource:	For further information, visit www.chci.org . The national directory of scholarships and fellowships on the CHCI Web site is a great resource with scholarship information for Latino students. Go to www.chci.org/chciyouth/resources/directory.htm .



Hispanic Youth Symposium

Hispanic College Fund

A Real Experience of College

Overview: The Hispanic Youth Symposia are the nation's only programs that combine college counseling, mentorship, and career advice in a three-day, two-night, on-campus setting. Participants live in dorms, eat in dining halls, and experience the college lifestyle. Hispanic Youth Symposia provide student forums to discuss, design, and implement action plans to overcome barriers to higher education and careers. Scholarships awarded during the symposium include \$2,000 for a first-place finish, \$1,000 for a second-place finish, and \$500 for a third-place finish. The students compete in four competitions: Art, Speech, Essay, and Talent.

Objectives: By placing Hispanic high school students in the college environment, and by providing the support that will enable them to thrive in high school, college and beyond, the Hispanic Youth Symposia are putting teens on the road to productive, fulfilling lives.

Specific objectives include:

- Encouraging Hispanic students to remain in high school and pursue college degrees.
- Providing a support system for Hispanic youth to succeed in setting and achieving their personal, academic, and career goals.
- Educating Hispanic youth by providing student forums to talk about the realities of life in their communities, identify potential barriers to success, and develop a plan to overcome the barriers.
- Developing partnerships between local school districts, colleges and universities, corporations, nonprofit organizations, and government to participate in the educational development and future vocational interests of Hispanic youth.

Audience Served: Six hundred and fifty students will participate at four symposia this year. Students must be Hispanic or of Hispanic descent, current sophomores or juniors in high school, and have a minimum GPA of 2.5. Students must also live and attend high school in the county or jurisdiction of a designated symposium. Students are required to apply to the program.

Activities: For 2007, Hispanic Youth Symposia will be held in the following locations:

- Bay Area, California Hispanic Youth Symposium—Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, or Solano
- Greater Washington, D.C., Hispanic Youth Symposium—Washington, D.C.; Alexandria, Arlington, Fairfax, or Prince William, Virginia; Montgomery or Prince George's, Maryland
- Fresno, California Hispanic Youth Symposium—Fresno, Kings, Madera, or Tulare, California
- Maryland Hispanic Youth Symposium—Anne Arundel, Baltimore City, Baltimore County, Carroll, Frederick, Howard, Montgomery, or Prince George's, Maryland

Staffing: Approximately 200 adult volunteers attend each symposium. Among these are resident assistants (RA); one RA is assigned to a group of 8 to 10 students. In addition to program development, HCF also processes student applications, manages the scholarship awards, builds and manages an alumni community, and tracks the progress of the students related to the objectives of the symposium and fiscal sponsorship.

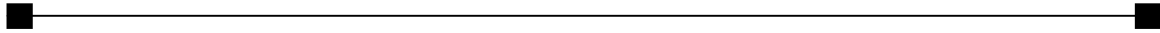
Timing and Duration: Three-day summer residential program.

Cost: Students accepted to the program pay a \$10 registration fee. The cost of running the program is \$909,000.

Funding: Extensive sponsorship from multiple sources, including government agencies, corporations, universities, foundations, and private donors. (Visit the Web site below for a list of sponsors.)

Evaluation: Participants are surveyed pre- and post-symposium. Student understanding of the benefits of attending college improved from 69 percent to over 85 percent strongly agreeing that they understand the benefits of attending college at the end of the symposium. The expectation of attending college similarly improved, particularly with students who did not know if they were expected to attend college when they arrived at the symposium.

Information: Sponsor and evaluation details, quotes from participants, and further information about Hispanic Youth Symposium are available at www.hispanicyouth.org.



“Developing Professionals...One Degree at a Time“

Hispanic College Fund
Washington, D.C.

The Hispanic College Fund (HCF) is a private nonprofit organization dedicated to developing the next generation of Hispanic professionals in America. HCF has supported the education of more than 3,000 financially disadvantaged Hispanic students seeking careers in business, science, engineering, and technology, with over \$6 million in grants. The Hispanic College Fund programs target students of Hispanic background that come from families with incomes at or below their state’s median family income (based on family size). Through its programs, HCF is enriching lives and building bridges for future Hispanic leaders.

HCF has four main programs through which it accomplishes its mission of developing Hispanic professionals. In addition to Hispanic Youth Symposium, described earlier, the programs are:

- HCF Scholarship Program: The HCF scholarship program was started in 1993. In its first year, the Hispanic College Fund awarded \$11,000 in scholarships to 14 students. Since then, thanks to its generous supporters, the Hispanic College Fund has awarded more than \$8.5 million in scholarships to Hispanic students. The Hispanic College Fund scholarships range from \$500 to \$10,000. The median award is \$3,000 and is designated for the payment of tuition and fees or

▪ **The Hispanic College Fund is providing solutions to the lack of educational attainment and leadership opportunities for Hispanic youth by providing them with the fundamental and ongoing resources that will help them graduate from high school and prepare them for college, professions, and civic responsibility.**

<p>educational expenses.</p> <ul style="list-style-type: none">• Latinos on Fast Track (LOFT): LOFT was launched in early 2005 to identify ideal candidates for employers seeking to fill internship or permanent positions and offer companies the opportunity to influence Hispanic youth seeking career direction. This unique program builds on an organization’s recruitment efforts and leverages the partnership between two high-caliber organizations, the Hispanic College Fund and the Hispanic Heritage Awards Foundation.• Hispanic Young Professionals (HYP): The Hispanic Young Professionals program (HYP) brings together 25–30 outstanding college students from around the country to Washington, D.C., for a four-day program including workshops such as Networking, Financial Planning, Goal Setting, and Business Etiquette. Student participants are selected through a competitive application process from among the annual pool of Hispanic College Fund scholarship recipients. Recipients of HCF Scholarships (between 500 and 600 college students each year) are invited to apply. <p>For further information about the Hispanic College Fund, visit www.hispanicfund.org. The scholarship page is www.hispanicfund.org/scholarships.php.</p>	<p>■ Check out its Web site, a great resource for scholarship information.</p>
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HACU Scholarship Program

Hispanic Association of Colleges and Universities

Through the HACU Scholarship Program, the association awards more than \$300,000 in scholarships annually to eligible students to defray college expenses. Scholarship amounts vary from \$1,000 to \$2,800 per academic school year. Eligibility requires attendance at a HACU member college or university (excluding international members) and demonstration of financial need. In addition, the student must meet the specific criteria for the particular scholarships to which the student is applying. Students must demonstrate eligibility at the time of application and when scholarship awards are dispersed. Applications are available at the beginning of each spring semester.

Students apply online at no cost. Administrative costs are incurred by HACU to maintain an online application system, a full-time program coordinator, and other program costs. Funding comes from federal and corporate sponsors, which vary year to year.

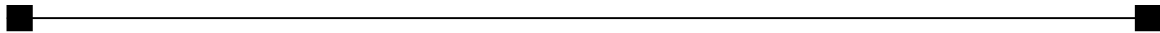
Please visit <https://scholarships.hacu.net> for online application and program information.

Resources:

-www.finaid.org

-Texas Tech University Red to Black, www.orgs.ttu.edu/r2b/

-www.hispanicfund.org/



7 Retention Programs

Campus Life Is Key to Retention

Armstrong Atlantic State University, Savannah, Georgia

Part of the university system of Georgia, Armstrong Atlantic State University (AASU) started out as a junior college in 1935 and in time evolved into a four-year institution, earned university status, and built a master's degree program. Known for its schools of education and health, as well as computer science, the regional university has about 7,000 students, of whom 5,700 are undergraduates.

While Georgia may not spring to mind as a state with a large Hispanic population, its proportion of Hispanic residents is growing rapidly. The student body at AASU is diverse—about 23 percent African American and four percent Hispanic. However, Hispanic enrollment has gone up 44 percent in four years. The institution has the highest percentage of Hispanic students relative to population in the entire Georgia system. Nevertheless, it is far from qualifying as a Hispanic-Serving Institution with 25 percent enrollment, which would qualify AASU for more significant federal funds.

Most recently in the university's evolution, AASU has added residence halls. Historically, the institution had a 50/50 split in terms of traditional-age versus adult learners; with the addition of the new dorms, 60 percent of students are traditional college-going age. Nearly 700 students live on campus. (Its great location near the beach doesn't hurt when attracting students!)

“We are developing more of a student life on campus, which we didn't have. We didn't have sororities or fraternities. We certainly had student organizations and honor societies, but we were missing that on-campus, active life,” said Melody Rodriguez, who runs a program called HOLA (Hispanic Outreach and Leadership at Armstrong Atlantic State University). “For my [Latino] students in particular, campus life is extremely important.”

Rodriguez describes HOLA as a three-legged stool supported by a campus life component, community component, and a recruitment/admissions component.

The campus life programs support retention. “The majority of Hispanic students I serve are first-generation [college-going]. So they have a lot of challenges—financial challenges, enrollment processing, adapting to being away from home even if they live just a couple of hours away from campus. It's what African American students saw 30 to 40 years ago as they adapted to universities. We are going through the same thing, but we face different challenges.” Those challenges unique to Latino students include immigration and residency laws, as well as a language barrier in parental communication, and a lack of knowledge of the college admissions process and financial aid.

The HOLA program is a resource and support office that runs workshops in the community and schools to help students fill out the paperwork required for enrollment, and teach them about the FAFSA and other aspects of the college-going process.

“I travel to all the Georgia system high schools and provide motivational talks about the college experience, what it’s all about, and what resources are out there for scholarships,” Rodriguez said. “I am just a middleman trying to get forms through, and checking on admissions processing, application status, and things like that.”

It’s most critical to keep up the support efforts once students arrive on campus, she stressed. “A lot of the Georgia universities have implemented some type of bilingual recruiting or admissions program. They’re going out to schools, but when students come in they have no on-campus resources. So the majority of students end up dropping out, becoming frustrated. Parents are frustrated as well. That’s what we’re trying to address,” Rodriguez said. “We provide support through the admissions process, helping find financial aid or at least a resource for that, and keeping them busy with support services, activities on the academic and leadership side, as well as entertainment and social activities. Ultimately when they graduate, we help them with letters of recommendation or job placement.”

Her office also hosts free monthly lunches combined with leadership talks, and an annual Latino heritage week celebration with culture and entertainment for all students. “They get to become part of a club that is mentoring them and hosting all sorts of events. I bring in speakers from the community on a variety of topics to share their experiences or their testimonies on making it in life or in a certain career. We just keep them going.” (And staying, too.)

Learning Communities	
Los Medanos College Pittsburg, California	
<p>What is a learning community? It’s a way to structure courses so that they are linked or arranged together with common themes, materials, and content. The same group of students enroll in two classes and share learning and social experiences. The idea is not just to improve learning and critical thinking but also retention.</p> <p>One big target audience for learning communities are the developmental education students who are one to three levels below college English or math. One of the learning community series of courses helps get students</p>	<ul style="list-style-type: none"> ▪ In a learning community, courses are linked with common materials and content; students enroll in classes together and share learning and social experiences. ▪ Eighty percent of students at Los Medanos College enter at the developmental level in English or math; 50 percent drop out after their first semester. Learning

up to speed to take the transferable courses. Another series with college-level work includes English and political science, with the goal of making the subject matter more engaging to students. Yet another learning community series includes thematic courses; for example, one series is organized around Mexican American history, which attracts a mixture of students.

The institution has six learning communities with 20 to 25 students in each. However, the college is in the first year of a five-year Hispanic-Serving Institution (HSI) Title V grant of \$2.75 million, so evaluation is still under way.

The program is staffed by 15 faculty members, along with the HSI office's two full-time staff members. A faculty lead person trains instructors and helps them integrate courses and assignments across courses in the learning community configuration. Faculty receive stipends of \$1,000 to develop and implement courses that fit the concept, which requires working with other faculty to formulate paired course designs. It also requires faculty to change the way they teach courses that they may have been doing the same way for many years. (In the course catalog, learning community offerings are tagged "LC.") Some are one semester in length while others require a sequence of semesters, similar to a first-year experience program. Enrollment for the course generates the revenue to support the class.

The effort requires coordination and participation of many educators, such as partnerships with counselors at the college, as well as with other organizations such as EOP and the CGI (College Going Initiative) outreach

communities offer an innovative approach to this serious retention problem.

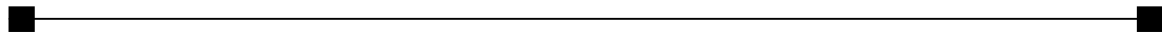
▪ **Los Medanos College is a two-year institution in northern California with approximately 8,000 students, 25 percent of whom are Latino.**

programs. It is hoped that these partnerships will strengthen ties to the community, middle schools, and high schools to develop a college-going culture.

In terms of evaluating the program, student focus groups are used as well as faculty surveys. Retention and success rates are monitored for comparison, for example, a regular English course with an English LC course taught by the same instructor. With the Hispanic-Serving Institution grant, the institution will be researching outcomes for Latino students and for first-time college-going students.

Initial results demonstrate better retention in LC courses, but further evaluation is needed as the program matures. Data from the larger LC movement indicate positive outcomes in student retention and outcomes.

▪ **The Learning Community movement was pioneered at Evergreen State College in Washington.**



Quality Principles Guide Academic and Diversity Programs

The Ohio State University

The principles of quality improvement are an operational approach used in business or engineering and not typically associated with education. Yet The Ohio State University's retention plan has all the hallmarks of quality improvement including a long-term commitment, research and data-driven goals, and activities and monitoring, all of which flow from the mission of the institution.

“The key component that made all the difference in the world is a well articulated set of goals and measures,” said Natala K. “Tally” Hart, senior adviser for economic access at OSU. “From an administrative point of view, the key to me is having a set of clear metrics under which we are gauged. There are lots of great statements about goals and objectives, but being able to tie in measurement and report cards are tough things to do.”

For nearly a decade the university has stuck to its academic and diversity plans, which are separate documents but designed to correlate. Detailed benchmarks and measures characterize the plans, which are public documents available on the institution's Web site, www.osu.edu.

One objective was to improve the first- and second-year retention rate—an indicator of proven importance since students are more likely to drop out during those critical first two years of the college-going experience. In the last decade, OSU has improved its retention rate among first- and second-year students from the mid-70 percent range to better than 91 percent.

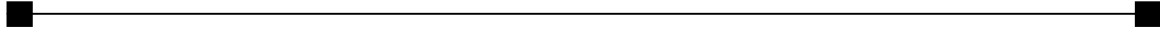
“We've done that while achieving statistical parity for subgroups like Latino students,” Hart said, noting that, for example, Latino students' completion rates at the university are statistically equivalent to other students'. “We are very interested not just in the aggregate numbers but, a lot of our goals and measures, especially in the diversity plan, are related to critical subpopulations within the student body that we want to be sure we are serving well.”

Clearly OSU is making progress toward its goals. But what institutional efforts and activities are in place to advance student success? As a result of a seminal internal study, the Quality of Undergraduate Education, the institution merged its office of admissions with its orientation functions. In this sense, the actual shape of the institution adapted to serve the needs of students as identified in the research and the academic and diversity plans. Moreover, OSU created a dedicated office focused specifically on the first-year experience.

“That's been, arguably, the single most powerful transforming event,” Hart said. “The staff who recruit and bring people to the campus have continuing responsibility and are part of a group that makes sure our students have a successful first year.”

One essential activity is OSU's First Year Success Series, a menu of more than 300 one-hour seminars offered to freshmen. The curriculum is based on John N. Gardner's research on the first-year experience and the skills that differentiate students who are likely to continue versus those who drop out of college. For instance, one discrete skill set possessed by students who matriculate is personal finance skills. As a result, a number of classes are offered on financial literacy topics, including OSU's popular course about credit, "Good and Bad Uses of Plastic."

All freshmen are required to participate in the First Year Success Series. However, the sheer variety of offerings ensures that students will find topics of interest and relevance. "The beauty of it is they pick the courses that are meaningful to them. So it isn't one size fits all," Hart said.



César E. Chávez Center for Higher Education (CECCHÉ)	
California State Polytechnic University Pomona, California	
Program Start Date:	1995
Overview:	The César E. Chávez Center for Higher Education (CECCHÉ) coordinates a host of resources and programs to increase the outreach, recruitment, graduation, and cultural pride of Latinos at the California State Polytechnic University, Pomona. In addition, the Center supports <u>all</u> students at the institution in their efforts to become multiculturally competent.
Objectives:	<p>Specific goals are to:</p> <ul style="list-style-type: none"> ⊙ encourage Chicano/Latino students to pursue a higher education ⊙ increase the number of Chicano/Latino students pursuing master and doctoral degrees ⊙ develop students' leadership and academic skills ⊙ provide a means of multicultural enrichment, awareness, and cultural pride ⊙ provide special support for students with academic difficulties ⊙ develop relationships with schools, agencies, and the communities surrounding Cal Poly Pomona <p>Approaches and guiding principles:</p> <ul style="list-style-type: none"> ⊙ assist in recruitment and retention of Latina/o students by encouraging current students to participate in outreach activities and serve as peer mentors for prospective and incoming students ⊙ assist students in navigating the institution by creating official and unofficial networks across campus departments that understand the students' needs ⊙ assess potential issues or trends that can affect students' success ⊙ empower students to serve as peer mentors and support to other students to build "community" ⊙ increase cross-cultural communication to help students identify resources in other communities. ⊙ utilize faculty and administrators as a form of support
Programs and Services:	<p>Facilities and services include:</p> <ul style="list-style-type: none"> ⊙ a safe space where students can identify with each other through their culture, language, and experiences ⊙ computer access and academic resources (i.e. library books, GRE preparation books, etc.) ⊙ leadership opportunities through Xicano Latino Heritage Month, Dia de los Muertos, the Annual RAZA cultural

	<p>graduation celebration, and the Cesar E. Chavez Conference for Higher Education</p> <ul style="list-style-type: none"> ⊙ advising coordinator and peer mentors
Staffing:	One full-time student affairs professional, four to five student assistants, and one graduate intern
Funding Sources:	State of California, foundations, and student government
Involvement of Other Offices:	<p>For Latino students, faculty interactions play a pivotal role in persistence, and faculty involvement is crucial to the Center's success. Faculty members are involved in the planning of educational and cultural programs (as well as scholarship selection committees) and students on these committees have a close working relationship with faculty members.</p> <p>The Center is connected to the Latina/o Faculty, Staff, and Student Association, which has cosponsored programs.</p> <p>All of the programs designed by the CECICHE focus on factors known to affect the persistence and retention of Latino college students, such as students' perceptions of their ability to succeed academically and questions about their fit with the institution. In addition, the CECICHE gives students social experiences and financial aid opportunities to help them fulfill their education goals.</p> <p>With these important factors in mind, the center helps students:</p> <ul style="list-style-type: none"> ⊙ identify their educational aspirations and find the resources (i.e. faculty mentor, adviser, financial aid counselor, peer mentor, tutoring, etc.) ⊙ find connections on campus through work-study jobs, leadership opportunities, and faculty interactions, among others ⊙ become aware of and involved in an array of campus activities, such as running for student government office, being an orientation leader, conducting research with a faculty member, or becoming a resident advisor.
Challenges:	Funding, staffing
Key to Success:	Faculty, staff, and students take ownership for the success of the Center. The CECICHE is also highly visible on campus, and while this can be stressful at times, it really allows the campus community to be informed of what the center is doing to increase student success.
More Information:	www.dsa.csupomona.edu/cesarchavez/

El Centro Student Services	
Colorado State University (CSU) Fort Collins, Colorado	
Overview:	<p>El Centro was established 30 years ago to support, encourage, and enhance the retention of Hispanics and Latinos attending Colorado State University. El Centro attempts to serve all Colorado State University students (more than 25,000) by providing students with opportunities to become aware of the diversity that exists among the Latino populations. The primary focus is also to guide Hispanic/Latino undergraduate and graduate students (about 1,500) toward a successful and positive experience at Colorado State University and to graduate from the institution. This important commitment continues to be demonstrated through the delivery of various programs, resources, events, outreach efforts, workshops, leadership opportunities and daily operations of El Centro.</p>
Program Components:	<p><u>Resource Leaders program:</u> El Centro Resource Leaders (eight upper classmen) work directly with 400 incoming freshmen and transfer Hispanic/Latino students to support a smooth and successful transition to CSU. The role of the El Centro Resource Leaders is to integrate and connect students with resources both academically and socially. El Centro Resource Leaders have a wide range of resources to meet any student’s needs. A few examples include:</p> <ul style="list-style-type: none"> • outreach “one-on-one” meetings with students at residence halls and the El Centro office • consistent communication regarding scholarship information • informing students of important upcoming dates (last date to withdraw, register for next semester, etc.) • academic and personal assistance workshops • financial aid workshops • study skills and time management workshops • volunteer and leadership opportunities • employment and internship opportunities • cultural enrichment and educational programs • connections with other advocacy offices <p><u>El Centro Annual Awards Ceremony:</u> The El Centro Awards Ceremony has been recognizing and celebrating the success of Hispanic/Latino students for 24 years. The annual celebration honors and recognizes CSU Hispanic/Latino students and their families for their academic achievements in graduating from CSU. The awards ceremony planners, in partnership with the Alumni Association, foster and maintain positive relationships with Hispanic/Latino communities.</p>

Triunfo Tutoring Program: El Centro, along with the Center for Science, Math and Technology Education (CSMATE), takes pride in reaching out to the local community through several programs and initiatives. The Triunfo (triumph) Tutoring program provides nearby Poudre School District (PSD) students with assistance with homework while providing CSU students the opportunity to volunteer and serve as tutors and positive role models. This outreach program helps foster positive relationships with the local community and gives students and their families direct exposure to the CSU campus. (Approximately 90 to 100 CSU students as well as 90 to 100 local PSD students participate and are served each year.)

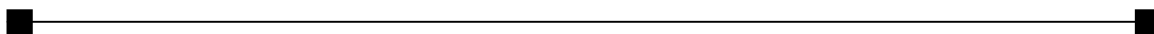
Math, Science and Technology (MST) Day: In 1991 the Math, Science, and Technology Day program was created to challenge elementary children. The program introduces the “fun” side of numbers and chemicals, while giving students the opportunity to be in a university environment. El Centro—along with the Center for Science, Mathematics and Technology Education; the Office of Admissions; Little Shop of Physics; and the College of Natural Sciences, to mention only a few of the collaborative partners—hosts the MST Day. The program reaches many underrepresented students in the fourth to sixth grades to provide “hands-on” educational workshops.

Cultural Enrichment and Educational Programming: El Centro also bridges CSU faculty, staff, and students with the larger community by providing cultural enrichment and many educational programs. Through the collaboration of several CSU departments/offices and community organizations, the institution engages both the CSU community and the larger community to raise awareness and appreciation for diversity, traditions, history, and the Hispanic/Latino culture.

Just a few examples of these efforts include:

- National Hispanic Heritage Month
- César Chávez Celebration
- Brown Bag Educational Series
- Cinco de Mayo celebration
- Dia de Los Muertos
- Las Posadas (Christmas event)
- Dia de La Raza
- Immigration Panels
- Mexican Fiesta—Outreach and opportunity to connect with other students, faculty, and staff at CSU
- Cinco de Mayo Scholarship luncheon for students receiving the El Cento and Elizabeth Woodworth Scholarship Awards
- Youth leadership conferences

	<ul style="list-style-type: none"> • Visit days—El Centro hosts high school visit days each semester, working with the Office of Admissions. • Hispanic Association of Colleges and Universities (HACU) Empowerment Series (coordinated by several CSU staff members)
Staff:	Staff includes three full-time professionals plus 10–15 part time work-study students in an academic year.
Cost:	All students are encouraged to visit and participate in El Centro’s resources.
Funding Sources:	Funding Sources: El Centro receives funding from the state of Colorado, and approximately 95 percent is used for professional salaries. El Centro’s operating budget is very limited, resulting in a challenge in meeting the needs of the students served. The program director seeks outside funding in order to continue to coordinate and organize certain programs.
Evaluation:	Evaluation Plan: Every semester El Centro sends two or three surveys to all Hispanic/Latino students in order to receive feedback concerning programs and services. The feedback received has been positive and useful.
Challenges:	The greatest challenge faced in terms of these programming efforts is the lack of resources and funding. However, some obstacles and challenges also include identifying approaches or strategies to engage more student involvement among CSU students.
Keys to Success:	The love and passion for education. A dedicated and committed leadership team who cares about students. The knowledge and awareness of the resources available on campus. The collaboration El Centro has built throughout the years with the Latino organizations, academic departments, and the Division of Student Affairs. Ensuring access to campus and community resources.
More Information:	www.elcentro.colostate.edu



Harvard Financial Aid Initiative E-Mail Newsletter

Harvard College, Cambridge, Mass.

Harvard College is proactive in communicating with students in its Financial Aid Initiative (those students coming from families with incomes of \$80,000 or less). The institution sends detailed e-mails to alert students to campus activities and opportunities. The monthly e-newsletters include information and links for financial support and scholarship opportunities as well as academic resources and social events.

"We felt it was important to get the information to students without them feeling singled out in any way. This simply comes to their inbox, and we hope it's a way for them to feel connected and knowledgeable of the many resources on campus," said Melanie Brennand Mueller, director of the Harvard Financial Aid Initiative.

The approach is simple, inexpensive and effective. The newsletter content is compiled to be truly useful and helpful. It includes information about programs that students might not know about such as study abroad or tutoring, or more general information to let them know about people on campus who can assist them. It is also full of practical advice such as tips for living on a shoestring.

"Many students in focus groups talked about feeling overwhelmed with the amount of resources, and so we thought we'd highlight those opportunities and resources that would specifically benefit students from low-and middle-income backgrounds, or those coming from less sophisticated academic backgrounds," Mueller said.

The e-newsletter is just one of the financial aid office's many programs aimed at filling the gaps for lower-income students. The college's winter coat fund has been around for decades; it sends each student a check during his or her first winter on campus with a list of local stores that sell winter coats, boots, hats, gloves, scarves, etc. Another program provides free tickets to lectures and cultural events on Harvard's campus. Students simply log into a Web site, order tickets, and pick them up at the "will call" window. No one needs to know that admission was paid by the college.

Enlace Latino Achievement Program

Evergreen Valley College and San Jose State University
San Jose, California

Enlace is a multidimensional academic program blending academics, counseling, and mentoring. The program has served students of San Jose and nearby communities since 1983. The year-round effort is funded by a \$3.4 million Title V Hispanic-Serving Institutions grant and is open to all students.

“Finding funding is always the challenge, but the reason this program is so successful is because of the family feel,” said Mirella Medina, Enlace counselor. “We have an office with couches and food so that Enlace students can come informally. They know that they can stop by anytime to say hello, seek advising, or just hang out.”

A team of college staff and community mentors coordinates Enlace academic tutoring in math, English, and science. The science component is a signature of the program because experienced educators observed that Latino students were discouraged when they didn’t pass science classes. Tutoring is conducted on both the remedial and college levels. The counseling component focuses on academic advising to support the transfer process from the two-year public Evergreen Valley College to San Jose State University.

More than 65 mentors, including community leaders, contribute their expertise and experience to the program.

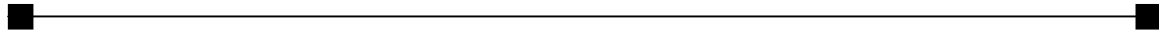
The Enlace Student Association meets weekly and produces on-campus Latino cultural events. Enlace has its own honor society for students with a GPA of 3.0 or

▪ **Enlace includes a science component because Latino students were discouraged when they didn’t pass science.**

higher. Evergreen Valley College also hosts a chapter of SACNAS (the Society for the Advancement of Chicanos and Native Americans in Science). The science-interest group attends national conferences and is advised by an Enlace professor. A leadership conference, speaker series, and free lending library are all part of the program.

Enlace is staffed by its chairperson, a program specialist, a counselor, three professors, and a recruitment specialist. A planning committee and advisory council are also devoted to the program. Visit www.evc.edu/enlace.

▪ **Evergreen Valley College hosts a chapter of the Society for the Advancement of Chicanos and Native Americans in Science (SACNAS).**



New Student Center

Miami Dade College
Kendall Campus, Miami, Florida

The New Student Center is not new; it's for new students attending Miami Dade College (MDC). Since 2001, the New Student Center on the Kendall Campus has integrated a cluster of services aimed at recruitment, preadmission counseling, new student orientation, and providing related support. Programs include community outreach workshops, open houses, mentoring with faculty and staff, and a summer program targeting students from feeder high schools.

Ideally, functions including outreach, marketing, recruitment, and retention are all coordinated. That's not an easy thing to do, particularly at a large institution, but MDC has made great strides. For instance, a college readiness program at nearby Braddock Senior High School began in 2003 and runs for the entire school year using a full class period twice per month to deliver student success seminars. Sessions cover college survival and study skills, preparing for placement tests and college applications, and understanding financial aid.

Other high school efforts also help MDC reach down to prepare students for higher education, and to recruit them. The college readiness program at John A. Ferguson High School includes access to an interactive math Web site to build basic skills to pass Florida's high school exit exam (FCAT) and to prepare students for college placement tests. College math and reading faculty aligned the college-prep courses with elective

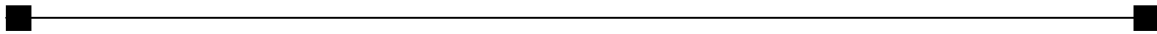
■ **"In addition to our staff, we bring someone from the institution and the state to the high school to talk about the forms and aid sources," said Sol Gonzalez, director of the New Student Center.**

■ **"We are trying to make the flow with feeder schools make more sense," Gonzalez said.**

courses, including intensive math and reading, which may be used for remedial instruction.

The New Student Center, organized under the Dean of Students, is operated by the Center director, director of recruitment, a coordinator for orientations, a part-time preadmission adviser, and part-time employees and student assistants.

For information, visit www.mdc.edu.



CU-LEAD Alliance and Scholarship Program

University of Colorado at Boulder

Sometimes students can get lost in a large university. But what can be done about it? The University of Colorado at Boulder has created academic communities within each college to create small college neighborhoods within the larger institution. The CU Leadership, Excellence, Achievement, and Diversity (CU-LEAD) Alliance and Scholarship Program has a high participation rate among minority and first-generation college-going students including Latinos, although the programs are open to all students.

The CU-LEAD Alliance consists of four-year programs incorporating academic enrichment, leadership activities, small-group classes and computer labs, personal links to faculty and staff, a gathering place, counseling and mentoring, and opportunities for community service. The programs include a scholarship fund.

“These are not remedial, although all the programs have academic support,” said Christine Yoshinaga-Itano, vice provost and associate vice chancellor for diversity and equity. “It predominantly plays the role of enrichment so that students participate in extra activities.” For example, nearly all students in the programs are doing research with faculty. Leadership and community activities are required. Students must also participate in summer programs and keep their grades at a defined level.

“The programs are very demanding but provide a lot of support to the students. The graduation rates from these programs are also very high. Many of these students go on to professional schools and graduate schools. The students rave about it.”

CU LEAD Alliance and Scholarship Programs include the arts and sciences, the multicultural engineering program, diverse business scholars, journalism scholars, education, musicians, designers without borders—the architects, a graduate pipeline program, and many others—13 in all. The programs draw from faculty at the colleges and also have dedicated staff.

“Many of these students lack the knowledge about what the culture of the university is. Because of that they would miss out on opportunities that other students have,” Yoshinaga-Itano said. For example, the institution discovered that very few of its minority first-generation students participated in a study abroad. Although the university offers scholarships, low-income students did not take advantage of them. “They’re struggling just to go to their local state university so they just never dreamed of going to Spain or Italy. There are a lot of opportunities we made available to them just by knowledge dissemination.... Today we have quite good participation in the study abroad program.”

In the case of the journalism scholars program, the university discovered there were no students from diverse backgrounds whatsoever in its journalism school. “We did a survey of the students who chose journalism as a major, and almost all had gotten interested because they had been active on their high school newspaper. Then we did a survey of the inner-city schools where we have a large population of students of color. And they don’t have any

school newspapers. So we got a grant [from a broadcasting company] and started school newspapers,” she said.

Similarly, in the music school, the lack of students from diverse backgrounds was traced to not having access to private music lessons. “These [CU-LEAD] programs provide information and experiences to the students that they might not otherwise get,” Yoshinaga-Itano said. “You can get swallowed up and lost in a campus of 29,000 students....One of the primary reasons we lose students is isolation and lack of support. But these students feel that they have a community.”

Partners for Academic Excellence (PAE)	
Stanford University Stanford, California	
Program Start Date:	1995-96
Overview:	PAE is a mentoring and advising program that pairs undergraduates with doctoral students. Participants are organized into small groups and meet regularly. (There are also PAE groups for African American students, Native American students, transfer students, and student-athletes.)
Objectives:	Use small-group mentoring to create an intellectual community among Latino students, faculty, and alumni; expose students to resources and opportunities.
Staffing:	A collaboration between the Undergraduate Advising Programs division and El Centro Chicano (Stanford’s campus cultural center for Chicano/Latino students). A part-time representative, an hourly coordinator, and up to 10 graduate students run the program.
Timing:	Groups meet weekly during two academic quarters.
Cost:	Graduate student stipends of approximately \$2,000; a graduate coordinator is paid about \$4,000. Each group gets a budget for food for meetings. It is a very scalable program so that more students can be added at minimal cost. About 60 freshmen participate each year.
Funding Sources:	The Undergraduate Advising Programs division of the University.
Evaluation:	PAE Students have better GPAs and fare better than other undergraduates.
Challenges:	Coordination between two offices can be difficult; knowing who is responsible for what is a challenge. Managing graduate mentors is not easy, so make sure they are prepared and keep in constant communication with them.
Key to Success:	“High-touch”
More Information:	http://eap.stanford.edu/programs

8 Student Development Programs: Leadership/Career

Scholar Chapter Network

Hispanic Scholarship Fund

A Leadership Development Model from Middle School to Careers

Overview: The Scholar Chapter Network encompasses 26 chapters on college campuses throughout the United States, each charged with improving the success of Latino students in higher education. The network promotes academic success and professional preparation among college students while encouraging them to serve as role models and leaders in their communities. Through its programming on university campuses as well as local outreach and community service, the students and families—middle school, high school, and college—are directly served in each region. Chapter programming focuses on four major areas: providing Latino students with academic support; encouraging career and graduate school preparation; conducting outreach to younger students in the community; and organizing social activities that promote mentorship between Scholar Chapter members, HSF alumni, and Latino professionals. The program began in 2001.

Objectives: The Hispanic Scholarship Fund (HSF) makes its mission clear: to double the rate of Hispanics earning college degrees to 18 percent by 2010. To that end, program chapters promote academic achievement and social awareness among Latino students in order to support future leaders in their goal of graduating from college.

Activities: Examples of academic support events are campus resource panels, panel discussions with faculty on academic and social issues, library skills workshops, and time management classes. HSF Scholar Chapter Leadership Awards honor student accomplishments and contributions. In addition to a full complement of student services, eight campuses have Peer Counseling Programs (see separate article).

Staffing: Each chapter has a student coordinator who reports directly and centrally to the Scholar Chapter Network Program Officer at HSF headquarters in San Francisco. Student coordinators at each university work closely with HSF staff to tailor chapter programming to the needs of each campus and the local community. However, the standards and expectations for the implementation of program objectives are uniform for all chapters to maintain structural integrity and alignment of goals.

Implementation: The Scholar Chapter Network has instituted formal mechanisms to enhance the success of each participant. From the coordinator application process to interim program assessment and end-of-year reporting, a transparent structure strengthens the student

experience. The following examples of these structural components illustrate the close oversight that the Scholar Chapter Program cultivates with each student coordinator:

- A formal national training program for all student coordinators, which takes place in the summer preceding the academic year.
- A job description with clearly articulated expectations and responsibilities for the Student Coordinator to ensure the successful completion of Chapter Program goals and objectives.
- Delineation of fiscal responsibilities for management of the Scholar Chapter budget.
- Institutional identification and support through acquisition of status as a formal campus student group and creation of a Scholar Chapter Constitution.
- Installation of an executive committee to advise and reinforce the program mission.
- Dissemination of the Scholar Chapter Coordinator Toolkit to each Student coordinator, which delineates:
 - program rules, requirements and expectations;
 - examples of recommended chapter programming and samples of useful tools for implementation;
 - suggested outreach, peer counseling, and mentoring activities;
 - sample reporting documents; and
 - deadlines and requirements for reporting on the activity of the Scholar Chapter.

HSF Scholar Chapter Network Participation					
	2001–2002 5 Chapters	2002–2003 19 Chapters	2003–2004 20 Chapters	2004–2005 20 Chapters	2005–2006 22 Chapters
Total number of college student participants	152	1,194	1,247	1,160	1,216

Timing and Duration: The Scholar Chapters operate on a full-year cycle, commencing on July 1 and closing on June 30. The student coordinator recruitment process begins in March, with final selection in early June. Recruitment responsibilities are shared with current student coordinators, who are also eligible for appointment for an additional year, contingent on distinguished performance of all duties and responsibilities.

The selection process for student coordinators begins with an application, a résumé, and college transcripts. In addition, students are asked to respond to five questions, briefly:

1. A personal profile and why they want the position.
2. The purpose they see for the Scholar Chapter and the perceived needs it would serve.
3. Their specific preparation for the position and how they would apply those skills.
4. Their history of participating in Latino organizations and activities and their ideas for future programming.
5. A list of their obligations for the academic year as well as their plans for managing and balancing their workload if selected.

The Scholar Chapter training retreat for new and continuing student coordinators takes place in July of each year. Students are provided with programmatic schedules for activities and events based on both the quarter and semester systems.

Cost: The budget of the Scholar Network is \$10,000 per chapter, including a stipend for the student Scholar Chapter coordinator, a local program budget to cover expenses related to outreach and activities, cost of attendance at the summer retreat and training program, and overhead and miscellaneous expenses such as the Leadership Awards. Note: All local chapter expenses require prior approval and are subject to stated budgetary goals. Formal expense reports are required for all expenditures. Details of budget administration and controls are monitored by the Program Officer with strict adherence to appropriate program guidelines and standard accounting rules and practices.

Funding: Multiple donors fund the operation of the Scholar Chapter Network. Based on donor support, HSF underwrites most costs associated with chapter meetings, receptions, events, and the student coordinator on each campus.

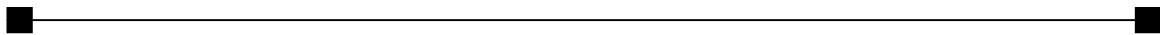
Evaluation: Program evaluation is conducted by the Program Officer on an annual basis and a new component has been added to this process. Preprogram and postprogram measures have been developed and implemented to gauge additional demographic information and student expectations. The metrics utilized for this study are precise and concrete, and include anecdotal information for depth of insight. The purpose of the expanded evaluation program is to allow for comparison to national trends as reflected in the effectiveness of each component of the program (academic support, career and graduate school preparation, outreach, and mentorship) and to establish benchmarks for future study. The cycle for data collection is December through February for preprogram evaluation and April through June for postprogram evaluation.

Information:

www.hsf.net

www.hsf.net/about/fact-sheet/ScholarChapters.php

This material was prepared by Hispanic Scholarship Fund and is for informational purposes only. The material is provided “as is” without any guarantees of completeness or accuracy.

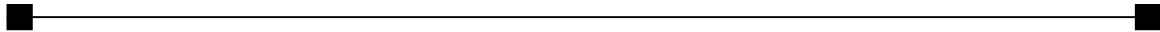


We've heard from college professors that they knew that the Latino students were smart, but that they never said anything in class, and that they were much more accommodating to fitting in. Our kids are taught that we are active players, stakeholders, and that you have every right to voice your opinion. NHI helps young people understand that their voice and opinion are very significant because they are the ambassadors. They might be the first Latinos that someone ever meets, so how they come across plays a role in perception.

— Gloria de León, Executive Vice President, National Hispanic Institute

Florida Hispanic Latino Collegiate Forum	
University of Florida (UF) Gainesville, Florida	
Program Start Date:	c. 1993
Overview:	This statewide, three-day leadership conference is hosted at the University of Florida (UF) every other year for current and aspiring young leaders. The concentration is on students from the Hispanic/Latino community, but others also participate. Some aspects of the conference are particular to Hispanic/Latino issues, while others are broader in scope such as workshops on fostering cross-cultural leadership. Events include workshops, lectures, and leadership training, plus a picnic. The forum also presents an opportunity to apply for merit awards in three categories: leadership, service, and academic excellence.
Objective:	Leadership development.
Audience Served:	The primary audience is undergraduate students with some graduate students. Depending on budget, 150 to 200 students participate.
Staffing:	Internal staffing is provided by the university's office of multicultural affairs. A UF student planning committee of 12 to 14 is assembled one year prior to each conference.
Timing:	The conference is held every other year and was most recently held in March 2007.
Cost:	Students pay a registration fee from \$65 to \$80, depending on available funding. The event budget is about \$20,000.
Funding Sources:	Registration fees, fund-raising among student groups, other organizations and colleges, other UF offices, and corporate sources. Sponsors vary from year to year. Participants and contributors have included the student affairs office at UF, the counseling center, "Gator Nights," Latin American Studies, and the College of Liberal Arts and Sciences. External sponsorship comes from organizations and corporations such as NCLR (National Council of La Raza), Talbots, Ford, Procter & Gamble, Autotrader.com, and Enterprise

Florida Hispanic Latino Collegiate Forum	
University of Florida (UF) Gainesville, Florida	
	Rent-A-Car. An organization of Hispanic alumni, and Hispanic faculty and staff, also contribute.
Evaluation:	Workshops, keynotes, and the overall forum are evaluated by participants. Results are positive, and feedback informs subsequent program content and administration.
Unique Component:	Each conference adopts an official philanthropy. For this component, student conference organizers at UF raise funds ahead of time and at the event. For the next conference, organizers plan to promote fund-raising well in advance of the conference at students' institutions.
More Information:	http://fhlcf.dso.ufl.edu



Drawing Scientists from the Pipeline

University of California: Santa Cruz

Just as undergraduate admissions requires recruiting at the high school level, cultivating successful Ph.D. candidates requires development of undergraduates. The University of California: Santa Cruz utilizes several programs along its academic pipeline.

Educational Opportunity Programs (EOP) at the undergraduate level are aimed at tutoring first-generation college-going, low-income, and educationally disadvantaged students. At all UC campuses including community colleges, EOP provides an array of services including orientation, academic and personal advising; peer advising; academic tutoring in writing and in specific subjects; and preparation for graduate and professional schools.

A more specific effort, the Academic Excellence Program (ACE) is focused on providing a pathway to academic excellence by supporting students in introductory science and math courses. Through its own staff and student mentors, ACE imparts study skills and techniques for critical thinking and problem solving in the STEM fields of science, technology, engineering, and mathematics. This on-campus program is also geared toward underrepresented and minority students. ACE is funded by the university's Division of Physical and Biological Sciences, with support from the Jack Baskin School of Engineering and the National Science Foundation's CAMP Program.

EOP and ACE both provide a culture for growing young scientists. Dovetailing with ACE for undergraduates is another program, UC LEADS (Leadership Excellence in Advanced Degrees), also directed at finding students of color in the STEM fields. At UC Santa Cruz, most of those students are Latino.

UC LEADS includes mentoring and a two-year research partnership with a professor, extending to summers. It begins in the summer before junior year and takes students through senior year. The goals are to prepare students for graduate, and in particular, Ph.D. work in the STEM fields.

“Especially with students of color, our numbers, just like other institutions’, are low. So we really have to grow our own and do a lot of recruiting outside,” said Julio Cardona, director of graduate recruitment and retention. He noted that each UC campus has its own UC LEADS initiative, and students visit other campuses in the summer. Systemwide about 100 students participate in UC LEADS, with about 10 at UCSC, which is staffed with one coordinator and a student assistant. The program is funded by the University of California at about \$19,000 per student, including mentoring, GRE preparation, grad school application preparation, and hands-on laboratory research.

At the graduate level, UC Santa Cruz and upper-division UC institutions participate in Alliances for Graduate Education and the Professoriate (AGEP), sponsored by the National Science Foundation. About 15 students, mostly Latino, participate.

“The targeted students for this group are students in Ph.D. STEM programs that want to become professors,” Cardona said. AGEP includes workshops and professional development, mentoring, and events. “We design all our workshops and events around that population to serve them and prepare them for postdoc or for professorships, interviews, CVs, everything they need. Graduate students then mentor undergraduate students in that pipeline from grad to grad and then postdoc or industry work.”

UC Santa Cruz has about 100 AGEP students on campus. The university-wide effort taps services on campus such as the career center, ethnic resource centers, graduate student association, academic departments, and alumni associations, among others.

“We have a small staff and we try to leverage our funds and use other program staff to run events, workshops, or panels. Everybody is working on the same goals in preparing Ph.D. students.”

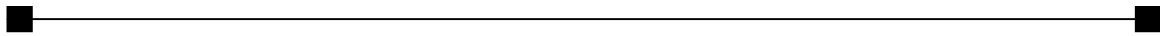
Further Information:

www2.ucsc.edu/eop

<http://ace.ucsc.edu>

www.ucop.edu/ucleads

www.nsf.gov/funding/pgm_summ.jsp?pims_id=5474



Policy Fellows	
Congressional Hispanic Caucus Institute (CHCI) Washington, D.C.	
Program Start Date:	1981
Overview:	Every year, CHCI's nine-month Fellowship Program (from late August to late May) offers up to 20 talented Latinos from across the country the opportunity to gain hands-on experience at the national level in the public policy area of their choice. General Public Policy Fellows have the opportunity to work in such areas as international affairs, economic development, education policy, housing, or local government. CHCI has other fellowship programs also. The institute aims to develop leaders in areas of health and corporate America with the Sodexo, Inc. Public Health Fellowship and the Corporate Fellowship (placement must be in a public affairs office of a corporation). In addition, specialized fellowships open only to individuals with a graduate degree include the Edward Roybal Public Health Fellowship for public health administration, the Telecommunications Fellowship, and the Law Fellowship open to recent law school graduates (placement must be in a public-interest law organization or in the office of a U.S. federal judge).
Objectives:	<ul style="list-style-type: none"> • To bring together a group of talented recent college graduates, currently enrolled graduate students, and graduate-level professionals who reflect the diversity of the Latino community. • To place each fellow in an office where he or she will learn and gather work experience in his or her public policy area of choice. • To enhance participants' leadership skills. • To create a network of young Latinos who support each other's professional development and act as catalysts for community change. • To increase the presence of Latinos in public policy positions.
Audience Served:	<p>The selection process is competitive for the approximately 20 CHCI Public Policy Fellows chosen each year. Selection is based on a combination of the following criteria:</p> <ul style="list-style-type: none"> • High academic achievement (preference will be given to applicants with a GPA of 3.0 or higher) • Remarkable participation in public service-oriented activities • Evidence of leadership skills and potential for growth • Superior analytical and communication skills (oral and written) <p>CHCI processes applications to identify the most qualified candidates. Applications are then reviewed by a selection</p>

Policy Fellows	
Congressional Hispanic Caucus Institute (CHCI) Washington, D.C.	
	<p>committee composed of alumni, the board of directors, and CHCI staff. Based on the application scores, the top candidates are interviewed. CHCI selects candidates based on the results of their application and interview scores.</p> <p>Prerequisites:</p> <ul style="list-style-type: none"> • U.S. citizenship or legal permanent residency • Applicants should have graduated from a college or university (with a B.A./B.S. or graduate degree) within one year of application deadline, or be currently enrolled as graduate students
Activities:	<p>Fellows are required to:</p> <ul style="list-style-type: none"> • Work a minimum of 35 hours per week at the placement site • Attend a one-week orientation and weekly leadership development sessions • Participate in all CHCI-sponsored activities • Participate in community service • Organize and lead policy roundtables and/or write a policy brief • Complete a midyear and final, written evaluation of the program • Comply with CHCI policies regarding work performance and personal conduct <p>Fellows will be able to:</p> <ul style="list-style-type: none"> • Have the opportunity to learn from experienced professionals how government operates and policies are formulated • Learn how the issues affecting their local communities are dealt with at the national level • Explore different career fields and define professional goals • Identify strengths and areas for improvement to shape professional skills
Timing:	Nine-month program, late August to late May.
Cost:	<p>CHCI provides participants with:</p> <ul style="list-style-type: none"> • Domestic round-trip transportation to Washington, D.C. • Health insurance • Gross monthly stipend of \$2,200 to help cover housing and local expenses; fellows with a graduate degree receive a \$2,600 monthly stipend
Special Permissions:	CHCI works with congressional offices and federal departments and agencies to coordinate the placement of the fellows.
Funding Sources:	CHCI is a nonprofit organization. Programs are funded through private corporate donations.
Evaluation:	Participants complete midyear and final evaluations of the program.

Policy Fellows	
Congressional Hispanic Caucus Institute (CHCI) Washington, D.C.	
	Upon completion, participants become members of the CHCI alumni association and are tracked. Students also provide feedback on program. Participants become members of the CHCI alumni association and are tracked. Many alumni end up hiring the fellows since they know the caliber of students in the programs. Although fellows are drawn from all over the country, many stay and work on Capitol Hill or in the corporate or nonprofit sector in Washington, D.C.
About CHCI:	The Congressional Hispanic Caucus Institute (CHCI) was established in 1978 by members of the Congressional Hispanic Caucus as a nonprofit, nonpartisan educational organization dedicated to developing the next generation of Latino leaders. The mission of the Public Policy Fellowship is to offer Latino youth the support, training, and resources needed to become the effective leaders of tomorrow. CHCI seeks to accomplish this mission by offering educational and leadership development programs, services, and activities that promote the growth of its participants as effective professionals and strong leaders. Furthermore, CHCI's vision is an educated and civic-minded Latino community that participates at the local, state, and federal policy decision-making levels.
Further Information:	Visit www.chci.org .

Resources:

How to Get the Mentoring You Want: A Guide for Graduate Students at a Diverse University. (University of Michigan, Rackham Graduate School). This downloadable handbook (PDF/Adobe Acrobat) for graduate students covers many issues important to the mentoring relationship, with a special emphasis on a diverse graduate student community and underrepresented faculty.

Link: <http://www.rackham.umich.edu/StudentInfo/Publications/StudentMentoring/contents.html>

National Institutes of Health (NIH):
 Minority Access to Research Careers (MARC)
<http://www.nigms.nih.gov/Minority/MARC/>
 and
 Minority Biomedical Research Support (MBRS)
<http://www.nigms.nih.gov/Minority/MBRS>

9 Professional Development Programs for Administrators, Faculty

Center for Women's InterCultural Leadership	
Saint Mary's College Notre Dame, Indiana	
<p>Professional development of faculty is an essential component of increasing student success and participation. Student learning in effect depends on a learned faculty.</p> <p>“One of the complicated parts of this whole diversity piece is how interlinked things are. You can't just do one. It has to be a full-court press across all of it,” said Elaine Meyer-Lee, Ed.D., director, Center for Women's InterCultural Leadership and assistant professor of education.</p> <p>At Saint Mary's College, both administrative staff and faculty receive ongoing professional development in cultural affairs. Most administrative staff development is conducted by the institution's human resources department, while faculty development in this area is primarily coordinated by the Center for Women's InterCultural Leadership at the four-year women's college. However, some training combines both faculty and administrators.</p> <p>The Center was founded in 2000 through a grant from the Lilly Endowment. Programs include study abroad for students and faculty, a think tank to attract fellows into</p>	<ul style="list-style-type: none"> ▪ “The schools that survive are going to be the ones that achieve inclusive excellence,” said Elaine Meyer-Lee, Ed.D., director, Center for Women's InterCultural Leadership and assistant professor of education.

teaching and research on intercultural issues, and a community-based learning component to connect local women leaders to Saint Mary's College.

Professional development efforts for faculty, including summer sessions and other gatherings, are not mandatory, and that is key to buy-in.

"You can mandate participation for administrators and staff quite easily. But at my institution and at many, mandating faculty is difficult to impossible and debatable whether it's a good idea," Meyer-Lee said. "Faculty are used to being the experts and not generally coming from the position of having a deficit. You don't want to get into a partisan debate. Keep it data based, presenting data about student demographics."

While respecting academic freedoms, a cadre of faculty meet regularly at the college to discuss ways to incorporate multicultural content into their syllabi. Using broad intellectual texts can be effective at stimulating a faculty discussion of the importance of multicultural understanding while connecting the concepts to their disciplines.

The Center also facilitates presentations at new faculty orientation, and Meyer-Lee is at the table for college meetings on essential policies at the institution such as hiring and mentoring. "I am on task forces that talk about practice changes—linking faculty development opportunities to real changes so that it's not theoretical. It's not some sort of moral do-gooding. It is the college making this change and this is what you need to know about it."

For example, the college has a faculty hiring policy

▪ **"We are really kidding ourselves if we think we can bring in and educate well diverse student groups without developing all of our faculty and increasing the diversity and success of faculty from underrepresented groups as well," said Meyer-Lee.**

stipulating that a candidate from an underrepresented group be included in the final pool wherever possible. The institution is also working on a new harassment policy, an important matter that faculty will want to understand thoroughly. General education reforms are being considered to include intercultural curriculum elements. Saint Mary's also includes intercultural issues in required departmental reports to motivate educators to take the content to heart.

“We are not exactly mandating it but there is a sense of ‘get on board or be left behind,’” Meyer-Lee said.

As a result, regular but informal, multicultural faculty lunches, often including students, focus on curriculum and how to address the issues in the classroom.

Since speaking Spanish is a basic skill for working with Latino families, the college has provided Spanish language classes for as many faculty and administrators as possible. Online sessions are also available.

Saint Mary's also offers a “course release” opportunity for a faculty member to have the institution buy out a course so that the instructor can instead conduct independent course development in a multicultural topic.

They also have an instructional materials fund for guest speakers, library acquisitions, or videos; and they sponsor outside speakers, conference attendance, and exchanges or sabbaticals abroad, including programs in Latin America.

For further information, go to www.saintmarys.edu/~cwil.

Tipsheet: Designing Professional Development Efforts

Approaches to Faculty Instruction

- | | |
|---|--|
| <ul style="list-style-type: none">• Pull together an oversight committee to assess what is reasonable to accomplish.• Do a formal assessment or at least a focus group to identify needs and evaluate progress.• Find out from students if there are any serious problems to address from their perspective.• Find out from faculty where they are most receptive to professional development.• Start small with doable programs, things people are clamoring for, and “low-hanging fruit.”• Research available tools, offerings, and speakers to bring on campus and infuse into your efforts.• Link training to concrete institutional policies so that professional development of faculty advances broader institutional objectives.• Create accountability such as inclusion of multicultural competence in course evaluations or credit in the tenure process. Have departmental chairs report on the topic.• Find incentives and ways to reward excellence. Faculty are greatly overworked, so this will help. | <ul style="list-style-type: none">▪ Remember that faculty has a different mind-set from administrators; respect academic freedom. |
|---|--|

Department of Health and Human Services (DHHS) Professions Capacity-Building Program

Hispanic Association of Colleges and Universities (HACU)

A Research Enhancement Initiative for Selected Faculty and Staff at Hispanic-Serving Institutions (HSIs)

Overview: The Professions Capacity Building Program is a cooperative endeavor directed at strengthening the capacity of Hispanic-Serving Institutions (HSIs) to attract and retain funding for biomedical and health sciences and services research, and other sponsored programs; and to provide institutions with more information about postaward management, institutional compliance, and biomedical and health sciences grants. The ongoing program began in 1999 as a commitment from the Department of Health and Human Services (DHHS) to build the capacity of Hispanic-Serving Institutions (HSIs) and their faculty to become more competitive in the procurement of federal grants and contracts in the health sciences field. The National Center on Minority Health and Health Disparities (NCMHD) and the Office of Minority Health (OMH) are particularly interested in increasing the rate of participation of minority institutions and their faculty in grant development efforts that will focus on improving the health status of minority populations, including disease prevention and health promotion activities.

Objectives: There are two sets of goals and objectives for the program. The short-term goal of the various phases of the project is to increase the capacity of selected faculty and Office of Sponsored Research (OSPR) staff at degree-granting Hispanic-Serving Institutions of higher education to participate in federal, state, and private-sector scientific health disparities-related research activities. The long-term goal is to increase the number of HSI faculty and staff and HSIs participating in the program in order to increase the number of federal research grants awarded to faculty from Hispanic-Serving Institutions.

Specific Audience Served: Entry-level from Biological and Social Sciences, and/or allied health programs and Staff of Office of Sponsored Research Program (or its equivalent) from two-year or four-year HSIs.

Approximate Number of Individuals Served:

1999–2007 DHHS–HACU Professions Capacity Building Program Participant Demographics					
Faculty Participants	Staff Participants	# of HSIs	States	Males	Females
95	74	56	9 and Puerto Rico	58	111

Staffing: Daily operations are conducted by the Program Manager and assisted by a Coordinator.

Implementation: The program provides skills development through three program components: workshop presentations, experiential training, and participation in an online course. The workshop presentations are held in San Antonio, Texas, and Bethesda, Maryland. The program outline is as follows:

- First Workshop (San Antonio):
 - Introduction to Grants Management
 - Proposal Writing Overview
 - Career Development
- Second Workshop (Bethesda):
 - Grants Regulations
 - Visit to NIH and Presentations by NIH Institutes: NIH staff host a multiday session that includes an overview of the NIH and various NIH funding opportunities.
 - Faculty Career Development Session
- Third Workshop (San Antonio):
 - Human Subject Research
 - Mock Proposal Reviews
 - Overview of HACU Programs
 - Career Development

Evaluation:

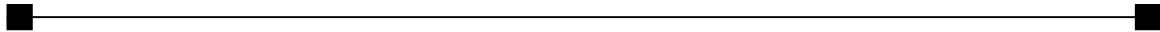
In 2006, 11 faculty members and eight staff persons participated in a multicomponent faculty development program designed to promote successful grant writing and grant administration skills. The program has been administered to approximately 20 individuals each year since its inception. As of 2006, faculty and grant support staff from just over 50 colleges and universities have participated. Elements of the program have been modified each year in an effort to improve participant satisfaction, learning, and ultimately the success of participants in obtaining grant monies to support their research. The evaluation measures have not been changed since 2002, providing an opportunity for direct comparisons across five years. In all years since 2001, participants have completed a pretest (or pretests) and a posttest, and have demonstrated significant increases in knowledge of the subject matter being taught. Participants have also regularly completed a consumer satisfaction survey to assess organization, facilitator responsiveness, overall satisfaction, and other dimensions as well. In general, the results indicate that the participants find the program to be very beneficial and are highly satisfied. Significant improvements in the organization of the workshops were noted in 2004, and significant improvements in the delivery of the computer course were noted in 2005. Participants also enthusiastically praised the introduction of a mock grant review session in 2005. The 2006 results show evidence of further program refinement and indicate that the program continues to be well received. New recommendations for further advancement of the program are reviewed annually.

Timing and Duration: The program runs from June until mid-fall. The call-for-applications process begins in early January, with final selection generally held in late April.

Cost: The annual program budget is \$330,000, which covers participant training and curriculum expenses, lodging, and travel, and a stipend for participants completing all program activities.

Funding: The DHHS–HACU Professions Capacity Building Program is funded by the National Center on Minority Health and Health Disparities (NCMHD) and administered by the Office of Minority Health (OMH) and the Hispanic Association of Colleges and Universities (HACU) through a cooperative agreement. HACU’s Office of Capacity Building Initiatives manages the program.

Information:
www.hacu.net



10 Serving Undocumented Students

An Education Challenge

According to the Pew Hispanic Center, as of March 2005 the undocumented population in the United States has reached nearly 11 million, including more than 6 million Mexicans. Although most undocumented migrants are young adults, there is also a sizeable childhood population. About one-sixth of the population—some 1.7 million people—is under 18 years of age.

Serving undocumented students is a challenge on many fronts. Students and families are often uncomfortable providing information about themselves and have perhaps more than a healthy distrust of government. This creates a reluctance to fill out the forms that are the building blocks of postsecondary education administration such as admissions test registration and college and scholarship applications.

Undocumented students are not eligible for federal aid, grants, loans, or work-study programs, so the FAFSA does not apply to them. Although legislative efforts have been undertaken, as of this writing none have passed to provide federal aid or a clear path to citizenship sufficient to accommodate the great numbers of undocumented residents. However, note that the proportion of all legal foreign-born residents who have become naturalized U.S. citizens rose to 52 percent in 2005, the highest level in a quarter century and a 14 percentage point increase since 1990, according to an analysis by the Pew Hispanic Center.

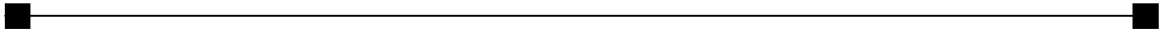
Several states do allow undocumented students to pay in-state tuition at public institutions if the students are residents who attended high school in that state. These include California, Illinois, Kansas, Nebraska, New Mexico, New York, Oklahoma, Texas, Utah, and Washington.

Nevertheless, each institution is ultimately responsible for setting its own policies regarding admission and support of undocumented students. Many colleges have no policy at all. Others are more helpful and provide institutional aid. Most pool their undocumented students with all international students. But the downside to this approach is that undocumented students must compete for limited dollars with the complete international applicant pool, which often includes extremely strong and confident students.

Differences between public and private institutions are evident regarding their ability to serve undocumented students, with private institutions enjoying more autonomy. Although tuition is higher at private institutions, they may prove more inviting to undocumented students if financial aid has been reserved or is made available. Colleges affiliated with religious institutions in particular may make it their mission to help underserved students.

What all institutions have in common is a keen eye on what the federal government may do regarding financial aid guidelines and immigration law. Meanwhile, some states are more aggressive than others at serving their undocumented families and students. It is important for educators to keep abreast of the law in their states as well as federal legislative activities, and to work with counsel to support students as appropriate.

One silver lining regardless of your home state is that the dialog has begun in earnest about how American society and its institutions will treat the nation's millions of undocumented residents. At the moment, it remains disheartening that undocumented residents have cause to undervalue education since they cannot gain lawful employment in the United States after graduation.



The language we use in higher education—registration, admissions, enrollment—are words that are off-putting and just not welcoming. Some segments of the population don't want to be registered or enrolled anywhere and aren't comfortable with banking institutions. How do we talk about what we need them to do without making it sound so legalistic? It just makes sense that they respond better to phone conversations.
—Texas higher education administrator

Undocumented Students

(Excerpted from the *College Counseling Sourcebook*, Fourth Edition, 2007, The College Board)

The term *undocumented* refers to students whose parents are not U.S. citizens or permanent residents (green card holders). The terms *illegal alien* and *illegal immigrant* are politically charged and should be avoided.

School personnel cannot inquire about the immigration status of students or their parents (under the Supreme Court decision *Plyler v. Doe* [1982]). Thus, by law, a counselor may learn that students are undocumented only if they choose to share this information. Some students who are undocumented are unaware that they fall into this category; they may know their parents' status, but assume that they themselves are documented. And some students may know that they have a green card, but do not understand what legal status the card confers on them. Lack of a social security number may be an indication that a student is undocumented.

Because undocumented students may assume that they can't be admitted to any college in the United States, they may not be prepared academically. A school culture in which all students are encouraged to think of themselves as college material, whether they ultimately choose to attend or not, helps every student envision and prepare for college.

Federal financial aid (including work-study programs) is not available to undocumented students. In addition, most colleges classify these students as foreign and expect them to pay out-of-state tuition, even if they live in the state. Finding funds for undocumented students is therefore extremely challenging.

Be sure to follow changes in your state regarding undocumented students. When discussing financial aid at parent meetings or other group sessions, you should explain the requirements for federal financial aid: Recipients must be U.S. citizens or permanent residents. You can inform students and parents of the requirements without asking about their immigration status.

There are success stories of very bright undocumented students receiving full scholarships. Behind those success stories are counselors, other school officials, and community leaders who have devoted enormous energy to tapping the resources available in making the case for

these students. Private colleges tend to provide more generous funds than public universities, and counselors should network with college admissions staff to learn which colleges may be willing to fund undocumented students.

Currently, there is no official role a school can play in helping students become documented. But if an application for citizenship is in the works, school officials can help determine where the paperwork is in the bureaucratic backlog of applications. You can refer students to an immigration lawyer from a list you maintain of qualified attorneys.

Resources

National Immigration Law Center, www.nilc.org

Mexican American Legal Defense Education Fund, www.maldef.org

Pew Hispanic Center, www.pewhispanic.org

11 Institutional Research and Self-Studies

Market Analysis and Research with Geographic Information Systems (GIS)

The Ohio State University (OSU), Columbus, Ohio

Overview: The Research and Analysis Unit within OSU's Office of Undergraduate Admissions and First Year Experience (UAFYE) provides market analysis and research services to support the university's undergraduate student recruitment goals and strategies. The unit developed a geodemographic-based infrastructure, which integrates a customized software application with predictive modeling, and market analysis and research.

Analyses are conducted to aid strategic planners, admissions officers, and territory managers in understanding key consumer viewpoints that directly impact recruitment and enrollment efforts. For example, the Admitted Student College Decision Analysis helps to elucidate sources of information and decision factors that are important to students and their families in the college selection process; it also helps clarify perceptions of Ohio State, and how the institution compares to top competitors based on these factors. Another example is the Diversity Analysis, which assists understanding of OSU's market potential for various segments of the student population based on academic ability level, geography, race/ethnicity, and income.

In order to put information at the fingertips of institutional users, the university developed an in-house software application called Empowering Market Analysis (EMA). EMA is a geodemographic tool that integrates internal university data as well as external data to support undergraduate recruitment strategies and tactics. This tool empowers recruitment staff to identify, classify, and analyze students according to academic background, interests, geodemographic characteristics, and other factors.

EMA helps the university to meet its multicriteria goals while minimizing costs associated with recruitment. It helps users make strategic decisions such as where to target new prospects and what type of messages to develop for various segments of the population. EMA also helps the university increase the enrollment of minorities and lower-income students. Territory managers can easily identify and communicate with minority students at various stages of the recruitment process.

Another service of OSU's Research and Analysis Unit is its in-house predictive models, which estimate probabilities of enrollment for inquiries and admitted students. There is also a model to estimate financial need early in the recruitment process. These models are based on institutional data and data estimated through geodemographic analysis.

Tools and Technology Used:

Geographic Information Systems (GIS)
Market Analysis Segmentation
Geodemographic Analysis
Data Mining
Research Surveys

Objective: To provide expertise and services to help The Ohio State University meet its multicriteria undergraduate student enrollment goals in terms of quantity, quality, and diversity.

Audience Served: Internal university offices involved in undergraduate student outreach and recruitment activities such as undergraduate admissions, minority affairs, student financial aid, and some academic departments.

Timing and Duration: Ongoing.

Staffing Requirements: There are four full-time professionals with backgrounds in marketing, geography, statistics, and computer programming. Note that the use of these research and analysis tools has redefined the roles of the traditional admissions counselors. Ohio State requires analytical skills for its territory managers, and trains them in principles and practices of marketing.

Funding: The effort is funded by the undergraduate admissions office.

Evaluation: Because it is a supporting operation, results of its contribution cannot be quantified; however, its value is determined by the level of use and the users' ability to perform their jobs and achieve their goals. The university has been consistently meeting or exceeding new freshmen recruitment goals.

Implementation Strategies, Obstacles, Challenges, Approaches: Initially, there was resistance to the use of the services and tools because it was a practice that was not standard in an admissions operation. However, the services have become integral components of the undergraduate admissions support infrastructure.

Keys to Success: The vision and support of the head of admissions; competent personnel; users who see the tool as a solution, not as a problem; and continuous interaction with users to develop and refine tools to meet their needs.

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—**Christine Yoshinaga-Itano**, Vice Provost and Associate Vice Chancellor for Diversity and Equity, University of Colorado, Boulder

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