Completion Guide:

Telling Your Program's Story on Latino Student Success

Examples of *Excelencia*: Telling Your Program's Story on Latino Student Success

Examples of *Excelencia (*Examples) is the only national effort to identify and promote evidence-based programs at the forefront of advancing educational achievement for Latino students in higher education. Through a comprehensive year-long process, *Excelencia* in Education (*Excelencia)* recruits, reviews, and promotes evidence-based practices at the associate, baccalaureate, and graduate categories in institutions of higher education as well as practices at community-based organizations. Since 2005 *Excelencia* has received over 1,500 nominations from 33 states, Puerto Rico, and Washington DC and recognized over 260 programs that accelerate Latino student success.

This work brings attention to evidence-based practices on an annual basis with national recognition at the annual *Celebración de Excelencia* held in Washington, D.C. Practices are also catalogued in both the Growing What Works Database and the annual *What Works for Latino Students Compendium.*

Purpose of the Completion Guide

Each year, programs accelerating Latino student success are nominated for Examples of *Excelencia*. The attention generated by Examples has resulted in inquiries by program staff for efforts they can replicate or advice on ways to improve their submissions for Examples.

In an effort to provide technical assistance and advice on the profile submission process, this guide was developed as a tool nominated programs can use to demonstrate their success. The goal of this guide is to walk through the process of Examples, help programs tell their success stories, encourage the use of metrics, and highlight measures of success.

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Description of the Examples Selection Process

Step 1: Nominations
Visit www.EdExcelencia.org/2017 to nominate a program you believe is effective in accelerating Latino student success in higher education. You may nominate your own program or one that you know but do not have specific program information. You may also nominate more than one program. The website will have fields asking for basic contact information about the program you are nominating. This will be used to communicate with the contact person you list for the program so that they may begin working on Step 2.

Step 2: Profile submissions
 An email containing a web-link will be sent to the contact person designated in the nomination submitted. The link will take them directly to a page on *Excelencia's* website where they can submit a profile with more information on the program in a succinct, compelling manner.

Step 3: Selection
Once the profile submission process closes, *Excelencia* staff will begin the review process to select a set of finalists in each of the four categories: associate, baccalaureate, graduate, and community-based organizations (CBO). The list of finalists will be forwarded to an external committee of national experts for final review and selection of the 2017 Examples of *Excelencia*. Finalists will be announced via a national eblast, *Excelencia's* website, and our social media accounts.

Important Dates for 2017

January 31	Announcement of nomination submissions
February 7	Webinar on sharing evidence-based practices
February 23	Webinar on the nomination and profile submission process
March 7	Nomination period is closed
April 12	Profile submission period is closed
May-June	Review of profiles by *Excelencia* staff
August	Finalists are announced and shared with selection committee
October 5	*Celebración de Excelencia*
October 6	Accelerating Latino Student Success (ALASS) Institute

How to Use This Guide

This document serves as a step-by-step guide for completing the online profile and providing metrics that best reflect program success. The following sections describe the information needed to populate the online form. Key information is shared on how to develop a strong Examples profile. The information for each section will likely require content from both internal and external sources.

Your Program's Profile

Part of telling your program's success story is to share details and evidence in a succinct and compelling manner. Each profile requires basic information about your program along with four written responses. **Each written response section has a character limit**, which includes letters and spaces. The submission page may time-out while filling in your responses; it is best for everyone **to complete responses in a separate Word document** and copy and paste responses to the appropriate fields. The information you provide is broken down by sections so that when we refer back to your profile the information we need is easy to find. It is important to have the appropriate responses in their respective sections.

Required Information

There are various fields and drop down menus that require information in order to submit your profile, they include:

- **Program Contact***:* The primary person from your program that we should follow up with for any questions. This person will also serve as the point of contact should the program be featured in our database.
- **Location***:* Refers to the geographic location in which the program is operating.
- **Category**: Signifies whether the program operates predominantly at the Associate, Baccalaureate, or Graduate level, or is a Community-Based Organization.
- **Year started:** The year the actual program began. While some departments or organizations may have existed for years, we are interested in the year the program for which you are submitting a profile started.
- *Issue area***:** Refers to the primary program focus and purpose. This designation is used to catalog programs in our Growing What Works Database as well as a way to describe your program. While some programs may focus on multiple issue areas, please select the area that best describes your program.
  - Academic Program – a specific program within a department or institution that serves Latino students through a curricular-specific focus.
  - Access – a program focused on increasing the number of Latino students prepared and/or enrolling in higher education.
  - Transfer – a program that provides services and support to facilitate the transfer enrollment process, generally from a community college to a college/university.
  - Retention – a program focused on supporting enrolled students to increase their persistence and improve progress to graduation.

- Support Services – a program that supports students through areas such as academic advising, tutoring, career guidance, and personal and financial planning that can lead to increased student success.

- **Program Focus:** Separate from the issue area, this further describes your program practices. This helps us understand what your program type is.

  You may select up to two program foci to help describe your program. If you find that there is not one that helps describe your program you do not have to select any (A description of each one is available on page 13 of this guide):

  - Bilingual/ESL
  - Career/workforce
  - College Prep
  - Community Partnerships/Collective Impact
  - Development of Teachers
  - Developmental Coursework
  - Discipline/Subject
  - DREAMers
  - Dual degree/Dual credit/Early College High School
  - Faculty Training
  - Females/Latinas
  - First Year Support

  - Health
  - Honors
  - Institutional Change
  - Learning Community
  - Males/Latinos
  - Mentoring
  - Parental/Family Engagement
  - Pathway/Pipeline
  - Scholarship
  - STEM
  - Summer Bridge
  - Undergraduate Research

- **Is your program at an Hispanic Serving Institution (HSI)?:** Institutions federally defined as an HSI have at least 25% Latino full-time undergraduate enrollment
- **How many students does your program currently serve?:** What is the number of students currently being served by your program? This value should not include alumni; you will have an opportunity to discuss the total number served over time in your profile.
- **How many Latino students do you currently serve?:** Out of the total number served how many identify as Latino
- ***What is your program's estimated annual budget?*** Share your current operating budget for 2016-2017. You will have an opportunity to share your funding sources in the staff and budget section.

Profile sections.

The following four sections make up the overall program story. Try to keep your program's information within each respective section. (i.e program data should not be included in the goals section) This is where you tell your program's story

Description and History

Telling your story lies in the reason your program was created and how your program is increasing Latino student success. This section is asking what your program does and the practices you use for the students you serve. In a brief, concise manner, please describe your program. **(1,500-character limit)**

Be sure to:

- Include a brief history, the reason your program was created and how it has evolved.
- Describe the overall purpose of your program
- Share the practices you are using to improve Latino student success
- Define the population you serve in context of the institution and/or community.
- Detail what need your program addresses.

Staff and Budget

Tell us about your essential staff and their roles. Leadership can be a determining factor in the longevity of a program just as much as the operating budget. A program's budget can tell us whether the program is sustainable and replicable and has the possibility of scaling up or being institutionalized. **(900-character limit)**

Be sure to:

- Include the number of staff and the roles of essential staff as well as their background/credentials. Also share their tenure with the program
- Explain how the program is funded and how you plan to continue funding
- Share a list of institution and/or community partners if any

Goals and Mission

In this section let us know what you hope to achieve with your students. Having a clear goal and evidence showing that a program is making progress towards their goal speaks to the effectiveness of the program. **(1,000-character limit)**

Be sure to:

- Describe the program's mission and goals
- Detail the link between your goals to students' needs & services offered
- Describe how the program activities support program goals and mission
- Ensure that the goals are attainable and that they are supported by your evidence

Evidence of Effectiveness

Now that we know what your program does and what goals you have, provide us with evidence that shows your program is achieving or close to achieving those goals. Strong stories of effective programs include both quantitative and qualitative

information. Examples of possible metrics to use when describing your program's success are shared in the next section. Keep in mind that only the information provided in the profile will be reviewed. External links and charts are not considered in the review process. Inserting charts into the form may result in poor formatting making your data difficult to read. Please be sure to frame your information in a clear and concise way. **(2,000-character limit)**

Be sure to:
- Explain how you know your program works and the growth and impact your program has had;
- Share metrics that show student success;
- Use quantitative and qualitative data to tell your story ;
- Share your program's records of achievement, leadership, and recognition;
- Ensure data aligns with and supports program goal, mission and practices;
- Disaggregate data by race/ethnicity; and,
- Compare students in your program to peers that are not in your program

Role and Importance of Metrics

When telling your story it is important that the metrics used to show program success are clear, compelling, and grounded in research. Evidence of your program's success is a fundamental part of the profile and provides key information that will be considered during the review by *Excelencia* staff and the selection committee. During the review process your metrics demonstrate whether or not there is a strong correlation between your program's practices and student success. These suggested metrics help paint a picture of your program's efforts. Not all of the metrics listed in the following sections will apply to your specific program. We have found that similar programs tend to have more success using certain metrics. While many programs are able to use the same metrics others find more success in using a wide range of metrics; it comes down to explaining what your program does best and providing the appropriate evidence to show how successful it is.

Developing Strong Metrics

Below, we provide some thoughts on what determines a "strong" metric within the context of program effectiveness in improving Latino student success.

- Program metrics should be **disaggregated by race/ethnicity** to the greatest extent possible; other disaggregation is often useful as well, such as by degree level. Disaggregation allows a better understanding of the student population and focuses the metrics on Latino students.
- It is important to **include comparisons, control groups, or pre/post tests** whenever possible in order to provide context for the metrics. For example, a

program may provide a student retention rate as part of their profile, but it is difficult to evaluate it without knowing the rate for students who did not participate in the program, non-Latino students, the student population as a whole, or even national or state benchmarks.

Overall, the metrics provided by nominated programs should be **compelling and show effectiveness** to the best of the program's ability.

The next three sections focus on various measures that can provide evidence of effectiveness, in order to illustrate how you know your program's efforts are working for Latino students. The sections are divided into three groups of metrics: 1) common metrics, 2) metrics showing outcome, and 3) metrics by issue area.

Common Metrics

The metrics listed below are important to take into account during the selection process, but are not evaluative in nature. They can be used to understand the student context within which the program operates. We ask these questions at the beginning of the profile to get a snapshot of your program.

- *Latino students*: Please provide the number of Latino students that participate in the program as well as the proportion they represent within the program. If relevant, also provide the proportion of Latinos within the total institutional student population.
- *Size/scale*: Provide the overall number of students served by the program annually, by grade level.
- *Emerging programs*: If your program has been established fairly recently and/or plans to expand greatly in the next few years, please provide information about your goals and expectations for measuring program success.

Metrics Showing Outcomes

These metrics, primarily focused on student progress and outcomes within the program, should be disaggregated for Latino students. The following are examples of strong outcome metrics used by successful programs previously recognized by *Excelencia* in Education.

Retention rates/progression: Retention rates are generally calculated as one-year retention, fall-to-fall, similar to the definition in the US Department of Education's Integrated Postsecondary Education Data System (IPEDS.) The IPEDS retention rate for four-year institutions is the percentage of first-time bachelor's degree-seeking students from the previous fall who are again enrolled in the current fall. For other institutions, retention rates are calculated as the percentage of first-time degree/certificate-seeking students from the previous fall who either re-enrolled or successfully completed their program by the current fall, or semester to semester. Progression rates can also be calculated as semester to semester. These rates can be

compared with the retention rate of non-Latinos or non-participants in the program using institutional sources, or with retention data from national sources such as IPEDS and National Center for Education Statistics (NCES) sample surveys like the Beginning Postsecondary Students survey (BPS).

Graduation/completion rates: Graduation rates focus on students' persistence to a degree or credential over a particular time period. In general, graduation rates are calculated as total graduation within 150 percent of normal program time for first-time, full-time, degree/certificate-seeking freshmen (3 years for two-year institutions, 6 years for four-year institutions) as reflected in the standard IPEDS definition. This calculation does not include part-time students, transfer students, and returning students. Comparisons can be made using IPEDS graduation rate data by race/ethnicity.

Degree/certificate completion: This metric focuses on the number of Latino students in the program who attained a postsecondary credential, ideally by type of credential. It can be compared with the number of non-Latinos or non-participants in the program using program/institutional sources, or compared with degree completion or attainment data from national sources. For example, the number of postsecondary credentials awarded to students in a specific academic year is available from IPEDS. Completion data include undergraduate awards/degrees conferred by NCES' Classification of Instructional Program (CIP). From another perspective, data on educational attainment is available from the US Census Bureaus' American Community Survey (ACS). Both of these sources provide disaggregated data by type of degree and race/ethnicity.

Latino growth/proportion: This metric focuses on growth in the number or proportion of Latino students in the program. It can be compared to growth in the number or proportion of Latinos in the general student population, using institutional data or IPEDS data on enrollment. If relevant, it can also be compared to the proportion of Latinos in the local, state, or national population using data from the ACS.

Common Metrics by Issue Area

Below, we summarized some of the most common metrics offered by programs, with examples by issue area. These metrics serve as suggestions that could be helpful when telling your program's story and we recognize that not every example will apply to your specific program. We determined that, in the past 10 years, programs recognized in a specific category and issue area tended to focus on certain metrics. We also found from discussions with selection committee members the types of metrics they would expect a program to show when discussing their success.

Academic Program – a specific program within a department or institution that serves Latino students through a curricular-specific focus.

Programs that identify themselves as an academic program should consider discussing data on:

- Course completion
- Average course GPA
- Completion of developmental courses
- Pre/post test
- Number of students that enter the specific work field related to the program.

Other qualitative information to considering sharing:

- Professional presentations by students
- Published student work

The data that is shared should show that students are successful in their specific field of study.

Access – a program focused on increasing the number of Latino students prepared and/or enrolling in higher education.

Data and metrics to consider sharing for these types of programs include:

- Number of students that enter institutions of higher education
- Success in college readiness courses and placement exams
- The number of financial awards received by students
- The number of financial awards the program distributes,
- Percent of high school graduates that enter enroll in institutions of higher education
- Graduation rates to show success in access and completion.

Programs should be able to show that the students they serve are able to not only succeed through the program but also have the ability to access and succeed at higher education institutions.

Transfer – a program that provides services and support to facilitate the transfer enrollment process, generally from a community college to a college/university.

Programs that identify with this issue area can focus on the following measures:

- Transfer rate
- Graduation rate
- Percent of cohort that transfers graduates, or enters workforce.
- Continuation, or the percent of graduates that continue their education.

This issue area is usually found in programs in the associate category. Transfer programs should be able to show evidence that their students are able to transfer to higher degree levels.

Retention – a program focused on supporting enrolled students to increase their persistence and improve progress through graduation.

When describing success in this program, you can consider the following measurements of success:

- Retention rates and persistence rates (institutions retain students, while students persist in their education)
- Number of courses completed overall or in a program series
- Drop out rates

Retention programs should show evidence that the students they serve remain at the institution and graduate. It is important to show the number of students who continue to persist.

Support Services – a program that supports students through areas such as academic advising, tutoring, career guidance, and personal and financial planning that can lead to increased student success.

Programs under this issue area can strengthen their profile by mentioning some of the following:

- Percent of students that attend program activities
- Coursework GPA
- Completion rates including the percent of students that transfer, graduate or transition to graduate school.

These types of programs use various practices to help their students. By showing the most commonly used practice, and the results those practices yield, we can get a sense of how effective those practices are for students.

Program Focus: Description

Below are descriptions of the 24 different types of program foci that you can use to describe your program.

Bilingual/ESL: These programs offer classes and/or services in English and Spanish, provide English as a Second Language (ESL) classes, or target bilingual students and encourage them to pursue careers where bilingual speakers are needed.

Career/Workforce: These programs prepare students to pursue careers in technical fields.

College Prep: Programs that help students access and prepare for higher education. Typically students have not yet obtained a high school diploma, these programs provide services to ensure their students are able to enroll in college.

Community Partnerships/Collective Impact: These programs are a collaboration of multiple organizations to increase postsecondary attainment rates. Partnerships are created between schools, community organizations, governments, and more.

Development of Teachers: These types of programs further develop existing K-12 teachers or help prepare students to become teachers. Many programs recruit students to teach in high need communities, stay in the community where they were trained, or to become bilingual/ESL teachers.

Developmental Coursework: These programs target students in developmental education (DevEd) and work to successfully transition students out of DevEd and into credit-bearing classes. Many of the programs under this focus use accelerated models to transition students even faster.

Discipline/Subject: A department or program focused on a specific academic field.

DREAMers: These programs offer services to undocumented students and students that meet requirements for the Development, Relief, and Education for Alien Minors (DREAM) Act.

Dual Degree/Dual Credit/Early College High School: These programs provide students an opportunity to earn college credit while they are still in high school. Early college high schools often provide an accelerated model where students can earn up to 60 credits before they graduate.

Faculty Training: Provides training for current and future faculty on serving Latino students

Females/Latinas: Offers targeted services to female students

First Year Support: Provides services to students to ensure success in their first year of college

Health: A program that prepares students for careers in health.

Honors: Aimed at high achieving students and provides academic support and opportunities to ensure their previous academic success translates to higher education.

Institutional Change: A program that has an institution-wide impact and uses efforts to change practices throughout multiple departments.

Learning Community: Provides students with a space to learn with peers in the same academic fields or shared socio-economic backgrounds. Students typically follow a cohort model, they take the same classes, and some live together on campus.

Males/Latinos: These programs offer targeted services to male students.

Mentoring: Provides students with role models that can provide advice throughout their college career. These can be near peer or older.

Parental/Family Engagement: Uses practices to promote family involvement in a student's education

Pathway/Pipeline: Provides students with support and usually guaranteed admission between partner institutions at various degree levels. A typical program follows a student during their last years of high school, through community college, through the transfer process to a 4-year program, and finally through attainment of a bachelor's degree. Some programs follow students through postgraduate degree programs.

Scholarship: Provides students with financial and academic support.

STEM: Programs that are focused on Science, Technology, Engineering, and Math

Summer Bridge: Typically before the first year of college, these programs prepare students for the fall semester.

Undergraduate Research: Allows undergraduate students to participate in research giving them an opportunity to work with graduate students, faculty/staff, and other researchers.

Sample profile and feedback

Below are responses from our 2016 Associate Example of *Excelencia,* the Pathway to the Baccalaureate Program at Northern Virginia Community College. Here we'll share their responses and feedback on what stood out.

Program Description and History

Pathway to the Baccalaureate was launched in 2005 to support the growing population of traditional-aged students in Northern Virginia who demonstrate substantial barriers to college access and completion. Our solution-focused approach layers funding, services and in-kind support from ten K-16 partners to provide selected participants with a coordinated, inter-institutional service network designed to seamlessly address academic and navigational barriers to higher education, and to provide seamless transitions from high school diploma to associate's degree to baccalaureate completion. Pathway's high-touch service model builds social capital through peer, family, and community engagement, coupled with intrusive, case management advising and a career pathways framework. Our high need students receive intensive support beginning in high school, and to and through both NOVA and George Mason or another university of the student's choice. Since its inception, the program has grown from 14 high schools in two school systems to 60 high schools in nine school systems across Northern Virginia and the District of Columbia. Of the 11,000 participants in Pathway, 93% represent one or more underserved student populations, and 45% self-identify as Latino. Through the joint efforts of our institutional partners, we have demonstrated a strong, collective impact that paves the pathway to college access, success, and excellence for Northern Virginia's underserved student populations.

What stood out:

- Long standing program - over 10 years
- Detailed the services they provide and an overview of their practices
- Showed that they have support in the community through partnerships
- Shared how the program has grown and increased the number of high schools they served
- Described their Latino student population
- Showed that an increase in their community's Latino population needed to be addressed with support

What could strengthen the profile?

- A description of what specific practices are done for Latino students

Program Staff and Budget

Pathway to the Baccalaureate is led by Executive Director, Kerin Hilker-Balkissoon. Susan Nieves-Campos (Associate Director) coordinates college access and transition services for 3,500+ participants across 60 high schools in the Pathway Program, including a team of 13 Transition Counselors. Fran Troy (Associate Director) supports retention, transfer, and student engagement activities for Pathway participants at NOVA and GMU, including a team of 23 counselors and advisors across five NOVA campuses and George Mason University. Monica Gomez oversees Latino outreach and supports specialized services to Pathway DREAMers. The budget for the Pathway to the Baccalaureate Program in 2015-16 is $3.2 million. Funding is jointly supported by the participating K-12 school systems, NOVA, George Mason University, and a grant from the Jack Kent Cooke Foundation.

What stood out:

- Told us the names of essential staff and their duties and shared an overall number for all staff
- Showed staff dedicated to Latino students
- Shared their budget and source of funding and highlighted the role their partnerships have in funding

What could strengthen the profile?

- Credentials for essential staff
- While not necessary in this case where each partner contributes, it would be helpful to know how long the grant is for. This shows that the program is sustainable and will continue on in the future.

Program Goals and Mission

Program Mission: To ensure that students in our region with barriers to post-secondary attainment, who demonstrate the desire and capacity to achieve a baccalaureate degree, are provided with the individualized, structured resources and support they need to pave their own pathway to college success and excellence. The Pathway to the Baccalaureate Program seeks to achieve the following objectives, with statistically significant increases compared to regional and national data for similar populations: 1. To facilitate successful college transition, retention, and completion. 2. To facilitate retention and completion in high attrition programs of study (e.g. STEM-H). 3. To facilitate successful transfer, post-secondary, and career outcomes, including university retention and baccalaureate completion of transfer students at GMU. 4. To enhance social capital through targeted family, peer, and community-based programming and external, wrap-around services.

What stood out:

- o They clearly laid out their mission and why their program exists. They then followed with clear attainable and measurable goals that they can show evidence for
- o They list sets of metrics that they aim to increase and not just qualitative goals for their students

Evidence of Effectiveness

Pathway participants significantly exceed college and national benchmarks in college transition, retention, academic success, completion, and transfer, with measured outcomes for Latino students equivalent or better than the overall Pathway population. Of participants in cohorts 1-10, 97% graduated from high school on time, and 88% successfully transitioned into post-secondary education. Over 98% of Pathway students earned transferable college credit in the first year.70% of Pathway students were in good academic standing after the first semester. The retention rates for the general Pathway population and our Latino student population are identical, with 90% persisting from the first-to-second semester, and 81% persisting on an annual basis. The associate's completion rate for Pathway participants is more than 50% above the college's completion rate, and participants who transfer to GMU demonstrate a 93% retention rate, with 82% completing a baccalaureate degree within three years of transfer. Pathway uses specific and quantifiable measures to determine both student progress and success in achieving target outcomes, utilizing both formative and summative assessment methods. This data includes tracking of all case management contacts with students. Pathway also uses measurable Student Learning Outcomes to guide delivery of services, with regular assessment of these programmatic outcomes. Pathway further utilizes releases of information to engage in joint data tracking with institutional partners, to include both qualitative and quantitative measures, such as surveys, focus groups and longitudinal tracking of retention, academic success, and post-secondary completion. Participant ethnicity data is recorded in the college's student information system, and is also collected in an annual demographic survey that provides more detailed demographic data that breaks down race and ethnicity data to provide more accurate measures of our Latino student population.

What stood out:

- o First they shared an overview of what their students have achieved in national benchmarks, then preceded to share the data showing this
- o Then they showed us how their Latino students perform compared to other students they serve in the program
- o They also mentioned data sharing with their partner institutions. While this is not always possible for some programs, they were able to once again show the importance of their partnerships

- Please note that it is not required to share all details on how data is acquired. In this case sharing this added to their story and showed their dedication to tracking student outcomes

What could strengthen the profile?

- Comparing Latino students in their program to their peers not in the program would show a greater impact on the students they serve
- Less focus on how data was obtained and more so on student success
- This is also a good spot to highlight your student's work such as scholarship dollars raised, their published articles, presentations, etc.

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Definitions of terms

Enrollment in PSE: Number/percentages of students in the program who transitioned to college from high school

GPA/grades: Average GPA of students in the program

Course completion: Percentage of students who completed courses and transitioned to the next level

Math/science courses: Percentage of students successfully completing math or science courses

Passing dev ed (developmental education courses): Percentage of students in developmental education courses who completed, and/or the percentage of students in developmental education courses who transitioned to credit-bearing courses

College readiness/placement: Percentage of students who received scores high enough on placement tests to be placed into credit-bearing courses

Student engagement: Percentage of students who met with faculty, participated in various activities, and other aspects of engagement

High impact practices: Use of practices that have been shown to improve student outcomes, such as mentoring, advising, learning communities, and so on

Financial awards/assistance: Percentage of students who receive scholarships, fellowships, and other forms of assistance that recognize student success

Transfer: Percentage of students in the program who successfully transition from a two-year to a four-year institution.

Time to degree: Average time to degree for students in the program, particularly in comparison with non-program participants

Employment in specific fields: Percentage of students in the program who graduate and enter specific fields based on program mission (for example, teaching, health professions, STEM).

Transition to graduate school: Percentage of students in the program who successfully transition from a four-year institution to graduate studies.

Community service: Percentage of students that participate in the program and then are involved in community service, especially in communities that have high proportions of Latinos

Measures of collective impact: Measures of various aspects of collective impact within a community that serves high numbers of Latinos, including partnerships with postsecondary institutions and shared measures of success in improving education in Latino populations

State recognition/certification: Number of students in the program that received recognition from the state or who were certified in their field of study

Useful Resources

Below are links to toolkits, data sources, and other websites that can be useful in defining measures, comparison groups, or benchmarks. Nominated programs can use these to identify internal and external resources that can be used when developing metrics that best capture program success.

National and State Comparative Data/Benchmarks

There are a number of data sources that can be used to develop metrics or comparisons. For example, the Department of Education's National Center for Education Statistics, the U.S. Census Bureau, and other agencies make public large amounts of data that can be used to generate comparisons.

o The annual *Digest of Education Statistics* is a compendium of tables with data on a range of topics in postsecondary education, such as enrollment and completion. See: http://nces.ed.gov/programs/digest/

o The Integrated Postsecondary Education Data System (IPEDS) is the only national dataset that collects aggregate data from all postsecondary institutions participating in Title IV federal financial aid programs each year. The data can be downloaded in a variety of formats through the IPEDS Data Center, including developing peer groups for comparison and drilling down to state and local comparisons. See: http://nces.ed.gov/ipeds/datacenter/

o NCES also conducts regular surveys of students on such topics as financial aid, student enrollment patterns, and demographic and enrollment patterns. They offer a table generator for each dataset so that users may create their own tables for national comparisons. See: http://nces.ed.gov/datalab/

o The U.S. Census Bureau's American Community Survey compiles data about the U.S. population as a whole, including educational attainment data at the national, state, and often local level. There are standard tables available as well as tools to create personalized comparisons. See: http://www.census.gov/acs/www/data/data-tables-and-tools/index.php

Excelencia in Education

o The Growing What Works database is an online searchable database that includes the various programs *Excelencia* has recognized in the past. Here you can look at the ways other programs use data to tell their stories. See: www.EdExcelencia.org/Growing-What-Works
o The Examples of *Excelencia* program manager is available to discuss the Examples process and answer any questions you may have
    o Andres Quintanilla, AQuintanilla@EdExcelencia.org. 202-785-7350 x 1104
o *Excelencia's* website offers webinars on Examples of *Excelencia* as well as updated versions of the Examples of *Excelencia* completion guide. See: www.EdExcelencia.org/Examples-Tools

Toolkits

A number of toolkits have been used by organizations and researchers to frame or develop student outcomes and other measures of success. The examples below may help when thinking through ways to illustrate specific successes of your program.

o The AACU VALUE rubrics focus on learning outcomes, such as critical thinking, civic engagement, and applied learning. They describe criteria for each learning outcome and performance descriptors, and can be used as a framework for evaluation of student work. See: http://www.aacu.org/value-rubrics

o The Strive Network has developed measures of collective impact that focus on communities to achieve broad impact. They provide a continuum of quality benchmarks that may serve as a useful framework for program metrics.   See: http://www.strivetogether.org/strive-approach/theory-of-action

o The Voluntary Framework of Accountability (VFA) has developed common measures of student progression that can be used as a model for metrics. These include two- and six-year outcomes measures, developmental education progress, and adult basic education, all disaggregated by age, race/ethnicity, gender, and financial aid status. See: http://vfa.aacc.nche.edu/Documents/VFABrochureLowResolution.pdf

o USC's Center for Urban Education has developed an Equity Scorecard tool that captures data on efforts to address gaps in student outcomes. The scorecard provides basic data on key indicators or access, retention, and completion that can be tracked over time and provide criteria to evaluate how the institution is doing. See: http://cue.usc.edu/equity_model/eqs/tool.html

o Many institutions participate in the National Survey of Student Engagement (NSSE), which surveys students on the time students put into their studies and participation in other education activities. Although the data are not public, they have distributed reports that highlight the overall findings and describe the measures used in the survey. See: http://nsse.indiana.edu/html/findings.cfm

o The Institution for Education Sciences' What Works Clearinghouse provides access to reviews of recent research, intervention reports, and practice guides with the goal of helping educators make evidence-based decisions. See: http://ies.ed.gov/ncee/wWc/Publications_Reviews.aspx

o The Pell Institute has developed an Evaluation Toolkit that provides information to help college outreach programs conduct evaluations of program effectiveness. It includes examples of the types of qualitative and quantitative data that can collected See: http://toolkit.pellinstitute.org/

o The Institute for Higher Education Policy has developed a guidebook on measuring student outcomes, including fact sheets on various data sources and resources on how to use student-level data on postsecondary outcomes. See: http://www.ihep.org/guidebook-data-chapter-one