



APPENDIX C


Per House Resolution 296, the Working Group was charged with cataloging existing student academic advising and support programs in this state and available information on those programs' outcomes. The Working Group was also charged with surveying existing literature on the effectiveness of similar programs within this State and outside of it.

Appendix C includes a table showing specific state campus-based student retention programs with measurable results, a table (created from the national literature review) that illustrates what a number of studies at the national level tell us about college student success, and a national literature review on college support programs.


Specific State Campus-Based Student Retention Programs with Measurable Results

State	Program	Students Served	Results
 <p>CCR: 30% HSG: 73% CFC: 34%</p>	<p>UA Scholars Program University of Alaska Anchorage Type: 4-year public nonresidential</p> <p>Many program components have gradually been added over time. New scholars currently:</p> <ul style="list-style-type: none"> • Receive numerous mail, e-mail, telephone, and face-to-face communications prior to matriculation; • Attend a special track in the summer orientation program; • Attend a reception hosted by the chancellor; • Attend a scholarship briefing designed to communicate expectations for new scholars, incorporated with the chancellor's reception (attendance mandatory); • Receive reports of academic progress in the initial weeks of the fall semester; • Meet with their instructors to review the academic progress reports in the initial weeks of the semester; and • Benefit from having one point of advising contact by an advisor in their major. <p>Tracking and continuous improvement have been constants in the program's development. For example, the university initially called for academic progress reports to be issued by mid-semester. Research showed that this was too late to have the intended effect. Thus the university began requesting the reports starting with week two of the semester through week six of the semester.</p> <p>The scholarship briefing with required attendance is another example of a recent, successful change to</p>	<p>The university's Academic Center for Excellence (ACE) operates the UA Scholars program for approximately 200 new students annually from throughout Alaska. The program offers an \$11,000 scholarship over eight semesters to the top 10 percent of graduates from qualified Alaska high schools. The selected scholars are from urban areas as well as remote rural areas where the graduating class may consist of only one student. The diversity of UA Scholars is much higher than the university's student population as a whole.</p>	<p>Soon after the UA Scholar program began in 1999, the university set a five-year goal to increase scholars' persistence to the second term by 4 percent and scholars' retention to the second year by 3 percent. Both goals have already been met. First- to second-term persistence has risen from 88 percent to 91 percent and first- to second-year retention has risen from 71 percent to 74 percent.</p> <p>When compared to the university's overall retention rate, the program also shines. For fall 2002, the 74 percent retention rate for program participants was 10 percentage points higher than the university's overall rate of 64 percent. In addition, for spring 2003, the program's 91 percent first- to second-term persistence rate was 6 percentage points higher than the university's overall rate of 85 percent.</p>

	<p>the program. At the inception of the program, attendance at the orientation and reception was roughly 50 percent and neither event required attendance. Now, attendance at these events is 98 percent.</p>		
 <p>CCR: 28% HSG: 73% CFC: 42%</p>	<p>CCC2NAU Coconino Community College Type: 2-year public</p> <p>Recognizing the transfer process between community college and a four-year institution contains hurdles, the presidents of Northern Arizona University (NAU) and Coconino Community College (CCC) created a bridge program that goes far beyond the traditional articulation agreement model. The program allows students to take advantage of the smaller class sizes, more personalized instruction, and lower tuition at the community college while getting the connection to the university community.</p> <p>As a result of the partnership, NAU provided a full-time CCC2NAU advisor to work from an office at CCC. Key program features introduce and encourage students to feel connected to the university community at the start of their academic career at the community college. Tailored advisement by NAU staff housed on site at the CCC campus provides students with customized associate degrees that match requirements for NAU's bachelor's degrees. There is a clear pipeline and trajectory where students begin their academic career in a community college environment and end with a baccalaureate degree in a university environment.</p> <p>Key program features include:</p> <ul style="list-style-type: none"> • One-on-one advising from NAU advisors 	<p>Any interested student served by Coconino Community College.</p>	<p>From fall 2008 to fall 2011, student participation has grown 5,000 percent from 12 students to 623 students, with 165 successfully transitioned students. Between fall 2009 and fall 2011, CCC2NAU participants have experienced an average 94 percent success rate from their first term to their second term, compared to an 82 percent rate for all other CCC transfer students who would have been eligible for the program. One year retention rates during the same time period showed CCC2NAU participants with 87.7 percent retention versus 72.6 percent for other eligible CCC students; and two year retention rates of 91.5 percent compared to 66.45 percent of CCC2NAU versus non CCC2NAU students.</p> <p>A snapshot comparison of spring 2011 showed CCC2NAU students have a .05 higher cumulative GPA at CCC and a .36 percent higher cumulative GPA at NAU compared to non-participants. Degree completion in this sample was 61 percent for participants compared to 53 percent for nonparticipants.</p>


	<p>providing tailored degree plans and knowledge of articulation with an intended university major.</p> <ul style="list-style-type: none"> • Participants feel a connection early on with NAU and are given free access to NAU clubs and organizations, waived application fee, free access to athletic events, and the option to join campus recreation services, live on campus, or purchase a meal plan. • When ready to transition to NAU, students benefit from a comprehensive individualized transition program that eases admission, advising, and registration hurdles. • Financial incentives include a \$4,000 NAU scholarship for associate degree graduates with a 3.5 GPA or higher, and a new joint President's annual scholarship that awards one student with free tuition at both institutions for four years. <p>The goals of the CCC2NAU program include increasing: the number of CCC students who qualified for admittance to NAU; the number of CCC students who completed a CCC credential; the number of CCC students who successfully transitioned to NAU; and the number of transitioned NAU students who retained and completed degrees.</p>		
 <p>CCR: 42% HSG: 73% CFC: 47%</p>	<p><i>Academic Advising Center: An Advising Model That Improves Student Retention</i> University of Central Arkansas Type: 4-year public nonresidential</p> <p>The Academic Advising Center is a collaborative effort between the university's six academic colleges and the Division of Undergraduate Studies. While other institutions have centralized advising for freshmen with undeclared majors, UCA has centralized advising for all freshmen. Serving these students is a specially trained team of both professional and faculty advisors whose</p>	<p>UCA is a comprehensive, co-educational public university located in central Arkansas. Approximately 9,000 students are enrolled in 120 undergraduate and 32 graduate programs leading to 15 degrees. UCA requires centralized advising for all freshmen.</p>	<p>When the Academic Advising Center opened in 1996, the freshman-to-sophomore-year retention rate was 65.4 percent. The next year, it was 70.3 percent. Institutional research indicates an estimated revenue savings in the first year of \$43,821. Moreover, this trend has continued, and year-to-year retention averages have never dropped to pre-Academic Advising Center levels. Additionally, the freshman withdrawal rate within the most recently studied semester (fall 1999) was only 2.7 percent (down from approximately 4 percent in past fall</p>

<p>participation in the Advising Center is avidly supported by their college deans. Practicing intrusive, developmental advising, the center serves students through several programs:</p> <p>Freshman Advising: New freshmen are assigned to an academic advisor from within the Center based upon their major. Students are invited to meet with their advisor within the first week of fall semester. Throughout the semester, advisors maintain contact with students via telephone, email, and personal advising sessions. Advising transcends scheduling classes and advisors communicate their interest in each advisee as they recognize students' birthdays and academic achievements and attend ballgames, initiations, and other events.</p> <p>Intensive Advising: At-risk students meet three times with their advisor in sessions designed to give attention to time management, study strategies, and other academic success skills.</p> <p>Academic Interventions: Students are contacted immediately when advisors are notified of at-risk behaviors and attitudes. Reporting faculty receive a report of the outcome of the contact.</p> <p>Mid-Term Progress Conferences: The Advising Center has added a statement to mid-term grade reports notifying students whose GPA is below 2.00 to see their advisor immediately. Intervention strategies are implemented, and students receive the attention and assistance they need to avoid academic probation and/or suspension.</p> <p>Additional Services: The Academic Advising Center sponsors eight Academic Success Workshops and publishes The Advisor, a newsletter designed to update students on institutional deadlines and policies. Individualized advising programs are also in place for special populations such as scholarship students, student athletes, undeclared majors, and students living in residential colleges.</p>		<p>semesters).</p>
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	<p>Bridge to Excellence Program Arkansas Tech University Type: 4-year public residential</p> <p>The Bridge to Excellence program grew out of the university's commitment to the learning and development of its students. The program combines early intervention and mentoring to support freshmen during the critical first six weeks of the semester. Each incoming freshman is matched with a trained mentor who meets with the student soon after orientation and again at midterm. Mentors assess student needs and make referrals to existing campus resources. An assessment tool assists with this process, the College Student Inventory™ (CSI) of the Retention Management System.</p> <p>The Arkansas Tech program illustrates a cost effective, phased-in approach to implementing a campus wide retention program. In the fall of 2001, the Housing Office at Arkansas Tech initiated Phase I of the program for a random sampling of 105 first-time, full-time residential students. After seeing success, Phase II of the program was expanded to 310 students and began to integrate faculty as volunteer mentors. This fall, Phase III is projected to reach 1,100 students with a commitment of 100 faculty to serve as mentors. To facilitate the program, staff from Student Affairs have developed specific programs to address the needs of the students and coordinate referral agencies and services. Funding for the program has been from institutional funds, without outside support.</p>	All freshmen.	The Bridge to Excellence program has demonstrated a significant increase in the retention of freshman students. Notable gains have also been made in tuition revenue. The results for Phase I revealed a 16 percent retention rate increase from fall 2001 to fall 2002 for the initial pilot group, as well as a .50 GPA increase when compared with the nonparticipating freshmen. Phase II results, though still in process at the time of this writing, reflect a continuation of the upward trend, with fall to spring retention rates of the second pilot group 6.16 percent higher than the nonparticipant rate.
	<p>Faculty/Student Mentoring Program (F/SMP) San Diego State University Type: 4-year public nonresidential</p> <p>The Faculty/Student Mentoring Program is a</p>	The original Faculty/Student Mentoring Program (F/ SMP) began in 1987 as an effort to promote the academic success of first-year and community	A program that began as a population-specific retention strategy has evolved into a campus wide standard for student success. In addition, participants in the Faculty/Student Mentoring Program consistently have higher retention


<p>CCR: 64% HSG: 74% CFC: 46%</p>	<p>student-to-student mentoring program, offering support and guidance to students from students. Student mentors are supervised by eight faculty mentors, including one from each of the institution's seven colleges. These supervisors recruit and train 80 student mentors who assist 700 freshmen and transfer students in their adjustment to San Diego State.</p> <p>Goals and Responsibility</p> <p>The expanded program was established to improve upon these six goals:</p> <ol style="list-style-type: none"> 1. Increase retention rates of students from disadvantaged backgrounds 2. Promote academic excellence 3. Help students develop the knowledge and skills necessary for successful completion of academic goals 4. Develop supportive relationships with other students faculty, and staff 5. Increase knowledge of university resources 6. Develop leadership skills, which will enable protégés to become student mentors <p>To achieve these goals, the student and faculty mentors have the freedom to develop programs to best suit F/SMP participants. Student mentors are responsible for creating and maintaining a communication flow between themselves and program participants.</p> <p>This program is funded annually by the California State Lottery. Because of the program's success, university officials have encouraged F/SMP administrators to expand and have granted the program additional funds from the university.</p>	<p>college transfer students. Target populations included African American, Latino, and American Indian students –populations that historically had been underrepresented at the university and had continually reported low retention and student success rates.</p> <p>Ten years later, program administrators expanded eligibility to include socio-economically, educationally, and environmentally disadvantaged students from any ethnic or racial background. The expansion has allowed the university to serve a wider array of “at-risk” student populations, including first-generation and nontraditional students, returning female students, and students with disabilities.</p>	<p>than non-participating students and a high level of satisfaction with the program. The achievement in retention is especially noteworthy considering that F/SMP participants enter with the lowest average SAT scores of any group on campus.</p>
	<p><i>Oasis Summer Bridge Program</i> University of California, San Diego</p>	<p>Students from “educationally disadvantaged” high schools,</p>	<p>Despite the many factors that put them at risk, participants in the Summer Bridge Program</p>

<p>Type: 4-year public residential</p> <p>For more than 25 years, the University of California, San Diego has been focusing extra attention on a small group of first-year students who are less likely to persist than their peers. The OASIS Summer Bridge Program, begun in 1978, successfully serves 150 of the approximately 4,000 freshmen annually who attend the university.</p> <p>The Summer Bridge Program is run by the learning center within the university's Office of Academic Support and Instructional Services. The program sets high expectations and provides subsequent high levels of challenge and support by asking participants to:</p> <ul style="list-style-type: none"> • Enroll in two, four-unit summer courses, one aimed at increasing students' understanding of the role of higher education and the other focused on math and science enrichment activities; • Live for four weeks in a highly structured, intensive residential environment under the leadership of trained peer advisors/resident assistants. The peer advisors provide individual and group counseling and assist with introducing students to critical campus resources such as the student health center and psychological and counseling services; • Sign a contract to utilize OASIS support services throughout their first year; • Meet regularly throughout their first year with an academic transition counselor, the same peer advisor who served as their residential assistant; • Attend regularly scheduled OASIS workshops and/or individual conferences throughout their first year in math, science, writing, and study skills. <p>The Summer Bridge Program is a cooperative effort involving a wide range of campus resources from</p>	<p>defined as high schools with high poverty rates among their students and low rates of matriculation to postsecondary education, are the focus of the Summer Bridge Program. Typically 80-90 percent of these students are from underrepresented ethnicities such as Chicano or African-American. Participants have been shown to be more likely than their peers to be low income and first-generation, and to have significantly lower SAT scores.</p>	<p>persist and achieve at rates as high or higher than their campus counterparts. A study of the 2001 freshman cohort revealed a first- to second-year retention rate of 96 percent, 4 percentage points above the 92 percent rate of non-participants. In addition, the same study found participants' average GPA was higher than that of nonparticipants and fewer participants than nonparticipants were experiencing academic difficulty (GPA below 2.0).</p> <p>Higher graduation rates have also been documented. For freshmen who participated in the program in 1995, 81 percent graduated within five years compared to 78 percent of non-participating freshmen.</p> <p>Student evaluations, too, have shown the strength of the program. On a recent evaluation, an impressive 100 percent of participants agreed or strongly agreed that the program aided their transition to the university.</p>
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	<p>academic to business to student services. Participants pay nothing to participate. The program is funded entirely through institutional, general funds.</p>		
	<p>First-Year Experience (FYE) program College of the Sequoias Type: 2-year public</p> <p>The college's First- Year Experience (FYE) program is the umbrella of student support that includes intrusive counseling, peer mentoring, learning communities, and augmented instruction. Augmented instruction, a mandatory component of the FYE math course, adds an additional two hours of math with the instructor and tutor each week. All instructors in the FYE math and English programs are full-time faculty.</p>	<p>All first-year students.</p> <p>The College of the Sequoias (CA) has a long history of serving first-generation, low-income Hispanic students.</p>	<p>From fall 2009 to fall 2010, FYE developmental math students who received augmented instruction had a 6% increase in success compared to no improvement for FYE developmental math students who did not receive augmented instruction. Success is defined as passing with a C or higher.</p> <p>In the same time period, FYE students' success rates in developmental English (two levels below college-level) increased from 57% in fall 2009 to 63% in fall 2010, as compared with an increase from 49% in fall 2009 to 59% in fall 2010 for all new students.</p> <p>Retention rates for developmental English students participating in the FYE rose from 90% in fall 2009 to 92% in fall 2010, as compared with a steady 87% retention rate for non-FYE students.</p> <p>In addition, pilot data on the college's innovative augmented instruction model indicate up to 20% improvement in course success rates and 10% improvement in retention rates for FYE students compared to the general new student population.</p>
	<p>Pegasus Success Program University of Central Florida Type: 4-year public residential</p> <p>The Pegasus Success Program (PSP) is a</p>	<p>PSP is targeted at students who fall just below the regular admission standards (under-prepared) but show the potential to succeed with initial guidance.</p>	<p>Overall, PSP students enter UCF with lower SAT scores (lower predictors of success), but typically earn the same or higher GPAs and have approximately the same retention rates as regularly admitted students. Since 2000,</p>


<p>CCR: 55% HSG: 65% CFC: 41%</p>	<p>University of Central Florida (UCF) collaborative learning community that focuses on an integrated curriculum, interdisciplinary courses, and social interaction to provide a strong academic and personal development foundation to inspire students to achieve their full potential. The program runs for six weeks prior to the start of fall semester. Fall admittance to UCF is contingent on success in summer courses taken in conjunction with the program.</p> <p>In an effort to increase retention and academic success of marginally prepared students, PSP provides a structured environment for students to learn how to succeed in college. Through a combination of such things as academic advising, peer mentoring, and supplemental instruction, students are immersed into college in a controlled and guided environment. This environment provides these students with the support and guidance needed to learn how to be successful and assists with the transition to college.</p> <p>The structured six-week summer program requires students to attend each scheduled event and strongly encourages them to live in on-campus housing during the program. On average, 150 students have participated each year since its inception in 1995. Upon arrival, students attend an orientation to the program where they are introduced to the schedule and concepts of the six weeks. The program includes:</p> <ul style="list-style-type: none"> • Two pre-selected classes that ensure all PSP students get the foundation needed for future college success; • Comprehensive weekly academic support programs (tutoring, supplemental instruction, workshops); • Weekly meetings (both face-to-face and via e- 		<p>the retention rate for the PSP has consistently been 97 percent with an average freshman-to-sophomore retention rate hovering around 80 percent. Further, the 1999 PSP students have a 62 percent six-year graduation rate and 2000 students have a 59 percent five-year graduation rate. This program provides a positive structure for reaching out to students who are underprepared for college, providing them the tools necessary to complete their college degree. Through the 10 years the program has operated, it has consistently demonstrated success.</p>
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	<p>mail) with their academic advisor coordinated with specific assignments on such topics as goal setting and time management;</p> <ul style="list-style-type: none"> • Peer mentors; • Learning communities including specific residence hall space; • Freshman Seminar classes; • A welcome program, closing ceremony, and parent/ student orientation; • Cultural and social programming; • Personal growth activities; • “AcademiKit” to enhance academic skills. <p>PSP also utilizes the programs and services of multiple departments, including: Office of Student Involvement, Writing Center, Housing and Residence Life, Student Wellness, Police Department, Library, Diversity Initiatives, Counseling, University Testing Center, Career Services, and Consumer Credit Counseling. By using existing programs, the students are introduced to available services on campus and the entire campus is involved in the success of these students.</p>		
	<p>William J. Law Jr. Learning Commons Tallahassee Community College Type: 2-year public</p> <p>The William J. Law Jr. Learning Commons at Tallahassee Community College centralizes learning and technology support and provides resources for all students across the curriculum. Students taking classes from developmental studies through sophomore courses receive individual and small-group tutoring in a broad range of subject areas, technology instruction, assistance with research and information literacy, and counseling. They have access to technology, group study spaces, and a wide range of print and online</p>	<p>Students taking classes from developmental studies through sophomore courses.</p>	<p>Before the Learning Commons opened, learning support was fragmented and accessed by a small percentage of students. In its first three years, the number of individual students served grew from 7,200 students in fall 2008 to 11,300 students in fall 2010. During that same period, the number of unique courses served increased, as did the number of logged individual visits. As important, the percentage of full-time faculty with scheduled time in the Learning Commons increased from 15% in 2008 to nearly 40% in 2010.</p> <p>Students who use the Learning Commons are</p>


	<p>resources.</p> <p>Faculty engagement is key to the program's success. Many faculty members have scheduled office hours in the Learning Commons and provide professional support for students and learning specialists. Faculty and staff collaborate to help students master content, develop effective learning strategies, strengthen their technology skills, and use resources. In addition, counseling staff, learning specialists, and faculty collaborate to develop Academic Success Plans for students with academic challenges.</p>		<p>more successful in their courses and persist at higher rates than students who don't use it. Among students taking the college's 20 classes with the highest enrollment, students who used the resources four or more times had a 9% higher success rate in fall 2010 and a 17% higher success rate in spring 2011. Differences for developmental students were even more dramatic. The number of students successfully completing classes increased 25% in fall 2010 and 35% in spring 2011. Success is defined as passing with a C or higher.</p> <p>Retention rates also are higher among students who regularly use the Learning Commons. In the fall 2008 cohort, fall-to-spring retention was 9% higher among students who visited the Learning Commons four or more times and 8% higher among students who had one to three visits than among students who never visited. Fall-to-fall retention for fall 2009 was 29% higher for students who used the resources four or more times, and 27% higher for those using the resources one or more times.</p> <p>Graduation rates for the first-time-in-college fall 2008 cohort (N=2,415) also show a positive effect related to participating in the Learning Commons. The three-year graduation rate for students using the resources of the Learning Commons was 41%, compared to 7% for students who never used the resources.</p>
	<p>The Challenge Program Georgia Institute of Technology Type: 4-year public residential</p>	<p>Minority undergraduate engineering students.</p>	<p>The Challenge program during the 1990s and 2000-2003 was especially effective with African- American students. Traditionally at Georgia Tech, African-American retention</p>

<p>CCR: 53% HSG: 63% CFC: 43%</p>	<p>The Challenge program at the Georgia Institute of Technology (more commonly known as Georgia Tech), is an intensive five-week program held every summer for incoming minority Georgia Tech freshmen. Students live on campus in the dorms, take core courses that simulate a typical student's freshman year, and generally make mental, social, and academic preparations for the transition to college.</p> <p>The Challenge program grew out of the specific nature of Georgia Tech's position as the leading producer of bachelor's degrees in engineering in the United States. The school is also first nationally in awarding engineering degrees to African-American undergraduates. Students in the engineering disciplines experience a high rate of attrition or change of major. Since 1979, Georgia Tech has used the OMED: Educational Services (OMED) division to promote high academic performance in science and engineering. The Challenge program grew out of OMED.</p> <p>While Challenge originated in 1980 as a program to acclimate new students to campus life, in 1992 it made a paradigm shift to a more comprehensive academic model. OMED had found a strong correlation between minority students' first-term GPAs and their graduation rates, which prompted this shift to a program with increased student expectations.</p> <p>During its five-week period, Challenge uses a combination of academic and social elements to lay the foundation for success in minority undergraduate engineering students:</p> <ul style="list-style-type: none"> • Students live in a freshman dorm during the entire period; • Participants take core courses that simulate a typical student's freshman year, with the courses 		<p>rates were significantly lower than those of Georgia Tech students as a whole. African-Americans in the Challenge program, however, met or exceeded the general retention rate in nearly every year of the program. Furthermore, with first- to second year retention, Challenge students have a 5 percent increase over their non-Challenge peers. In fact, the retention rate for Challenge students has been higher than the overall retention rate during the entire program.</p>
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	<p>following the same pace and manner of instruction as actual Georgia Tech Courses; and</p> <ul style="list-style-type: none"> • Upperclassmen, known as “Challenge Counselors,” live in the dorms with the Challenge students, providing day-to-day interaction while also conducting field trips and workshops. These counselors are chosen based on academic merit, community involvement, and prior Challenge experience. 		
 <p>CCR: 60% HSG: 77% CFC: 45%</p>	<p><i>Comprehensive Freshman Initiative</i> Columbia College Chicago Type: 4-year private nonresidential</p> <p>Throughout the 1990s, Columbia changed its entire approach to student retention. In 1991, it instituted a mandatory Freshman Seminar to develop skills critical to college success. The college developed and adopted a fully articulated strategic retention plan in the mid-1990s, and in 1998 a presidential task force completed the proposal for a comprehensive, coordinated freshman retention program. Thanks to these decade-long efforts, Columbia has taken a number of steps to improve its approach to retention:</p> <ul style="list-style-type: none"> • The admissions process now seeks to create a bond between the applicant and the institution at first contact. The college also created the Office of Student Financial Services to improve the financial aid process. • A developmental education program in reading, writing, and math helps underprepared students improve basic required skills. The college hired specialized faculty to teach and oversee the program. • Summer and spring bridge programs help at-risk freshman persist. The program assists these students with their transition to college, introducing them to services and resources that can help them 	<p>All freshmen.</p>	<p>While the demographic and academic composition of Columbia’s undergraduates has remained virtually the same, its retention and graduation rates have improved dramatically, especially in the last few years. Between 1996 and 2000, fall-to-fall retention rates for first-time freshmen rose from 51 percent to 59 percent. Transfer student retention also increased from 59 percent to 68 percent during this period. The six-year graduation rate for the class of 1995 was 26.5 percent, more than five percentage points higher than the rate for the 1991 class. The college expects these rates to keep rising and especially hopes to exceed the national retention rate for private, open admissions colleges.</p>

	<p>succeed.</p> <ul style="list-style-type: none"> • Freshman orientation was expanded from a single-day session to an extensive, multi-day event that acquaints students with the campus programs and services, including academic advising. • A new Freshman Center serves as the focal point for efforts to integrate first year students into the Columbia community. The center manages the bridge program, orientation, advising, early interventions, and programs for special populations. • The college created an Office of Multicultural Affairs to serve the needs of students of color and other special student populations. • Student services were completely overhauled to promote a friendly, student-centered environment. 		
 <p>CCR: 58% HSG: 74% CFC: 49%</p>	<p><i>The HORIZONS Program</i> Purdue University Type: 4-year public residential</p> <p>HORIZONS is a federally funded program that assists first-generation and income-eligible students become academically successful at Purdue University. HORIZONS students are developing a new tradition of higher education in their families. Students achieve academic success through a series of programs that include mentoring programs, personal development and counseling programs, tutoring, and academic success strategies programs.</p>	<p>Low-income, first-generation, and disabled students.</p>	<p>The HORIZONS group was compared to a control group of first-year students; both groups consisted of eight Hispanics, fourteen African Americans, and twenty-five white students. The retention rate for the HORIZONS group during the first and second semester was 100 percent, while the control group's retention rate dropped from 100 percent to 89 percent between these semesters. The researchers also found that 85 percent of the HORIZONS group graduated or were working toward graduation, as opposed to the 47 percent of the control group who had either graduated or were working toward graduation.</p>
	<p><i>Course Signals</i> Purdue University Type: 4-year public residential</p> <p>Course Signals is a real-time, very early intervention system providing students with concrete steps</p>	<p>All students.</p>	<p>This project has improved student grades and retention, while also addressing student motivation and satisfaction. Students in classes using Course Signals best practices scored from 4.3 percent to 26.45 percent more A or B grades (depending on the class)</p>


<p>toward improvement in classes where they may be in danger of failing. This improves their chances for success, lays a foundation for success in future classes, and ultimately improves retention and graduation rates. The program makes use of analytics and a Purdue-developed predictive algorithm applied to data mined and aggregated from existing, largely untapped institutional sources. The system provides an automated way for instructors to reach out to students in need of help early in the semester, when they have the most opportunity to improve.</p> <p>Academic data is used in Course Signals by mining Blackboard, Banner, and other course and student information management tools. The idea is to mine the data from the existing academic systems in order to predict student success and enhance student achievement. This data provides information on the student's academic preparation, their engagement in and effort within the course, and their academic performance at a given point in time.</p> <p>When an instructor runs Course Signals, each student is assigned to a risk group and issued a rating using an easily understood traffic signal metaphor – green for high likelihood of success in a course, yellow for potential problems, and red for risk of failure. The icons give students an immediate, clear, and effective indicator of how they are doing in the class, along with accompanying information on what the rating means and what they may do to maintain or improve their performance. Instructors can use Course Signals to customize and release personalized intervention emails, text messages, phone calls and personal contact by instructors or advisors, informing students of their risk status and directing them to available resources on campus.</p>		<p>than peers in classes not using the system. Also, 17.26 percent fewer students in classes with Course Signals earn D or F grades than those in non-Course Signals classes.</p> <p>Analysis shows that significant retention rate differences (up to 14.14 percentage points in one year and 23.84 percentage points when looking at four years of retention) occur between students who experienced Course Signals in two or more classes at any point in their academic careers and those who did not. Note that students experiencing Course Signals have a lower average SAT score than their peers, yet their retention rates are significantly higher.</p>
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	<p>The goals for the program are:</p> <ol style="list-style-type: none"> 1. To provide students, faculty, and advisors with a real-time system that updates throughout the term. 2. Develop a system that identifies students based on a range of data – not only taking in data based on their academic preparation, but also informed by each student’s current effort including quiz and test scores, use of help centers, and visits to instructor’s office hours. 3. Develop a system that provides feedback as early as the second week of a semester and goes beyond descriptive statistics to provide actionable intelligence with concrete steps the student can take to improve. 4. Provide student feedback that is both frequent and ongoing. 		
 <p>CCR: 65% HSG: 86% CFC: 57%</p>	<p><i>GVC Student Success Program</i> Grand View University Type: 2-year private residential</p> <p>Grand View College (GVC), a four-year private college, received a Title III Strengthening Institutions Grant. With the resources, the college developed and provided comprehensive student success programs and added two key positions to oversee early alert and academic support. Learning communities and faculty development were the initial components of the program. Since its inception, the culture slowly evolved to the present where every first-year student experiences the benefits of learning communities, active learning, and the early alert process.</p> <p>The goal of the GVC Student Success Program is working cooperatively through the learning communities model to improve the retention and achievement of the college’s predominantly at-risk</p>	<p>All first-year students.</p>	<p>The GPA and percentage of students earning a C or above in LC classes are generally higher than students enrolling in non-LC sections. Student-faculty interactions (as measured by NSSE benchmark) have increased from 33.7 to 36.2 for freshmen and from 41.6 to 42.9 for seniors since 2004. GVC increased the five-year average freshman to sophomore retention from 61 percent to 68.3 percent and the freshman to junior retention rate from 47 percent to 54 percent. Further, the five-year graduation rate increased from 33 percent to 37.9 percent.</p>

	<p>student population. Activities are directed toward early identification of students exhibiting risk factors even prior to matriculation; providing proactive intervention; and improving student engagement in the college environment. The program consists of four cornerstone strategies:</p> <p>1. <i>First year Connections</i>. Virtually all first-time, full-time students are enrolled in either a curricular-linked learning community (LC) or a living-learning community. Academic content and assessment are linked with students enjoying an almost instant relationship with their fellow LC classmates, increased understanding of content and the interdisciplinary nature of learning, as well as a higher quality relationship with their advisor/instructor.</p> <p>2. <i>Early alert and student support</i>. The identification of risk factors is more intentional through the use of the College Student Inventory TM and an early alert process. The college goes beyond identifying risk factors by intervening with identified students through a “Council of Success,” using a case management and strengths-based approach.</p> <p>3. <i>Viking Edge</i>. Following the review of GVC’s first National Survey of Student Engagement (NSSE), GVC developed the Viking Edge to increase student engagement and help students maximize their opportunities. The plan fostered a sense that all campus constituencies are moving in the same direction to improve student success. The Viking Edge is a web of people, services, and opportunities that connects students to the campus community, to the broader community, and to their life ahead.</p> <p>4. <i>Center for Excellence in Teaching and Learning (CETL)</i>. CETL is a comprehensive faculty development program to enhance student learning</p>		
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	<p>through improved teaching and advising. Through the Summer Institute, experts come to campus to discuss active learning strategies, assessment, learning community pedagogies, course design, and student engagement. Monthly sessions and a weekly e-newsletter support and encourage faculty and staff to implement the new techniques and strategies.</p>		
 <p>CCR: 53% HSG: 82% CFC: 53%</p>	<p><i>Hawk Link</i> University of Kansas Type: 4-year public nonresidential</p> <p>The HAWK Link program at the University of Kansas originated out of concern over the attrition rates for students of color. The first-to-second year retention rate was nearly 12 percent lower for students of color than non-minority students. In 1998, the university established HAWK Link as an orientation program for students of color, growing it into a comprehensive and successful retention effort.</p> <p>The Office of Multicultural Affairs oversees the HAWK Link program, providing coordination with existing programs and services on campus. By asking existing departments to provide some funding, HAWK Link is able to share the cost thus, operating more effectively using current resources.</p> <p>The HAWK Link goal is simple: to get the right information in the hands of first-year students so they can have the necessary information to be successfully retained at the university. The multicultural affairs staff person works with staff from a variety of campus departments to coordinate the program. While it focuses on students of color, the program is open to any student who wishes to enroll.</p>	<p>Minority students.</p>	<p>In 1999, 36 students enrolled in HAWK Link. The following fall, 78 percent of those students returned, compared to 70 percent of students of color not in the program and 80 percent for the campus overall. The following year the program had even greater success: 78 participants with a first-year retention rate of 83 percent, higher than the 72 percent for students of color and higher than the campus rate of 79 percent. The program continues to gain in popularity with 114 students enrolled in 2001. Of the 114 students who participated in the program, numbers show a retention rate of 86 percent from fall 2001 to fall 2002. The university attributes much of the success to the campus wide commitment departments and staff have made to retaining students of color.</p>


	<p>The program features many components that help students persist through their first year, including:</p> <ul style="list-style-type: none"> • A presentation about HAWK Link during recruitment visits to campus; • A number of orientation sessions, including campus wide “HAWK Week” activities; • Financial aid presentations for students of color, educating them about financing college; • Several tutor and mentoring programs; • Monthly academic success programs covering key topics such as advising and career services, mandatory for all HAWK Link participants; • A faculty program where two or three students are paired with a faculty member so they may discuss academic and student development issues; and • A graduation ceremony for students that have successfully completed HAWK Link and are ready to transition to their second year. <p>By linking students with various departmental programs and services, HAWK Link brings greater focus to the first-year experience. From the recruitment process to mentoring and faculty programs to the HAWK Link graduation, the program enhances students’ opportunities for both academic and personal success.</p>		
	<p><i>Subiendo el Nivel” - Increasing the Retention Rates of Hispanic Students</i> Seward County Community College/Area Technical School Type: 2-year public</p> <p><i>Six Pillars of Retention</i></p> <ol style="list-style-type: none"> 1. Comprehensive academic advising; 2. Mandatory first-year seminar course; 3. Strong academic support (i.e., assessment, tutoring, disability services); 	<p>This two-year, residential community college is located in southwest Kansas in Liberal, a city of 23,027 residents, recognized as having the highest percentage of foreign-born residents of any city in the United States. Over 70 percent of the SCCC/ATS students are first-generation students and the vast majority enroll in at least</p>	<p>The associate-degree-seeking Hispanic graduation rate increased from a baseline of 25.3 percent in 2010 to 41 percent in 2012. The retention rate for Hispanic students within the early-alert system rose from 36 percent in fall 2006 to 55 percent in fall 2011.</p>

	<p>4. Early-alert and at-risk team intervention systems; 5. Student support services (TRiO); and 6. Opportunities for student engagement.</p> <p><i>Strategies to Address Barriers to Hispanic Student Success</i></p> <p>The retention committee utilized early-alert data to begin the process of improving Hispanic graduation rates. The college also created an “At-Risk” Team, encouraging faculty and other staff to e-mail the team any time during the semester with concerns about any students. At-Risk Team members immediately determined a course of intervention early enough to have an impact.</p> <p>In addition, the retention committee surveyed the Hispanic American Leadership Organization (HALO) to identify barriers to completion, then developed strategies to address the barriers in key areas (financial, academic, advising, and career planning). Strategies included:</p> <ul style="list-style-type: none"> • Promote FASFA Assistance Days; • Implement English Comp I Essay for scholarship applicants; • Develop online job postings; • Develop “Preparing for Transfer” workshop; • Measure tutor satisfaction and usage; • Develop an advisor in-take process; and • Develop a needs analysis for advisor training. 	<p>one developmental education course.</p>	
 <p>CCR: 49% HSG: 74% CFC: 47%</p>	<p><i>Project Graduate</i> Kentucky Council on Postsecondary Education Type: N/A</p> <p>Project Graduate is a collaboration among all public four-year institutions in Kentucky. The components of the program include campus action plans that outline the high-touch student incentives and</p>	<p>Project Graduate is a statewide initiative designed to recruit, retain, and graduate returning adult learners with 80 or more credit hours but no bachelor degree.</p>	<p>Project Graduate is affecting adult student enrollment, persistence, and completion. Between spring 2008 and spring 2011, 1,958 adult students returned to one of Kentucky’s eight four-year institutions under Project Graduate and 605 students graduated. The fall 2011 enrollment report shows 651 students enrolled, an increase of 97 percent</p>

<p>services designed to recruit and retain students, highly skilled Project Graduate advocates who serve adult students at each campus, and a Project Graduate team to implement campus-specific action plans.</p> <p>Kentucky state data analyzed by the Council on Postsecondary Education (CPE) in 2007 showed more than 300,000 Kentucky adults between the ages of 25 and 50 had some college credit from a Kentucky public institution, but no degree. More than 7,000 of those former students had earned 90 or more credit hours but had stopped out before earning their degrees. In May 2007, the CPE convened a workgroup to target those students and the resulting Project Graduate program was launched in January 2008.</p> <p>Each institution developed a campus action plan to provide essential, high-touch services for returning adult learners. Additionally, the plans identified a Project Graduate campus response team and a one-point-of-contact, or advocate, to ensure former students who respond and qualify can take advantage of incentives and support services so they can become successful students and graduates.</p> <p>The goals for the program are to increase bachelor degree completion of former Kentucky students with 80 or more credit hours. The objectives include:</p> <ul style="list-style-type: none"> • To develop a statewide network of campus representatives focused on serving the adult learner; • To develop campus action plans that address the needs of adult learners and outline student support services and incentives; • To identify former students with 80 credit hours or more; 		<p>from fall 200. Additionally, graduation numbers have increased by 510 percent in that time. All campuses report an increase in inquiries and readmission from former adult students; however, only those with 80 hours are classified as Project Graduate, so the full impact of the campaign on returning adult students cannot be measured but there are strong indicators that the campaign is having an impact on bachelor-degree attainment in Kentucky.</p>
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<ul style="list-style-type: none"> • To develop a strong statewide brand identity and marketing templates for campus outreach; • To recruit these former students back to campus; • To retain and graduate these students; and • To focus attention on the needs of adult learners and to showcase successes. <p>To accomplish these goals, the CPE developed marketing materials, communication materials, and advertisements to drive brand awareness and build support for the program. The programmatic and marketing components were in response to a CPE adult learner research project that identified barriers and motivators to re-entry and completion.</p> <p>On-campus initiatives and student services vary by institution and are designed to recruit and retain students at each campus. Examples include motivators such as: tuition assistance, application fee waivers, priority enrollment, degree audits, credit for prior learning, simplified admissions paperwork, personal advising, one-on-one academic advising, career counseling, and study support skills.</p>		
<p>Academic Support Center West Kentucky Community and Technical College Type: 2-year public</p> <p>West Kentucky Community and Technical College replaced its tutoring center with an Academic Support Center to better meet the needs of the college's growing number of underprepared and at-risk students. The new center provides supplemental instruction and trains its tutors with consistent guidelines. Students are encouraged to study at the center, schedule appointments for tutoring, and attend sessions that address test anxiety, organizational skills, note taking, and other issues.</p>	<p>Underprepared and at-risk students.</p>	<p>Since the opening of the Academic Support Center, the college has had a 10% increase in retention during a period of steady growth in its student population. The Academic Support Center is working with 1,000 of the college's nearly 4,000 credential-seeking students. In fall 2010, the college evaluated its tutoring services by comparing the performance of students tutored in the Academic Support Center with that of students in the same course sections (students who received the same classroom instruction but did not receive tutoring). The results: 60% of the students who received tutoring successfully completed their courses, compared with 54% of their</p>

 <p>CCR: 42% HSG: 62% CFC: 40%</p>	<p><i>It Takes a Campus to Graduate a Student</i> Loyola University New Orleans Type: 4-year private residential</p> <p>An unusually collaborative approach is the hallmark of the successful retention initiative at Loyola University New Orleans. By involving virtually everyone on campus, the members of the university's 120-member Task Force on Student Success and Retention have been able to implement a successful, broad-based plan that has yielded results in retention.</p> <p>The Task Force on Student Success and Retention consists of faculty, staff, administrators, students, and alumni. The goal of this broad-based group has been to plan and lead a cultural transformation of the campus, making student success the number one priority. The group also brings together the key areas of influence on campus for the purpose of developing successful, university wide initiatives.</p> <p>The Task force is divided into the following 10 workgroups:</p> <ul style="list-style-type: none"> • Instructional Effectiveness • Academic Advising • Academic Support and Career Development • Campus Diversity • Freshman Experience • Post Baccalaureate Programs • Student Life and Campus Traditions • Campus Services • Alumni Affairs and Public Relations • Recruitment and Financial Aid <p>The role of each workgroup is to review available institutional data related to its focal area, and to</p>	<p>Entire campus.</p>	<p>peers who did not receive tutoring.</p> <p>The university has seen a significant upward trend in its freshman to sophomore retention rates, from 74.2 percent in the fall of 1995 to a record 84.8 percent for fall 2000. The four-year graduation rate is also at an all-time high. Recruitment and enrollment statistics have also been setting records.</p> <p>In addition, the university appears to be achieving its goal of making student success a number one priority across campus. Key college and departmental strategic plans now incorporate student success as a top priority. Also, campus receptivity to task force projects continues to be strong as evidenced by good attendance at special campus events.</p> <p>Task force accomplishments to date include over 60 enhancements ranging from the consideration of "staff sensitivity to student needs" in performance evaluations to the formation of 11 learning communities to the institution of a freshman convocation and class picture as new traditions.</p>
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	<p>develop action plans to enhance student life and learning. Data collection is supported by a Common Data Warehouse designed to support the retention data-tracking and assessment needs across the university. In addition, the university annually assesses student satisfaction levels and faculty and staff perceptions.</p> <p>Overseeing the efforts of the workgroups is a steering committee comprised of the chairs of each workgroup. The steering committee is responsible for planning, evaluation, implementation, and celebrations of accomplishments.</p> <p>To encourage campus wide participation, the task force stays in close touch with the campus community through regular assessments, progress reports to committees, online and print publication of feature articles and updates, town meetings and special events, and a listserv for retention information.</p>		
 <p>CCR: 59% HSG: 88% CFC: 49%</p>	<p><i>Russell Scholars Program (RSP)</i> University of Southern Maine Type: 4-year public nonresidential</p> <p>The RSP is a residential learning community that encourages faculty and peer interactions for strong students. Students are required to take three courses specific to the learning community. They also receive mentoring and are able to have frequent contact with faculty members.</p>	<p>Under-prepared students.</p> <p>Bossier Parrish enrolls about 8,000 students. But it's growing fast, and is projected to enroll 10,000 next year. That's part of why the college has turned to online learning.</p>	<p>Research was conducted during the first year of the program on thirty program participants (fourteen male, sixteen female). Participants were asked to complete background questionnaires and the Johnson Learner Preference Scale (JLPS). A randomly selected sample of students from the general university population served as a matched control group of non-Russell Scholars. The researchers found that Russell Scholars were more pleased with their experiences with faculty and resources and with their overall experience at the university. The least important concern for the students was working to complete courses in order to transfer to another university.</p>



Maximizing Student Success

The Community College of Baltimore County School of Health Professions (SHP)

Type: 2-year public

CCR: 63%
HSG: 75%
CFC: 48%

The Community College of Baltimore County’s (CCBC) School of Health Professions (SHP) employs a three pronged, mutually-reinforcing approach to student achievement, retention, and attainment. Operating as an open enrollment institution with 70,000 students, 24 percent of students Pell-eligible, 69 percent testing into developmental courses, and nearly half being students of color, CCBC is an Achieving the Dream institution that selected these initiatives from grant-funded pilots that demonstrated the most potential to bring to scale.

CCBC’s School of Health Professions (SHP) implemented the Maximizing Student Success program by taking the best of the retention activities it employed and packaging them into a comprehensive approach. The project’s impact derives from its capacity to yield compensatory outcomes, raising the odds of the most at-risk students to successfully complete the program. The SHP initiative also stands out in the degree of student involvement in program design, delivery, evaluation, management, and training.


The specific initiatives include:

- Tools is a workshop series providing guided practice in strategic reading, note taking, study groups, test preparation, and test taking. In addition to the academic component, Tools also zeros in on building life skills focused on self-efficacy, a positive mindset, and maintaining a school/family/work/self-care balance. Tools helps students adapt quickly to the unfamiliar aspect of a clinical program when classes begin.

At-risk students.

Students who failed the first exam in their first course but who were able to rebound and pass the course increased significantly after implementation. Before this initiative, a student’s first exam score was considered so predictive that very low scorers were termed unrecoverable. Between fall 2006 and spring 2008, a student failing the first exam had only a 10 to 33 percent chance of passing the course. After the intervention, between 41 and 64 percent of the students with a poor start rebounded to pass the course; further, the ability to compensate after a poor start produced gains in course passage and graduation rates by as much as 31 percent and 14 percent respectively.

<ul style="list-style-type: none"> • Supplemental Instruction (SI) is a weekly out-of-class study session facilitated by a high-performing student who has already completed the course. The student SI Leader attends the class again and facilitates a structured group study session covering the prior week's most difficult content. The sessions integrate a variety of study approaches with the chosen content, thereby providing guided practice in the evidence-based learning methods using relevant content. Students benefit twice by reorganizing and applying the material to gain mastery over specific content, while they are also learning generic study approaches applicable to tackling new material. • Early Alert Tutoring provides additional support to the small group needing individual attention due to exam or prior course failures. Early Alert Tutoring supports a rapid and systematic response to exam failures by providing immediate and specific guidance to enable students to refine, redirect, or redouble their effort. While Tools and SI are marketed to all students and conducted in large groups, tutoring resources are reserved for students whose exam scores indicate the need for more individualized attention. 		
<p>Early Assessment Howard Community College Type: 2-year public</p> <p>In fall 2008, Howard Community College launched a partnership with the Howard County Public School System to assess 11th graders and better prepare them for college. The program began with administering reading and writing placement tests for all 11th grade students, except those enrolled in honors, Advanced Placement, or gifted and talented courses. These students also met with their high school guidance counselors and the college's English faculty to discuss college readiness in</p>	<p>11th grade Howard County Public School students.</p>	<p>Two years after the program began, students who went from the public school system to the college had an 80% fall-to-spring retention rate, as compared with 56% for all first-time freshmen. In addition, 40% placed into both college-level reading and writing, as compared with 36% for all first-time freshmen, and 73% improved their scores, compared to results from the test they took in high school.</p>

	<p>conjunction with grades and overall high school performance.</p> <p>After the testing, the county’s public school system used the college’s developmental curriculum to infuse developmental objectives into its classes. Thus, students who were not college ready (per their test scores) were given the opportunity to become ready during their senior year. High schools also added a senior-year writing project and an oral presentation to their curriculum.</p>		
 <p>CCR: 59% HSG: 71% CFC: 44%</p>	<p><i>Oakland University Trustee Academic Success (OUTAS) Program</i> Oakland University Type: 4-year public nonresidential</p> <p>The OUTAS program represents a shift from the traditional approach of serving under-represented students by keeping them tied academically and socially to their racial or ethnic peer group. Instead, the program has created a satisfying, positive learning environment for a racially and culturally diverse critical mass of high-achieving student leaders.</p> <p>Administered by the Office of Equity, the OUTAS program is a cross-divisional, university wide initiative that emerged from the university’s 10-year strategic plan. Elements include:</p> <ul style="list-style-type: none"> • Renewable, sliding-scale OUTAS scholarships of \$1,000-\$3,000 per year which include the requirement of working in close proximity to individuals who are different from the student’s usual peer group; • Classroom and extra-curricular activities designed to develop cross-cultural understanding and communication skills; 	<p>The program targets support services and recruitment and retention initiatives to a diverse population of Caucasian, African-American, Native American, Asian/Pacific Islander, and Latino students. Each year, approximately 30-40 first-year students who have a minimum grade point average of 3.0 and who have demonstrated leadership skills are selected to participate.</p>	<p>For six consecutive years, the retention and graduation rates of OUTAS student cohorts have exceeded those of the university’s general student population. First-year and annual retention rates of 84 percent for the classes of 1998 and 1999, and 88 percent for the class of 2000, exceed the university’s overall first-to-second- year retention rate which has held steady at 74 percent for the last four years.</p> <p>In addition, the proportion of OUTAS students and under-represented students in general who serve in student leadership positions on campus has increased significantly.</p>


	<ul style="list-style-type: none"> • Bi-weekly sessions with a counselor and weekly meetings with an extensively trained peer mentor; • Participation in a freshman seminar course which includes career counseling and career-related experiences; • Regular monitoring of academic progress; and • Faculty mentoring. 		
	<p><i>SUPER Program</i> Michigan State University Type: 4-year public residential</p> <p>The over-arching goal of SUPER is to build resiliency in students so they can compete and succeed at Michigan State. The strength of the program is in the integration of four components:</p> <ul style="list-style-type: none"> • An academic summer program that resembles a “real” college experience, requiring students to complete 11-14 credits of college-level coursework; • A structured support plan of required study halls, weekly advising sessions in the summer, and biweekly advising sessions during the fall and spring; • Strict prohibition of outside distractions such as TVs, jobs, and overnight guests to familiarize students with the lifestyle changes needed for academic success; and • Multiple and diverse forms of social support including, but not limited to: block scheduling to keep the cohort together in classes; group service projects; group residence hall accommodations; required participation in an interpersonal group led by a university psychologist; life skills workshops; and fall and spring retreats. <p>SUPER is supported by institutional funds and students selected have their summer tuition, room and board, and books covered in full. In addition, each participant receives a laptop computer. The</p>	<p>Approximately 35 students per year participate in SUPER. Participants are selected from a lower tier of approximately 425 students annually who are eligible for the university’s College Admissions Achievement Program (CAAP). CAAP students are first-generation, low-income, and show resilience in meeting and overcoming societal difficulties. Approximately 40 percent are African- American and 36 percent Chicano/Latino. All SUPER participants have just graduated from high school.</p>	<p>The average first- to second-year persistence rate for SUPER cohorts from 1995 to 2001 was 84.6 percent. This rate is 5.7 percentage points higher than the comparable 78.9 percent CAAP persistence rate during the same period and comes close to the overall university persistence rate of 86.8 percent from 1995 to 2001.</p> <p>Student evaluations also indicate that the program is successful. On a recent survey, 80 percent of students reported that SUPER helped improve their time management skills and 85 percent indicated that the program helped improve their study skills. In addition, 98 percent of SUPER participants indicated they would recommend the program to a friend or family member.</p>

	<p>institutional funds are in the form of recurring allocations from the Office of the Provost and an Initiative Grant from the university that was awarded in recognition of the program's success.</p>		
	<p><i>ExSEL – Excelling in Science and Engineering Learning</i> Michigan Technological University Type: 4-year public residential</p> <p>Excelling in Science and Engineering Learning (ExSEL) is a partnership between Michigan Technological University's College of Engineering and Department of Educational Opportunity and the State of Michigan's King-Chávez-Parks Initiative. ExSEL's strategy to help ensure the success of student participants combines coursework, peer mentoring, progress mentoring, and personalized services. ExSEL averages 108 participants per year.</p> <p>Michigan Tech recognized that first-year retention rates of minority students differed as much as 9 percent and six-year graduation rates by as much as 20 percent. A second group with a higher attrition rate was the traditional at-risk students who struggle with social and personal issues such as isolation, campus climate, lack of role models, hesitation in seeking academic assistance, and inadequate financial resources. This discrepancy was especially noticed among those enrolled in engineering and science disciplines that account for 82.5 percent of Michigan Tech's enrollment. The ExSEL initiative created multiple programs designed to address specific needs identified among these students and utilized existing programs on campus to eliminate duplicating efforts. Combined, these programs provide the tools, intervention, and support needed to help these students succeed in college. Some of</p>	<p>ExSEL is aimed at increasing student success and retention of minority and disadvantaged first-year students enrolled in the College of Engineering.</p>	<p>The program has made a marked difference with both retention and academic performance among participants. ExSEL student retention has increased 16.4 percent since the program's inception while the average fall semester GPA has increased 30 percent compared with a university wide increase of .07 percent. Grades in key courses also increased among ExSEL students with the number earning a C or better in their first attempt at challenging subjects increasing by 60 percent in General Chemistry, 57 percent in Precalculus, and 54 percent in Calculus 1. Since the program's inception, 4.1 percent fewer ExSEL students are on academic probation after their first year and 18 percent fewer ExSEL students were academically dismissed after their first year.</p>


	<p>these programs include:</p> <ul style="list-style-type: none"> • Progress mentoring. Students sign a contract that includes a grade release to allow ExSEL to review grades at the fourth week of the semester and again at mid-term providing two opportunities to contact students who may be struggling and direct them toward assistance before their academic situation becomes irreversible. • Peer mentoring. This program utilizes both volunteer and paid mentors who provide direction, encouragement, and academic support when necessary. Partnerships with student organizations have provided collaborative opportunities and offer the students a chance to develop relationships with upper-class students and learn about various opportunities to get involved on campus. • Frameworks for Success. This is a required course that focuses on the tools necessary for first-year success, including time management, academic skill development, introduction to university life, and campus resources. • Web sites. ExSEL hosts a resource site devoted to program information, links to first-year math practice exams, campus resources, success tips, volunteering information, and other relevant areas. It also hosts a site called “Making Our Mark” that is devoted to success stories from students with diverse backgrounds. 		
	<p>Academic Success Course Albion College Type: 4-year private residential</p> <p>Dr. Barry Wolf, an Academic Affairs staff member and Clinical Psychologist, developed the Academic Success Course (ASC) in an attempt to provide an effective and efficient support service that directly addresses the issues related to academic underperformance and significantly improves the</p>	<p>Terminal Probation (students on the most severe level of academic probation).</p>	<p>The ASC has proven itself to be an effective support service that has improved the retention and academic achievement of Albion College’s highest risk students. Assessment of the data for TP students indicates that ASC students were retained at significantly higher rates than non-ASC students (i.e., students who were on TP before the ASC’s inception) for every time point assessed (i.e., one semester, one year, and two years).</p>

<p>retention and achievement of Terminal Probation (TP) students. In fall 2006, Albion College instituted the ASC, requiring TP students to attend and complete the course; in fall 2007, the ASC changed to a .5 unit (2 semester hours) course for credit. Although the ASC has evolved since its inception, the core structure and focus of the course have remained the same.</p> <p>The ASC is a demanding and comprehensive theory-based course that directly addresses a broad range of issues related to academic underperformance. The ASC utilizes insight, structure, and support to help students become self-regulated learners and responsible students. Historically, retention based courses (i.e., study skills and learning to learn courses) have primarily focused on improving students' academic strategies. Although students who are experiencing severe academic difficulties often struggle with study skills, there are other profound "psychoacademic" issues affecting their performance. Two important constructs that have largely been ignored in other retention based courses are readiness to change and effort. Typical TP students are intelligent and have the ability to perform well in college, but often have poor work ethic and low frustration tolerance related to effort. Their study strategies were relatively effective in high school, but they are reluctant to adopt new strategies that are more appropriate for the increased demands of college. When encouraged to confront their academic problems, many underperforming students are ambivalent about receiving help, changing their academic behavior, and increasing effort. The ASC is designed to integrate interventions that focus on strategy, readiness to change, and effort in an attempt to address the specific issues that TP students experience.</p>		<p>Specifically, the one-semester retention rate has increased from 40 percent for non-ASC students to 76.7 percent for ASC students; the one-year retention rate is up from 31.4 percent for non-ASC students to 55.6 percent for ASC students; and the two-year retention rate has increased from 25.7 percent for non-ASC students to 50.0 percent for ASC students. The data also indicates that the ASC has helped to significantly increase the academic achievement of TP students. ASC students entered their TP semester with an average semester GPA of 1.08 (i.e., the semester that resulted in their TP status), which increased to an average semester GPA of 2.47 for their TP semester (i.e., the semester that they were enrolled in the ASC). ASC students also significantly outperformed non-ASC students. During their TP semester, non-ASC students earned an average semester GPA of 1.72 and ASC students earned an average semester GPA of 2.47. The ASC not only helps students survive their TP semester, it also helps them push through their academic difficulties and thrive at Albion College.</p>
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	<p>The course employs discussion and activity based class meetings, readings, study sessions, and the use of peer mentors (ex-ASC students) to help TP students work through their academic difficulties. A collaborative relationship between the instructor and each student is a critical part of the course. The instructor of the course is not simply an instructor to the students, but also an advisor, mentor, advocate, academic coach, and “point person” during their TP semester. A solid student/instructor relationship facilitates students’ willingness to address academic issues, provides the opportunity for students to build a meaningful connection with a supportive campus figure, and promotes connection with other faculty and staff.</p>		
	<p><i>Bridging Lost Gaps</i> Madonna University Type: 4-year private nonresidential</p> <p>Madonna developed the Bridging Lost Gaps (BLG) initiative in 2011 to increase the recruitment and retention of African American male students from Detroit.</p> <p>BLG students are recruited from high schools within Detroit with the worst graduation rates in the country. They live in a university residence hall, are placed in on-campus work-study positions, and have the opportunity to pursue summer internships. In addition, many participate in on- and off-campus faith-based worship services and programs.</p> <p>The highly structured program includes:</p> <ul style="list-style-type: none"> • A 10-week, pre-college bridge program for new students with segments focused on introductory college writing, intermediate college algebra, college computer literacy, and time management. 	<p>Madonna University is one of the nation’s largest Franciscan universities with a combined undergraduate and graduate student body of 4,500 students. The institution has a strong history of providing successful programs to meet the educational needs of its diverse students.</p>	<p>Prior to the Bridging Lost Gaps program, the fall-to-fall retention rates for African American male students lagged behind the retention rates for the full undergraduate student body. Since the program began in 2011, the current BLG cohorts have achieved a 100 percent retention rate and a higher percentage of these students were named to the Dean’s List than non-BLG African American male students.</p>


	<p>Guest speakers for the program range from doctors and attorneys to federal agents and business owners.</p> <ul style="list-style-type: none"> • On-campus mentorships that match each student with five mentors during the first semester of their freshman year. Students meet with their mentors weekly for the 15-week semester. • Off-campus mentorships delivered through Real Life 101, a national charitable program which provides a \$5,000 scholarship and laptop computer for each at-risk student in addition to ongoing support services. • Social and academic engagement outside the classroom ranging from field trips to financial literacy workshops to residence life programs. 		
 <p>CCR: 61% HSG: 87% CFC: 62%</p>	<p>General College University of Minnesota Type: 4-year public nonresidential</p> <p>The General College has a long-standing reputation for serving bypassed student populations, and its resources are designed to do just that. The college provides students with an abundance of general education opportunities; most of the college's instructors are developmental education specialists; and a comprehensive student services office offers a variety of support programs, as well as extensive counseling, advising, community outreach programs, and student advocacy outlets.</p> <p>Course options are tailored to the target population too. Included are courses in areas such as the physical and biological sciences, statistics, art, literature, history, sociology, psychology, basic writing, ESL, and mathematics. The courses meet various degree requirements, and common development skills are embedded in course content rather than offered as separate classes.</p>	<p>Students who apply to the University of Minnesota but who do not meet regular admissions requirements have a unique option for their first years of college. That option is General College, an entire college dedicated to developmental education.</p> <p>Each fall, General College admits approximately 875 new first-year students. In 2001 the average ACT score for students in the General College was 20; the average high school class rank was 46th. Students generally stay in the college for 1 to 2-1/2 years, after which they are eligible to transfer into a degree program within the university.</p>	<p>A recent study showed that a cohort of General College students who transferred into the College of Liberal Arts achieved a higher five-year graduation rate than students who attended the College of Liberal Arts directly from high school. Graduation and retention rates for General College students have held steady for many years. Seventy-six percent of General College students in fall 1999 remained enrolled in fall 2000. Their mean GPA was nearly 2.7.</p>


	<p>General College strives to retain students and enhance opportunities for their success through dedication to these primary goals:</p> <ul style="list-style-type: none"> • Promote multiculturalism • Foster skill development • Expect excellence in teaching • Provide academic support • Enhance student development • Encourage civic engagement • Conduct research to guide teaching 		
	<p><i>Multicultural and International Programs and Services (MIPS) Peer Mentor Program</i> St. Catherine University Type: 4-year private residential</p> <p>This program began seven years ago as the university's population of students of color began to steadily increase. The program is based on a belief that students can significantly influence the lives of their peers. The focus is to help new students navigate the transition and complexity of college life, especially important for first-generation college students who may not benefit from having family members as guides.</p> <p>While the enrollment of multicultural students was increasing, retention had been lagging behind the overall student population. Students of color were feeling isolated, did not know how to navigate the complex systems of college life, and did not know who to turn to when families were not able to be of assistance. Retention of fall-to-fall students of color was around 10 percentage points lower than the entire fall-to-fall cohort.</p> <p>The goal of the program is to connect first-year students to peer mentors (returning students of color) that guide them to the resources and a</p>	<p>St. Catherine University's Multicultural and International Programs & Services (MIPS) Peer Mentoring Program (PMP) was developed to create a community among students of color and to assist in the academic, emotional, and social success of first-year students of color.</p>	<p>Since its inception in 2004, retention rates from the fall to winter semester for both mentees and mentors ranged from 90 to 100 percent. The fall-to-fall retention rates for 2008-09 and 2009-10 of the PMP mentees exceeded that of the overall fall-to-fall cohort. The fall-to-fall retention rate of PMP mentees was 96 percent in 2008-09 compared to an overall fall-to-fall retention rate of 77.8 percent, an 18.2 percentage point difference and a 24.6 percentage point increase from the previous year's PMP mentee retention rate.</p>

	<p>support network consisting of faculty, staff, and fellow students. In addition to working with students individually, each peer mentor is a part of a team that works with each other, departments institution wide, and MIPS staff to provide support in shaping an inclusive, multicultural community.</p> <p>New multicultural and international students (mentees) are invited to apply for this program the summer prior to their matriculation. Peer mentors then choose up to four mentees with whom they will interact individually at least bi-weekly. A unique aspect of this program is the training peer mentors receive. Instead of resource people coming to the mentors, the mentors go to the resources, ensuring that they are aware of locations and have actually been to the offices and departments. Also, in the training they do not shy away from talking directly about issues of identity, culture, racism, family and community expectations, and the economic disparities that exist for students—especially women of color.</p> <p>To ensure that both mentors and mentees are responsible for their part in the relationship, both are held to high expectations that are outlined upon entering the program. First-year students also take the College Student Inventory™ to help academic advisors address specific concerns of students.</p>		
 <p>CCR: 51% HSG: 59% CFC: 46%</p>	<p><i>Pathfinder Program</i> Mississippi State University Type: 4-year public nonresidential</p> <p>The Pathfinder program's focus on class attendance stems from academic performance research by a psychology professor and several of his graduate students. Among the research findings:</p> <ul style="list-style-type: none"> • First-year students who exhibit poor academic 	<p>First-year students who miss classes at Mississippi State University get noticed—and the attention they receive is helping them stay connected to the university. The attention is orchestrated through the Pathfinder program, an initiative now in its sixth year. The program serves a largely</p>	<p>Evaluations of the Pathfinder program have shown that the total percentage of freshmen with attendance problems has decreased from 24 percent to 11 percent since the program was instituted. This improvement in attendance has likely contributed to a number of related improvements, including: an increase in the mean freshman GPA from 2.52 to 2.67; an increase in first- to second-year retention from 76 percent to 81 percent;</p>

<p>performance do not necessarily enter college with poor predictor ratings (ACT, SAT, or high school GPA).</p> <ul style="list-style-type: none"> • There is little difference in ACT scores and high school GPAs between first-year students who return for their sophomore year and those who do not. • The difference in college GPA between continuing and non-continuing first-year students is large. • Many first-year students who exhibit poor academic performance exhibit this behavior during the first half of their first semester. • An early, reliable indicator of academic difficulty is class attendance. <p>When first-year students miss two or more classes during the first six weeks of the semester, the Pathfinder program rolls into high gear. Faculty are encouraged to use voice mail, e-mail, or a Web-based form (http://www.ssrc.msstate.edu/fresh) to report the absences. Then Pathfinder staff, often residence hall staff, make brief and positive contact with students to make two essential points: 1) Your instructor is concerned about your absences, and 2) Talk to your instructor if you are having academic difficulty. Students are also provided with a list of student support services.</p> <p>The interventions should come as no surprise to the students who are contacted. During orientation, the importance of class attendance is stressed repeatedly to new students and their parents. In addition, at the beginning of the fall semester, the president of the university sends a personalized letter reinforcing the importance of class attendance to the parents of all entering first-year students.</p> <p>A significant challenge at the outset of the Pathfinder program was convincing department heads and faculty to cooperate in the frequent and early reporting of absences. Project leaders note</p>	<p>residential population of 2,000 first-year students.</p>	<p>and a decline in the percentage of first-year students on academic probation after the first semester from 26 percent to 19 percent.</p> <p>Additionally, the four-year graduation rate has begun to show a promising increase, rising 3 percentage points for the first interval measured.</p>
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	<p>that faculty probably could not have been convinced to cooperate if a longtime faculty member with a solid teaching and research history had not been in charge of Pathfinder.</p>		
 <p>CCR: 45% HSG: 78% CFC: 47%</p>	<p><i>First Year Initiative (FYI)</i> Montana State University Type: 4-year public residential</p> <p>Supported by the Office of Retention, the centerpiece of the university's plan is the First Year Initiative (FYI). This program is designed to front-load fiscal and human resources in an attempt to assist new students when they are most at risk for dropping out.</p> <p>The program consists of six major components:</p> <ol style="list-style-type: none"> 1. Comprehensive survey of college readiness and motivation: The College Student Inventory (CSI) of the Retention Management System™ is administered during summer orientation. 2. One-on-one or small group contact: Once the inventory results are finalized, students with high dropout-proneness scores (about 30 percent of the entering class) are invited to individual meetings with retention staff. Students with low scores are directed to meet in small groups with retention office staff and trained faculty volunteers. 3. Peer mentor program (B.O.B. – Becoming Our Best): High-risk students are assigned a peer mentor prior to fall semester. B.O.B.s are trained volunteers, usually sophomores, who contact their “little B.O.B.s” during the summer, meet with them during the first week of school, and thereafter interact a minimum of three times each semester. 4. Intrusive intervention: At mid-semester, first-year students receiving a “D” or an “F” in one or more classes are contacted by retention staff for one-on-one meetings to explore options and/or shore up 	<p>The Office of Retention works to advance a comprehensive, systematic retention plan addressing the needs of traditional students during their first year.</p>	<p>In January 1997, a First Year Initiative pilot project was conducted with a random sample of 100 new, incoming first-year students. Results from the pilot project suggested an initial increase in retention rates from freshman to sophomore year of seven percentage points as compared to the control group. These results prompted administrators to broaden the program the entire entering cohort (approximately 2,000 students) during the summer of 1998. Preliminary data suggest an overall increase in retention rates of three percentage points (55 students) for first-time, full-time, degree-seeking freshmen from the 1998 cohort for an estimated one-year savings in tuition dollars of \$121,815.</p>


	<p>academic skills. The retention office staff conducts individual sessions on test taking, academic/study skills, time management, test anxiety, and stress management.</p> <p>5. Qualitative student satisfaction survey: A random sample of first-year students are invited to participate in a qualitative interview regarding their experiences during their first semester. MSU-Bozeman then incorporates the students' recommendations into the program for the following academic year. Additionally, the survey results are widely circulated to student government leaders, administrators, staff, and faculty to give each constituent a glimpse of first-year students' impressions of the university.</p> <p>6. The Mid-Year Retention Intervention (MRI) program: Throughout the spring semester, retention staff consult with students who received a 1.99 GPA or below during their first semester. Students receive referrals to other campus agencies as needed.</p>		
 <p>CCR: 62% HSG: 85% CFC: 59%</p>	<p><i>Lion Heart Program</i> Georgian Court University Type: 4-year private residential</p> <p>Georgian Court University's Lion Heart Program is a retention program comprised of three core functions: an Academic Early Warning System, an "Intent to Leave" survey, and institutional aid for up to ten semesters, for those who need it. The program is primarily focused on minority students and those with at-risk academic profiles or financial need. Students are identified at summer orientation and then tracked by the Assistant Dean for Student Success with an Academic Early Warning System.</p> <p>Specific goals of the program include:</p> <ul style="list-style-type: none"> Reaching student populations of: 	<p>The program is primarily focused on minority students and those with at-risk academic profiles or financial need.</p>	<p>Since the launch of the Lion Heart Program, student success at Georgian Court University has flourished.</p> <ul style="list-style-type: none"> In the fall of 2008, 71 percent of the academically at-risk students who were referred to the Early Warning System maintained GPA's that kept them off academic probation. In the spring of 2009, this number rose to 74 percent. Of the targeted groups of at-risk students in the Lion Heart Program, 90 percent were retained to their second year. Sixty percent of students who identified in the survey that they planned to leave the university were retained from first to second year.

	<ul style="list-style-type: none"> - First generation, full-time first-year women; - Minority students; - Resident students; and - Students coming from high schools that have historically excelled at having their graduates persist through graduation at the university. <ul style="list-style-type: none"> • Equally dispersing funding to both in and out of state at-risk, financial needy students. <p>To effectively reach its target populations, Georgian Court University developed a technology-based Academic Early Warning system to identify at-risk students early in the semester. Via the system, faculty members are able to log attendance or behavioral issues and make referrals sent as electronic reports to the university's Advising Center. Within 24 hours, advising staff help connect the identified students to the appropriate support services. At-risk indicators also come from the students themselves through the "Intent to Leave" survey. Taken by first-year students during the fall semester, the survey reveals levels of institutional commitment, campus involvement, connection to majors, and goal commitment. Based on survey results, students are assigned peer mentors or referred to the proper student services such as Career Services, the Counseling Center, or the Financial Aid department.</p>		<ul style="list-style-type: none"> • Overall retention at Georgian Court increased from 70 percent in 2007 to 78 percent in 2008. • Even with a freshman class increased by 25 students over the previous year, first semester retention stabilized at 92 percent in spring 2009.
 <p>CCR: 64% HSG: 69% CFC: 47%</p>	<p><i>Educational Opportunities Program (EOP)</i> State University of New York – Albany Type: 4-year public residential</p> <p>The university has created a national model program by combining intensive interactive programs, early orientation, and continued outreach and academic support.</p> <p>As a part of a statewide compensatory effort based</p>	<p>It can be quite a challenge to find one's niche at a mid-sized university of 16,000 plus undergraduate and graduate students, particularly during that most critical first year of college life. EOP provides the opportunity for a college education for New York State citizens whose academic and</p>	<p>A look at the past five years' statistics shows an increase in the retention of EOP students from one year to the next. Retention figures rose more than 10 percent, from 83.87 percent for the entering class of 1994 to 94.02 percent for the entering class of 1995. The current one-year retention rate is 94.66 percent. In addition, EOP first-semester freshmen have made the Dean's List at a higher rate than have their non-EOP</p>

	<p>on 50 campuses, the Education Opportunities Program was created in 1968. A tenured staff (some working in the program for over 20 years) provides consistent service that has helped to keep students on track toward their goals.</p> <p>Last year's EOP had an enrollment of nearly 735 undergraduate students. One of the program's key strategies is to reach students before they enter their first semester. The University at Albany, SUNY, has mandated that every incoming EOP freshman enroll in a five-week residential precollege orientation program. It is during this intense summer program that incoming EOP freshmen participate in:</p> <ul style="list-style-type: none"> • Daily academic-skills-building and developmental classes in reading, writing, mathematics, and study skills that help students make the transition from high school to college; • Study/tutorial sessions conducted by peer tutors, course instructors, and program administrators; • Personal growth workshops; • Sessions of financial aid, counseling, college survival, and academic and classroom success; • Meetings with key university administrators and staffers; • Sessions with former EOP students; • Orientation to the Albany City community; • A closing ceremony that celebrates the new students' completion of the program and officially welcomes them to the university. <p>Once the fall semester begins, EOP students benefit from these additional services:</p> <ul style="list-style-type: none"> • If needed, continued instruction in writing, mathematics, and study skills; • An EOP counselor who serves as academic advisor, counselor, and resource person; • Free peer tutors for any university courses; • Free study groups in selected freshmen level 	<p>economic situation would otherwise make them inadmissible</p>	<p>counterparts. Graduation rate for this class of 1994 was 56 percent.</p>
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	<p>courses;</p> <ul style="list-style-type: none"> • Multipurpose monthly program newsletters filled with study tips and informational articles; • Specialized seminars on careers, internships, study abroad, and graduate school opportunities; • Availability of study skills workshops, writing lab, and computer room; • Participation in student leadership institute; • Graduate school tuition fee waiver; • Peer mentoring program run by EOP students. <p>This program is jointly funded by institutional funds and a special grant from New York State.</p>		
	<p><i>EOP Freshman Year Experience</i> State University of New York - New Paltz Type: 4-year public residential</p> <p>The Educational Opportunity Program (EOP) Freshman Year Experience seeks to make a meaningful connection with each individual student as soon as possible through mentoring and classroom experiences. The program structure supports and increases the student's time on challenging academic tasks. And finally, the program uses a comprehensive monitoring system to keep an eye on student progress and use active outreach techniques to intervene early when necessary.</p> <p>SUNY New Paltz has refined the EOP program over the years, making it more intensive and, to promote participation, offering it for college credit. Currently, the program involves:</p> <ul style="list-style-type: none"> • A comprehensive Summer Orientation Program, which is a day and a half longer than the regular orientation. This orientation helps the students prepare for the academic and social changes of college. 	<p>The EOP Freshman Year Experience is a proactive, intensive program for underrepresented students at SUNY New Paltz. The program serves 105-135 freshmen per year, selected on financial need and academic eligibility. Eighty percent of the students come from inner-city high schools, 60 percent speak English as a second language or are bilingual, and approximately 98 percent are first generation college students.</p>	<p>The EOP Freshman Year Seminar program has reaped significant retention benefits for SUNY New Paltz. The EOP cohort first-year retention rate has been above 80 percent since 1995, rising from 85.2 percent that year to 88.8 percent in 2002. The 2002 freshman-to-sophomore retention rate for the cohort was also 5 percent higher than the non-EOP cohort. Furthermore, while EOP students have traditionally needed longer to graduate due to their lower academic preparation, their five-year graduation rate has risen from 27.3 percent for the 1995 cohort to 48.3 percent for the 1998 cohort.</p>


	<ul style="list-style-type: none"> • A freshman seminar class, “Key Issues in the Education of Under-Represented Students,” offered for course credit. The class includes writing assignments and a research paper on a career field. Using EOP advisors to also serve as the seminar instructors creates unique opportunities to further student engagement and growth. • A Mid-Term Evaluation System, where each freshman’s midterm evaluations are reviewed by an EOP advisor. • All EOP freshmen are required to attend EOP study groups in composition and mathematics. The university monitors the students closely to make sure they comply. • Access to academic and career advising. Students partake in classes on selecting majors and careers, along with goal setting, and also have active involvement with EOP advisors. • EOP peer mentors also assist and interact with participants. Ten percent of an EOP student’s grade is based on this contact and participation. 		
	<p><i>Comprehensive Student Support Program</i> Paul Smith’s College Type: 4-year private residential</p> <p>The initiative includes multiple proactive and reactive early-alert strategies that allow the school to get the right student to the right service at the right time as follows:</p> <ul style="list-style-type: none"> • Created an academic success center by merging the retention office with the academic support center, to increase the efficiency and effectiveness of outreach and intervention efforts. • Used real-time information and risk indicators based on predictive modeling and the Noel-Levitz College Student Inventory to flag students for early outreach. • Implemented Starfish Early Alert and Connect to 	<p>Paul Smith’s College serves a high-risk student body where nearly half are first-generation college students, over 40 percent are Pell eligible, and over half ranked in the bottom 50 percent of their high school class.</p>	<p>The percentage of students placed on probation or suspension at the end of the following fall semester declined significantly, dropping from 14.6 percent to 9.1 percent. In fall 2012, the first-year student retention rate rose to over 70 percent, an increase of 10 percentage points. In addition, the sophomore-to-junior retention rate increased nine percent for bachelor’s students and eight percent for associate degree students. The student success program has generated over \$3 million in increased net student revenue in only 2.5 years.</p>

	<p>support cross-functional communication and increased timeliness. The technology solution helps overcome information and coordination problems by creating a data and communication hub for instructors, advisors, student support, and administrative offices.</p> <ul style="list-style-type: none"> • Adopted an information and communications management plan as simple and intuitive as possible for ease of use and to minimize training needed. • Implemented change management theory, specifically Kotter's eight steps of leading change, to smooth obstacles and reduce resistance. • Maintained momentum using well-defined metrics including leading and mid-range key performance indicators. 		
 <p>CCR: 59% HSG: 69% CFC: 44%</p>	<p><i>Freshman Learning Communities in General Studies</i> Appalachian State University Type: 4-year public residential</p> <p>The FLC program brings together students, faculty and academic support team members in an effort to improve freshman-to-sophomore retention. It connects Admissions, Orientation, Registration, Academic Advising, Learning Assistance, Summer Reading, Freshman Seminar, and Residence Life to the general education curriculum.</p> <p>The program consists of two types of courses:</p> <ul style="list-style-type: none"> • All FLC students are enrolled in a graded, three-hour credit Freshman Seminar course or other appropriate "anchor courses." The course instructor identifies academic and personal concerns that may hinder college success and connects students to the appropriate academic support resources. • Each cohort is co-enrolled in one or two core curriculum or major-specific introductory-level 	<p>Appalachian State already had in place strong learning community programs for disadvantaged and honors students. The campus wanted to develop programs for the students that were between these two academic spectrums and ultimately have 100 percent of freshman enrolled in a learning community option. In 1997, the university began the program that eventually became the Freshman Learning Community (FLC) program. Starting with just four courses and 84 freshmen, by 2001 the program expanded to 52 courses with an enrollment of more than 1,000 new freshmen.</p>	<p>The FLC program has accomplished its main goal of increasing retention among freshmen involved in the program. Since 1998, the retention rate of the FLC students has been approximately five to six percent higher than students not enrolled in FLC programs. Also, during the same period, the GPA of FLC students after one semester is slightly higher than non-FLC students.</p> <p>Finally, with more than 1,000 students in FLC courses and more than 500 in other learning community options, 71 percent of first-year students at Appalachian State were involved in an integrative academic experience during their first semester. The projected learning community enrollment in fall 2002 is over 90 percent of first year students. The campus has made great strides toward its goal of 100 percent freshman participation in a very short period of time.</p>

	<p>courses. Faculty in these courses assist students in making connections to academic departments and resources that can support their graduation goals or career interests.</p>		
	<p><i>Strategies for Academic Success</i> University of North Carolina – Greensboro Type: 4-year public residential</p> <p>At UNCG, students are required to participate in an eight-week academic success program if they are placed on academic probation after their first semester. The program includes a noncredit course called Strategies for Academic Success. Four key topic areas provide the theoretical framework for the program and include: personal responsibility, positive affirmations, goal setting/life planning, and self-management.</p> <p>In addition, group interaction with other students and individual interaction with the instructor are important to the success of the model. Students interact in a small group setting (a maximum of ten students in each section) where reflection and self disclosure occur regularly and students have a supportive environment in which they can easily relate to others in similar academic situations. Students sign an academic contract the first day of the program, which includes information about the academic good standing policy, the requirements of the course, and the steps to calculate their GPA. Recent additions to the program include a tardy policy and two individual meetings with the instructor.</p> <p>A primary goal of the Strategies for Academic Success program is for students to gain valuable personal insight and be able to take responsibility, manage their behaviors, believe in themselves through the use of positive affirmations, and set</p>	<p>The University of North Carolina at Greensboro has refined a motivation/empowerment-based model for working with probationary students, giving 350 to 400 students each year an opportunity to succeed. The university serves approximately 11,000 undergraduates, with 21 percent adult students. A majority of the students are first generation to attend college.</p>	<p>Retention rates: The number of students in the program eligible to return to UNCG increased from 40 percent during 1999-2000 to 58 percent during 2002-03.</p> <p>Students' hope and optimism levels: At the beginning of the course, the students on academic probation had much lower hope and optimism levels compared to a control group. Their hope and optimism levels increased during the course and were sustained eight weeks after the course. (Questionnaires used—The Revised Life Orientation Test and The Adult Trait Hope Scale.)</p> <p>Reasons for academic difficulty: A survey measuring reasons for academic difficulty indicates that the program has a strong impact. The survey was given to students before and after the course. Nine of the ten subscales decreased from the beginning of the program to the end of the program (for example, the mean of the subscale time management decreased from 8.3 to 7.4, indicating that more students agreed that they had good time management skills after the program).</p>


	<p>goals accordingly. The secondary goal is for students on academic probation to meet the academic standing policy for UNCG.</p>		
	<p><i>The Student Success Contract Program</i> University of North Carolina – Greensboro Type: 4-year public residential</p> <p>The University of North Carolina at Greensboro (UNCG) created the Student Success Contract Program to assist students returning from academic suspension or dismissal in their transition back to the university. Such students are required to participate in the program during their first semester of re-enrollment to help foster academic and personal success for the remainder of their collegiate career. Students who do not maintain the contract's parameters have their courses cancelled and are placed on immediate academic dismissal, which prohibits their eligibility for re-admission for one academic year.</p> <p>The program aims to increase the academic success of formally suspended and dismissed students through:</p> <ul style="list-style-type: none"> • Mentor relationships with SAS advisors; • The creation of individualized academic success plans based by on students' strengths and goals, and guided by academic mentors; • Information on academic policies; • Access to UNCG support services; and • Relationships with professors outside the classroom. <p>The program encourages students to take an honest look at their academic history, personal strengths, and goals for their future, and from those, develop a plan that fosters success. The setup of the program assures that students receive the professional guidance they need while becoming</p>	<p>Students returning from academic suspension or dismissal in their transition back to the university.</p>	<p>In 2006, Student Academic Services (SAS) recognized that students returning from academic suspension or dismissal were lacking the support networks necessary for making positive steps toward improving their academic performance. Returning dismissed students were asked to voluntarily commit to the pilot of the Student Success Contract Program, which emphasized strategies associated with Appreciative Advising, a solutions-focused, strengths-based advising model. Of the 18 re-admitted students, 12 agreed to participate, and at the end of the fall semester, 92 percent of those participants had the grades and GPAs needed to move on to the second semester. Comparatively, only 33 percent of the six students who chose not to participate performed well enough to enroll in the second semester. With such positive results from the pilot program, UNCG made the Student Success Contract Program a university requirement for formally suspended or dismissed students returning to campus.</p>

	<p>knowledgeable on university policies, thus helping to bridge the gap between academic performance and goal attainment. Most importantly, the program has ensured that returning suspended or dismissed students start their re-entrance to university life on the right path for success.</p>		
	<p><i>CHEER Scholars</i> Fayetteville State University Type: 4-year public residential</p> <p>The program structure and course design are based on the assumption that the more engaged students are, the better their grades and the more likely they will persist. CHEER is a five-week, full-time intensive curricular and co-curricular experience that encompasses 12-hours per day, six days a week.</p> <p>Since 2002 the CHEER program has provided a rigorous summer program that helps students just out of high school gradually adjust to the freedom of an academic environment. The specific goals for the program include:</p> <ul style="list-style-type: none"> • Strengthen participants' academic preparation for the first year; • Help Participants adjust to university life and expectations; and • Foster the development of habits essential to college success. <p>During the program, students can earn up to eight college credits before their first year of college. The program includes courses in English and mathematics, comprehensive academic support activities, and programs that promote personal development.</p> <p>The English course focuses on academic literacy</p>	<p>Fayetteville State University's (FSU) CHEER Scholars program is a summer bridge learning community that was created mainly to address the success of academically underprepared students who are disproportionately of low-income and underserved backgrounds.</p>	<p>Participation in the program significantly increases both academic performance and retention rates of CHEER Scholars relative to non-participants. This is remarkable given that participants' incoming SAT scores and high school GPAs are comparable to or below those of their counterparts in the larger freshman class. CHEER Scholars one-year retention rates over a five year period range from six to 17 percent higher than their non-CHEER peers'/ Relative to nationwide HBCU peers, FSU also performs quite well. Between 2005 and 2007 HBCUs averaged a 62 percent retention rate versus a 71 percent rate for FSU cohorts and a 79 percent rate for CHEER Scholars.</p> <p>Further, the CHEER program has been so successful it has been designated a model for the state system. FSU has been called to advise three other institution in the system with planning similar summer bridge programs and has received special funding from the state higher education system for the program.</p>


	<p>with emphases on reading, writing, and proofreading skills. The math course focuses on pre-algebra. Students are assigned to a community of roughly twenty students with whom they attend class, participate in the required tutoring sessions, and attend “Wise Choices,” a series of evening and weekend programs and workshops that address co-curricular aspects of college life such as character and ethics, health and wellness issues, and goal setting.</p>		
	<p>Orientation and College Success Course Durham Technical Community College Type: 2-year public</p> <p>In 2006, Durham Technical Community College took multiple steps to improve its 69% first-to-second-semester retention rate. The college began to require all first-time-in-college students — fulltime and part-time students with fewer than 12 successful college credit hours — to attend a pre-enrollment orientation and to enroll in a college success course. The two experiences help new students understand enrollment and other college processes, manage the college’s online systems, develop skills, explore career choices, draft a specific degree-completion plan, connect with campus resources, and build relationships.</p>	<p>All first-time-in-college students — fulltime and part-time students with fewer than 12 successful college credit hours.</p>	<p>The college now has data for four cohorts (2007–2010), and persistence has improved each year. The 2007 cohort’s first-to-second semester persistence rate was 73%. Nearly nine in 10 students in the 2010 cohort (89%) persisted into the second semester.</p>
 <p>CCR: 56% HSG: 75% CFC: 46%</p>	<p>Scholastic Enhancement Program Miami University of Ohio Type: 4-year public residential</p> <p>The Scholastic Enhancement Program grew out of the work of a presidential task force comprised of a cross-section of faculty and staff. The task force found that a disproportionate number of students who experienced academic difficulty came from certain populations of students. Based on</p>	<p>Located in southwestern Ohio and enrolling a student population of almost 16,000 students, Miami University is highly respected and well known for its challenging academic curriculum. Since it began serving students in 1993, the Scholastic Enhancement Program (SEP) at Miami</p>	<p>An assessment of the program shows a positive correlation between participation in the Scholastic Enhancement Program, persistence, and academic achievement. Specifically, since its inception in 1993, the program has admitted over 850 students and successfully retained an average of 95 percent of these students through the end of their first year. On average, 84 percent of SEP participants are finishing their first year with a</p>

	<p>recommendations from the task force, SEP was established to increase the performance, persistence, and graduation rates of students admitted to Miami through one of four special admission consideration categories: 1) open admission students from the local school district; 2) student athletes; 3) fine arts majors; 4) minority students. One of the operating assumptions is that these students are potentially at risk academically because of the competitive academic environment of the university and that the risk increases with the additional demand placed specifically on those talented students recruited for athletics and performing arts programs.</p> <p>Network of Support</p> <p>The motto of SEP is “We meet the students where they are, and go where they take us.” To assist each student in establishing a network of support, the program features:</p> <ul style="list-style-type: none"> • early contact with faculty, staff, and successful upper-class students; • peer group activities designed to build social and personal friendships that will serve the student in times of stress; • initial assessment of skill levels in reading, writing, mathematics, and academic skills to inform staff of the need for participation in student success programs and/or activities; • Early advising and special course selection accompanied by supplemental instruction and/or tutoring; • Careful monitoring of student progress including a mid-term evaluation; • A Focused Learning Community residential option which provides an opportunity for students in targeted majors to live close to one another. 	<p>University has made a substantive difference in the lives of students who come to the campus with learning needs.</p>	<p>GPA of 2.0 or above. Further, 84 percent of all SEP students return to Miami University for their sophomore year. In addition, the persistence rate of the program’s first four classes completing eight consecutive semesters has increased from 52 percent to 70 percent.</p>
	<p>Adjunct Faculty Certification Course</p>	<p>Adjunct faculty.</p>	<p>It is too early to evaluate results, but the</p>

<p>Sinclair Community College Type: 2-year public</p> <p>Faculty at Sinclair Community College created an Adjunct Faculty Certification Course, which helps adjunct instructors learn and practice effective teaching methods. Participants also can accelerate their progress from Lecturer I to Lecturer II (and to higher pay) if they demonstrate competency in five key areas.</p> <p>The course gives adjunct faculty a toolbox of presentation techniques, active learning strategies, knowledge of the campus and student support systems, and knowledge of FERPA and other policies. It also includes peer reviews of their classroom performance and mentoring from other faculty members. The course is given in five sessions: The First Day of Class, FERPA/Ethical and Legal Issues, Active Learning and Critical Thinking, Presentation Techniques, and Student Support Services.</p>		<p>college expects that having better-prepared part-time faculty will improve student success.</p>
<p>Intrusive Advising for At-Risk Students Zane State College Type: 2-year public</p> <p>Zane State College introduced intrusive advising to boost fall-to-fall retention among at-risk and underprepared students. The college chose to focus on these students because of data indicating that students who successfully complete their first year, even developmental education students, have a nearly 90% likelihood of graduating on time (within three years).</p> <p>The college's intensive advising efforts, all designed to foster personal connections with students, included personal phone calls, mandatory meetings, e-mails, and Facebook postings. The ongoing</p>		<p>These efforts have resulted in increased retention of at-risk students as well as higher completion rates for developmental education courses. For example, in 2006, first-to-second-term retention among at-risk students was 77%. In 2009, that figure rose to 82%. In addition, fall-to-fall retention of those students deemed most at risk has increased by 10%–16% over the 2006 baseline, with the 2008 and 2009 cohorts persisting at rates equal to or better than their less at-risk peers.</p> <p>Overall, Zane State's year-to-year retention has improved by 6%. Developmental education students showed pronounced improvements in all subject areas. In 2004, 44% of students completed their</p>

	<p>interaction allowed advisors to redirect course registrations when needed and remind students of peer and professional tutoring, writing workshops, and other services. At the same time, the college introduced mandatory assessment and placement, mandatory orientation, and a mandatory first-year experience course.</p>		<p>developmental English sequences in their first year, compared with 67% who did so in 2009. In the same time period, developmental math completion rates rose from 14% to 35%, and developmental reading completion rates rose from 46% to 59%.</p>
 <p>CCR: 47% HSG: 75% CFC: 45%</p>	<p><i>Academic Advising and Outreach Center</i> Southeastern Oklahoma State University Type: 4-year public nonresidential</p> <p>The Academic Advising and Outreach Center (AAOC) develops and seamlessly integrates a variety of programs that together serve as a new student success infrastructure. The Center is staffed with professional academic advisors who work with freshmen, sophomores, transfer students, and undecided majors to identify academic options and assist in selection of courses that maximize students' opportunities for success.</p> <p>The new student experience begins with an initial advising session during which each student completes an evaluation to identify individual strengths, needs, and goals before selecting courses. The center serves students through multiple other activities and programs:</p> <ul style="list-style-type: none"> • Distributes The Enrollment Survival Guide booklet as an educational supplement to describe and decode the enrollment process and student life. • Conducts advisor training for all incoming faculty and a student success workshop for adjunct faculty. • Serves as a centralized clearinghouse for degree plans and course sequencing. • Offers a professional academic advisor specializing in Native American student issues. • Organizes the freshman seminar course. 	<p>A majority of the approximately 4,000 students at SOSU are first-generation college students. Twenty-eight percent are Native American. In 2001, SOSU established and opened the Academic Advising and Outreach Center, designed to be the hub of services for first- to second-year students.</p>	<p>In fall 2001, the first- to third-semester retention rate of first-time, full-time freshmen was 56 percent. After one year, the retention rate increased 4 percentage points to 60 percent, and after year two, the rate was 63 percent. Other indications of success include an increase in participation in the College Success course from 59 students in fall 2000 to 400 students in fall 2003; students no longer self-advising with 81 percent of incoming freshmen seen in the AAOC and 19 percent advised within the TRIO program or by faculty; and an increase in student satisfaction with advising.</p>

	<ul style="list-style-type: none"> • Implements an early warning system for all freshmen enrolled in a College Success course. • Institutes a telecounseling program to give personal, individual assistance to new students at high risk of dropping out. • Assists the Office of Resident Life in development of the Freshmen In Residence Succeeding Together (FIRST) program, learning communities for new students. • Provides the Student Athlete Mentor program, with student mentors volunteering to tutor student athletes. • Hosts three events to recognize, reward, and celebrate first-year success: Freshman Convocation (welcome ceremony), Top Ten Freshmen (awards for academic excellence, leadership, and involvement), and Freshman Recognition (reception for all first-year students with 3.25 GPA or higher). • Sponsors an honors retreat and cofacilitates the President's Leadership Class retreat. • Collaborates with local tribal nations to host a leadership retreat for Native American students. 		
	<p><i>Building Connections to Increase Student Retention</i> Oklahoma State University, Oklahoma City Type: 2-year public</p> <p>OSU—Oklahoma City recognized the need to radically transform the learning environment as the only way to attack the problems of low persistence and high academic failure among their students. They received a Title III grant to implement an innovative program that developed Learning Communities on campus and established a Faculty/Staff Innovation Center that works to integrate technology into instructional strategies and address the needs of underprepared, at-risk students. The Learning Communities provide students with guidance, support and develop a</p>	<p>Underprepared, at-risk students.</p>	<p>Student success and retention has been positively affected, exceeding program developer's goals, through the interventions developed in the academic and student services components of the Title III program. During the fall 2004 pilot program, 67.49 percent of the Learning Community students received a C or better in their courses, which is 13.07 percent greater than non- Learning Community students. The Learning Communities also had a course completion rate 11.51 percent higher than the non-Learning Community students. The Student Academic Gateway is working by targeting Learning Community students for Educational/Career planning, further ensuring their success on campus and beyond.</p>

	<p>community of learning to more fully engage students in college life and their learning process.</p> <p>They began by creating a comprehensive retention plan that proved instrumental in uniting faculty and staff toward a common goal, thus making the new program visible and acknowledged on campus. This prompted the campus to become involved in the development and implementation of the grant objectives, helping to form alliances and bridges with services and programs on campus.</p> <p>The grant served as a driving force in establishing a new division of Academic Technology that provides faculty development related to instructional technology. With the two areas working in concert; there has been a marked increase in the use of technology for instruction, including: more student computers available, new software applications being used, planning and research of new applications, increased multimedia equipment available for instructional use.</p> <p>Both programs have motivated instructors to improve their knowledge and skill levels pertaining to technologies and other methods of helping at-risk students. Considerable time has been spent within the grant program training and supporting faculty in the effective use of technologies for increased student learning, including extensive training sessions on Media Assisted Instruction and Computer Assisted Instruction, as well as on organizational Web page development for the Student Academic Gateway.</p>		<p>The success of the pilot has energized the campus, motivating faculty and staff to take initiatives to offer different combinations of classes, develop online Learning Communities, and continue to improve their methods and knowledge of classroom delivery and innovations.</p>
	<p><i>Student Support Services Program</i> Kutztown University Type: 4-year public residential</p> <p>More than 175 disadvantaged students benefit each</p>	<p>Students in the program are economically disadvantaged and educationally underprepared. Many are freshmen, conditional admits,</p>	<p>Retention and graduation rates for participants in the Student Support Services Program have far exceeded the rates for Kutztown's student population overall. To date, the program has achieved an 83 percent first-to-</p>

<p>CCR: 67% HSG: 79% CFC: 48%</p>	<p>year from innovative academic support delivered through the Student Support Services Program at Kutztown University (Kutztown, Pennsylvania, enrollment 7,000). The program is one of several programs, commonly referred to as TRIO Programs, funded under Title IV of the Higher Education Act of 1965.</p> <p>The Student Support Services Program is specifically designed to address students' academic, affective, behavioral, and financial needs. Its primary goals are to improve grades and increase retention and graduation rates.</p> <p>Mandatory requirements and incentives form the core of this highly structured retention program. Core elements of the Student Support Services Program include, but are not limited to:</p> <ul style="list-style-type: none"> • A minimum of 16 support contacts per semester for each freshman, including four individual academic counseling sessions and two group advising sessions; • Additional professor evaluations beyond the number most students receive; • Mandatory Freshman Colloquium; • Mandatory diagnostic and prescriptive testing; • Mandatory peer mentoring; • Required attendance at tutoring and other study skills sessions; • Mandatory attendance at one cultural or social activity each semester; • Student and parent newsletters; • Financial aid counseling, including deferments by the university bursar from meeting regularly scheduled payment deadlines for tuition and fees in instances where students' inability to pay interferes with enrollment; and • An early registration incentive that allows students who meet the above requirements to register for 	<p>learning disabled, students of color, and first-generation college students.</p>	<p>second-year retention rate for participants compared to a 69 percent retention rate for freshmen overall. By May 1999, 68 percent of all students who entered the project during the 1993-94 academic year had graduated, far exceeding the six-year graduation rate of 55 percent for non-participants. In addition, the university reports an enrollment revenue increase of 1.75 million dollars over the first six years of the program's existence.</p>
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	<p>classes earlier than they would otherwise.</p> <p>To establish the program, the university identified 10 measurable program objectives and introduced the objectives to various campus constituents, emphasizing the program's innovative approach, ambitious goals and objectives, and sound data collection system to monitor student outcomes.</p> <p>Also important to the program's founding were successful efforts to adjust university policies which were adversely affecting retention. For example, to ensure that no program participants are compelled to leave the university due to an inability to pay or to meet payment deadlines, the project director collaborated with the offices of the president, bursar, and financial aid to establish the deferred payment policy for program participants.</p>		
	<p><i>Integrated Learning Community Clusters and Freshman Seminar Program</i> Slippery Rock University Type: 4-year public residential</p> <p>Many institutions across the nation have adapted their first-year student retention efforts to include a learning community cluster, a freshman seminar, or both of these initiatives. Slippery Rock University offers a model for integrating and uniting these two efforts into a seamless program. The program appears to be connecting well with first-year students overall as well as with specific first-year student subgroups such as students of color and students in specific majors.</p> <p>The central purpose of the integrated program at Slippery Rock University is to enhance the academic and social integration of students. The fundamental idea is to have a single group of students share in the same schedule of classes,</p>	<p>The program at Slippery Rock University currently reaches nearly three-fourths of the university's new first-year students (over 1,000 students).</p>	<p>University documentation shows that the program is getting results in a number of areas. In the area of social and academic integration, participants are experiencing greater levels of: interaction with peers; interaction with faculty outside of the classroom; academic and intellectual development; and institutional and goal commitment.</p> <p>Program participants are also completing more credits than non-participants and making greater use of support services.</p> <p>In the area of retention, first- to second-year persistence for program participants vs. nonparticipants was 3.4 percentage points higher in fall 2001 and 3.5 percentage points higher in fall 2002. Also, even higher persistence rates were observed among special admits, among students in the clusters</p>


	<p>which revolves around the liberal arts or major program area.</p> <p>Each learning community cluster includes three courses—a freshman writing course, a liberal studies or major program course, and the freshman seminar, which includes an orientation to campus support services. By participating in these three courses with the same cohort in their first semester, students are able to foster more explicit connections with their peers, with faculty, and with support services staff.</p> <p>Based on studies of the most successful subsets of participants, recent enhancements to the program include increasing the participation of special admits and students of color and increasing the use of major program courses such as accounting or elementary education courses. In addition, the program is now using residence hall classrooms and living/learning communities in residence halls.</p>		<p>offering a major program-related course, and among students from under represented populations.</p>
	<p><i>Early Alert Referral System</i> Lehigh Carbon Community College Type: 2-year public</p> <p>The Early Alert Referral System is managed by the college's Retention Office and is a key component in the college's comprehensive retention plan. The system invites teaching faculty to identify potential at-risk students based on behaviors exhibited on the classroom.</p> <p>In this model, teaching faculty use two modes of early alert communication to highlight student needs for support services to the director of the Retention Office, who is a member of the administrative faculty. This person, known as the "Retention Advisor," serves as a liaison between teaching faculty and academic support services and</p>	<p>The college's Early Alert Referral System serves nearly 2,000 full-time and 3,500 part-time at-risk students at five locations.</p>	<p>Early indications are that the Early Alert Referral System is contributing significantly to improving student retention at Lehigh Carbon Community College. In 2000-2001, the college's retention rate for full-time students was 59 percent. A year later, the rate stood at 64 percent, an increase of 5 percentage points. Although multiple factors were responsible for this increase, college administrators believe the referral system was central in this achievement.</p> <p>As one indicator of the referral volume, faculty referred 638 students to the Retention Advisor during the fall 2002 semester.</p>

	<p>manages the system.</p> <p>The first mode of early alert communication is an Early Alert Referral Form that can be used at any point in the semester. On this form, checkboxes are provided for faculty to identify area(s) of concern and space is provided for comments. Faculty submit the form to the Retention Advisor, who then follows up with students personally or coordinates follow-up by various campus personnel.</p> <p>The second mode of early alert communication is an Early Alert Roster that is sent to all teaching faculty during the second week of the semester. Faculty return the rosters to the Retention Office for follow-up by the end of the fourth week. The rosters are created for each course being taught each semester.</p> <p>After a referral is made, referring faculty members receive a copy of the original documents they submitted indicating the follow-up steps that were taken. Support resources most commonly used include education support services (tutors and labs), career services, counseling, student life, athletics, and financial aid.</p> <p>Faculty training for the system was accomplished during regular monthly faculty meetings, averting the cost of supplemental training sessions.</p>		
	<p><i>The Russell Conwell Center; Summer Bridge Program: An Academic Immersion & Retention Intervention Program</i> Temple University Type: 4-year public nonresidential</p> <p>The Russell Conwell Center (RCC) at Temple University is a comprehensive retention center for academically at-risk, underprepared students. To</p>	<p>Academically at-risk, underprepared students.</p>	<p>Students who complete the Summer Bridge Program express increased confidence in their ability to succeed in college and in their preparedness for their courses. Examination of their pre-/post-test scores on the University Placement Test revealed that more than 65 percent of the RCC students received improved post-test scores sufficient to place them into a higher-level English class, math</p>

<p>prepare these students for the rigors of college, build their academic skills, and transform them from high school graduates to pending University Scholars, the students are required to complete a six-week, summer immersion Summer Bridge Immersion Program. The program is comprised of three critical components: completion of courses in math, English, and Academic Seminar (more rigorous versions of the credit-bearing university course counterparts); an academic seminar, modeled after university courses; connectivity to the RCC community, academic advisor, counselor, and program services; and university acclimation and adjustment.</p> <p>The Summer Bridge Program annually serves 250-300 students. Each student completes several phases to help them build academic skills and ease the transition to college culture and expectations.</p> <p>The key phases are:</p> <p><i>Spring Outreach to Admitted Students</i> – Students are contacted throughout the spring by RCC staff and RCC Student Ambassadors. Students complete online assignments, attend the RCC Reception at the Temple University open house for accepted students, attend a Pre-Bridge orientation session, and chat with RCC bloggers to begin the college transition process.</p> <p><i>Placement Testing and Assessment</i> – Students complete the Temple University placement test to determine their skill/course levels in math and English, as well as several other assessments including the College Student Inventory™, LASSI, RCC Math Diagnostic, and a career assessment. They then develop an Educational Learning and Action Plan that guides their service plan and usage.</p> <p><i>Course Instruction</i> – Three levels of math and two levels of English are offered to meet varied skill</p>		<p>class, or both. Finally, student retention rates of Summer Bridge Program students increased dramatically. Fall 2010 to spring 2011 retention was 95 percent. Fall-to-fall retention rates for 2008 and 2009 for the RCC students was 88 percent and 94 percent respectively, compared to 82 percent and 80 percent for their non-RCC peers. Student, self-reported, end-of-summer satisfaction results also reveals very positive outcomes.</p>
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	<p>levels, while the academic seminar provides time-tested academic strategies. Each course is taught for 60 minutes with a 30-minute recitation and review.</p> <p><i>Tutorial Support</i> – Each class has a classroom assistant/tutor that tutors during the recitation, breaks, and after class, as well as leads the recitations and review sessions. As tutors teach the students within the class, they are attuned to each student’s learning style and skill level. Students are also assigned to study groups, many of which continue into the academic year, to facilitate their learning process and styles.</p> <p><i>Advising and Counseling</i> – RCC staff register students for their academic-year courses based on the major and skills demonstrated during the Summer Bridge, as well as counsel students on co-curricular engagement, social/life skills, and their career plan and career trajectory program.</p> <p><i>Community Building/Interest Groups</i> – Weekly sporting events, board games, and student interest meetings build community, relieve stress, and connect students with program staff and one another.</p>		
	<p>Center for Male Engagement Community College of Philadelphia Type: 2-year public</p> <p>The Community College of Philadelphia’s (CCP) Center for Male Engagement (CME) was established in 2009 through a Predominantly Black Institutions Program grant from the U.S. Department of Education. Geared toward African-American males, CME provides a community where males are supported by peers and mentors and encouraged to take advantage of the myriad of academic and social opportunities within the college environment. CME takes an innovative approach toward student success by employing a directed, multifaceted, and</p>	<p>The CME operates on both a cohort model and a service model. Recruitment efforts for the program target African-American males who have recently graduated high school, as well as other high need groups such as formerly incarcerated individuals and non-traditional aged adults entering college for the first time. Once selected, these prospective students are assisted in securing financial aid and enrolling at the college.</p>	<p>Since its inception, the CME has recruited 510 eligible students for intensive services through its cohort model and 163 students have participated in the summer enrichment program. CME students overwhelmingly outperform other students in terms of persistence with CME students persisting between fall 2009 to spring 2010 at 99 percent compared to 70 percent for total FTIC African-American males and 74 percent for total FTIC students. Fall-to-fall retention from 2009 to 2010 was 93 percent for FTIC CME students compared to 41 percent for total African-American male FTIC and 49 percent for total FTIC students. Fall 2010 to 2011 saw 50</p>

<p>structured in- and out-of-class program in a communal environment offering positive peer relationships to address the individual academic needs, learning styles, attitudes, and social and academic backgrounds of the students while engaging their family members as collaborators in the student's academic success.</p> <p>150 of the 200 students in each cohort begin the program by enrolling in the Summer Enrichment Program, a four-week intensive summer transition program. The summer participants become engaged with the College prior to becoming immersed, and potentially lost, among the larger college population. Further, each participant receives a cash merit award for successfully completing the summer program and become eligible for scholarships. During the first weeks of school, the 200 students participate in an orientation where each student is assigned a Support Coach who helps the student develop an individualized plan based on their academic and career goals, monitors their academic progress and tracks their level of participation in CME-supported activities.</p> <p>Participants are also provided access to CCP's early alert system, professional learning specialists, social integration assistance, and support for transfer to a four-year institution. In addition, participants become engaged in the academic environment through life and leadership skills training and cultural enrichment opportunities. The family members are also provided with engagement activities to increase their academic knowledge and support for student participants.</p> <p>Specific goals of the program include:</p> <ol style="list-style-type: none"> 1. To achieve higher levels of academic performance and persistence rates among African- 		<p>percent persistence among CME students compared to 41 percent for FTIC African-American males and 48 percent for total FTIC students.</p>
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	<p>American male members of the CME.</p> <p>2. To increase student engagement and social responsibility of African-American male students at CCP.</p> <p>3. To provide a summer enrichment program for African-American males who are entering college for the first time.</p> <p>4. To provide recommendations for best practices for retention and satisfaction of African-American males students at community colleges.</p>		
	<p>Scaling Up a New Instructional Approach Montgomery County Community College Type: 2-year public</p> <p>When Montgomery County Community College wanted to improve success rates for students placing into developmental math, the college redesigned its instructional approach. The college maintained two levels of developmental math (a basic arithmetic review level and a college-preparatory-math level) but changed the curriculum and teaching style for both. The newly designed curriculum uses a conceptual approach and centers on creating active learners. For example, rather than the traditional means of teaching arithmetic — presenting definitions, providing examples, and doing practice problems — instructors ask students to figure out the process for solving problems. This approach makes students active participants in their own education and better engages them.</p>	<p>All students scoring 55–74 on their placement tests are enrolled in the redesigned college-preparatory math course</p>	<p>In fall 2010, the college further expanded the scale of the developmental math program by further lowering the cut scores: All students scoring 55–74 on their math placement tests were placed in college-preparatory developmental math. Even with this lower cut score, students in the redesigned college-preparatory class had a 58% success rate (N=380), compared with a 40% success rate (N=284) for students in traditional developmental math. With these results, starting in fall 2011, all basic arithmetic classes began using the new approach, and all students scoring 55–74 on their placement tests are enrolled in the redesigned college-preparatory math course.</p>
	<p>Century Scholars Program Texas A&M University Type: 4-year public residential</p>	<p>Currently, 41 high schools are participating in the Century Scholars program. They are located in the Dallas, Fort</p>	<p>Since its inception in 1999, the Century Scholars program has enjoyed a cumulative 94 percent retention rate across all four years of participants. Only seven of 107 scholars</p>

<p>CCR: 50% HSG: 70% CFC: 40%</p>	<p>Students from high schools that are underrepresented at Texas A&M University compete annually to be selected as Century Scholars, a joint recruitment and retention program administered by the university's Office of Honors Programs and Academic Scholarships.</p> <p>In this model, approximately 60 students are selected each year from the participating high schools to receive a \$20,000 scholarship and designation as a Century Scholar Ambassador. The students also receive a \$1,000 study-abroad stipend, guaranteed on-campus housing, and free tutoring while agreeing to the following participation requirements:</p> <ul style="list-style-type: none"> • Attend monthly Century Scholars meetings for ongoing leadership training and advisement; • Sign in weekly at the Scholarship Office to receive updated information about campus resources and monthly meetings and to interact with office staff; • Fulfill the role of ambassador for the university, including attending ambassador training and assisting with student recruitment activities such as making presentations at their former high schools; and • Meet weekly with an upper-level peer mentor throughout the first year. <p>The Century Scholars program has evolved over time and includes many additional components in the area of recruitment. The latter are aimed at increasing enrollments and improving the size and quality of the pool of potential scholars from the participating high schools.</p>	<p>Worth, or Houston areas. The participating high schools have been underrepresented at the university in years past and have agreed to be designated Century Scholar schools. The university has targeted these schools in fulfillment of Vision 2020, its commitment to reflect the demographic distribution of the state and provide leadership development opportunities for students.</p>	<p>have left the program. This compares to the university's overall retention rate of 88 percent in fall 2001. Additionally, in the area of recruitment, the program has helped generate an increasingly competitive pool and a higher number of applicants.</p> <p>Century Scholars are also demonstrating higher levels of achievement academically. The percentage of students in "scholarship good standing" (above 2.75 cumulative GPA) has steadily increased, as has the percentage of students in "university good standing" (above 2.0 cumulative GPA).</p>
	<p>Student Success Course Brazosport College Type: 4-year public</p>	<p>All first-time freshmen.</p>	<p>Students in the 2007–2009 cohorts who successfully completed the course had an average fall-to-spring retention rate of 89%, compared to a baseline of 66%; they</p>

	<p>In fall 2007, Brazosport College began requiring all first-time-in-college students to take Learning Frameworks, a student success course that focuses on developing academic and personal skills, enhancing study skills, and helping students set goals.</p>		<p>successfully completed transitional reading at rates of 90% to 97%, compared to a baseline of 66%; and they successfully completed transitional writing at rates of 77% to 95%, compared to a baseline of 72%. In addition, 78% of Learning Frameworks students in the 2009 cohort successfully completed pre-algebra, compared to a baseline of 57%. Students who successfully completed Learning Frameworks, moreover, were more likely to succeed in developmental coursework, more likely to succeed in gatekeeper courses, more likely to be retained, and less likely to withdraw.</p>
	<p><i>Comprehensive Retention Plan</i> South Plains College Type: 2-year public</p> <p>South Plains College (SPC), a comprehensive public community college serving a 15-county region, was awarded a Title V grant in October 2004. After years of growth, the college needed to develop a comprehensive retention plan from the ground up. The new retention programs brought a steep learning curve for staff involved including getting the academic and student affairs divisions to collaborate for the first time to meet the grant's objectives. The process led to the development of personal relationships between divisions and a united retention focus across the institution.</p> <p>Beginning with face-to-face visits by student affairs with department chairs and other faculty who had strong influence over their departments, the initial step helped bond the two divisions and allowed for the creation of common goals to improve retention. The retention team is comprised of over 20 faculty and staff who oversee the retention objectives. The Comprehensive Retention Plan is comprised of</p>	<p>Campus wide.</p>	<p>SPC has made great strides in improving services to students and in improving student success. Since the Retention Team began its work, fall to spring retention rates for FTIC students increased from 69 percent to 73 percent with fall-to-fall retention rates increasing from 35 percent to 44 percent. The first pilot group that had contact with advisors at least four times during the Fall 2005 semester was retained for Spring 2006 at 84 percent, compared to 46 percent for the control group. For the cohort group on academic probation after Spring 2006, retention to Spring 2007 increased by 11.4 percent. Students completing 12 or more hours doubled from 8.87 percent to 17.73 percent. Further, students achieving a 3.0 or higher GPA doubled from 10.28 percent to 22.34 percent. The Early Alert System, initially implemented in three departments, saw an increase of students receiving a C or better in General Biology by over 27 percent and in Introduction to Chemistry by 7.4 percent. The program has since been expanded to include 76 course sections at all campus locations</p>

<p>three main initiatives: Academic Advising, Early Alert, and Individualized Success Plans.</p> <p>Academic Advising: The Advisement Management Team, consisting of a faculty representative from each academic department, the Counseling Centers, and the Student Support Services Office, guides the Academic Advising program. SPC practices a proactive approach to advising and places emphasis on advising special populations: academic probation students, suspension students, and students who have not passed the college placement tests. These students are required to meet with an advisor before the semester. Students in the first two groups are required to complete a Student Success Exercise which helps clarify goals to obtaining success. They then develop a plan detailing semester goals. The third group completes a TSI Success Plan that outlines courses needed, a timeline for completion, and additional recommendations made by the advisor.</p> <p>Early Alert System: The Early Alert System promotes student success by identifying students whose behaviors indicate a lack of academic success strategies and academic preparation. Faculty members who recognize students who fail to exhibit successful college skills complete the online Early Alert form. This information is funneled through the Office of Enrollment Management who contacts the student with a description of the Alert and available resources. The Alert is then reported to multiple departments across campus as appropriate to assist the student.</p> <p>Individualized Success Plan: Individualized Success Plans, an online success module, fits within the existing information management system. It is designed to give students a road map of their college career at SPC, beginning with</p>		and online.
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	developmental work if necessary and ending with transferable classes.		
	<p>Developmental Education Completion Lee College Type: 2-year public</p> <p>Lee College determined that better student engagement was critical to improve completion rates in developmental education. The college adopted a three-pronged approach that centered on redesigning courses, improving faculty development, and expanding student support services.</p> <p>The college's specific strategies included (1) requiring a learning strategies course for all new students whose placement scores indicate a need for two or more areas or levels of remediation; (2) offering fast-track remedial courses in reading, writing, and math; (3) eliminating late registration so faculty can implement first-week engagement activities in their courses; (4) requiring orientation for all students new to the college; and (5) requiring financial aid orientation for all students eligible to receive federal assistance.</p> <p>In addition, faculty participated in professional development including student success strategies workshops. Faculty, staff, and administrators participated in the Center's Entering Student Success Institutes in 2008 and 2011.</p> <p>To improve student support, a counselor is dedicated to developmental education, and her office is located in the center of the building where students take developmental education classes. She visits with each developmental class, and students are required to make contact with her each semester.</p>	All new students whose placement scores indicate a need for two or more areas or levels of remediation.	<p>Between 2006 and 2011, developmental success rates in 16-week courses increased from 44% to 59% in fundamentals of writing, 42% to 50% in intermediate algebra, and 67% to 70% in advanced college reading skills. Fast-track developmental courses have shown consistently higher success rates in math and reading, while results were mixed in writing.</p> <p>Moreover, from 2003 to 2007, the percentage of students completing degrees and certificates within three years increased for all students (from 11% to 19%) as well as among African Americans (10% to 13%), men (13% to 17%), and 18- to 25-year-olds (11% to 16%).</p>



Transformational U: A systematic institutionwide approach to student success and retention

Utah State University

Type: 4-year public nonresidential

CCR: 59%
HSG: 81%
CFC: 43%

A strategic, coordinated campus undergraduate enrollment plan was developed to direct the implementation of multiple initiatives. Intentional and active student recruitment underlies the efforts, helping students navigate the college choice process to find the right fit. Student success is addressed by proactive tracking, advising, exit interviewing, and recruiting back dropouts and stop outs. A new advising center is targeting undeclared students as well as the large portion of high-risk high achievers that were leaving.


USU redesigned their Freshman Seminar, adding peer mentors to each section and instigated a weekly e-mail to let students know what is happening on campus. Course clusters and priority registration was also created to help students get into the right classes in their major.


The program centers on a variety of retention initiatives that were implemented simultaneously. They include:

- Identification of leavers. The University administered a telephone survey to identify students they were losing and enable them to develop a data-driven strategy for retention.
- Proactive tracking and advising. This included developing a system for leave-of absence or withdrawal to address the needs of the numerous military students leaving on active duty and Latter Day Saint students who leave on two-year missions. They also created the Matriculation Advisor position

Campus wide.

Since the implementation of Transformational U, retention rates moved from 66 percent to 75 percent in three years (two years ahead of their goal). Retention of high-ability students increased from 80 percent to 96 percent and in the last two years USU has enrolled the best prepared freshman class of their history. Student athlete retention received recognition as being in the top 10 most improved in the nation and USA Today recognized USU for being in the top 10 nationally with an athlete graduation rate of 81 percent.

	<p>to ensure that students are informed of their exit options and tracked once they leave the campus.</p> <ul style="list-style-type: none"> • Follow-up practices. After a certain date, students are sent e-mail reminders that it is time to register for classes. Those students with a 3.5 GPA or higher not registered are phoned for an exit interview to inquire about their plans. Focus groups are conducted with both first-year and transfer students to garner information about their experiences and how to improve campus, and retention scholarships are awarded to students who apply with a semester-by semester plan for completing their degree. • Honors initiatives. The best scholarship was changed to a research fellowship that pairs students with faculty mentors and has them begin research in their freshman year. Qualifying students are enrolled in a new gateway course to give them a sample of Honors courses during their first term, before the Honors classes are offered. 		
 <p>CCR: 64% HSG: 75% CFC: 48%</p>	<p><i>Personal Development Portfolio Program</i> Bridgewater College Type: 4-year private residential</p> <p>Bridgewater College's Personal Development Portfolio Program (PDP) begins during orientation and continues through graduation. Goals of the program include:</p> <ul style="list-style-type: none"> • Improvement of the advising relationship • Increased use of student peer leaders • Development of a personal development portfolio • Assessments in personal growth • "Real-world" application of practical skills <p>To implement its plan, Bridgewater restructured freshman orientation and advising to reflect the above goals, emphasized the importance of community involvement in the personal</p>	<p>Entire campus.</p>	<p>Freshman-to-sophomore retention rates at Bridgewater improved from 65 percent to 79 percent from 1993 to 1999. In addition, students have become more involved in campus life and in the community, as evidenced by emerging student programs such as a Community Service Organization, student chapter of Habitat for Humanity, Book Buddy programs for local schoolchildren, and participation in the local rescue squad and forest service.</p>

	<p>development process, and effectively reorganized how students make contact with different offices on campus.</p> <p>Advising is a significant part of the PDP program. A PDP advisor is assigned to guide students through orientation, their first year of college, and a required success course, PDP 150. In the sophomore year and beyond, an advisor in the student's field of major then guides students through PDP 250, 350, and 450. Students receive credit for completing each year of the program.</p> <p>In the advanced courses during the sophomore, junior, and senior years, students articulate and defend their personal development portfolio to peers and faculty.</p> <p>Throughout the four-year process, students are required to perform ten hours of community service and to set goals related to future personal development and career aspirations.</p> <p>Residence hall counselors are a significant support to the program, as is an "Early Warning Committee" comprised of the deans of the college and officers from admissions, student affairs, and most branches of the college.</p>		
 <p>CCR: 55% HSG: 79% CFC: 48%</p>	<p><i>SUCCESS: Students Utilizing Comprehensive College Educational Services Successfully</i> Central Wyoming College Type: 2-year public</p> <p>In October 1995, Central Wyoming College was the recipient of a \$1.7 million Title III Grant. A Student Development Task Force comprised of faculty and student services staff was immediately created to help develop a comprehensive student success plan. The plan included funds for needed</p>	<p>High-risk, first-generation, and economically disadvantaged students are now succeeding at historically high levels at Central Wyoming College, a community college of approximately 1,700 students.</p>	<p>From 1992-95, the fall-to-fall retention rate for first-time, full-time students at Central Wyoming College was just 33 percent. For students who benefited from the first year of SUCCESS (fall 1996-fall 1997) and who successfully completed the college success course, retention stood at 61 percent. For fall 2000, this same cohort's retention rate rose to 74 percent.</p> <p>An additional, unexpected outcome of the</p>

	<p>computers, software, staff training, consulting, and supplies. Most of the SUCCESS strategies were in place by fall 1996. These strategies have been continually modified and improved each year based on institutional data and service evaluations.</p> <p>Elements of the SUCCESS program have included:</p> <ul style="list-style-type: none"> • Identification of student attrition risk factors by an institutional researcher; • Implementation of a student tracking system to track students' need for assistance, to ensure they receive assistance, and to monitor progress; • Identification of students' needs for developmental coursework through the COMPASS test; • Effective course placement and remedial support; • A required college success course; • Career counseling and workshops; and • A new computer-assisted learning lab staff with tutors. <p>For the required college success course, students have two options: they can option enroll in a one credit, five-week course called Freshman Seminar or a three-credit, fifteen-week course called Orientation to College.</p>		<p>project was the college's 15 percent enrollment increase from 1996-1999 while enrollment at other Wyoming community colleges remained static or dropped. This increase has been attributed in part to the SUCCESS program.</p>
<p>Other</p>	<p><i>Student Retention Program</i> Southern Alberta Institute of Technology (SAIT) Type: N/A</p> <p>The SAIT student retention program is a campus wide initiative championed by the vice president of academics, the academic chair of student retention, and the SAIT student retention committee. It is intended to create a sense of responsibility and buy-in among campus staff to student success. The goal is to have all employees empowered to help students by identifying their needs and directing the</p>	<p>First and second year students.</p>	<p>The fall-to-winter retention rates increased by 7.3 percentage points from 87.5 percent in 2007 to 94.8 percent in 2010, exceeding their goal by 2.3 percentage points. The fall-to-fall retention rate increased by 12 percentage points from 65.2 percent in 2007 to 77.2 percent in 2009, exceeding this goal by 7 percentage points.</p> <p>Other results included an increased awareness among students of support services available on campus as well as</p>

	<p>student to the appropriate resources on campus. The plan contains action items that are focused on:</p> <ul style="list-style-type: none"> • Raising the awareness of student retention among employees; • Identifying and meeting the needs of students, especially those at risk of dropping out; • Promoting the support services for students; • Providing support resources for faculty and academic chairs; and • Establishing quantitative data for measuring student retention success. <p>To accomplish their goals, SAIT established a fulltime committee with representation from across campus and hired a full-time leader of student retention. They began the initiative by collecting data on student retention practices from across North America and determining the best strategies for the SAIT environment. From there, the retention committee created a retention plan to drive the initiatives and outline action steps.</p> <p>Finally, the committee established benchmark student data among the over 60 academic programs, the eight schools, and the institution as a whole. They wrote scripts, extracted data, and achieved a consensus of the accuracy of the data and how best to report it.</p>		<p>improving faculty and academic chairs' awareness of effective retention strategies to support and engage students. By increasing SAIT employees' awareness of the role they play in assisting student retention, SAIT has created a student-centered environment reflected in their increased student satisfaction and retention.</p>
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*A Compendium of Successful, Innovative Retention Programs and Practices. Noel-Levitz. 2013.



**Campus-Based Retention Initiatives: Does the Emperor Have Clothes. Lori Patton Davis. 2006.


***College Completion Rate (CCR) – Source is the U.S. Department of Education, National Center for Education Statistics, 2008-09 Integrated Postsecondary Education Data System, Spring 2010. Percentage shows students graduating with a bachelor's degree within 6 years of entry from the degree-granting institutions where the students started as full-time, first-time students.


****Chance For College (CFC) – Source is the Postsecondary Education Opportunity January 2013 newsletter. The calculation of chance for college by age 19 is the high school graduation rate times the college continuation rate.



*****High School Graduation Rate (HSG) – Source is the Postsecondary Education Opportunity January 2013 newsletter.


Other Specific State Campus-Based Student Retention Programs


State	Program	Students Served	Results
 CCR: 64% HSG: 74% CFC: 46%	<p>eCounselor Saddleback College Type: 2-year public</p> <p>Some institutions, such as Saddleback College, utilize predictive analytics to construct real-time on-line advising systems that respond directly to student advising needs as they progress through the institution.</p> <p>eCounselor is meant to enhance current, or prospective students', knowledge and information relevant to pursuing educational goals at Saddleback College.</p> <p>eCounselor is appropriate for information such as:</p> <ul style="list-style-type: none"> •transferability of Saddleback College courses •college procedures and academic policies •certificate, degree and transfer requirements •course prerequisites •course offerings and course content •referral to other programs/services 	<p>Campus wide.</p>	<p>No results currently published.</p>
 CCR: 52% HSG: 76% CFC: 47%	<p>GoldShirt Program U. of Colorado at Boulder Type: 4-year public nonresidential</p> <p>Following the success of academic “redshirting” -- derived from an athletic term for delaying participation to improve readiness, Boulder’s GoldShirt program, which began in 2009, identifies high school graduates who need time to catch up on math, science and humanities courses before</p>	<p>GoldShirt’s recruitment pool is drawn from unsuccessful applicants to the College of Engineering and Applied Science, through an interview process in collaboration with the admissions office.</p>	<p>Retention rates for those in the program are similar to those of the engineering college’s other students. With an eye on GoldShirt’s success, the University of Washington and Washington State University have announced that they will be collaborating on their own respective redshirting programs, both under the banner of the Washington State Academic RedShirts (STARS) in Engineering Program. STARS is funded by a National Science</p>


	<p>proceeding to the full undergraduate engineering curriculum. As part of the five-year curriculum, students spend their first year with an eye toward preparation for the major before proceeding to the typical engineering courses.</p> <p>Students within the program take a combination of classes specifically for them and regular courses with students in the College of Engineering and Applied Science.</p> <p>GoldShirt students are also awarded a renewable scholarship of \$2,500 a year, designed to help offset the costs of an additional year of college. GoldShirt classes are typically around 32 students.</p>		<p>Foundation grant as part of an effort to increase retention rates within engineering and computer science programs. In this program, rising high school seniors live on campus for a month and receive intensive math instruction. Underrepresented minorities are specifically targeted for the program.</p>
	<p>FastStart Program Community College of Denver Type: 2-year public</p> <p>An increasing number of colleges are turning to accelerated learning programs for those students who begin just one level below college-level work. The Community College of Denver has condensed what would otherwise be a two-semester sequence of either developmental math or developmental English into one semester in their FastStart program. By adopting interactive teaching and learning strategies, contextualization of developmental coursework, and cohort-based models, they have been able to substantially increase the percentage of students who complete their developmental coursework and continue in college.</p>	<p>Students who begin one level below college-level work.</p>	<p>The program has substantially increased the percentage of students who complete their developmental coursework and continue in college.</p>
	<p>LifeMap Valencia Community College Type: 2-year public</p>	<p>Campus wide.</p>	<p>No results currently published.</p>

<p>CCR: 55% HSG: 65% CFC: 41%</p>	<p>Many students begin college undecided or change their majors, sometimes several times. This is but one reason for the growing emphasis on intrusive first-year advising merged with career counseling. In addition to the front loading of such advising and the use of first year student success courses in which advising and counseling are embedded, a number of institutions have employed web-based solutions to help students establish career and educational goals in a timely manner.</p> <p>LifeMap is a student's guide to figuring out "what to do when" in order to complete their career and education goals. LifeMap links all of the components of Valencia (faculty, staff, courses, technology, programs, services) into a personal itinerary to help students succeed in their college experience.</p>		
 <p>CCR: 58% HSG: 74% CFC: 49%</p>	<p>Ivy Tech Community College Indiana Community College System Type: 2-year public</p> <p>The system began working with Pearson, the education technology company, to offer alternative pathways to credit through its Propero portal. The portal includes 44 general education and introductory courses that are online and self-paced. The material is automated. Courses cost a flat fee of \$299, which includes access to an e-textbook and online tutoring from Pearson. If students successfully complete the course assessments, they can earn credit recommendations from the American Council on Education. Roughly 2,000 of the nation's 3,500 colleges issue credit based on the council's recommendations. The courses take an average of about 12 weeks to finish. But students can work faster, or slower.</p>	<p>All students.</p>	<p>No results currently published.</p>

	<p>Ivy Tech was one of Propero's first partners. The colleges in the Indiana community college system issue credits for the courses based on challenge exams, which students take to demonstrate their mastery of required learning in a course equivalent. Ivy Tech students can take College Level Examination Program (CLEP) exams to earn credit for four Propero courses. The college suggests those courses as an option for some students.</p>		
 <p>CCR: 42% HSG: 62% CFC: 40%</p>	<p>Bossier Parish Community College Type: 2-year public</p> <p>Some community colleges have created their own open-source content that is geared to remedial courses.</p> <p>Bossier Parish Community College, for example, this year began offering free, online study guides to its students. The coursework is tied to developmental grammar, and is broken into discrete concepts. For example, the web-based material includes tabs for major concepts, like subject-verb agreement. That way students can skip what they know and focus on what they need to learn, retaking quizzes many times if necessary.</p> <p>The Louisiana college's goal is for students to use the guides to prepare for placement tests or in "tandem with their for-credit courses" in remedial tracks.</p>	<p>Students taking remedial coursework.</p>	<p>No results currently published, but staff at the school indicate that the material's creation costs were manageable, and they predict they will be recouped in savings through improved student retention rates.</p>
	<p>GPS LifePlan Century College and the Minnesota State Colleges and Universities Type: 2-year and 4-year public</p> <p>GPSA LifePlan helps students achieve their educational, career, and personal goals by putting</p>	<p>Campus wide.</p>	<p>No results currently published.</p>

<p>CCR: 61% HSG: 87% CFC: 62%</p>	<p>them in charge of creating intentional connections with their campus and making their own personal plans for tapping into a host of campus resources. The GPS (Goals + Plans = Success) LifePlan includes three key components; a one-stop website with links to resources and activities to help students develop their goals and plans related to career, education, finance, leadership, and personal development; the use of eFolio (an electronic portfolio) to track and reflect upon activities completed; and on-campus activities such as workshops and curriculum integration. The initial development of GPS LifePlan at Century College was spawned by the work of a collegewide task force, convened to address issues of poor student college readiness and the high number of students who tested into at least one developmental course.</p> <p>The use of the GPS LifePlan has been infused into the work that educational professionals are already doing in the area of student success. Over 120 faculty members have integrated the program into their curriculum. With support from the Minnesota State Colleges and Universities System, the program has been adopted by 18 colleges, one university, and three collaborative organizations. Through partnerships with the state's National Guard, Veterans Affairs, Economic Development, and Education agencies, additional versions were created for the following audiences: military, workforce, and secondary students</p>		
 <p>CCR: 64% HSG: 69% CFC: 47%</p>	<p><i>The 100-Day Completion Agenda</i> Monroe Community College Type: 2-year public</p> <p>Monroe Community College has started a series of modest but tangible 100-day projects to improve completion at the college. The project ideas have to either directly support Monroe's new strategic plan</p>	<p>Campus wide.</p>	<p>This idea has had unexpected benefits. Administrators who are typically removed from the mechanics of the application process are learning about problems, and staff members are seeing concrete ways in which they're helping advance Monroe's goals. And 100 days isn't that long, so officials can't just have meeting after meeting without getting things</p>

	<p>or advance the completion agenda. The first task: streamline the application and enrollment process so that prospective students have to create one password instead of three.</p> <p>College leaders selected the cumbersome application process, which requires prospective students to create three different passwords before they're able to enroll, as the first project. While the password repetition makes some sense for administrative and security purposes, it frustrates prospective students who can't remember which password is for which process. It's also burdensome for college employees who have to track down a confused applicant's lost login information.</p> <p>The school fears some prospective students ultimately abandon their plans to attend Monroe out of frustration with the passwords, thus hampering the college's goal to expand its reach and enrollment.</p> <p>Monroe is in the process of selecting another 100-day project, and one possibility is already in the works. The college wants to offer a one-credit class through community organizations designed to expose adults to college. By working with the Urban League or YWCA, the school hopes to enroll nontraditional students who might have never pursued higher education but are intrigued by a program Monroe offers.</p>		<p>done. There are no results yet to indicate improvements in retention and/or completion.</p>
 <p>CCR: 59% HSG: 69% CFC: 44%</p>	<p>Wake Tech Community College Type: 2-year public</p> <p>Wake Tech Community College is among several two-year institutions that have begun using massive open online courses (MOOCs) to help meet student demand in remedial tracks.</p>	<p>Students who place into remedial math.</p>	<p>No results currently published.</p>

	<p>Last year the college received a grant from the Bill and Melinda Gates Foundation to create a MOOC in remedial math. The funding was part of a group of grants to study the potential for MOOCs as remedial or introductory courses.</p> <p>Wake Tech partnered with Udacity, one of the major MOOC providers, on the project. Instructors from the college designed the content, but Udacity staff members delivered it. The coursework is designed to be a study supplement for Wake Tech students who place into remedial math.</p>		
 <p>CCR: 47% HSG: 75% CFC: 45%</p>	<p><i>Learning and Student Success Opportunity (LASSO) Center</i> Oklahoma State University Type: 4-year public nonresidential</p> <p>Oklahoma State University has attempted systematically to address the problem of dropping out, especially after the first year of college, and to devise solutions that would keep students on track to earn their degrees. They have created a new center — the Learning and Student Success Opportunity (LASSO) Center — which targets students who are at risk for dropping out.</p> <p>Students are identified for LASSO services in one of several ways: (a) self-referral; (b) referral by a professor (easily done through electronic means); or (c) automatic referral either through low G.P.A., uncertainty about career trajectory, or an at-risk admissions profile. There are also other resources, such as a Mathematics Learning Success Center, a Writing Center, and college-based student-success centers, which seek to help students reach their maximum potential.</p>	<p>The center targets students who are at risk for dropping out. All students are eligible for LASSO services, although the particular focus is on students in the first year, where the risk of nonretention is greatest.</p>	<p>No results currently published.</p>
	<p><i>Panorama</i></p>	<p>Students who fall short of the</p>	<p>No results currently available.</p>

	<p>Oklahoma State University Type: 4-year public nonresidential</p> <p>Oklahoma State is currently doing a pilot test of a “Panorama” approach to admissions.</p> <p>The Panorama approach is based on psychology scholar Robert Sternberg’s research on the limitations of standardized testing that looked for ways that colleges might identify valuable qualities that have little chance of showing up in an SAT or ACT score. He has argued that the right kind of essay prompts or project-oriented questions can reveal creativity, commitment to community and other qualities that might well merit admission to college -- even for applicants whose test scores might be a bit lower than those of others.</p> <p>Oklahoma State is having current freshmen test out a series of the Panorama questions, and the university will then select some questions to start using on applications.</p> <p>Three of the questions being tested are these: Music spans time and culture. Explain how the lyrics of one of your favorite songs define you or your cultural experience.</p> <p>If you were able to open a local charity of your choice, what type of charity would it be, how would you draw people to your cause, and whom would it benefit?</p> <p>Today’s movies often feature superheroes and the supernatural. If you could have one superpower, what would it be, and how would you use it? Who would be your archenemy, and what would be his or her superpower?”</p>	<p>admission criteria (a 1090 on the SAT, for instance, or if they exceed a 3.0 high school grade point average and graduate in the top third of their class).</p>	<p>Sternberg, now the provost at Oklahoma State, implemented a similar program at Tufts University (Kaleidoscope), where the university found that applicants who submitted these (optional) questions were in many cases ideal candidates for admission whose best qualities might not have been visible.</p>
	<p>Tarrant County Community College</p>	<p>Students requiring</p>	<p>Using Computer Assisted Instruction, they</p>



CCR: 50%
HSG: 70%
CFC: 40%

Type: 2-year public

A number of institutions have taken a different approach to speeding up student progress through developmental coursework by revising the way students' skill levels are assessed at entry. Tarrant County Community College, for instance, employs ALEKS and MyMathLab not only to assess student math skills but also provide students an online vehicle to address those skills that require improvement.

Rather than categorizing students into three math levels, each of which requires an individual course to address, Tarrant officials identify 15 math skill modules and ask students to take only the specific modules in which they need help. Using Computer Assisted Instruction, they have greatly accelerated students' movement through developmental math and in turn reduced institutional costs.

developmental coursework.

have greatly accelerated students' movement through developmental math and in turn reduced institutional costs.

Promise Pathways
 Long Beach City College
Type: 2-year public

Long Beach City College has worked closely with the Long Beach Unified School District so it can experiment with using high school grades to help determine whether incoming students have remedial needs - a shift from instead relying heavily on standardized placement tests.

To respond to the growing call for the use of "multiple measures" in remedial placement, Long Beach City College relied on its local school district to create and transfer over easy-to-use electronic transcripts. Faculty from both sides also worked together to make sure that high school courses incorporated Common Core standards and matched up with the college's curriculums.


All students.

Students are typically lower-income and among the most ethnically and racially diverse in the nation.

An initial group of 1,000 students from Long Beach high schools who were placed with this new method were far more likely to take and pass credit-bearing, transfer-level courses at the college than their peers the previous year.

Fifty-three percent of the group took transfer-level English courses in their first semester, while only 5.5 percent of students from the same high school district took the courses the previous year – meaning they were 10 times more likely to jump directly into credit-bearing English. And their passage rate of 62 percent was roughly the same as the college's typical passage rate in English.

Fully 60 percent of the students in the program, placed into transfer-level English courses, compared to 11 percent of the

	<p>In addition to using broader placement criteria with 1,000 students from Long Beach high schools, the college also pushed a “prescriptive” full-time course load, which emphasized early completion of foundational skills in English, reading and math. About 85 percent of the group attended full-time, compared to 50 percent of students in their peer group the previous year.</p>		<p>college’s overall student population.</p> <p>Long Beach also saw big jumps in the pilot group’s performance in transfer-level math courses. While only 31 percent of those students placed into the courses, that’s three times more than the 9 percent placement rate of their peers. The overall student population had a 7 percent placement rate. Students from the test group were also three times more likely than their peers to take credit-bearing math in their first semester (16 percent compared to 5.2 percent), and had a 51 percent passage rate.</p>
	<p>South Texas College Type: 4-year public nonresidential</p> <p>South Texas College has among the most developed ties to local high schools of any community college in the nation. The school has dual enrollment programs in place at 68 partner high schools, with a total dual enrollment of 12,000 students in 2012. Many of those students arrive at South Texas or other colleges with credits that count toward associate degrees.</p> <p>Dual enrollment is one of several ways South Texas has tried to boost the college preparedness of high school students, including pre-college counseling, academic camps, early college high schools and scholarship programs. But dual enrollment is the most extensive, and perhaps most appealing to students and their families, as the college waives tuition for participants.</p>	<p>All students.</p> <p>South Texas College serves large numbers of Hispanic students.</p>	<p>Taken together, the high school partnerships have helped drive down remedial placement rates to 17 percent, an extremely low number for a college that serves a largely lower-income, first-generation college population. The remedial placement rate has dropped by 45 percent since 2004.</p>
	<p>The Washington State Board for Community and Technical Colleges Type: 2-year public</p>	<p>All first-time community and technical college students who entered the Washington system.</p>	<p>No results currently published.</p>

<p>CCR: 69% HSG: 73% CFC: 35%</p>	<p>A number of states have begun to focus on the importance of student momentum to completion. The Washington State Board for Community and Technical Colleges, for instance, utilized the analysis of the transcripts of more than 87,000 first-time community and technical college students who entered the Washington system in the 2001–2 academic year to identify key points in the curriculum, referred to as momentum points or milestones, whose timely attainment was associated with student progress to degree completion.</p> <p>For most institutions, these intermediate points of attainment include the successful completion of developmental coursework, the timely declaration of a major, and the earning, within a particular time period, of a number of degree credit hours. These momentum points were then folded into the state's funding formula such that institutions are now rewarded when they improve the number of students attaining those points of intermediate achievement.</p>		
<p>Other</p>	<p><i>Completion By Design initiative</i> Consortia of community colleges in four states -- Florida, North Carolina, Ohio, and Texas</p> <p>Completion by Design is a five-year Bill & Melinda Gates Foundation initiative that works with community colleges to significantly increase completion and graduation rates for low-income students under 26. The initiative provides needed structure to the community college experience. Students are proven to have greater success with completion and graduation when they are regularly given strong and practical guidance, as well as clear information, throughout their academic journey.</p>	<p>Low-income students under 26.</p>	<p>Nor results currently published.</p>

	<p>Selected community colleges in states across the country will implement proven and effective practices that support every student, from the day they step onto campus, until the day they earn their degree or complete their credential.</p> <p>Completion by Design uses findings from previous initiatives, such as Achieving the Dream, to assist community colleges with interventions at key points where they often lose students. As part of the planning process, colleges will examine their own data to identify loss points and develop strategies and programs to address them.</p>		
	<p>Community College Pathways Program Carnegie Foundation for the Advancement of Teaching</p> <p>The foundation’s Community College Pathways Program uses research to shape a new approach to teaching developmental mathematics, which is one of higher education’s biggest stumbling blocks. The program features intense collaboration between professors and students and a focus on professional development for remedial math faculty members. The result is a far cry from passive lectures of either the online or traditional classroom varieties.</p> <p>The project features two relatively straightforward remedial pathways that take one year to complete. Both include face-to-face and online learning. They replace the “maze of possible course options” that is typical of remedial math at most colleges, and which can take as long as two years or more to finish. And the Carnegie pathways include college credit at the end.</p> <p>Both approaches emphasize teaching mathematical concepts in ways that students can apply to real-life</p>	<p>Roughly three-quarters of students in the Carnegie cohort placed at least two levels below college-level math. More than half were black or Hispanic, most were first-generation college students and 45 percent grew up in an environment where a language other than English was spoken.</p>	<p>In a report released in March 2013, Carnegie tracked the performance of an initial group of 1,133 students in one of its two remedial math programs, which is dubbed Statway. The students were enrolled last year at 19 community colleges and two state universities in five states. Slightly more than half (51 percent) of the group completed the one-year track, which includes college-level work for which the students earned credit.</p> <p>In contrast, only 6 percent of students in remedial math courses at those same institutions earned credits in college-level math in one year. And that number only rose to 24 percent after four years.</p> <p>For Carnegie’s remedial reboot to have a significant impact, four-year institutions would need to honor transfer credits students earn for the last part of the one-year program.</p>

	<p>situations. The goal is to make clear the connections between math and ideas and statistical facts, rather than focusing primarily on procedural competence.</p> <p>There is a holistic feel to the program. The pathways include language and literacy components, which are woven into instructional material and classroom activities. Another key to the approach is that students bring their own knowledge and experience to a collaborative learning experience with their professors and peers. And as in the modular style of remedial course, the instructor is more of a facilitator than a lecturer.</p>		
	<p>Completion By Design initiative Consortia of community colleges in four states -- Florida, North Carolina, Ohio, and Texas</p> <p>Completion by Design is a five-year Bill & Melinda Gates Foundation initiative that works with community colleges to significantly increase completion and graduation rates for low-income students under 26. The initiative provides needed structure to the community college experience. Students are proven to have greater success with completion and graduation when they are regularly given strong and practical guidance, as well as clear information, throughout their academic journey.</p> <p>Selected community colleges in states across the country will implement proven and effective practices that support every student, from the day they step onto campus, until the day they earn their degree or complete their credential.</p> <p>Completion by Design uses findings from previous initiatives, such as Achieving the Dream, to assist community colleges with interventions at key points where they often lose students. As part of the</p>	<p>Low-income students under 26.</p>	<p>Nor results currently published.</p>

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*The Retention Agenda. Inside Higher Ed. 2013.

**College Completion Rate (CCR) – Source is the U.S. Department of Education, National Center for Education Statistics, 2008-09 Integrated Postsecondary Education Data System, Spring 2010. Percentage shows students graduating with a bachelor’s degree within 6 years of entry from the degree-granting institutions where the students started as full-time, first-time students.

***Chance For College (CFC) – Source is the Postsecondary Education Opportunity January 2013 newsletter. The calculation of chance for college by age 19 is the high school graduation rate times the college continuation rate.

****High School Graduation Rate (HSG) – Source is the Postsecondary Education Opportunity January 2013 newsletter.

What Research at the National Level Tells Us about College Student Success

The Effect of Various Factors, Variables, or Interventions from Some Impact - ○ to Strong Impact - ● on College Student Success

Success Factors/ Variables/ Interventions	Studies													
Transition programs/success courses	2. National Evaluation of Student Support Services: Examination of Student Outcomes After Six Years.		●	●	●			●	●			●		
Mentoring programs	5. Effective College Access, Persistence and Completion Programs, and Strategies for Underrepresented Student Populations: Opportunities for Scaling Up.		○	○										
Mentoring programs for African Americans	7. Campus-Based Retention Initiatives: Does the Emperor Have Clothes.		●	●										
Learning communities	9. Performance-Based Scholarships: What Have We Learned? Interim Findings from the PBS Demonstration.		○	●										
Faculty/student interactions	10. A Review of College Access Literature. Prepared for the Illinois Student Assistance Commission.		○	●										
Advising programs	11. Community College Retention and Recruitment of "At-Risk" Students.		○	●			●	●	○	●	●	●	●	●
Financial aid	16. The Role of Academic and Non-Academic Factors in Improving College Retention.			●		●	●			●				●
Performance-based scholarships	18. Creating the Case for a New Academic Advising Model at Winona State University: A Review of the Literature.							●						
Targeted interventions for specific populations	22. What Works in Student Retention: Four Year Public Colleges.							●						
Early warning systems	23. Entering a Program: Helping Students Make Academic and Career Decisions.													
Emotional support for Hispanic students	26. What Can a Multifaceted Program Do for Community College Students? Early Results from an Evaluation of Accelerated Study in Associate Programs (ASAP) for Developmental Education Students.													
Academic integration	28. Student success courses and educational outcomes at Virginia community colleges.													
Social integration	29. Toward a New Understanding of Non-Academic Student Support: Four Mechanisms Encouraging Positive Student Outcomes in the Community College.				●									
	30. Academic Advising and First-Generation College Students: A Quantitative Study on Student Retention.													

Home-based programs	○													
Blended programs	○													
Peer tutoring/tutoring	○									●				
Labs	○													
Workshops	○													
Services for students with disabilities	○		○			●								
Counseling	○													
Field trips or cultural enrichment	○													
Referrals to outside resources	○													
Services for those with limited English ability	○													
College re-entrance counseling	○													
Recent contacts with support services	○													
Customized package of services	●													
Student Characteristics Affecting Retention														
Job and family responsibilities					●									
Personal motivation					●									
Academic skills, self-confidence, goals							●			●				
Institutional selectivity or student/institution fit							●			●				
High school GPA							●							
ACT score							●							
Socioeconomic status							●							
Lack of motivation										●				
Too many job demands										●				
Attend full-time											●			
Addressing conflicting demands of work, family and college													●	

* Numbered studies in chart correspond to national literature review on college support programs included in Appendix C.

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RPPA, 10/22/13

Literature Review - Bibliography

1. *The Retention Agenda: A selection of Inside Higher Ed articles and essays on student retention.*

“A consensus has emerged ... that a crucial part of American efforts to create a better educated populace is through guiding those who start a higher education to finish a certificate or a degree. At the same time, many colleges’ leaders have realized that demographic shifts mean that higher education can no longer count on enrolling only those who are well prepared for college. Increasingly, colleges are going to be filling classes with students who didn’t necessarily have a great high school education.”

“One result of the increased emphasis on retention has been a renewed focus on how to identify students who need more assistance, and how to get them the help they need to succeed. **Techniques being used include better analysis of high school transcripts, testing, and placement counseling.** Many experts agree that refining these techniques will be crucial to improving retention and graduation rates.”

“The [report] feature[s] news articles and essays on the strategies colleges are trying – particularly at getting the right assistance to the right students.” (emphasis added)

Included is SUNY’s Monroe Community College’s 100-Day Completion Agenda where low-cost 100-day projects have been implemented to improve retention. The first was removing barriers to the enrollment process. The second may be the offering of a 1 credit hour course through community organizations (such as the Urban League or YWCA) designed to expose adults to college. Another program is the “redshirting” program at University of Colorado at Boulder’s Engineering program - called GoldShirt - where students get a year to catch up to their better prepared classmates. The first graduate from this program took only 4.5 years to graduate and is graduating summa cum laude. The University of Washington and Washington State plan to emulate the program, calling it STARS. A third article demonstrates the use of modified MOOCs to help with remedial education in Louisiana and North Carolina community colleges. Verdict? It’s not for everyone but does work for some students.

One report details a Carnegie Foundation remedial math redesign used at 19 community colleges and 2 state universities in five states. Fifty-one percent of group completing the redesigned courses compared to only 6 percent of students in traditional remedial math courses. Another describes

12 research-validated risk factors for students dropping out:

1. Uneven formal academic knowledge and skills.
2. Lack of informal knowledge about being a college student
3. Inadequate development of self-regulation skills
4. Impaired self-efficacy and resilience
5. A mindset believing in fixed rather than flexible abilities.
6. Inability to delay gratification.
7. Impaired ethical judgment
8. Disengagement from the university environment
9. Lack of interest in courses
10. Issues in academic trajectory
11. Psychological issues
12. Financial concerns

how the use of high school grades by community colleges to place students appropriately has been found to be superior to the “high-stakes” testing usually done. South Texas community colleges saw the number of students enrolled in developmental work drop from over 30% to about 17%. Long Beach City College saw its incoming group of students taking transfer-level English rise from 5.5% to 53% with no decline in the passage rate (62%).

Several articles discuss research. One describes 12 research-validated risk factors for students dropping out. An essay on retention describes the positive impact that intrusive first-year advising merged with career counseling had on retention at some community colleges.

The Retention Agenda: A selection of *Inside Higher Ed* articles and essays on student retention. (2013, July). *Inside Higher Ed*.

2. National Evaluation of Student Support Services: Examination of Student Outcomes after Six Years.

“This is the final report of the national Evaluation of Student Support Services (SSS). SSS is one of eight federally funded grant programs that are administered as part of the Federal Trio Programs within the U.S. Department of Education (ED). The SSS program, in particular, focuses on students while they are enrolled in college. In general, SSS provides the most services to first-year college students. Two-thirds of the students served by an SSS project must be low-income and first generation college students or students with disabilities. The other third must be low-income or first generation college students. The purpose of the study was to estimate the effects of SSS on the outcomes of the student participants, [in particular] ... retention in college, transfers from two-year to four-year institutions, and degree completion.”

“SSS projects have great latitude to design their services to fit particular needs... All SSS projects provide academic advising as one of their services but the projects differ with respect to offering other services to SSS students such as tutoring, labs, workshops, special instructional courses, etc. *As a rule, SSS students are in full control of determining both the types and the amounts of services they receive...*”

“The study had a quasi-experimental design... The lack of a uniform SSS experience, with considerable variation even within each institution, combined with the receipt of equivalent services outside of SSS, made it difficult to design statistical models that properly described students’ experience. Rather than choosing a single methodology, this study used multiple approaches. All models included separate measures of SSS services for first-year

SSS Services

Instructional courses

- Study skills
- Developmental math
- Developmental English
- English proficiency

Professional tutoring

Peer tutoring

- One on one and group
- English, science, social sciences, math and general tutoring

Professional counseling

Peer counseling

- Academic
- Personal
- Financial aid
- Career

Labs (similar to group tutoring)

Workshops (skill enhancement)

- Orientation to college
- Study skills
- Career guidance

students, supplemental services received outside of SSS or received after the first year, and measures of student and school characteristics. The models differed in the statistical techniques that were used, in the ways that SSS and other supplemental services were measured, and in the use of propensity scores.”

“...because this report uses multiple models as a tool for examining the implications of the methodological choices involved, there are multiple estimates of the effects of SSS from which to choose. The results across the various models are often highly consistent but not identical...”

The report identified a problem with estimating the impact of SSS programs while “controlling” for college GPA. The SSS program can influence college GPA as well as other measured student outcomes. The study created a “latent” GPA that controlled for the impact of the SSS program and used that to predict retention.

This study reports on effects after 6 years, when presumably graduation rates and transfer rates can be measured. Separate reports were done after one and three years, with the following results:

1. “SSS showed a small but positive and statistically significant effect on students’ GPAs, number of semester credits earned and retention.” The greatest effect occurred during the first year when services were received, but some effects persisted in later years. The “size of the effect depended on the degree to which students participated in SSS, with greater levels of participation resulting in a greater effect.”
2. “The average effect was small because most students received only a models amount of services.” The mean number of hours of services was 15 and the median was 6.”

Results from this report, measured after 6 years.

1. “The single most consistent finding is that the receipt of supplemental services was correlated with improved student academic outcomes.”
2. “The findings for first year SSS services in particular were also largely consistent and positive...”
3. “Supplemental services continued to be important after the freshman year. In fact, the later-year services appear to show a stronger relationship to long-term outcomes than first-year services.”
4. “A few SSS services appeared to stand out by being related to improved student outcomes: home-based programs, blended programs, peer tutoring, labs, workshops, and services for

Techniques for Evaluating the Impact of SSS programs on Student Outcomes

Model Types:

- Standard Multivariate Regression Analysis
- Hierarchical Linear Modeling (HLM) using both logistic models and SMR

SSS Participation Treatment:

- Dichotomous (in or out)
- Collection of services, measured separately

Adjusting for Differences among Students:

- Individual measures of student characteristics
- Propensity measures estimating the probability of receiving service.

Results presented in two formats:

- Regression coefficients
- Impact estimates

students with disabilities. However some additional types of services also were related to improved student outcomes, though they were not necessarily SSS service: counseling, field trips or cultural enrichment, referrals to outside resources, services for those with limited English ability, college re-entrance counseling and recent contacts with support services. There is some evidence that what may be most important is that students receive an appropriate 'package' of services ..."

Chaney, B.W. (2010, April). National Evaluation of Student Support Services: Examination of Student Outcomes after Six Years. U.S. Department of Education, Office of Planning, Evaluation and Policy Development, Policy and Program Studies Service.

3. A Compendium of Successful, Innovative Retention Programs and Practices: Winners of the Lee Noel & Randi Levitz Retention Excellence Awards, 1989-2012.

"[A] brief description of programs that have been recognized in the Lee Noel and Randi Levitz Retention Excellence Awards Program sponsored by Noel-Levitz. The program was established in 1989 to honor the retention achievements of post-secondary institutions throughout North America."

"Each year, awards are given to recognize the most successful, state -of-the-art retention programs in use at many different kinds of institutions, with many different target groups of students. Nominees for awards are judged on identifiable and measurable institutional outcomes, originality and creativity, use of resources, and adaptability for use at other institutions. Winners are selected by a national panel comprising leading campus-based retention practitioners."

"Since the program began, 31 community colleges, 31 private, and 98 public colleges and universities have been honored with Retention Excellence Awards, As a result of this national exposure, these award-winning programs have served as models of retention excellence to stimulate the creativity and energy of hundreds of two-year and four-year institutions."

A Compendium of Successful, Innovative Retention Programs and Practices: Winners of the Lee Noel & Randi Levitz Retention Excellence Awards, 1989-2012. (2012). Noel-Levitz, Inc.

4. Policy Matters: A Guide to Major U.S. College Completion Initiatives.

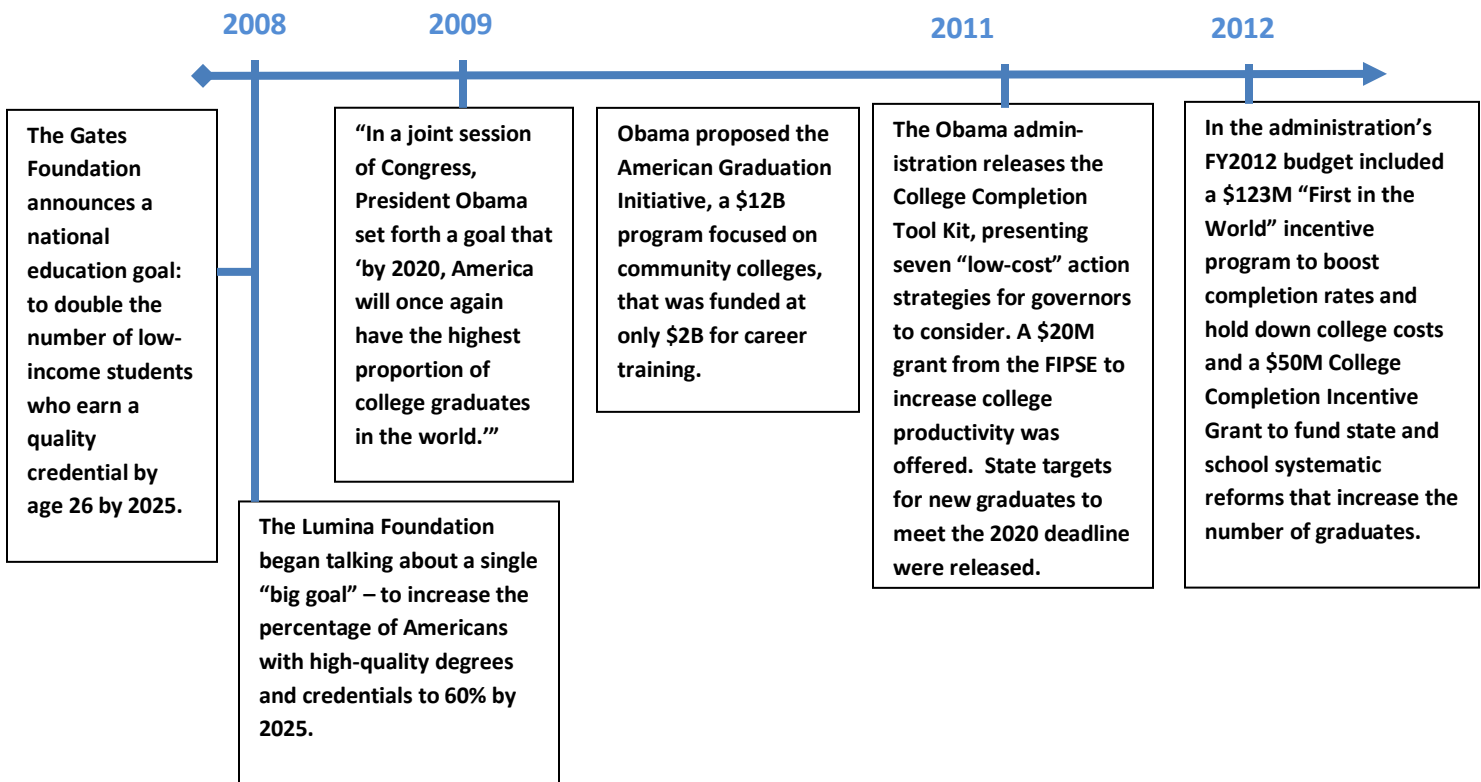
"The current interest in college completion is rooted in growing concerns that the United States is steadily losing ground in global competitiveness. While other nations have been making progress, particularly in the attainment of sub-baccalaureate degrees and certificates, the United States has not. We have achieved measurable success in improving access to postsecondary education, but we have not achieved a comparable growth in degree attainment. ...The latest OECD data indicate that 41 percent of older workers (aged 55-64) and younger workers (aged 25-34) in the U.S. have attained tertiary education – indicating that there have been no increases over time."

"Concerns about [this lack of progress] have been moving this country from its traditional focus on increasing educational access to new interest in educational attainment. This is expressed not only in

terms of institutional graduation rates, but also in terms of meeting state and national educational attainment goals. As such, the terminology has shifted from ‘access’ goals to ‘college completion’ goals.”

“The paper is intended as a guide to the myriad college completion initiatives that have arisen in recent years. [It] focuses only on major national/regional college completion initiatives. It does not address the efforts of specific states, systems and institutions, nor does it cover initiatives focused primarily on access or college preparation that happen to contribute to completion.”

Catalysts Focusing National Attention on College Completion



There are now more than a dozen major national college completion initiatives. Some are broad based and others have a narrow focus concentrating on certain populations. Some focus on the achievement gap between the traditional college population and underrepresented groups.

CURRENT COMPLETION INITIATIVES

Completion Initiative

Access to Success (A2S)

Sponsoring Organization: National Association of System Heads (NASH) and The Education Trust.
Funding Partners: Lumina Foundation for Education and the Bill & Melinda Gates Foundation.
Timeframe: Begun in 2007 and runs through 2015.
Goals: To cut the college going and graduation gaps for low-income and

Achieving the Dream; now a national non-profit organization

minority students in half by 2015.

Participants: Twenty public higher education systems in 18 states.

Sponsoring Organization: Lumina Foundation for Education and AACC, CC Leadership Program at UT-Austin, CCRC at Columbia U; Jobs for the Future; MDC; MDRC; Public Agenda.

Funding Partners: Lumina Foundation for Education and over 20 funders.

Timeframe: Begun in 2004 and is still continuing.

Goals: To help more community college students, particularly low-income students and students of color, stay in school and earn a college certificate or degree.

Participants: Started with 27 colleges in five states and continues to add schools.

ACE Commission on Education Attainment

Sponsoring Organization: American Council on Education (ACE), plus college sector organizations (AACC, AACSCU, AAU, APLU, and NAICU).

Funding Partners: Not identified.

Timeframe: Begun in 2011 and runs through 2012.

Goals: To assess the need for improved college retention and attainment and to chart a course for improvement.

Participants: The six Washington DC-based presidential higher education associations.

Adult College Completion Network

Sponsoring Organization: Western Interstate Commission for Higher Education (WICHE).

Funding Partners: Lumina Foundation for Education.

Timeframe: Begun in 2010 and runs through 2014.

Goals: To unite organizations and agencies working to increase college completion by adults with prior credits but no degree in a collaborative learning network.

Participants: Regional organizations, state agencies, city programs, non-profit organizations and others.

Boosting College Completion for a New Economy

Sponsoring Organization: Education Commission of the States (ECS).

Funding Partners: Bill and Melinda Gates Foundation.

Timeframe: Begun in 2011 and runs through 2013.

Goals: To work with legislative and higher education leaders to improve their state economies by increasing the number of residents with postsecondary credential.

Participants: State legislative and higher education leaders.

College Completion Agenda

Sponsoring Organization: College Board, and collaborating partners – National Conference of State Legislatures (NCSL), Excelencia in Education and National Council of La Raza.

Funding Partners: Not listed.

Timeframe: Begun in 2008 with no end date listed.

Goals: To increase the proportion of 25-to-34-year-olds who hold an associate degree or higher to 55 percent by the year 2025 in order to make America the leader in educational attainment in the world.

Participants: Not listed.

College Completion Challenge

Sponsoring Organization: American Association of Community Colleges (AACC), Association of Community College Trustees, the Center for Community College Student Engagement, the League for Innovation in the Community College, the National Institute for Staff and Organizational Development and Phi Theta Kappa Honor Society.

Funding Partners: Brought together by the Bill and Melinda Gates Foundation.

Timeframe: Begun in 2010 with no end date listed.

College Completion Initiative

Goals: To promote the development and implementation of policies, practices and institutional cultures that will produce 50 percent more students with high quality degrees and certificates by 2020, while increasing access and quality. Asking for community colleges across the country to sign their own completion commitments, modeled on the “Call to Action.”

Participants: Six national associations that focus on community colleges.

Sponsoring Organization: Southern Regional Education Board (SREB).

Funding Partners: Not listed.

Timeframe: Begun in 2008 with no end date listed.

Goals: To increase significantly the numbers of students who complete postsecondary career certificates and associate’s and bachelor’s degrees, so that 60 percent of each state’s adults ages 25 to 64 will have one of these credentials by 2025.

Participants: Not listed.

Complete College America

Sponsoring Organization: Nearly 20 national and regional higher education organizations for policy and research expertise.

Funding Partners: Carnegie Corporation of New York, Lumina Foundation for Education, Bill & Melinda Gates Foundation, W.K. Kellogg Foundation and Ford Foundation.

Timeframe: Begun in 2009 with no end date listed.

Goals: To significantly increase the number of Americans with a college degree or credential of value and to close attainment gaps for traditionally underrepresented populations.

Participants: Number of states in the Alliance of States has grown to 29 in the three years since the organization’s founding.

Complete to Compete

Sponsoring Organization: National Governors Association (NGA).

Funding Partners: Bill & Melinda Gates Foundation, Lumina Foundation for Education and USA Funds.

Timeframe: Begun in 2010 and ran through 2011.

Goals: • Raise national awareness about the need to increase college completion and productivity, and the consequences of inaction. • Create a set of common higher education completion and productivity measures that governors can use to monitor state progress and compare performance to other states and between institutions. • Develop a series of best practices and a list of policy actions governors can take to achieve increased college completion. • Provide grants to states to design policies and programs that increase college completion and improve higher education productivity and serve as models for other states around the country. • Hold a learning institute for governors’ senior advisors in education, workforce and economic development focusing on successful state strategies to graduate more students and meet workforce demands.

Participants: State governors’ offices.

Ensuring America’s Future by Increasing Latino College Completion (EAF)

Sponsoring Organization: Excellence in Education, and collaborating organizations including ACT, Inc., American Council on Education, College Board, Complete College America, Hispanic Association of Colleges and Universities, Institute for Higher Education Policy, Jobs for the Future and National Conference of State Legislatures.

Funding Partners: Bill & Melinda Gates Foundation, Lumina Foundation for Education and Kresge Foundation.

Timeframe: Begun in 2010 with no end date listed.

Goals: To inform, engage and sustain efforts to promote the role of Latinos in making the U.S. the world leader in college degree completion.

Participants: Sixty organizations from diverse sectors.

National Coalition for College Completion (NCCC)	<p>Sponsoring Organization: Institute for Higher Education Policy (IHEP). Funding Partners: Ford Foundation, Lumina Foundation for Education and Bill & Melinda Gates Foundation. Timeframe: Begun in 2011 with no end date listed. Goals: To mobilize a diverse, non-partisan voice in support of college completion that speaks for the collective interests of the American public by demanding a policy agenda that encourages higher education institutions to provide better support to underrepresented students. Participants: More than 20 organizations, including Boys and Girls Club of America, Business Roundtable, Center for American Progress, Center for Law and Social Policy and National Urban League.</p>
Project Win-Win	<p>Sponsoring Organization: Institute for Higher Education Policy (IHEP), and collaborating partners - State Higher Education Executive Officers (SHEEO). Funding Partners: Lumina Foundation for Education and Kresge Foundation. Timeframe: Begun in 2009 and runs through 2013. Goals: Focusing wholly on the associate degree: • To match student attainment with its official recognition. • To improve de facto degree completion rates at participating colleges through a retroactive award process. • To improve institutional data systems, student tracking, advising, communication with students, understanding of problems in degree qualifications, and degree audit systems. • To place qualified and interested students back on track to complete degrees in a relatively short time span. Participants: Operations in nine states, involving 64 colleges.</p>

Russell, A. (2011 October). *Policy Matters: A Guide to Major U.S. College Completion Initiatives. A Higher Education Policy Brief.*

5. Effective College Access, Persistence and Completion Programs, and Strategies for Underrepresented Student Populations: Opportunities for Scaling Up.

“Effective strategies and solutions to boost college completion rates remain elusive, especially for underrepresented student populations (defined in this report as low-income students, minority students, and first-generation college students). For example, only one third of full-time bachelor’s degree students graduate in four years, and just over 55 percent will graduate within six years, which is considered “on-time” graduation.”

“Despite the significant research attention dedicated to college student retention in the last several years, there is a surprising lack of truly rigorous studies available. Much of the evidence is anecdotal and qualitative, and the existing quantitative evidence tends to lack sufficient controls. **The general conclusion of the reviewed research (particularly the work of Dr. Vincent Tinto of Syracuse University) is that although academic preparation and performance do play a major role in retention of underrepresented students, up to 75 percent of all dropout decisions are non-academic in nature.** This statistic suggests that low achievement may be more a result of external pressures rather than a student’s inherent ability. The literature has developed three lenses through which to view these nonacademic factors.”

Three lenses through which to view nonacademic dropout decisions:

Financial

- Non-tuition expenses (books, fees, meals, etc.) can be crippling, and schools generally do not provide enough funding to cover these costs.
- Part-time employment is a necessity for many students, but the presence of a job is associated with a significantly lower retention rate.

Institutional

- There are generally five types of intervention strategies schools use to increase retention: transition programs, mentoring, learning communities, faculty/student interaction programs, and advising:
 - **Transition programs** include any type of summer bridge programs or orientation activities that a school may provide for its students. The literature indicates a positive relationship between an extensive transition program and student retention.
 - **Mentoring programs** can have multiple arrangements, from one-on-one to group mentoring, and may or may not be peer-to-peer. The literature is weak on the effectiveness of these types of programs, although there does appear to be a stronger retention effect for racial minorities.
 - **Learning communities** are groups of students that typically enroll together, take a significant number of classes together during each academic year, and (in the case of residential colleges) typically live in the same dormitory. The literature is lacking regarding this intervention as well, but there appears to be no significant direct effect on retention through the use of such communities, but there may be an indirect effect.
 - **Faculty/student interaction programs** typically refer to specialized programs allowing students to interact with faculty members for mentoring, advice, and even for research positions. Again, the existing research is very limited but such programs do not appear to have a significant effect on retention.
 - **Advising programs** as used in this context typically refer to targeted, dedicated advising services for use by freshmen or underrepresented student groups. The research for this intervention is again lacking, and what research is available suggests there is no significant effect on retention.
- The research indicates that these programs are best used to address the needs of certain subsections of underrepresented students. For example, African-American students benefit from mentoring programs, while other groups may realize no gain in retention rates.

Psychological

- Many minority students, particularly African Americans, have a need to “fit in” on campus and to feel welcomed. Feeling out of place on campus can lead academically qualified students to drop out of school.
- Family support is critical for underrepresented students, but many of them are first-generation college students and thus do not have access to such support. Many underrepresented students must also take on additional family responsibilities, taking time away from classes and studying.

“In an analysis of 45 institutions where there is some empirical evidence for improvements in retention rates, the following intervention strategies were the most common:

- Counseling or mentoring of students, either by peers or trained personnel. Nearly 75 percent of programs with higher persistence rates used this method;
- Offering some form of instruction specifically for freshman (17 institutions, 38%);
- Transition/orientation programs and tracking/early warning systems (13, 29% each);
- Learning communities (12, 27%);
- Student-faculty interactions and additional academic support services (11, 24% each);”

“Most institutions used a combination of interventions. The fact that counseling is only effective in conjunction with other approaches raises questions about excessive reliance on this approach.”

“Two-year public institutions present special challenges in increasing retention, with higher attrition rates and a larger proportion of at-risk students than four-year institutions. Similarly, there are important distinctions between four-year residential and non-residential colleges and universities. Surveys of two-year institutions suggest that these colleges are the least likely to employ the most effective retention strategies.”

“Within Indiana, the surveys of institutions provided the following findings:

- The entire range of persistence levers is in use statewide, with no two campuses using exactly the same approach, even within the same university system. This situation is beneficial since it indicates that institutions have started responding to the unique needs of their student bodies.
- The campuses that face larger persistence issues, such as Ivy Tech and IUPUI, have developed the most extensive retention packages in response to the problem.
- Of the 28 responding institutions, academic support (tutoring and advising) was the most common service offered, with 22 respondents indicating at least one service of this type is offered.
- Learning communities are the least common approach, with only two institutions reporting their use. Logistical costs for this intervention are high, likely leading to its infrequent use.
- Dual-credit options (allowing students to take college classes in high school) are being used in several institutions, which is a unique approach to persistence that is virtually ignored within the literature.”

Effective College Access, Persistence and Completion Programs, and Strategies for Underrepresented Student Populations: Opportunities for Scaling Up. (2010, June). Center for Evaluation & Education Policy, Indiana University, Bloomington, Indiana.

6. The American Dream 2.0, How Financial Aid Can Help Improve College Access, Affordability, and Completion.

Of the 20 million students enrolled in a U.S. college or university, **46 percent do not graduate with any credential within six years**. Sixty-three percent of African American students, and 58 percent of Hispanic students, do not earn a credential within six years. Without a college credential, these students are much more likely to be unemployed; four of five jobs lost to the recession were held by Americans without a credential. And by 2018, the nation will need 22 million new workers with postsecondary

credentials, but we will fall at least 3 million short. Whereas we used to lead the world in the percentage of young adults with postsecondary credentials, we now trail 13 other nations.

“Despite such need, tuition is rising faster than inflation or family income while state support is declining. This means more students are picking up an ever-larger share of college costs. Total annual student borrowing has more than doubled over the last ten years. Burdened with such debt, many students without a credential are plunged under water financially. Indeed, **the average default rate for those with no credential is more than four times the rate for those with a bachelor’s degree.**”

The national bi-partisan coalition behind this report represents college foundation presidents; civil rights leaders; top state policymakers; student activists; former federal budget and higher education officials; college access advocates; business leaders; and the nation’s foremost authorities on financial aid. **“They have come together because they see the promise of using incentives within the \$226 billion financial aid system to help address our nation’s college completion challenge.”** They suggest that providing financial aid and just hoping for student success is not enough.

The American Dream 2.0, How Financial Aid Can Help Improve College Access, Affordability, and Completion. (2013). HCM Strategists in collaboration with a national coalition of education, social justice, and economic experts.

7. Campus-Based Retention Initiatives: Does the Emperor Have Clothes.

“After mining several electronic databases and reviewing almost one hundred articles (limited to propositional and research-based published studies in first- and second-tier journals that commonly publish research in the field of higher education that employed methodological and analytic rigor), only sixteen studies were identified as providing documentation that links a program with retention. The strength of the connections between programmatic interventions and student persistence varied in these studies. **Only in the area of transition programs did we find a reasonable number of studies that reported consistently strong connections between interventions and improved student persistence.** Overall, our findings demonstrate that **academe is without a core set of documents upon which administrators can rely when seeking retention models to employ at their own institutions.** Our

A Broad Range of Suggestions to Help Improve Completion Rates, Including:

- Have the federal government collect and report better higher-education performance metrics, on access, completion, cost and employment outcomes.
- Make it simpler to apply for aid, and make its costs and benefits clearer to students and their families.
- Offer federal incentives for states and schools to find faster and cheaper ways to educate students, including getting high-school students ready for college.
- Run experiments on new ways to aim and deliver financial aid.
- Reward colleges for improving completion rates, and tie student aid to getting past certain educational goal posts.

analyses of the existing research on programmatic efforts to improve student retention rates lead us to the following substantive conclusions.”

“In addition to these areas, there is a host of areas for which there is simply no evidence to support the effectiveness, or lack thereof, of campus-based retention efforts. Within the body of empirical studies that does exist, the research team found that there is also a lack of longitudinal assessments of retention-based initiatives. The majority of the studies captured the program’s impact at a single point in time. Our findings also revealed other gaps in the retention literature. We found few empirical studies that had been conducted at community colleges or at minority-serving institutions.”

The authors suggest there is an excellent opportunity for colleges and universities to assess the impact of their various programs on retention. They suggest a possible framework for this purpose (Woodard, Mallory, and De Luca (2001)) to use as a point of reference from which to understand the importance of establishing the groundwork for effectively and efficiently assessing a program; understanding how to identify, capture, and analyze data and communicate findings to various audiences; and understanding how to use the findings to improve the program.

Davis, L.P., Morelon, C., Whitehead, D., Hossler, D. (2006). Campus-Based Retention Initiatives: Does the Emperor Have Clothes. *New Directions for Institutional Research*.

8. Inequality Matters, Bachelor’s Degree Losses among Low-Income Black and Hispanic High School Graduates.

“The Advisory Committee’s 2010 report, *The Rising Price of Inequality*, found that need-based grant aid from all sources was inadequate by examining the enrollment and completion rates of low-income high school graduates who seek to earn a bachelor’s degree and are qualified to gain admission to a 4-year college. The major finding was that the rates were declining rapidly. The impact of this trend can be seen in Census data, which show that educational attainment of 25- to 34-year-old Americans is now lower than the level of their peers who are 35 to 44 years old.”

“To inform reauthorization of the Higher Education Act (HEA), this bulletin extends the findings of the Committee’s 2010 report by focusing on the enrollment and completion of low-income Black and Hispanic high school graduates who had taken at least Algebra II and could gain admission to a 4-year college. There are five findings:

Substantive Conclusions:

- The evidence supporting the effectiveness of counseling as a means to reduce dropout rates of undergraduate students is weak.
- The evidence to support the efficacy of mentoring programs as a means to reduce dropout rates is weak.
- There are small to moderate levels of positive evidence that learning communities have a positive effect on student persistence.
- There are small to moderate levels of evidence that programmatic interventions designed to enhance student-faculty interaction can improve student persistence.
- There is moderate to strong positive evidence that transition or orientation programs can improve student retention rates.

- **Financial Concerns.** Concerns about rising college expenses and financial aid, which has failed to keep pace with those expenses, are undermining the 4-year college enrollment of these students.
- **Enrollment Shifts.** Rising net prices, as a percentage of family income, are causing initial enrollment to shift away from 4-year colleges, with increases in no enrollment in postsecondary education.
- **Declining Completion Rates.** Enrollment shifts away from 4-year colleges, together with falling rates of persistence, are undermining rates of bachelor's degree completion.
- **Bachelor's Degree Losses.** Declining rates of college completion signal that over one million bachelor's degrees, in absolute terms, were lost last decade and even more will be lost in the future.

Bachelor's degree losses this decade among low-income Black and Hispanic high school graduates who took at least Algebra II will exceed the 1.4 million level of last decade.

- **Increasing Inequality.** Large losses in bachelor's degree completion will exacerbate existing disparities in educational attainment, by race, ethnicity, and family income, for the foreseeable future."

"These findings have major implications for HEA reauthorization and proposals to modify federal need-based grant aid should be evaluated in the context of these losses. In this regard, five proposals currently under discussion deserve special scrutiny. If implemented, these proposals are likely to further undermine the 4-year college enrollment, persistence, and completion of qualified low-income high school graduates, particularly minority students, and worsen inequality in national educational attainment by income, race, and ethnicity.

- Denying Aid to Students Based on Risk of Non-Completion
- Demanding Budget-Neutral Funding of Title IV Student Aid
- Eliminating Pell Grants to Fund Block Grants to the States
- Dismantling Partnerships in Need-Based Student Grant Aid
- Relying Exclusively on Improvements to Student Aid Delivery"

"These proposals disregard rising college expenses facing low-income students and the skyrocketing loan burden described in the Advisory Committee's November 2012 policy bulletin (ACSFA, 2012c). Policymakers should consider their likely negative impact on college enrollment and completion and, at a minimum, require that the proposals be pilot tested before implementation."

"In its 2010 report, the Advisory Committee recommended that need-based grant aid from all sources be increased. In particular, the 2010 report cautioned that the steady erosion in the purchasing power of Pell Grants must be reversed if any progress is to be made in ensuring equal educational opportunity and success in higher education. Without such increases, inequality in access and completion will steadily worsen – as will inequality in national income."

Inequality Matters, Bachelor's Degree Losses among Low-Income Black and Hispanic High School Graduates. (2013, June). A Policy Bulletin for HEA Reauthorization. Advisory Committee on Student Financial Assistance.

9. Performance-Based Scholarships: What Have We Learned?

“Evidence suggests that financial aid as a whole (the combination of grants, scholarships, loans, work-study jobs, and other aid) is positively associated with students enrolling in college and staying there. But there is relatively little evidence so far to show that scholarships, specifically, cause improved student retention and academic performance, even though they have played a prominent role in public and private support for higher education. A handful of studies have examined the effects of innovative financial aid structures. Preeminent among these is MDRC’s Opening Doors Demonstration in Louisiana, which found substantial improvements in full-time enrollment, persistence, credit accumulation, and grades for a form of financial aid called “performance-based scholarships.” Since then, with anchor funding from the Bill and Melinda Gates Foundation and a consortium of other foundations, MDRC has worked in six states with over 12,000 students, eight institutions, and one intermediary to test several different scholarship designs and to address on a much larger scale and in a wide range of settings the question of whether this innovative form of financial aid can improve academic achievement in both the short and long term.”

“Performance-based scholarships were designed by MDRC and colleges to help students overcome some of the financial obstacles they face in the postsecondary education system. These scholarships aim to help reduce the financial burdens on low-income college students while providing incentives for good academic progress. Students are generally paid at multiple points during the semester if they maintain a “C” average or better and earn a certain number of credits. By making additional financial aid conditional on students’ meeting certain performance benchmarks, the programs seek to encourage students to focus on their studies, which should lead them to perform better in their classes in the short term. In the medium term they should progress through their degree requirements more quickly, which in the long term may then help them graduate or transfer to a four-year college. Finally, if the scholarship promotes academic success students could end up with better jobs and higher earnings.”

“Importantly, the scholarships are paid directly to students. They may use the money for any pressing need (for example, books, child care, or other financial obligations that might disrupt their studies). Students have complete discretion

Interim Analysis of Performance-Based Scholarships Shows That:

- The program can be implemented at a variety of institutions and with a diverse group of low-income student populations.
- Students in almost all of the program groups were more likely than those in the control groups to meet their scholarships’ academic benchmarks in one or more semesters.
- The program increased the number of credits students earned by the end of the first year.
- So far, the program does not appear to increase the proportion of students who stay in college.
- The scholarships work for a variety of different types of students, including at-risk groups that traditionally perform poorly.
- Some of the programs reduced educational debt.
- In Ohio, performance-based scholarships increased the proportion of students earning a degree or certificate.

over how they use the funds, although most report using them to help with a range of essential expenses. The scholarships are paid in addition to Pell Grants — the main federal source of need-based aid — and other existing financial aid programs, including state and institutional grants. Students therefore have more money to cover academic and living expenses, and can potentially reduce their dependency on loans. Lastly, unlike merit-based aid, performance-based scholarships are paid to students based on their academic performance in the current term, regardless of what happened in previous terms. That is, eligibility for the scholarship is not based on evidence of prior performance such as high school grade point averages (GPAs).”

“The findings presented in this brief are based on one year of follow-up for all sites in the demonstration, two years of follow-up for the sites that launched their programs in 2008 or 2009 (California, New Mexico, New York, and Ohio), and three years of follow-up for the first of the sites to complete study recruitment (Ohio). The implementation phase of the PBS Demonstration has shown that this new form of financial aid is feasible to implement. **The initial evaluation findings provide some evidence that performance-based scholarships can improve academic outcomes without unintended negative consequences** (for example, students attempting fewer credits in order to keep their grades up).

Patel, R., Richburg-Hayes, L., de la Campa, E., Rudd, T. (2013, August). Performance-Based Scholarships: What Have We Learned? Interim Findings from the PBS Demonstration.

10. A Review of College Access Literature.

“At the high school level, the most powerful factors related to college enrollment for low-SES families are (1) measured academic ability, (2) adult support in the college search and application process, and (3) knowledge of financing strategies. **Research focusing on college retention is murkier.** For example, it remains unclear whether community colleges divert low-SES students from Bachelor’s Degree attainment or provide needed and affordable access. Additionally, although postsecondary attainment also encompasses a wider range of possible “successes” than high school such as Associates, Bachelor’s, and Master’s Degrees, the majority of research is directed toward students who desire to attain a Bachelor’s Degree and attend four-year institutions. **Research indicates that the most important factors in college retention are academic integration and social integration into the college.**”

“At the college level, the majority of research into retention and persistence is limited to four-year residential colleges. For example, community colleges enroll well over one-third of students at the postsecondary level, yet have received little research attention (Bozick et al. 2008; Deil-Amen & Turley 2007; Wellman et al. 2009). In addition, the available research credits social integration as being, second to academics, the most important factor in retention. Yet retention research often ignores transfer students, and the majority of students transfer (Adelman et al. 2003). Social integration may explain why students stay at one institution, but research into transfer students, understanding why students transfer and why they stay at the institutions they graduate from is desperately needed. More recently, there has been rapid growth in for-profit and online education providers, such as DeVry University or the University of Phoenix. Very little research investigates the ways in which for-profit and online educational providers affect college going and persistence.”

Heroff, J. (2009, February). A Review of College Access Literature. Prepared for the Illinois Student Assistance Commission.

11. Community College Retention and Recruitment of “At-Risk” Students.

In this report current best practices are assessed in retention and recruitment of “at-risk” community college students. “The main findings from the retention section of the report are:

- According to a 2010 survey of Chief Academic Officers at community colleges across the nation, issues with academic preparation, job and family responsibilities, finances, or personal motivation were perceived to be among the most significant reasons why students leave community colleges.
- As noted in the same 2010 survey, many of the programs believed to make the highest contributions to retention at community colleges focus on academic support/guidance, targeted interventions for specific student populations, and easing the transition of students to the college environment.
- Using the 2010 survey as a framework, our report takes a closer look at academic advising, first-year seminars and transition programs, summer orientation/bridge programs, and early warning systems as means of increasing the retention of students. In addition to being well-supported in the literature on student retention, recent examples of community colleges that have employed such programs have displayed documented success in terms of student outcomes.
- Successful retention programs designed specifically for students with disabilities focus on building self-advocacy skills in addition to offering targeted academic support.
- Some community colleges employ strategies that will assist students who have undiagnosed learning disabilities. One set of strategies – Universal Design for Learning – focuses on flexible approaches to teaching that can be adjusted to fit the individual needs of learners.”

“With regard to community colleges with enrollments of Black or Hispanic students that equal or exceed 20 percent of their total student population, ACT reported a similar set of factors that have the strongest influence on attrition as those reported for the overall group. The only differences between these lists are indicated below:

- In addition to all of the factors cited for community colleges overall, institutions with shares of Hispanic students that are 20 percent or greater indicated that “level of emotional support from family, friends, and significant others” and “amount of financial aid available to students” were also among the factors with the strongest influence on attrition.
- Representatives of community colleges with proportions of Black students that are 20 percent or higher also highlighted the same factors as community colleges overall. The only additional factor that made the list for this subset of colleges was “amount of financial aid available to students”.

Community College Retention and Recruitment of “At-Risk” Students. (2011, January). Gulf Coast Community College.

12. Advising At Risk Students.

“Jones and Becker (2002) identified several academic advising services for at-risk students. These include using peer advisors and providing a visual means to disseminate information to the students before they even see their advisor. They also suggest that advisors be aware that this group of students benefits from more personal attention from individual advising sessions that focus on the student's development of self-confidence and their ability to make sound decisions. Finally they suggest that advisors evaluate their delivery of academic services. Nutt (2003) suggests using an intrusive advising approach, insisting upon collaborative relationships with other campus resources, and encouraging advisors to invest in the student to help them gain a sense of belonging and that they matter.”

“Jones and Becker (2002) identify the need for programs that teach decision-making skills, promote self-advocacy, provide curriculum intensive advising, and provide services to support students during their first year. Ender and Wilkie (2000) include remedial courses for basic reading, writing, and math skills in their programming suggestions.”

Walsh, P. (2003). Advising At Risk Students. NACADA Clearinghouse of Academic Advising.

13. Effective techniques of developmental advising with adult at-risk students in a community college setting.

“Academic advising has undergone great changes since its beginning in higher education. Modern educators recognize academic advising as one of the best ways to assist the personal, intellectual, and social development of learners. Advising as a service to students links students' academic and personal worlds; therefore, advising cultivates holistic development. On the other hand, many people know little about academic advisors or specifically to what degree advisors use a method described as developmental. This descriptive study inspected effective techniques of developmental advising with adult at-risk students in a community college setting. Without effective techniques and strategies in developmental advising, the college experience of adult at-risk students can suffer. The study used qualitative research designed to assess advisors' perceptions of effective techniques of developmental advising. A mixed methods survey tool and open-ended questions elicited data from a sample of 300 academic faculty and non-faculty (student support services) advisors. The study construction reflected previous research on developmental advising with updated survey items on current practices added. The survey and open-ended questions concentrated on advisors' perceptions of their role as advisors, including advising tasks and skills, barriers to effective developmental advising, and advisor's characteristics. The summary of findings led to the conclusion that faculty failed to practice some of the dimensions of developmental advising techniques with adult at-risk students at the level of importance they placed upon them.”

Hoff, G.A. (2011). Effective techniques of developmental advising with adult at-risk students in a community college setting. Dissertation.

14. The Condition of Education 2013.

“The 2011 graduation rate for full-time, first-time undergraduate students who began their pursuit of a bachelor’s degree at a 4-year degree-granting institution in fall 2005 was 59 percent. That is, 59 percent of full-time, first-time students who began seeking a bachelor’s degree at a 4-year institution in fall 2005 completed the degree at that institution within 6 years.”

“...the 6-year graduation rate was 57 percent at public institutions, 65 percent at private nonprofit institutions, and 42 percent at private for-profit institutions. This graduation rate was 56 percent for males and 61 percent for females; it was higher for females than for males at both public (59 percent vs. 54 percent) and private nonprofit institutions (67 percent vs. 62 percent). At private for-profit institutions, however, males had a higher graduation rate than females; the rate was 48 percent for males and 36 percent for females.”

“At 2-year degree-granting institutions, 31 percent of full-time, first-time undergraduate students who began their pursuit of a certificate or associate’s degree in fall 2008 attained it within 150 percent of the normal time required to do so. This graduation rate was 20 percent at public 2-year institutions, 51 percent at private nonprofit 2-year institutions, and 62 percent at private for-profit 2-year institutions. At 2-year institutions overall, as well as at each type of 2-year institution, the completion rate was higher for females than for males.”

“...graduation rates were highest at postsecondary degree-granting institutions that were the most selective (i.e., had the lowest admissions acceptance rates). For example, at 4-year institutions with open admissions policies, 31 percent of students completed a bachelor’s degree within 6 years. At 4-year institutions where the acceptance rate was less than 25 percent of applicants, the 6-year graduation rate was 88 percent.”

“In terms of student retention, among full-time, first-time students who enrolled in a postsecondary degree-granting institution in 2010, about 79 percent returned to 4-year institutions and 60 percent to 2-year institutions in the following fall.”

The Condition of Education 2013. (2013, May). U.S. Department of Education, National Center for Education Statistics.

15. College Completion – Additional Efforts Could Help Education with Its Completion Goals.

“Because of concerns that not enough students who start college are completing a bachelor’s degree, we examined (1) the extent to which students who enroll in a 4-year college complete a bachelor’s degree and identify the factors that affect completion; (2) what states and 4-year colleges and universities are doing to foster bachelor’s degree completion; and (3) what the Department of Education (Education) is doing to foster degree completion.”

“More than half of all students who enroll in a 4-year college or university complete a bachelor’s degree within 6 years of beginning postsecondary education. On the basis of our analysis, select background characteristics, work and college attendance patterns, as well as academic preparation and performance are correlated with bachelor’s degree completion. Specific factors associated with a lower likelihood of

completing a bachelor's degree include coming from a family in which neither parent had earned a bachelor's degree, being black, working 20 or more hours per week, or transferring to another institution. Students were more likely to complete their degree if they were continuously enrolled during the 6-year period or attended full-time. The likelihood of a student graduating within 6 years also increased as rigor of their high school curriculum, high school grade point average, and first-year college grade point average increased. **After controlling for other factors, we found that disadvantaged students were no less likely to complete a bachelor's degree than other students.** Notwithstanding this fact, students from disadvantaged backgrounds are less likely to attend college in the first place."

"States and 4-year colleges and universities are employing various methods to foster bachelor's degree completion, but information on the effectiveness of these efforts is limited. Over two-thirds of the states responding to our survey reported having at least one effort in place to foster bachelor's degree completion. Most of these efforts fell into three categories: (1) increasing the number of students entering postsecondary education; (2) helping colleges improve their performance in retaining and graduating students; and (3) helping individual students remain in college and encouraging timely completion for these students."

"Education fosters bachelor's degree completion by making financial aid available to students and providing support services for students who are low-income, come from families in which neither parent has a bachelor's degree, or are disabled. Education administers the federal student aid programs, primarily through grants and loans to help students finance college. In September 2002, we reported that little information is available on the relative effectiveness of federal grants and loans on completion. Education also administers programs that provide support services, such as tutoring, at the pre-college and college levels to help ensure successful outcomes for students who are low-income, come from families in which neither parent has earned a bachelor's degree, or are disabled. Information on the effectiveness of these programs in fostering college completion is still being collected. Through its strategic plan, Education has identified priorities for reducing gaps in college completion among certain student populations and increasing completion overall. Its strategic plan also identifies strengthening the accountability of postsecondary institutions to ensure colleges are graduating their students in a timely manner as a priority. According to Education, providing prospective students with information on graduation and retention rates to help them make informed choices about where to attend college is one way to hold institutions accountable for their performance."

College Completion – Additional Efforts Could Help Education with Its Completion Goals. (2003, May). United States General Accounting Office.

16. The Role of Academic and Non-Academic Factors in Improving College Retention.

This report provides information about the influence of non-academic factors, alone and combined with academic factors, on student retention and performance at four-year colleges and universities. It highlights examples of successful retention strategies and stresses the need to evaluate on the bases one which retention policies are created. The purpose of the study was to identify which academic and non-academic factors had the greatest effect on college retention and performance.

“Our findings indicate that the non-academic factors of academic-related skills, academic self-confidence, academic goals, institutional commitment, social support, certain contextual influences (institutional selectivity and financial support), and social involvement all had a positive relationship to retention. The academic factors of high school grade point average (HSGPA) and ACT Assessment scores, and socioeconomic status (SES) had a positive relationship to college retention, the strongest being HSGPA, followed by SES and ACT Assessment scores. **The overall relationship to college retention was strongest when SES, HSGPA, and ACT Assessment scores were combined with institutional commitment, academic goals, social support, academic self-confidence, and social involvement.**”

“In terms of performance, the findings indicate that of the non-academic factors, academic self-confidence and achievement motivation had the strongest relationship to college GPA. Of the academic factors, both HSGPA and ACT Assessment scores had a stronger relationship to GPA than did SES, the strongest being HSGPA followed by ACT Assessment scores and SES. The overall relationship to college performance was strongest when ACT Assessment scores, HSGPA, and SES were combined with academic self-confidence and achievement motivation.”

Recommendations for Colleges and Universities:

- Determine their student characteristics and needs, set priorities among these areas of need, identify available resources, evaluate a variety of successful programs, and implement a formal, comprehensive retention program that best meets their institutional needs.
- Take an integrated approach in their retention efforts that incorporates both academic and non-academic factors into the design and development of programs to create a socially inclusive and supportive academic environment that addresses the social, emotional, and academic needs of students.
- Implement an early alert, assessment, and monitoring system based on HSGPA, ACT Assessment scores, course placement tests, first semester college GPA, socioeconomic information, attendance records, and non-academic information derived from formal college surveys and college student inventories to identify and build comprehensive profiles of students at risk of dropping out.
- Determine the economic impact of their college retention programs and their time to degree completion rates through a cost-benefit analysis of student dropout, persistence, assessment procedures, and intervention strategies to enable informed decision-making with respect to types of interventions required—academic and non-academic, including remediation and financial support

Lotkowski, V.A., Robbins, S.B., Noeth, R.J. (2004). *The Role of Academic and Non-Academic Factors in Improving College Retention. ACT Policy Report.*

17. Reimagining Aid Design and Delivery.

This issue of Postsecondary Education Opportunity summarizes the reports that were published under the grants given by the Gates Foundation to 14 organizations to study and make recommendations under its Reimagining Aid Design and Delivery (RADD) initiative, between November 2012 and March 2013. These reports provide 14 different and fresh perspectives on the problems and potentials of the federal student financial aid hodgepodge. These new ideas will be discussed for years to come, and are already under review for the next reauthorization of the Higher Education Act.

“Specifically, the RADD project was designed:

- To shift the national conversation on federal financial aid away from incremental policy options aimed at reducing the annual cost of the federal Pell Grant program and towards a broader aid reform agenda which places a focus on achieving better outcomes for students, and
- To seed the field with innovative policy ideas in service of the first goal.”

“These reports present a wide variety of creative, innovative, researched, thoughtful and constructive perspectives and recommendations on the different problems and needs of the federal student financial aid system.”

14 Grantees	Broad Recommendations
Alliance for Excellent Education	Create institutional supports and accountability; Simplify the federal student aid system; Focus student aid on the highest-need students; Provide support for middle-class families.
Association of Public Land-Grant Universities	Redefine institutional eligibility for Pell Grants and Student Loans; Connect aid to degree progress; Put conditions on veterans/military benefits; Better target tax credits and reductions.
Center for Law and Social Policy	Make tax-based student aid simpler and more effective; Provide students, policymakers, and colleges with the facts they need, and create federal incentives for students and colleges to partner on college completion.
Committee for Economic Development	The federal Pell Grant and other campus-based programs should be consolidated into a single system focused exclusively on portable aid for low-income students; Elimination of federal tax credits; A “Race to the Top” for state-based financial aid programs; Determination of grant aid eligibility through the current tax system; Making income-based repayment the default option for students who use federal loan program.
Excelencia in Education	Make Pell grants an entitlement to guarantee financial support for low-income students; Revise the current expected family contribution calculation to determine more constructive levels of grant aid given the post-traditional student profile; Retain and strengthen work-study or campus employment for low-income students; Revisit the campus-based program funding formula for uneven funding by geography and student eligibility; Provide a consistent amount of aid for students sufficient to minimize off-campus employment.
HCM Strategists	Move toward a simpler aid system; Introduce “truth in lending” standards to the financial aid process; Light the fires of innovation by offering incentives to schools and states to use aid to support faster and cheaper ways to

	educate students, by reviewing and revising rules that tie innovators to a traditional academic calendar and fail to let older students progress and graduate at their pace, and by investing in research and development to experiment with new ways to target and deliver aid dollars; Sharing responsibility for the goal by encouraging student enrollment and completion by linking aid to educational outcome measures, and by rewarding colleges and students that exceed expectations.
Institute for Higher Education Policy	Promote early and coordinated preparation for college; Restructure or repurpose grant and loan delivery mechanisms; Provide incentives for completion; Reduce debt burdens and provide better repayment options for students.
National Association of Student Financial Aid Administrators	Examine the value of institutional and student “skin-in-the-game” through the use of a Super Pell to incentivize students to enroll in more credit hours, and by using a portion of campus-based funding to incentivize schools to create an environment that fosters better-than-predicted outcomes; Student loan reform; Streamline and improve consumer information; Rethink entitlement and professional judgment.
National College Access Network	Prioritize federal dollars for first-generation and low-income students while reshaping aid for those repaying their student loans; Continue to streamline the student aid application process and provide transparent, relevant information on student outcomes; Ensure that states and institutions share responsibility with the federal government to support graduation of low-income students, financially and through other assistance.
New America Foundation	Policymakers can achieve reforms at no additional cost to taxpayers by rebalancing existing resources and better aligning incentives for students and institutions of higher education. New American Foundation recommends specific changes to federal grants, loans, tax benefits, college outreach programs and federal regulations to provide more direct aid to the lowest-income students while strengthening accountability for institutions of higher education to ensure that more students are able to earn affordable, high-quality credentials.
Education Trust	Education Trust proposes to replace the current financial aid system with an up-front, no-loan guarantee to students from low-income families, and a no-interest loan guarantee to students from middle-income families. The federal government would consolidate most federal financial aid programs to provide grants to states based on the share of their students in poverty and performance on access, affordability, and success measures. Funds must be spent on education, and up to 20% may be spent on secondary school improvement.
Institute for College Access and Success	Simplify the student aid application process while better targeting and preventing fraud; More closely tie a college’s eligibility for funding to the risk students take by enrolling and the risk taxpayers take by subsidizing it, and reward schools that serve students well; Secure and improve Pell Grants; With regard to students loans – reduce complexity, improve targeting, contain debt burdens, and encourage completion and wise borrowing; Streamline and improve targeting of higher education tax benefits; Provide students with key information when they need it.
Institute for a Competitive Workforce	Prioritize student and workforce needs; Increase transparency and provide better information about student aid and higher education institutions; Measure higher education outcomes, including student skills and knowledge; Streamline financial aid for students and families; Enhance affordability for those with the greatest need; Tie aid decisions to outcomes while ensuring quality.

Young Invincibles

Fully fund and invest in Pell Grants; Create a new program called PellWorks to retarget federal work-study dollars to schools that best connect school to work; Create a new program called PellPlus that target the lowest-income students and schools doing a better job of helping lowest-income students graduate; Overhaul our student loan system with a single, simple federal loan; Provide automatic enrollment the Income-Based Repayment; Increase transparency for students; Rethink and simplify tax incentives for higher education.

Reimagining Aid Design and Delivery. (2013, March). Funded by Bill and Melinda gates Foundation. Postsecondary Education Opportunity.

18. Creating the Case for a New Academic Advising Model at Winona State University: A Review of the Literature.

This paper includes a literature review of advising theories, models, and proven effectiveness, used by a working group at Winona State University charged with proposing an improved model for academic advising.

“The retention literature has long recognized academic advising as one of the three most effective strategies, along with academic support and orientation programs, for improving student success. Although there has not been a direct, causal relationship established between advising practices and retention, good advising promotes many outcomes that are also associated with a high rate of retention, such as student satisfaction, effective academic and career planning, goal setting, familiarity with and use of campus resources and support services, and student/faculty interaction outside the classroom.”

“In addition to student satisfaction, academic and career planning, as well as goal-setting in general, are expected outcomes of good quality advising. These activities also impact a student’s likelihood of staying in college. Research shows that most students, in fact about 75%, enter college without having made final decisions about majors and careers, because even those who declare a major right away are likely to change that major during their college experience. So most students are making these decisions while they are in college, and this exploration can and should be part of the academic advising experience.”

Oertel, B. (2006). Creating the Case for a New Academic Advising Model at Winona State University: A Review of the Literature.

19. Completing College: A State-Level View of Student Attainment Rates.

One-third of first-time college students attend multiple institutions before earning a degree or certificate, but traditional graduation rate calculations are institution-based and count students who start as freshmen and finish at the same institution where they started.

This presentation is based on a new report by the National Student Clearinghouse that measures rates of first completion and subsequent completions, encompassing postsecondary credentials of all levels and types at any institution in any state, whether it is at the first, second, third, or more, institution attended. The report provides a state-by-state look at the various pathways that students take to complete a college degree or certificate, with a focus on six-year completion rates for students who started college in fall 2006.

Berman, H.J., (2013, March). Completing College: A State-Level View of Student Attainment Rates. Illinois Board of Higher Education and National Student Clearinghouse Research Center.

20. An Open Letter to College and University Leaders: College Completion Must Be Our Priority.

This report summarizes a yearlong effort by the National Commission on Higher Education Attainment to identify innovative repairs for colleges' leaky pipelines. The 18-member commission, including presidents from every college sector, was assembled in 2011 by the American Council on Education and five other national higher-education associations. The mandate came from President Obama, who has challenged the nation to have the world's highest proportion of people with college credentials by 2020.

As millions of low-skill, well-paying manufacturing jobs have been automated or outsourced, a growing number of positions require at least some postsecondary education, the report notes. College graduates are also more likely to land jobs with health insurance and retirement plans, are less likely to divorce, and are more likely to be tolerant and civically engaged, it adds.

What does the report say about Illinois Strengths:

Rankings of Illinois Public Universities:

- 5th in Total Completion Rate
- 6th in First Completion Rates at Starting Institutions
- 1st in Completion Rates for Part-Time Students
- 3rd in Completion Rates for Adult Learners (students over 24)

Rankings of Illinois Community Colleges:

- Above Average in Total Completion Rate (40.8% compared to 36.3% overall)
- 4th in Total Completion Rates for Full-Time Students
- 2nd in Subsequent Completion Rates for Full-Time Students
- 4th in Completion Rates for Students 24 and younger

What does the report say about Illinois Weaknesses:

- Encourage full-time attendance: 15-to-finish
- Develop strategies to boost completions of older, returning students

But while a record number of students now attend college, too few of them graduate, and that's where colleges should be focusing more attention, the report notes.

First-generation, working, and part-time students far outnumber the 18- to 21-year-old residential students who used to be considered traditional, and the disparity is growing rapidly, the commission points out. **They need flexible schedules, more financial help, and an efficient remediation system that doesn't discourage them so much that they drop out,** it says.

"For all students, traditional or not," the report says, "offering access without a commitment to help students complete their degrees is a hollow promise."

The commission cautions colleges to reject two easy ways to increase their graduation rates: admitting only better-prepared students, which would limit access, and making it easier for students to pass, which would lower academic standards.

The commission's chairman, E. Gordon Gee, president of Ohio State University, said in a call with reporters that colleges should work closely with elementary and secondary schools and provide remediation for those who need it. But he added that "we can't be the Red Cross for public schools—we can't solve their problems."

After a year of hearings and deliberations, the group came to two main conclusions:

"First, we were dismayed that a country so rightfully proud of pioneering mass higher education through groundbreaking measures like the Morrill Land Grant Act, the GI Bill, and the Higher Education Act now faces unsatisfactory and stagnating college-completion rates," the report says. But it adds that the panel was encouraged by the innovative solutions some campuses have devised.

Three broad categories where reform is needed:

1. Changing campus culture to boost student success

Strategies:

- Assign ownership
- Implement initiatives campus-wide
- Study past mistakes
- Creating a student-centered culture
- Improve the academic experience
- Give credit for previous learning
- Provide support services for nontraditional students
- Teach the teachers

2. Improving cost-effectiveness and quality

Strategies:

- Offer flexibility to working adults
- Ease credit transfer
- Encourage competency-based learning
- Deliver courses more efficiently
- Narrow student choice to promote completion
- Improving remedial services
- Optimize non-core services

3. Making better use of data to boost success

Strategies:

- Pinpoint weaknesses in preparation
- Harness information technology to identify at-risk students
- Communicate with students about progress to graduation

The colleges that have made the most progress start by looking closely at how many students they are graduating or helping transfer to another college, and then set specific goals for improvement, the commission says.

The University of Texas at Austin is a good example, the authors say, of an institution that identified barriers to completion and set out to knock them down. The university created an online tool to help students and their advisers chart progress toward a degree, get struggling students back on track, and identify bottleneck courses that students need to take but that lack the space for them.

Streamlining and accelerating remedial classes has also helped keep students enrolled, the group notes. California State University is trying to whittle down the numbers of students needing remediation by working with state education agencies to assess students' college readiness in their junior year of high school so they have another year to brush up their skills before they enter college.

Other successful efforts include using outside assessments to measure learning acquired outside the traditional classroom.

Among the challenges colleges face in providing academic support are a 25-percent drop, in real terms, in state support for higher education since 2008, the report notes.

The federal government's yardstick for measuring college completion, which treats transfer students as dropouts and doesn't count part-time students at all, also needs to be updated, the report says. The six associations are developing an alternative methodology for calculating completion rates that will follow full-time students wherever they're enrolled. They hope to expand it eventually to include part-time students.

Responsibility for improving completion rates also falls squarely in the laps of students, "who must show up for class, do the required work, and demonstrate mastery," the report notes. "Higher education demands active and engaged participation by those who enroll."

An Open Letter to College and University Leaders: College Completion Must Be Our Priority. (2013, January). National Commission on Higher Education. American Council on Education.

21. College Completion Agenda Progress Report for 2012.

This report outlines progress made on College Board's 10 college completion strategies. These strategies contribute to their national goal of increasing the proportion of 25- to 34-year-olds who hold an associate degree or higher to 55 percent by 2025.

Key findings from the report include:

- In 2010, our nation earned 257,772 more associate and bachelor's degrees than in 2008, the first year of reported data in the Completion Agenda.
- 43.1 percent of Americans age 25 to 34 hold a two- or four-year college degree, an increase of 2 percent from the 2009 figure.

- According to the most recently released international comparison figures, the U.S. moved from 16th to 14th of 36 nations in terms of the percentage of 25- to 34-year olds with an associate degree or higher.
- When looking at the attainment of bachelor's degrees and above for this age group, the U.S. ranks 11th.
- 90 percent of Americans ages 25 to 29 have a high school credential, up from 86 percent in 2006, and fully one-third have bachelor's degrees or higher.

College Completion Agenda Progress Report for 2012. (2013). College Board.

22. What Works in Student Retention: Four Year Public Colleges.

This report reflects ACT's three-decade commitment to assist colleges and universities to better understand the impact of campus practices on college student retention and degree completion. The findings are based on a survey that was sent to all accredited, degree-granting, two-year and four-year, public and private colleges with a final overall response rate of 35 percent and a four-year public response rate of 42 percent.

"Respondents from four-year public colleges are far more likely to attribute attrition to student characteristics than they are to attribute attrition to institutional characteristics.

- Of 24 institutional characteristics contributing to attrition, respondents identified only five factors that made a moderate or higher contribution: amount of student financial aid available, student-institution fit, student involvement in campus life, academic advising, and social environment.

- Of 20 student characteristics contributing to attrition respondents identified 16 factors that made a moderate or higher contribution. Student characteristics cited as having the greatest impact were inadequate financial resources, lack of motivation to succeed, inadequate preparation for college level work, poor study skills, and too many job demands."

Several retention practices at high-performing (retention and degree completion) four-year public colleges differentiate those colleges from low-performing colleges. Those practices are:

- advising interventions with selected student populations,

Retention practices responsible for the greatest contribution to retention in four-year public colleges fall into three main categories:

- **Academic advising:** including advising interventions with selected student populations, increased advising staff, academic advising center, integration of academic advising with first-year transition programs and centers that combine advising and counseling with career/life planning
- **First-year programs:** including freshman seminar/university 101 for credit, non-credit freshman seminar/university 101, learning communities, and integration of academic advising with first-year programs
- **Learning support:** including supplemental instructions, a comprehensive learning assistance center/lab, reading center/lab, summer bridge program, and tutoring program

- increased advising staff,
- comprehensive learning assistance center/lab,
- integration of advising with first-year programs,
- center that combines academic advising with career/life planning,
- summer bridge program,
- non-credit freshman seminar/university 101,
- recommended course placement testing,
- performance contracts for students in academic difficulty,
- residence hall programs, and
- extended freshman orientation for credit.

“When asked to identify three campus retention practices that had the greatest impact on student retention, four-year public college respondents identified:

- freshman seminar/university 101 for credit (20.2%),
- learning communities (18.4%),
- advising interventions for selected student populations (12.3%), and

The remaining practices were cited by less than 10% of the colleges.”

“Recommendations:

- Designate a visible individual to coordinate a campus-wide planning team.
- Conduct a systematic analysis of the characteristics of your students.
- Focus on the nexus of student characteristics and institutional characteristics.
- Carefully review the high impact strategies identified in through the survey.
- Do not make first to second year retention strategies the sole focus of planning team efforts.
- Establish realistic short-term and long-term retention, progression, and completion goals
- Orchestrate the change process.
- Implement, measure, improve!”

Habley, W.R., McClanahan, R. (2004). What Works in Student Retention: Four Year Public Colleges. ACT Report.

23. Entering a Program: Helping Students Make Academic and Career Decisions.

“In this literature review, the author examines the evidence on student decision making in the community college, focusing on the activities most relevant to students’ entry into programs of study—academic and career planning. Although there is a large body of theoretical discussion and empirical evidence on potentially effective approaches to guidance and counseling, a review of current advising and counseling practices reveals barriers to effective implementation of these approaches on community college campuses. As currently structured, community college advising is limited in its ability to assist students in identifying career goals and academic pathways that will help them achieve those goals. The literature reviewed in this paper points to four broad principles to guide restructuring efforts: (1) that program pathways should balance structure with exploration; (2) that career counseling should drive an integrated approach to advising; (3) that colleges should provide services to students based on their level of need; and (4) that colleges should strategically deploy resources to allow for developmental advising.”

Karp, M.M., (2013, May). Entering a Program: Helping Students Make Academic and Career Decisions. Community College Research Center, Teachers College, Columbia University. CCRC Working Paper No. 59.

24. National survey of counseling center directors 2011.

“The National Survey of Counseling Center Directors has been conducted since 1981 and includes data provided by the administrative heads of college and university counseling centers in the United States and Canada. The survey attempts to stay abreast of current trends in counseling centers and to provide counseling center directors with ready access to the opinions and solutions of colleagues to problems and challenges in the field. The areas addressed cover a range of concerns including budget trends, current concerns, innovative programming, and a number of other administrative, ethical and clinical issues.”

- “The 228 centers surveyed represent 2.3 million students who are eligible for counseling services at their institutions. 165,000 of these students (10.6 %) sought counseling during the year for individual or group counseling, and the ratio of counselors to clients, on average, was 1 to 1,600 students with smaller schools having much better ratios. In addition 30% of the students in the surveyed schools were seen in other contexts (workshops, orientations, classroom presentations, etc.)”
- “33% of centers tend to place limits on the number of client counseling sessions allowed. 44% do not have a session limit policy but promote their centers as a short-term service and rely on counselors to make responsible judgments about how long a student can be seen. 23% tend to see students as long as necessary to resolve the presenting problems but will make external referrals when clinically advisable. The average number of sessions per student across all categories is 5.6. Based on earlier surveys this average tends to be approximately the same for time-limited counseling centers and for centers that do not have formally established limits.”
- 91% of directors report that the recent trend toward greater number of students with severe psychological problems continues to be true on their campuses. In addition, over the past five years, the following percentage of directors have noted increases in the following problems:
 - o 78% Crises requiring immediate response.
 - o 77% Psychiatric medication issues.
 - o 62% Learning disabilities.
 - o 49% Illicit drug use (Other than alcohol).
 - o 42% Self-injury issues (e.g. Cutting to relieve anxiety).
 - o 42% Alcohol abuse.
 - o 30% Problems related to earlier sexual abuse.
 - o 25% Career Planning issues
 - o 24% Eating disorders
 - o 23% Sexual assault concerns (On campus).

Gallagher, R.P. (2011) National survey of counseling center directors 2011. Alexandria, VA: International Association of Counseling Services. Retrieved from www.iacsinc.org.

25. *A Matter of Degrees: Promising Practices for Community College Student Success (A First Look)*.

“Community colleges across the country have created innovative, data-informed programs that are models for educating underprepared students, engaging traditionally underserved students, and helping students from all backgrounds succeed. However, because most of these programs have limited scope, the field now has pockets of success rather than widespread improvement. Turning these many small accomplishments into broad achievement — and improved completion rates — depends on bringing effective programs to scale.”

“This report describes 13 promising practices in community colleges. Over the next three years, the Center will conduct additional data analysis, hold focus groups with students and faculty members, and continue the review of efforts under way in community colleges. This work will contribute significant new knowledge about high-impact educational practices and how they are associated with student engagement, persistence, and completion in community colleges.”

“This first look describes the promising practices from four perspectives: entering students describing their earliest college experiences, students addressing their overall college experiences, faculty members providing their perceptions of student engagement, and colleges focusing on their use of the practices. There is emerging consensus that certain design principles are critical for student success. No matter what program or practice a college implements, it is likely to have a greater impact if its design incorporates the following principles:

- **A strong start.** Focusing attention on the front door of the college — ensuring that students’ earliest contacts and first weeks incorporate experiences that will foster personal connections and enhance their chances of success — is a smart investment.
- **Clear, coherent pathways.** The many choices and options students face as they endeavor to navigate through college systems can create unnecessary confusion — and inhibit students’ success. Colleges can improve student success (and minimize ill-used time) by creating coherent pathways that help students move through an engaging collegiate experience.
- **Integrated support.** Time is a resource — one of the most important resources a college has — and it is finite. A large part of improving success involves effectively connecting with students where they are most likely to be: in the classroom. This means building support, such as skills development and supplemental instruction, into coursework rather than referring students to services that are separate from the learning experience.
- **High expectations and high support.** Students do their best when the bar is high but within reach. Setting a high standard and then giving students the necessary support — academic planning, academic support, financial aid, and so on — makes the standard attainable.
- **Intensive student engagement.** Promoting student engagement is the overarching feature of successful program design, and all other features support it. In design and implementation of the collegiate experience, colleges must make engagement inescapable for their students.
- **Design for scale.** Bringing practices to scale requires a long-term commitment of time and money. Securing and maintaining this commitment requires significant political, financial, and human capital. In addition to allocating — and reallocating — available funding, colleges must genuinely involve faculty, staff, and students.”

A Matter of Degrees: Promising Practices for Community College Student Success (A First Look). (2012). Center for Community College Student Engagement. The University of Texas at Austin, Community College Leadership Program.

26. What Can a Multifaceted Program Do for Community College Students? Early Results from an Evaluation of Accelerated Study in Associate Programs (ASAP) for Developmental Education Students.

“In recent years, there has been unprecedented national focus on the importance of increasing the stubbornly low graduation rates of community college students. Most reforms that have been tried are short-term and address one or only a few barriers to student success. The City University of New York’s (CUNY’s) Accelerated Study in Associate Programs (ASAP), launched in 2007 with funding from Mayor Bloomberg’s Center for Economic Opportunity (CEO), is an uncommonly multifaceted and long-term program designed to help community college students graduate.

ASAP requires students to attend college full time and provides a rich array of supports and incentives for up to three years, with a goal of graduating at least 50 percent of students within three years. Unlike many programs, ASAP aims to simultaneously address multiple barriers to student success over many semesters. The program model includes some block-scheduled classes for ASAP students for the first year of the program; an ASAP seminar for at least the first year, which covers such topics as goal-setting and academic planning; comprehensive advisement; tutoring; career services; a tuition waiver that covers any gap between a student’s financial aid and tuition and fees; free MetroCards for use on public transportation; and free use of textbooks.

This report presents very promising early findings from a random assignment study of ASAP at three CUNY community colleges: Borough of Manhattan, Kingsborough, and LaGuardia. For the study, ASAP targets low-income students who need one or two developmental (remedial) courses to build their reading, writing, or math skills. The study compares ASAP with regular services and classes at the colleges. Key findings include effects on:

- Full-time enrollment. During the study’s first semester, ASAP increased full-time enrollment by 11 percentage points: 96 percent of the students assigned to ASAP enrolled full time, compared with 85 percent of the comparison group.
- Credits earned and completing developmental coursework. ASAP increased the average number of credits earned during the first semester by 2.1 credits and increased the proportion of students who completed their developmental coursework by the end of that semester by 15 percentage points.
- Semester-to-semester retention. ASAP increased the proportion of students who enrolled in college during the second semester by 10 percentage points and increased full-time enrollment that semester by 21 percentage points.

ASAP’s early effects are larger than the effects of most of the community college programs MDRC has studied previously. ASAP’s comprehensive package of financial aid, services, and supports, together with its full-time attendance requirement, has resulted in students taking and passing more credits than they would have otherwise. Future reports will show whether these effects can be sustained - or even grow - as students continue in this comprehensive, three-year program.” (Summary from MDRC web site.)

Scrivener, S., Weiss, M.J., Sommo, C. (2012, June). What Can a Multifaceted Program Do for Community College Students? Early Results from an Evaluation of Accelerated Study in Associate Programs (ASAP) for Developmental Education Students. New York, NY: MDRC.

27. More Guidance, Better Results? Three-Year Effects of an Enhanced Student Services Program at Two Community Colleges.

“Over the past four decades, community colleges have played an increasingly important role in higher education. Today, community colleges — which are accessible and affordable, relative to four-year institutions — enroll more than one in every three postsecondary education students. Unfortunately, among students who enroll in community colleges with the intent to earn a credential or transfer to a four-year institution, only 51 percent achieve their goal within six years. These students may face fewer difficulties and make better academic progress if they had better access to, or more adequate, student services, but, as it stands, student-to-counselor ratios at community colleges are often more than 1,000 to 1, limiting the assistance that students receive.

As part of MDRC’s multisite Opening Doors demonstration, Lorain County Community College and Owens Community College in Ohio ran a program that provided enhanced student services and a modest stipend to low-income students. Students in the Opening Doors program were assigned to one of a team of counselors, with whom they were expected to meet at least two times per semester for two semesters to discuss academic progress and resolve any issues that might affect their schooling. Each counselor worked with far fewer students than did the regular college counselors, which allowed for more frequent, intensive contact. Participating students were also eligible for a \$150 stipend for two semesters, for a total of \$300.

To estimate the effects of the program, MDRC worked with the colleges to randomly assign students either to a program group, whose members were eligible for the Opening Doors services and stipend, or to a control group, whose members received standard college services and no Opening Doors stipend. Any subsequent substantial differences in academic and other outcomes can be attributed to the program. This study’s findings include the following:

- The program improved academic outcomes during the second semester that students were in the study. Program group students registered for at least one course during the second semester at a higher rate than did control group students and earned an average of half a credit more during the semester. The registration impact is likely primarily the effect of Opening Doors services provided during the first semester. The program did not substantially affect outcomes during the first semester.
- After students in the Opening Doors program received their two semesters of enhanced counseling services, the program continued to have a positive effect on registration rates in the semester that followed. The program did not, however, meaningfully affect academic outcomes in subsequent semesters. The program did not significantly increase the average number of credits that students earned after the counseling program ended or over the study’s three-year follow-up period.” (summary from MDRC web site.)

Scrivener, S., Weiss, M.J. (2009, August). More Guidance, Better Results? Three-Year Effects of an Enhanced Student Services Program at Two Community Colleges. New York, NY: MDRC.

28. Student success courses and educational outcomes at Virginia community colleges.

Community colleges are interested in providing support for students that improves student success, leading to increased completion rates. This report uses data from the Virginia Community College System to examine whether early enrollment in a student success course has positive academic

outcomes for students, especially those in developmental education. The study finds that among all students, those who enroll in a student success course are more likely to earn college-level credits in their first year and persist to the second year, but also that students referred to developmental education are more likely to earn college-level credits within the first year if enrolled in a student success course.

Cho, S.W., & Karp, M.M. (2012). Student success courses and educational outcomes at Virginia community colleges (CCRC Working Paper No. 40). New York, NY: Columbia University, Teachers College, Community College Research Center.

29. Toward a New Understanding of Non-Academic Student Support: Four Mechanisms Encouraging Positive Student Outcomes in the Community.

“Despite their best efforts, community colleges continue to see low rates of student persistence and degree attainment, particularly among academically vulnerable students. While low persistence and degree attainment can be attributed in large part to students' academic readiness, non-academic issues also play a part. This paper examines programs and practices that work to address the non-academic needs of students.

A review of the literature on non-academic support yields evidence of four mechanisms by which such supports can improve student outcomes: (1) creating social relationships, (2) clarifying aspirations and enhancing commitment, (3) developing college know-how, and (4) addressing conflicting demands of work, family and college. Identifying these mechanisms allows for a deeper understanding of promising interventions and the conditions that may lead students to become integrated into college life.

Each of these mechanisms can occur within a variety of programs, structures, or even informal interactions. The paper concludes by discussing implications for community colleges.”

Karp, M.M. (2011) Toward a New Understanding of Non-Academic Student Support: Four Mechanisms Encouraging Positive Student Outcomes in the Community College (CCRC Working Paper No. 28: Assessment of Evidence Series) New York, NY: Columbia University, Teachers College, Community College Research Center.

30. Academic Advising and First-Generation College Students: A Quantitative Study on Student Retention.

“For this quantitative study, a multiple logistic regression technique was used to investigate the relationship between the number of meetings with an academic advisor and retention of first-generation students, as represented by enrollment status and academic standing at a large, public research institution in the Southeast. Consistent with previous studies and student retention literature, the number of advisor meetings (independent variable) was a significant predictor of student retention. Findings from this study suggest that for every meeting with an academic advisor, the odds that a student will be retained increase by 13%.”

Swecker, H.K., Fifolt, M., Searby, L. (2013) *Academic Advising and First-Generation College Students: A Quantitative Study on Student Retention. NACADA Journal: Spring, Vol. 33, No. 1, pp. 46-53.*

31. High Tech, High Touch: Campus-Based Strategies for Student Success.

“To reclaim the United States’ position as the world leader in degree attainment, the Association of Public and Land-grant Universities (APLU) and the American Association of State Colleges and Universities (AASCU) last year created Project Degree Completion. This initiative consists of pledges by nearly 500 four-year public colleges and universities to collectively boost college completion by 3.8 million bachelor’s degrees between 2013 and 2025 (from an estimated 14.6 million degrees to 18.4 million) so that 60 percent of U.S. adults will possess a college degree.”

“As part of the Project Degree Completion initiative, APLU established the Most Visible Progress National Degree Completion Awards (MVP Awards) to recognize APLU member institutions that have made significant progress in successfully retaining and/or graduating students.”

“While each of the 2013 MVP Award applicants implemented different programs on their respective campuses, there were several similarities in the approaches taken or the processes used to implement these initiatives across applicants. This common methodology taken by the 2013 MVP Award applicants can be described simply as “High Tech, High Touch.” The High Tech, High Touch approach emphasizes the use of data and technology to provide real-time information about students diverging from the path to graduation and increases the ability of institutions to use proactive and personalized interventions to get students back on track. This approach was overwhelmingly used by MVP Award applicants that provided data and information about campus- based efforts to increase student success regardless of the specific initiatives or programs.”

“The High Tech High Touch approach had six common steps designed to increase student success: 1) Intentionality, 2) Analyze Data, 3) Student and Faculty Feedback, 4) Knowledge (Best Practices) 5) New Ideas (Innovation) and 6) Finances and Resources. These six steps were an integral part of implementing effective and sustainable student success initiatives and programs.”

“The High Tech, High Touch model used across 2013 MVP Award applicants provides a framework for other universities to use when developing and implementing programs and initiatives designed to increase student retention and success. In addition to the model framework, an array of common approaches were taken by MVP Award applicant universities:

Advising - Hire more advisors and provide more training. Mandatory and intrusive Advising.

E-Advising - Invest in integrated data platforms to provide proactive and intrusive support.

Degree Maps - Require Degree Maps for freshman to graduate in four years.

Finish in 4 Campaigns - Choosing majors quickly and taking 15 hours.

Peer Mentoring - Mentors from similar backgrounds to help new students. Circular Benefits to both.

Orientation and Bridge Programs - Use to receive more one-on-one attention and to strengthen academic and non-cognitive skills.

Course Re-design - Re-design of gateway courses to improve success.

Learning Communities - Cohorts provide structure and peer-to-peer support.

Financial Support - Scholarships, books, and other supports for students’. True cost of school attendance.

Pipeline Mentality - Connect to likely source of students to improve future transitions.”

Lee, J.M., Keys, S.W. (2013) High Tech, High Touch: Campus-Based Strategies for Student Success. (APLU Office of Access and Success Report 2013-01). Washington, DC: Association of Public and Land-grant Universities.

RPPA, 10/8/13