



Below are the sections to be completed for your program's profile submission.

Program Contact

First Name
Last Name
Position/Title
Email Address
Program Website
Telephone
Street Address 1
Street Address 2
City
State
Zip Code
How did you hear about Examples of *Excelencia*?

Program Information:

Name of Program
Category
Institution/Organization

Year started: Tell us the year your program began serving students.

Issue area: Tell us which of the following best describes your program. (Choose only one from the list below). When choosing the issue area, focus on your program's intended purpose.

Issue Areas:

- **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 student 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: Choose up to two program focus that best describes your program practices. Your selection should be a specific descriptor of what your program does. Pick one or two that best describes your program. If you find that a focus does not describe your program you do not have to select any.

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| <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> Health Honors Institutional Change Learning Community Males/Latinos Mentoring Parental/Family Engagement Pathway/Pipeline Scholarship STEM Summer Bridge Undergraduate Research |
|---|--|

Is your program at a Hispanic Serving Institution (HSI): Institutions meeting the federal definition of an HSI have at least a 25% Latino undergraduate FTE enrollment. (This question does not affect the likelihood that a program is selected).

**How many students does your program currently serve?
How many Latino students do you currently serve?**

Tell us the total number of students currently being served by the program and out of that total number tell us how many Latino students are being served.

What is your program’s estimated annual budget? What is your program’s budget for the 2016-2017 year? (You can share your budget sources and plans for future funding in a later section)

Program Profile Questions (4 sections):

1) Program History and Description: Describe your program. Include a brief history of why the program was created and how it has evolved to the present. Also explain the services provided to students and the practices used to ensure their success. **This section is limited to 1500 characters.*

Example: 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.

2) Program Staff and Estimated Budget: Tell us about the essential staff in your program and their key responsibilities. Describe your source of funding and how you anticipate securing additional funds for the future. **This section is limited to 900 characters.*

Example: 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.

3) Program Goals and Mission: What is your program's overall mission? What specific goals have you set for your students? **This section is limited to 1000 characters.*

Example: 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.

4) Evidence of Effectiveness: Show us that your program works for Latino students in higher



education. Share evidence that supports your program goals. Be sure to use comparison groups and disaggregate your data by race ethnicity to show how successful your program has been for Latinos. Refer to our completion guide for additional tips on using metrics to tell your story. **This section is limited to 2000 characters.*

Example: 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.

For more information about metrics and what *Excelencia* in Education looks for when reviewing profiles please refer to our Examples of *Excelencia* completion guide. (<http://www.EdExcelencia.org/Examples-Tools>)