

Date/Time	Room	Conference Track	Presentation Title	Presentation Abstract	Presenters
Sunday, October 5, 2014 from 3:45pm - 5:00pm	Governors 16	2 -Partnerships that Work	CoCEAL: Expanding opportunities for the educational attainment of Colorado Latinos	The Colorado Coalition for the Educational Advancement of Latinos (CoCEAL) is comprised of higher education professionals representing many of Colorado's two- and four-year colleges and universities. In 2009 the organization was established with a vision to improve higher education access, success, and completion among Colorado's Latino population. Presenters will share the process, challenges, and successes in creating CoCEAL to positively influence institutional support and maximize educational opportunities.	Eric Carpio, Assistant Vice President for Enrollment Management, Adams State University Rebecca Chavez, Front Range Community College Trisha Macias, Colorado State University Pueblo Patricia Vigil, Colorado State University
Sunday, October 5, 2014 from 3:45pm - 5:00pm	Governors 17	3 -Academic Success for Hispanic Students, Research and Practice	THE POWER OF A STUDENT ORGANIZATION TO IMPROVE RECRUITMENT AND RETENTION	Participants will explore how to establish successful relationships with community-based organizations and the effect of students' participation on community leadership activities and how those activities have motivated underrepresented students to persist in their educational goals.	Alba Cobos, Assistant Director of Admissions, Georgia Southern Univeristy
Sunday, October 5, 2014 from 3:45pm - 5:00pm	Governors 15	3 -Academic Success for Hispanic Students, Research and Practice	Initial Licensure Exam Performance by HACU Network Institution Teacher Candidates	Maintaining an effective teacher workforce requires ensuring teacher diversity with the changing demographic profile of students. Recruitment and retention of Hispanic teacher candidates in particular is essential. This presentation explores participation and performance data of Hispanic teacher candidates compared to their White counterparts and offers suggestions for how to generally improve performance for Hispanic teacher candidates, as well as the teacher preparatory programs within the HACU network. Peng Lin assisted with the research.	Jonathan Steinberg, Principal Research Data Analyst, Educational Testing Service
Sunday, October 5, 2014 from 3:45pm - 5:00pm	Governors 14	3 -Academic Success for Hispanic Students, Research and Practice	Creating a Culture of Education on the Border	In the border region of rural AZ, the University of Arizona-Douglas and Cochise Community College have formed a unique partnership that encompasses the distinctive cultural and socio-economic dynamic of the local community. We will show you how these two Hispanic Serving Institutions have articulated transfer pathways agreements, a successful model of shared student services and resources, and developed the position of a joint academic advisor, transforming the way post-secondary education is viewed in the community.	Dr. John Walsh, Cochise College Melissa Jubia Ramirez, Cochise Cats Aaron Cardona, Cochise Cats
Sunday, October 5, 2014 from 3:45pm - 5:00pm	Governors 12	3 -Academic Success for Hispanic Students, Research and Practice	Sustainability project: Pre-Collegiate Programming Services for Latino/First Generation Students	The Pueblo Satellite Sustainability Project was designed to enhance recruitment endeavors in Pueblo School District 60 and Pueblo County School District 70 while also offering a pilot Pre-Collegiate project to service first generation-Latino students starting at the sixth grade level. The Pueblo Satellite Sustainability Project is designed to deliver Pre-Collegiate services and workshops at the Pueblo target school locations while also offering opportunities to visit the University of Colorado Colorado Springs Campus to participate in various Pre-Collegiate activities throughout the academic year.	Josephine Benavidez, Director/Pre-Collegiate Development Programs, University of Colorado, Colorado Springs Anthony Trujillo, Enrollment & Recruitment Specialist, University of Colorado, Colorado Springs Dr. Liesl Eberhardt, Lead Consultant, Pre-Collegeiate Development Programs, University of Colorado, Colorado Springs
Sunday, October 5, 2014 from 3:45pm - 5:00pm	Governors 11	3 -Academic Success for Hispanic Students, Research and Practice	Increasing Competitiveness of First Generation Community College Students Pursuing a STEM Degree	The Mathematics, Engineering and Science Achievement (MESA) program at the California Community Colleges serves underrepresented minorities, facilitating student success in transfer and completion of a science, technology, engineering and mathematics (STEM) field. MESA implements a comprehensive approach to the concept of a learning community, providing a variety of academic support and enrichment opportunities enhancing, and therefore ensuring, student success for low-income and first-generation college students to succeed in STEM.	Armando Rivera-Figueroa, Associate Professor of Chemistry, MESA Director, East Los Angeles College Consuelo Gonzalez, Bakersfield College
Sunday, October 5, 2014 from 3:45pm - 5:00pm	Governors 10	3 -Academic Success for Hispanic Students, Research and Practice	Brilliance or Bullsh**? Does a "systems-approach" really improve HSI's Student-Success?	In education, we often hear about creating a "systems-approach" using continuous quality improvement (CQI) to promote student equity, improve success & transfer, provide accountability and link student' learning to real-life career opportunities through business integration but, how do we make it happen? What's the impact on Hispanic Serving Institutions? How do we institutionalize high-impact practices? Effective K-College-Career partnership techniques along with outcomes, tools, high impact practices and institutional effectiveness processes will be highlighted and shared.	Cynthia Herrera, Ph.D., Director, STEM, Oxnard College Richard Duran, Ed.D., President-Oxnard College
Sunday, October 5, 2014 from 3:45pm - 5:00pm	Plaza Court 8	5 -International Partnerships	An integrated international research experience of global laboratory between State University of New York (SUNY) at Oswego and Universidad de Iberoame	Global laboratory is an international four week research program created by SUNY-Oswego where US students go abroad and participate in ongoing research led by local researchers. As part of this program UNIBE-CR has created a collaborative research program in biology and psychology. In addition to research, students immerse culturally in the host country. SUNY faculty will introduce the program and UNIBE researchers will share their experiences and lessons learned.	Dr. Anabelle Guerrero, Ph.D., Director of Internatinal Accreditation, Universidad de Iberoamerica Dr. Eric Fuchs Dr. Leigh Bacher Dr. Shashi Kanbur, Dr. Cleane Madeiros
Sunday, October 5, 2014 from 3:45pm - 5:00pm	Governors 9	3 -Academic Success for Hispanic Students, Research and Practice	Understanding Conation Improves Teamwork in Engineering Education	Although teamwork is an explicit accreditation learning outcome in engineering education programs in the United States, there are few reliable tools for overcoming obstacles, including grading and managing incentive structures (avoiding the "free rider" problem), problems of interpersonal communication, overcoming gender and cultural biases, and difficulties associated with variation in academic aptitudes. As a consequence of these challenges, under-represented students, including Hispanics and women, are at risk of being marginalized by team assignments wherever their strengths are discounted, expectations are lowered, or they are excluded from full participation. This presentation reports on the experiences of the Instructors in a junior-level Engineering Business Practices class at Arizona State University, in which students were assessed for their instinctive behavioral strengths using an instrument called the Kolbe A™ that is proven to be free of gender, cultural or age biases. Teams that were selected for synergy in accordance with the strengths assessment outperformed those students that were free to pick their own teams. In fact, we found that students in the self-slected teams were subject to affective biases insofar as they typically chose to work with friends with whom they identified culturally, rather than those students that offered complementary strengths. The personal experiences of one of the students, now a teaching assistant in the course, are especially illuminating with regard to the effectiveness of the instrument for identifying personal strengths that transcend gender and cultural stereotypes.	Dr. Thomas P Seager, Arizona State University, School of Sustainable Engineering Marisa Lopez, Arizona State University, School of Sustainable Engineering