



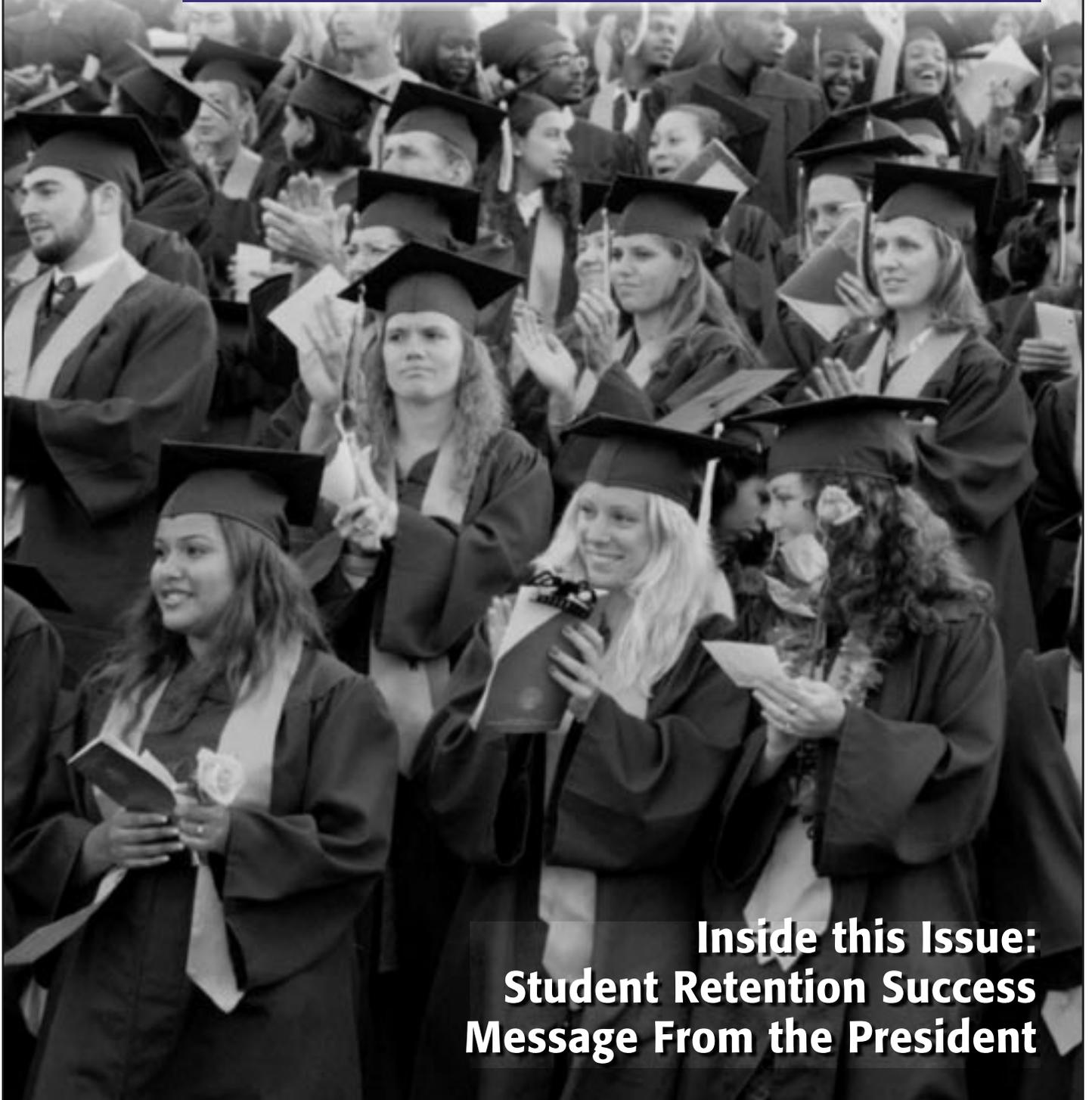
HACU

HISPANIC
ASSOCIATION
OF COLLEGES &
UNIVERSITIES

VOLUME 14, NO. 7, JULY 2004

THE VOICE

OF HISPANIC HIGHER EDUCATION



**Inside this Issue:
Student Retention Success
Message From the President**

18TH EXHIBITOR OPPORTUNITIES

HACU announces outstanding Exhibitor opportunities for HACU's 18th Annual Conference October 16-19 in Miami, Florida. Exhibitors are invited to showcase their products, services and scholarship, internship and employment opportunities at the country's only annual Hispanic higher education conference. This year's conference will feature an expanded Exhibit Hall area and numerous exhibitor benefits. For more information, visit www.hacu.net.

STUDENT RETENTION

Leading education loan guarantor USA Funds® has released a synopsis of a recent symposium on student retention designed to promote a dialogue among administrators of Hispanic-Serving Institutions (HSIs) and other minority-serving institutions. A copy of the "Implementing Collaborative Strategies" Symposium is available from the USA Funds Web site at www.usafunds.org/forms/SYM-016_Synopsis.pdf.

ENVIRONMENTAL CENTER

The Center for Environmental Resource Management at HACU member University of Texas at El Paso received a \$250,000 grant for a program addressing health challenges of colonia residents. The award from the Paso del Norte Health Foundation will fund a program that is addressing environmental and health issues faced by border residents in unincorporated neighborhoods of El Paso and neighboring Juárez in Mexico.

CONSTRUCTION GIFT

Global structural building connector supplier Simpson Strong-Tie is donating \$500,000 to help fund a laboratory for a new building that will house the Construction Management Department at HACU associate member California Polytechnic State University at San Luis Obispo. The Simpson Strong-Tie Materials Demonstration Laboratory will be the largest element in the building's Center for Construction Excellence. Groundbreaking is scheduled for 2005.

RECOGNITION

The U.S. House of Representatives unanimously approved legislation to name a U.S. post office in Edinburg, Texas, the Dr. Miguel A. Nevárez Post Office Building in honor of the president of HACU member University of Texas-Pan American. The legislation was introduced by Congressman Ruben Hinojosa of Texas in honor of Nevárez, a renowned leader in the national Hispanic higher education community. Named president of University of Texas-Pan American in 1981, Nevárez is the longest-serving Hispanic president of any four-year college or university.

URBAN EDUCATION

The Center for Urban Education and Innovation of the College of Education at HACU member Florida International University will host Urban Education Expo November 12-13 at the Fontainebleau Hilton in Miami Beach, Florida. For more information, visit education.fiu.edu/urbaned.

MEDICAL STUDENTS

A new scholarship fund was established by Novo Nordisk, a world leader in diabetes care, to inspire students to consider dedicating their careers to diabetes research and treatment. Beginning in the 2004-2005 academic year, the Novo Nordisk Diabetes Scholarship Fund will provide \$5,000 scholarships to students at HACU members University of Puerto Rico School of Medicine, Ponce School of Medicine, the San Juan Bautista School of Medicine and Universidad Central del Caribe School of Medicine.

ENDOWED CHAIR

HACU associate member Colorado State University received a \$1.5 million gift from two prominent Northern Colorado real estate developers to establish an endowed chair in the College of Business real estate program. Eric Holsapple and Don Marostica, Colorado State alumni and owners of Loveland Commercial, LLC, donated the funds to create the Loveland Commercial Endowed Chair in Real Estate at the university's College of Business.

ECONOMIC DEVELOPMENT

HACU member New Mexico State University received a national award for its work helping small businesses solve technical challenges. The award was presented by the Space Alliance Technology Outreach Program. Sponsored by NASA, the program encourages its contractors to make their research expertise, facilities and other resources available to small businesses in need of technical assistance in areas such as manufacturing and communications.

SCHOLARSHIPS

Chicago's La Raza newspaper awarded \$10,000 to support Latino students attending HACU member St. Augustine College, Chicago's bilingual university. The newspaper created the La Raza/Luis H. Rossi Scholarship Fund in honor of Luis H. Rossi, former owner and publisher of the newspaper. "It's gratifying to assist our future community leaders by providing an opportunity for them to continue their education," Rossi said.

GROUNDBREAKING

HACU member Rancho Santiago Community College District celebrated the groundbreaking for renovations to its Orange Continuing Education Center

designed by leading Southern California architectural firm GKK. The renovated center will provide 26 new classrooms, a conference center, administrative offices and a student counseling center.

OVERVIEW

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ABOUT OUR COVER

Students celebrate commencement at HACU member Santa Monica College in California. A special report on student retention issues in Hispanic higher education begins on page 6. (Photo courtesy: Santa Monica College)

MARK YOUR CALENDAR!

HACU's 18th Annual Conference
October 16-19 • Miami, Florida

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The Voice of Hispanic Higher Education reserves the right to edit all materials submitted for publication. We are not responsible for returning any unsolicited materials such as photos, brochures, etc. We also reserve the right to refuse publication of any unsolicited material.

MESSAGE FROM THE PRESIDENT



The Hispanic Student Retention Challenge

By Antonio R. Flores
President and CEO of HACU

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ABOUT HACU

The Hispanic Association of Colleges and Universities represents more than 360 member and associate member colleges and universities in the United States, Puerto Rico and abroad with high Hispanic student enrollment rates — including federally designated Hispanic-Serving Institutions. HACU's mission is to improve access to and the quality of post-secondary educational opportunities for Hispanic students; to meet the needs of business, industry and government through the development and sharing of resources, information and expertise; and to promote the development and success of member and associate member colleges and universities.

Spring and summer commencement ceremonies were joyous occasions at college campuses throughout the country; yet, too few Hispanic higher education students would participate in the celebrations. Even as more Hispanic students enroll in our colleges and universities each year, less than half are likely to receive their college diplomas.

A new report from the Education Trust shows that 63 percent of all first-time, full-time college freshmen graduate within six years. For Hispanic students, the graduation rate is 47 percent by those criteria, compared to a 67 percent graduation rate for non-Hispanic whites, according to the report based on a U.S. Department of Education Graduation Rate Survey of six-year graduation rates from all U.S. degree-granting institutions.

HACU commends the Education Trust, led by Education Trust Director Arturo Pacheco of the University of Texas at El Paso—a HACU member Hispanic-Serving Institution—for issuing a report that focuses attention on the need to support new investments in college-level student retention programs.

The challenge is urgent at a time when the wage gap between college graduates and college dropouts is widening, and when Hispanics remain under-represented in every high-wage professional field demanding a college degree.

The new report adds that failing to graduate is especially daunting for those students who leave our campuses burdened with costly student loans, but without the college degree that would have attracted a larger paycheck to help repay their debts.

Importantly, the report also points out examples of colleges and universities that are succeeding at student retention far above expectations. For example, the University of California at Riverside, a member of HACU, was cited for its success in achieving a six-year graduation rate of 68 percent for Hispanic students.

Many of our HACU-member HSIs are at the forefront of innovative efforts to increase student retention rates for entering Hispanic college students. The

Community College of Denver, with a 58 percent minority enrollment, this year was the recipient of a 2004 MetLife Community College Excellence Award for efforts that contributed to increasing minority graduation rates from 20 percent in 1987 to 50 percent in 2002.

At the combined campuses of the University of Texas at Brownsville and Texas Southmost College, innovative student support programs resulted in an increase in sophomore retention rates by 16.1 percent from 1997 through 2002. The University of Texas-Pan American was able to increase the entering freshman retention rate to 67 percent in 2003.

Many of our historically under-funded HSIs have achieved remarkable results in increasing student retention rates, despite the fact that HSIs on average receive only about half the federal funding per student compared to all other degree-granting institutions.

For many of our HSIs, a special category of grants available under Title V of the Higher Education Act has proven crucial to funding innovative undergraduate student retention programs that are making a measurable difference and becoming models for other higher education institutions.

Title V is funding proven programs such as the outstanding EXITO (Excellence Through Xcelerated Involvement, Teaching and Organization) program at Arizona Western College with a 59 percent Hispanic student enrollment, and the SUCCESS (State of the Art University Comprehensive Center for Enhancement of Student Success) program at the University of Puerto Rico at Carolina with a 100 percent Hispanic student enrollment.

Title V is funding a collaborative effort to raise student retention rates at Our Lady of the Lake University in San Antonio, Texas, and St. Edward's University in Austin, Texas, that includes development of a joint web site on Hispanic student retention to more widely promote information and reports on initiatives that work.

These and other Title V-funded initiatives are opening the door

Continues on page 8.



A SENATE AMENDMENT ADDRESSING TITLE V

By Gumeindo Salas
Vice President of Government Relations

With Congress approaching a long election-year summer recess beginning July 26, HACU is working daily to ensure that Hispanic higher education issues are accorded high priority among competing legislation now before the House and Senate.

HACU won unanimous Senate support for an amendment to provide relief to HSIs regarding the burdensome 50-percent low-income assurance eligibility requirement for Title V grants. This welcome amendment may impact the Title V grant application process as early as FY 2005.

The amendment represents a major, early victory for HACU and its allies in persuading the Senate to approve an amendment to a non-education bill that specifically addresses the 50-percent provision of Title V of the Higher Education Act. The amendment was attached to the U.S. Department of Defense reauthorization bill.

HACU applauds the leadership of Senator Jeff Bingaman of New Mexico for introducing Senate Amendment 3346, which was unanimously approved by the Senate as an amendment to Senate Bill 2400—the DoD reauthorization bill.

The amendment was introduced with the critical, bipartisan support of Senators Pete Domenici of New Mexico, John Cornyn of Texas, Kay Bailey Hutchison of Texas, Judd Gregg of New Hampshire, Edward Kennedy of Massachusetts, John Warner of Virginia and Carl Levin of Michigan.

HACU is deeply grateful to these key Senators for their leadership on this issue, which will be jointly considered by the House and Senate in Conference in coming months.

The amendment would modify the definition of HSIs as it pertains to the 50-percent low-income assurance requirement as a means to reduce existing barriers for HSIs to participate in U.S. Department of Education and other federal programs.

Currently, the 50-percent provision requires HSIs to collect information that is not readily available, and potentially costly to collect. In essence, the amendment approved by the Senate would allow colleges and universities to meet the 50-percent provision by statistical extrapolation relying on existing Census Bureau data or other appropriate federal or state sources. The burden of proof would be on the U.S. Department of Education, not HSIs.

This amendment is a result of letters sent to HSIs from the U.S. Department of Education in April demanding detailed verification of the 50-percent requirement—even though this request had not previously been made of past Title V grant applicants. This amendment will not address FY

2004 grant applicants, but will impact grant cycles for FY 2005 and beyond.

HACU continues to advocate for the elimination of the 50-percent low-income assurance requirement as burdensome, unnecessary and against the spirit of the intent of Title V to provide targeted support to under-funded HSIs in service to the higher education needs of the country's youngest and largest ethnic population.

HACU also is advocating for the elimination of the two-year wait-out now required of HSIs between applications for five-year Title V grants. Several bills have been introduced in the House and Senate to eliminate both provisions.

However, since most bills are being attached to pending legislation to reauthorize the Higher Education Act (HEA), which likely will not be voted on before next year, proposing an initial amendment to the FY 2005 Defense Bill was considered a more expedient route to address this issue earlier.

HACU applauds provisions of the proposed College Access and Opportunity Act of 2004, or H.R. 4283, that call for eliminating both the 50-percent low-income assurance requirement and two-year wait-out. This legislation was introduced as part of the pending five-year HEA reauthorization process.

HACU joined 46 higher education associations in signing

a letter from the American Council on Education to Congress that opposes other components of H.R. 4283 such as inclusion of single-definition language. The insertion of single-definition language would add a new category of for-profit institutions to be defined as HSIs for the purposes of eligibility for Title V and Title III funding.

The proposal would immediately increase the number of HSIs by nearly 50 percent, dramatically reducing the opportunity for under-funded non-profit HSIs to compete for already limited funds. For-profit institutions also do not have to meet the same standards and responsibilities of not-for-profit HSIs.

On other fronts, HACU is urging the U.S. Department of Education to preserve the Minority Serving Institutions (MSIs) Partnership program, which may be eliminated with the current restructuring of TRIO Training Grant program priorities.

The program works in partnership with HACU and other higher education associations representing Minority-Serving Institutions (MSIs) to enhance opportunities to win TRIO funding. As a result of this modestly funded program, 68 new TRIO grants totaling more than \$14 million have been awarded to MSIs—including 44 grants to HSIs.

The amendment represents a major, early victory for HACU and its allies in persuading the Senate to approve an amendment to a non-education bill that specifically addresses the 50-percent provision of Title V of the Higher Education Act.

ALLIANCE LEADERS MEET WITH MEXICO'S FIRST LADY

Leaders of the Alliance for Equity in Higher Education met in Mexico City with Marta Sahagún de Fox, wife of the President of Mexico in June on shared efforts to open new doors to a college education for diverse communities of learning in the United States and Mexico.

"We are honored that Mrs. Fox, who leads so many outstanding educational outreach initiatives in Mexico, met with us about how to promote a new era of multicultural understanding and advanced educational opportunities for all citizens of this global economy," said HACU President and CEO Antonio R. Flores.

The Alliance for Equity in Higher Education was created as the first unified voice for U.S. minority higher education concerns.

The Alliance was founded by HACU representing Hispanic-Serving Institutions, the American Indian Higher Education Consortium (AIHEC) representing Tribal Colleges and Universities, and the National Association for Equal Opportunity in Higher Education (NAFEO) representing Historically Black Colleges and Universities.

Alliance leaders from HACU, NAFEO and AIHEC met with Fox at Mexico's White House during meetings in Mexico City of the Kellogg Minority-Serving Institution (MSI) Leadership Fellows Program.

The leadership program, funded through the Alliance with a four-year, \$6 million grant from the W.K. Kellogg Foundation, is designed to prepare the next generation of minority higher education leaders for U.S. college campuses and communities.

Organizers predict that by the end of this decade, at least half the participants in the Kellogg MSI Leadership Fellows



Leaders of the Alliance for Equity in Higher Education meet in Mexico City with Marta Sahagún de Fox, wife of the President of Mexico.

Program will be serving as presidents or other senior leaders at minority-serving colleges or universities.

Marta Sahagún de Fox, a renowned international voice for education and health care outreach, was keynote speaker at HACU's 5th International Conference in Mexico in 2003.

HACU's 6th International Conference is scheduled May 22-24, 2005, in Santa Fe, New Mexico. For more information, visit HACU's 6th International Conference page at www.hacu.net.

HACU WELCOMES 36 NEW MEMBERS!

HACU welcomed 36 new member colleges and universities in the first six months of 2004. As of June 23, 2004, they are:

HACU Member

Hispanic-Serving Institutions (HSIs):

- Bakersfield College (California)*
- Heald College, Administrative Office (California)*
- Imperial Valley College (California)*
- El Centro College (Texas)*
- South Plains College (Texas)*

HACU Associate

Member Institutions:

- University of Colorado at Denver (Colorado)*
- Capital Community College (Connecticut)*
- University of Connecticut System, Storrs (Connecticut)*
- Roosevelt University (Illinois)*

Bunker Hill Community

College, Charlestown Campus (Massachusetts)

Nevada State College (Nevada)

William Paterson University (New Jersey)

New Mexico State University, Alamogordo (New Mexico)

University of New Mexico, Gallup Campus (New Mexico)

Nyack College (New York)

North Harris Montgomery Community College District (Texas)

Texas Tech University (Texas)

HACU Partner Institutions:

- Arkansas State University, Jonesboro (Arkansas)*
- Albertus Magnus College (Connecticut)*
- University of Tampa (Florida)*
- Chicago State University (Illinois)*
- Indiana State University (Indiana)*

Fort Hays State University (Kansas)

Davenport University (Michigan)

Lansing Community College (Michigan)

North Carolina State University, Raleigh (North Carolina)

University of Cincinnati, Clifton (Ohio)

University of Dayton (Ohio)

University of Tulsa (Oklahoma)

Western Oregon University (Oregon)

University of Scranton (Pennsylvania)

Edinboro University of Pennsylvania (Pennsylvania)

Virginia Polytechnic Institute & State University (Virginia)

HACU International Member Institutions:

- Universidad de Viña del Mar (Chile)*
- Universidad del Norte (Paraguay)*
- Escuela de Administración de Empresas (Spain)*

MODEL PROGRAMS AT HSIs ADDRESS STUDENT RETENTION

Model student retention initiatives at HACU member colleges and universities are winning national recognition for innovative efforts to help more Hispanic students stay in college and earn their degrees.

HACU member Community College of Denver and HACU associate member City College of San Francisco were this year's winners of the 2004 MetLife Foundation Community College Excellence Award for innovation and improved student persistence outcomes.

In 1990, Community College of Denver, with a 58 percent minority student enrollment, set out to eliminate gaps in outcomes between minority and non-minority students. As a result, the college raised the graduation rate for minority students from 20 percent in 1987 to 50 percent in 2002.

City College of San Francisco (CCSF) was cited by the MetLife Foundation for its sophisticated education programs for serving the city's immigrants. About 40 percent of new students take the English as a Second Language (ESL) placement test. ESL is the largest department, with about 90 percent of these students passing their naturalization exams.

The college collects data on program performance and student outcomes routinely and makes this information available to college faculty, staff, and others through a versatile web-based Decision Support System. Annual reports on key performance indicators drive changes in instructional practice, student support services and resource allocation.

The National Council on Student Development, an affiliate of the American Association of Community Colleges, this year presented the 2004 "Best Practice Award" to the Student Enhancement & Educational Research (SEER) Project at HACU member Santa Monica College in California that focuses on students on probation.

The program since 2002 has served nearly 2,000 students who are on probation either because of poor grades or a low completion rate of attempted coursework. The program's three-pronged approach involves "re-orientation" sessions, regularly scheduled visits with counselors, and English and math placement exams.

A study of probationary students completed in late 2003 showed the persistence rate for students who continued their studies the following semester was 72 percent for those who had attended the program's re-orientation sessions, compared to 23 percents who did not participate.

Title V of the Higher Education Act, which targets federal funding to Hispanic-Serving Institutions, has become a chief vehicle for supporting innovative student retention programs at HACU member colleges and universities.

HACU this year is requesting record new funding for Title V through legislative proposals for federal Fiscal Year 2005 and within proposals for the pending five-year reauthorization of the Higher Education Act.

"Title V funding received by the University of Texas at Brownsville and Texas Southmost College has helped us to meet the needs of students who were at risk of stopping out of college," Juliet V. Garcia, president of the combined HACU member campuses,



2004 Commencement at Santa Monica College

testified last fall to Congress. Between 1997 and 2002, with the support of a Title V grant, the campuses were able to increase sophomore retention rates by 16.1 percent, junior retention rates by 19 percent and senior retention rates by 25.1 percent.

Title V is supporting the EXITO (Excellence Through Xcelerated Involvement, Teaching and Organization) program at Arizona Western College that is addressing risk factors associated with high attrition and low completion rates with a learning model based on a combination of intensive classroom time, new distance learning strategies and collaborative learning tools.

The OASIS (One-stop Academic Success & Integrated Services) program at California State University at Bakersfield is providing at-risk students with an easily accessible combination of academic advisement, individualized assessment, tutoring, career development support, faculty mentoring and technology support.

A Student Success Initiative at Pueblo Community College in Colorado is focused on faculty-driven efforts to improve student retention rates by the use of successful teacher technologies and the enhancement of student support services incorporating tutoring, educational advocates and a new advising model.

A Title V grant is funding a Center for Academic Achievement at Victoria College in Texas that will include the use of a "virtual college" to develop online student support services for students with inadequate access to on-campus services.

A Title V-funded initiative is allowing two Texas HSIs, Our Lady of the Lake University and St. Edward's University, to develop a joint web site on Hispanic student retention as part of a partnership to improve student persistence outcomes.

Title V funded the comprehensive approach of a "Re-Organizing to Support Student Success" initiative at New Jersey City University to successfully address the "disconnect" between the traditional structure of higher education and the diverse needs of first-generation, low-income students.

¡ADELANTE! HONORS STUDENTS AT NATIONAL LEADERSHIP INSTITUTE

Leading representatives from today's fields of education, sports, the military and Corporate America celebrated tomorrow's leaders at the national ¡Adelante! U.S. Education Leadership Fund awards ceremony for top Hispanic college students.

"¡Adelante! is directly addressing the need to increase the ranks of Hispanic college graduates, while also equipping them with the skills they need to become future leaders in their communities and for the country," said HACU President Antonio R. Flores.

"Just over one in ten Hispanics over the age of 25 holds a bachelor's degree. Every student who has participated in the ¡Adelante! program has either earned a bachelor's degree or is actively pursuing a degree. This is a program that is making a remarkable difference," said Flores, who also is board chair of the ¡Adelante! U.S. Education Leadership Fund.

Award-winning sportscaster Bernardo Osuna, co-host of the top-rated boxing show "Solo Boxeo" (Just Boxing) on Telefutura, emceed the awards ceremony in San Antonio in May honoring ¡Adelante! scholars from Texas, Arizona, California, Florida, Illinois, New Mexico and New York.

U.S. Marine Corps Col. Angela Salinas, the much-decorated Commanding Officer of the 12th Marine Corps District who recently was named one of the 100 Most Influential Hispanics in the country, joined Flores and executives from Miller Brewing Company at the awards ceremony honoring students participating in this year's ¡Adelante! Leadership Institute.

"Miller Brewing Company is proud to be part of a program that is reaching out to so many talented students who will become role models for the next generation of Hispanic students, professionals and community leaders," said Jose Ruano, corporate relations manager for Miller Brewing Company and a member of the ¡Adelante! Board of Directors.

"We are delighted that the ¡Adelante! U.S. Education Leadership Fund has contributed to so many students obtaining their college degrees in Texas and throughout the country," Ruano said. "It is tremendously gratifying each year to assist these bright, eager students representing the fastest-growing college-age population in this country. They are our future."

Miller Brewing Company has been a supporter of the program since it was established by HACU, providing initial and continuing funding for the now-independent non-profit scholarship, internship and leadership development program.

"Miller Brewing Company is an extraordinary champion of our Hispanic communities and a role model for Corporate America for its commitment to building a better future for our youth by making a college degree a reality for so many of our students," Flores said.

"Miller Brewing Company is building a better future for all of us by supporting this important program that is providing the foundation for the next generation of diverse leadership for this country," Flores said.



¡Adelante! U.S. Education Leadership Fund ceremony honors students from HACU member colleges and universities in Arizona, California, Florida, Illinois, New Mexico, New York and Texas.

Each year, ¡Adelante! offers students from among HACU's 360 member colleges and universities Miller Brewing Company-funded scholarships worth up to \$3,000, on-the-job experiences at summer corporate internships and an annual leadership institute to help participating students excel in college and in their future professions.

Eighteen Miller Brewing Company National Scholarship Recipients for 2003-2004 and 14 Miller Texas Scholarship Recipients for 2003-2004 attended the awards ceremony and this year's Leadership Institute, which offered interactive sessions on graduate education, technology, employment, community leadership and professional development issues. ¡Adelante! alumni also addressed their peers.

¡Adelante! scholars from Texas represented Texas A&M International University, the University of Texas-Pan American, University of Texas-El Paso, University of Texas at Brownsville, St. Mary's University, Texas A&M University-Corpus Christi, the University of Texas at San Antonio, Texas A&M University at College Station, University of Houston-Victoria, University of Texas of the Permian Basin, Texas A&M University-Kingsville, University of the Incarnate Word, University of Texas-Dallas and Our Lady of the Lake University.

¡Adelante! scholars also represented UCLA, Arizona State University, California State University-Los Angeles, Robert Morris College in Illinois, San Francisco State University, St. Thomas University in Florida, University of California-San Diego, University of New Mexico, California State University-Bakersfield and Herbert H. Lehman College of the City University of New York.

For more information, visit www.adelantefund.org.

UNIVERSITY OF TEXAS AT BROWNSVILLE AND THE HETS E-MENTORING PROGRAM

By Maribel Miró

Hispanic students at the University of Texas at Brownsville are receiving new help in earning their college degrees and an invaluable head start on their future careers, thanks to the HACU member university's leadership role in an innovative e-Mentoring partnership.

The University of Texas at Brownsville (UTB) is a founding member of the Hispanic Educational Telecommunications System (HETS), the first U.S. bilingual online distance learning consortium dedicated to serving the higher education needs of the country's youngest and largest ethnic population.

UTB is a leader in the development of the acclaimed HETS e-Mentoring Program, which provides participating students, free online support from top professors and leading Hispanic professionals in fields matched to each student's career goals.

Approximately 50 UTB students have participated since 2002 in a program that provides them "anytime" Internet access to trained mentors. UTB professors representing an array of academic disciplines have integrated the popular program within their courses at a university with a predominantly Hispanic student enrollment.

"For our students, especially those representing a minority population that continues to be under-represented in most professions requiring a college degree, this program is making them aware of the great opportunities that await them,"

said Mahmoud Quweider, Chair of the Department of Computer Science at the UTB College of Science, Math and Technology.

"This program offers a great opportunity for students to be involved in and be in touch with industry professionals who can put the course they are taking into perspective with respect to their future careers. Students also benefit by reading the success stories of their mentors who are working at some of the most prestigious corporations in America," Quweider said.

Like students at other HETS member colleges and universities, UTB students receive guidance and support from professionals who also serve as role models in a national program designed to increase Hispanic higher education student retention rates and to increase Hispanic representation in U.S. workforce and management ranks. Students also learn the technical and communications skills in high demand in today's competitive corporate arena.

"My students had the opportunity to interact with professional mentors, most of them from the IBM Corporation, in the area of Information Technology," said Juan Iglesias, an assistant professor in the UTB Computer Science Department.

"They exchanged valuable information that helps promote student retention and professional development, and they learned new skills such as how to conduct a successful job interview and how to deal with the transition from



college to work," Iglesias said. "This was in addition to hearing inspiring success stories."

HETS developed the first bilingual e-mentoring and higher education support services Internet portal, the Virtual Learning and Support Plaza, at www.virtualplaza.org, as an interactive, online meeting place and cultural comfort zone for students and mentors participating in the HETS e-Mentoring Program.

The HETS e-Mentoring Program is available to students at HETS member colleges and universities in Texas, California, Florida, New Mexico, New York and Puerto Rico, and is continually expanding its network of volunteer e-Mentors.

AT UTB, the results have been remarkable, Quweider said. "You can see the consensus that the program is making a difference for our students and for their future career expectations. Our students have had great confidence instilled in them, and are starting to look forward to their graduation day," Quweider said.

Maribel Miró is Institutional Coordinator & Promoter for the Hispanic Educational Telecommunications System (HETS). For more information about HETS, visit www.hets.org.

MESSAGE FROM THE PRESIDENT, Continued from page 2

to effective ways to increase student retention rates that can benefit not only our Hispanic students, but all college students.

Yet, Congress continues to under-invest in Title V, which remains the chief vehicle for targeting federal funds to those colleges and universities that serve the largest concentrations of Hispanic higher education students.

HACU this year is calling on Congress and the country to support a much more substantial federal investment in Title V as a proven tool for aiding those higher education institutions with the best access and expertise to address the Hispanic student retention challenge.

Certainly, all of us stand to benefit in a country in which our youngest and largest ethnic population will have such a profound impact on our future economic success, security and social well-being.

Hispanics continue to suffer the lowest high school and college graduation rates of any major population group, and continue to suffer disproportionately high poverty rates at a time when the cost of a college education is soaring.

Despite these daunting challenges, the numbers of Hispanic students who are entering college is increasing. Let's not abandon them at the campus gates, but help them make it to their commencement with their college diplomas in hand.

CREDITSMART ESPAÑOL COMES TO SOUTH TEXAS COMMUNITY COLLEGE

U.S. Representative Ruben Hinojosa of Texas joined HACU and Freddie Mac in May to launch the trademarked national financial literacy program, CreditSmart Español, at HACU member South Texas Community College.

South Texas Community College joins a roster of HACU member colleges and universities that already have introduced the popular, bilingual Freddie Mac-funded credit education program to campuses and the predominantly Hispanic communities they serve in Texas, New York, California, Arizona, Florida and Puerto Rico.

“Freddie Mac’s CreditSmart Español will help more of our families manage their finances and better understand the home buying process,” said Congressman Hinojosa. “I would like to thank each of the partners for their commitment to South Texas and for helping more families achieve the American Dream.”

CreditSmart Español is Freddie Mac’s trademarked financial literacy curriculum that was developed with HACU and six other national Hispanic organizations to help narrow the homeownership gap for Latino families. Nationally, 68 percent of America’s families own homes, but only 48 percent of Latino families are homeowners, according to the U.S. Census Bureau.

“CreditSmart Español is helping our students learn how to make wise financial decisions and responsibly assume debt after they complete college,” said South Texas Community College President Shirley A. Reed.

Jim Park, Vice President of Industry Relations and Corporate Outreach at Freddie Mac, said the program’s latest launch “lays the foundation for a new generation of Hispanic homeowners at South Texas Community College.”

Freddie Mac is providing STCC with workshop materials and funding to teach credit and money management skills that can prepare participants for future homeownership, a college education for their children and other life-long financial goals.



Congressman Ruben Hinojosa of Texas addresses the latest launch of CreditSmart Español at South Texas Community College.

“We applaud Freddie Mac, which has opened so many doors to homeownership for our communities, and South Texas Community College, which is a national model for service to diverse communities, for embracing this remarkable program,” said HACU President and CEO Antonio R. Flores.

CreditSmart Español consists of 11 learning modules being incorporated into the on-going academic and personal growth workshop series provided by South Texas Community College counselors. Trainers will provide instruction in English and Spanish.

In addition, all students enrolled in the college’s Valley Scholars Program will be required to attend CreditSmart Español training.

Valley Scholar participants are in the top 10 percent of their high school graduating class and are predominantly first-generation college students who plan to transfer to four-year institutions after graduating from South Texas Community College. Organizers said CreditSmart planning will help them save money for that transition.

Freddie Mac is a stockholder-owned corporation chartered by Congress in 1970 to create a continuous flow of funds to mortgage lenders.

By supplying lenders with the money to make mortgages and packaging the mortgages into marketable securities, Freddie Mac sustains a stable mortgage credit system and reduces the mortgage rates paid by homebuyers. Over the years, Freddie Mac has opened the doors for one in six homebuyers in America and two million renters.

South Texas Community College, founded in 1993, serves more than 15,000 students in Hidalgo and Starr Counties. The comprehensive community college offers 80 degree and certificate options.

For more information, contact Rosario Mendez, HACU CreditSmart Español Program Manager, at (202) 261-2085 (rmendez@hacu.net). Or visit www.hacu.net.



Students learn about managing personal finances at CreditSmart Español class at South Texas Community College.

FORD WEB SITE AIDS HISPANIC ENTREPRENEURS



HACU President and CEO Antonio R. Flores was named to a national Panel of Advisors for Mi Negocio, the Ford Motor Company's new Spanish-language Web site for Hispanic entrepreneurs.

Ford developed the new online community of services to help Hispanic entrepreneurs start or grow their business with online access to business experts, networking opportunities, a practical business tools section and articles translated from leading business and financial publications.

Visitors to Mi Negocio ("my business") will also have access to live symposiums and advice from a national Panel of Advisors representing finance, government, entrepreneurship, sales and marketing and higher education arenas.

"HACU applauds this latest endeavor by the Ford Motor Company, which has proven an innovative champion for the college and career development success of our fast-growing Hispanic communities," said Flores, who also is chair of the Hispanic Association on Corporate Responsibility (HACR).

The new web site at www.ford.com/go/minegocio will be powered by AOL® Latino—the largest Internet service for U.S. Hispanics. The hub will tap key resources from Time Inc., including articles from FORTUNE Magazine and FORTUNE Small Business.

About 42 percent of all minority businesses are Hispanic-owned. The ranks of Hispanic entrepreneurship has increased

30 percent since 1998, with projections that one of 10 small businesses will be Hispanic-owned by 2007—jumping to two million from 1.2 million.

Ford is a long-time supporter of scholarship and other outreach programs benefiting diverse communities. Since 1994, Ford's Salute to Education program has awarded more than \$8.7 million in scholarships to Hispanic students.



Mi Negocio, the Ford Motor Company's new Spanish-language web site for Hispanic entrepreneurs.

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- Lecture and/or conduct research abroad through the traditional **Fulbright Scholar Program**. Deadline for application: August 1.



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DIRECTOR, DIVISION OF COMPUTING AND COMMUNICATION FOUNDATION AND DIRECTOR, DIVISION OF COMPUTER AND NETWORK SYSTEMS

National Science Foundation, Arlington, VA

NSF's Directorate for Computer and Information Science and Engineering (CISE) seeks candidates for two positions: **Director, Division of Computing and Communication Foundation (CCF)** and **Director, Division of Computer and Network Systems (CNS)**. CISE promotes basic research and education in the computer and information sciences and engineering, and helps maintain the nation's preeminence in these fields. Such technologies affect nearly every facet of modern life from agriculture to manufacturing, health and education. Information about the Directorate's activities may be found at www.nsf.gov/home/cise/.

Appointment to either of these two Senior Executive Service positions may be on a career basis, or a 2 to 3 year limited term basis, with a salary range of \$133,000 to \$145,600. Alternatively, the positions may be filled under Intergovernmental Personnel Act (IPA) assignment provisions. Announcement S20040089, with position requirements and application procedures, is located on the NSF Home Page at www.nsf.gov/jobs or can be obtained by contacting the Executive Personnel Staff, 703-292-8755 (Hearing impaired individuals may call TDD 703-292-8044). Applications must be received by July 27, 2004.

In addition to these vacancies, the CISE Directorate is continuously searching for a diverse group of candidates interested in joining the Directorate as Program Directors on Intergovernmental Personnel Act (IPA) assignments. Initial assignments under the IPA provisions may be made for a period of up to two years, with a possible extension for up to an additional two-year period. Qualification requirements for these positions include a Ph.D. or equivalent professional experience in computer and information science and engineering fields. For more information, we encourage interested parties to contact us at (703) 292-8900 or at dcrwfor@nsf.gov.

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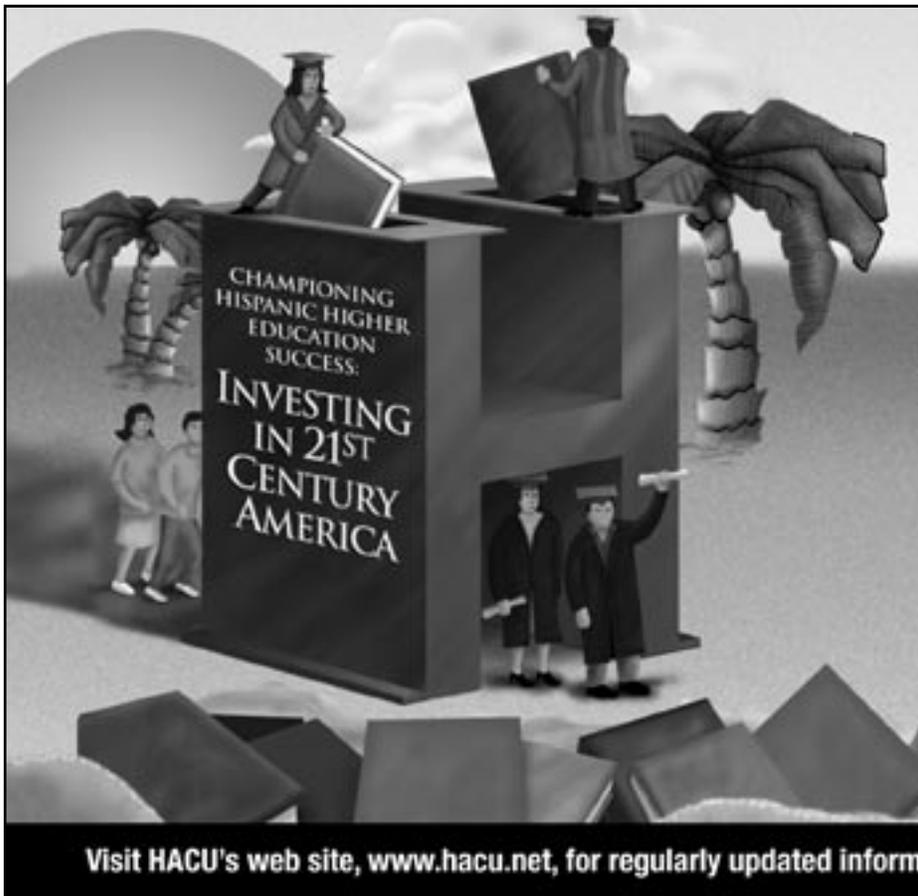
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