Getting Through:
Higher Education's Plan to Increase
the College Completion Rates
of Boston Public Schools Graduates

Success Boston
COLLEGE COMPLETION INITIATIVE

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Prepared by Dr. Ann Coles and Dr. Joan Becker
for Success Boston

May 2011

About Success Boston

Success Boston was launched on November 17, 2008 by Mayor Thomas M. Menino, the Boston Public Schools, the Boston Foundation, the Boston Private Industry Council and many of Boston's higher education institutions. Its goal is to dramatically increase the number of Boston Public Schools graduates completing college by focusing on helping students get ready, get in and get through college. The initiative supports academic programming and college advising activities at the high school level, so that students and their families are better positioned to make informed choices. It also works closely with Boston area colleges and universities to offer graduates of the Boston Public Schools the support they need to earn a degree and be prepared to enter the workforce. For more about the initiative, visit www.successboston.org.

Success Boston Partners
Mayor's Office, City of Boston
Boston Public Schools
The Boston Foundation
Boston Private Industry Council
38 Massachusetts Colleges and Universities

Mayor's Success Boston Task Force Members
Co-Chairs:
Paul S. Grogan, President and CEO, The Boston Foundation
Dr. Carol R. Johnson, Superintendent, Boston Public Schools
Dr. J. Keith Motley, Chancellor, University of Massachusetts Boston

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Ann Coles is Senior Fellow for College Access Programs at ACCESS, a nonprofit organization that provides free financial aid advice and advocacy to students and families, helping them find an affordable path to and through college. She also is a Senior Associate with the Institute for Higher Education Policy in Washington, DC. Previously, Coles was Senior Vice President of The Education Resources Institute (TERI), where she provided leadership for the Pathways to College Network, GEAR UP and TRIO programs, and other college access and success initiatives. In addition, she served as Executive Director of the Boston Higher Education Partnership. Her recent publications include: *Who's Making It: The Academic Achievement of Recent Boston Public School Graduates in the Early College Year*s, and *Removing Roadblocks to Rigor: Linking Academic and Social Supports to Ensure College Readiness and Success.*

Joan Becker, Ed.D.

Joan Becker is the Vice Provost for Academic Support Services and Undergraduate Studies at the University of Massachusetts Boston where she provides leadership for Undergraduate Studies, the University Advising Center, Academic Support Programs, the Office of Career Services and Internships, the Ross Center for Disability Services, and Pre-collegiate and Educational Support Programs. She oversees 11 grant-funded programs which generate $4 million annually and are an important pipeline for low-income, first-generation students to pursue and successfully complete undergraduate and graduate education. She is currently chairing a university-wide committee charged with developing and implementing a plan to improve the university's undergraduate graduation rates. Becker represents Boston's higher education institutions on the Success Boston Working Group and is a member of the Boston After School and Beyond Advisory Committee. She also is actively involved in state, regional, and national initiatives focused on advancing educational opportunities for low-income and minority youth.

Acknowledgements

Foreword

During the many years I have devoted to improving educational opportunities for first-generation college students, one of the most promising initiatives I have been involved in is Success Boston. Launched by Mayor Thomas M. Menino, this undertaking brings key leaders together to achieve an ambitious goal: doubling the number of Boston Public Schools graduates who earn college degrees. We can attain the goal, I believe, because Success Boston takes a comprehensive approach to helping students prepare for college, navigate the difficult transition from high school, and persevere to a college degree. We must attain the goal because, given the increasingly important place of knowledge in our economy, we simply cannot fail to nourish the most important resource we have—the talent and energy of the young people of Boston.

I am honored to provide leadership to the 38 colleges and universities participating in Success Boston. This report describes work recently undertaken by my colleagues at these institutions to increase the success of the BPS graduates they enroll. It includes information about the challenges BPS graduates face at their institutions and the support services they currently receive. The report also describes the individual plans of 25 campuses for increasing the college-completion rates of BPS graduates and discusses ways in which institutions can collaborate among themselves and with the Boston Public Schools and other stakeholders to achieve the Mayor's ambitious goal. The presidents of all of the participating institutions have endorsed the report.

Campuses have already begun implementing their plans to improve the persistence and success of BPS graduates. Using existing resources, they are increasing BPS graduates' use of campus support services, helping BPS graduates manage college costs, designating a staff member in key offices (e.g. Financial Aid, Academic Advising) to serve as liaison to them, and tracking the progress of BPS cohorts toward degree attainment.

Campus leaders have identified three priorities for which they will need external funding – expanded academic and social support services, creation of systems for tracking students' use of support services and monitoring individual student progress toward degree completion, and increased need-based grant aid. They also stress the need for paid staff to oversee implementation of the campus plans, coordinate cross-campus and cross-sector activities they believe are critical to achieving the ambitious goals of Success Boston, and assist with fundraising and evaluation.

One of Success Boston's most exciting dimensions is the opportunity it presents for collaboration across campuses and with the Boston Public Schools, nonprofits working on college transition issues, business leaders, and other groups in the city. Together, we represent a powerful collective voice to advocate for innovative practices, public policies, and systems change that will enable all the city's public school graduates to achieve their college aspirations.

I would like to acknowledge and thank the Boston Foundation for providing funding for the planning process. Without these essential resources, the campuses would not have been able to accomplish so much in such a short period of time.

I hope you will find this report insightful and inspiring. I welcome your comments and suggestions, and I look forward to working with you to make the dream of a college degree a reality for many, many more of our city's youth.

J. KEITH MOTLEY, Ph.D.
Chancellor, University of Massachusetts Boston, and
Co-Chair, Mayor's Success Boston Task Force

Presidential Endorsements

Babson College, Dr. Leonard A. Schlesinger

Benjamin Franklin Institute of Technology, Mr. Stephen Lozen*

Bentley College, Ms. Gloria C. Larson

Berklee College of Music, Mr. Roger H. Brown

Boston Architectural College, Dr. Theodore C. Landsmark

Boston College, William P. Leahy, S.J.

Boston University, Dr. Robert A. Brown

Brandeis University, Mr. Frederick M. Lawrence

Bunker Hill Community College, Dr. Mary L. Fifield

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Mount Ida College, Dr. Jo Ann Rooney*

New England Conservatory, Mr. Tony Woodcock

Newbury College, Ms. Hannah M. McCarthy

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Pine Manor College, Dr. Gloria Nemerowicz

Quincy College, Ms. Martha Sue Harris*

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University of Massachusetts Boston, Dr. J. Keith Motley

University of Massachusetts Dartmouth, Dr. Jean F. MacCormack

Urban College of Boston, Dr. Linda Edmonds Turner

Wentworth Institute of Technology, Dr. Zorica Pantic

Wheelock College, Ms. Jackie Jenkins-Scott

* Subsequently retired or assumed new positions

Overview and Background

In 2010, 38 Massachusetts colleges and universities accepted the invitation of Dr. Keith Motley, co-chair of the Mayor's Success Boston Task Force and Chancellor of the University of Massachusetts Boston, to join the Success Boston College Completion Initiative, which aims to double the number of Boston Public Schools (BPS) graduates earning college degrees, beginning with the Class of 2011. Twenty-five of these institutions developed individual campus plans to improve the achievement and success of BPS graduates they enroll. The completed plans are summarized in this report. The report also discusses ways higher education participants propose to collaborate with each other and with the BPS, the business community, nonprofit organizations, and others working with Boston students on college transition and success issues. Finally, it outlines a structure for managing the involvement of the higher education community as one of the pillars of Success Boston.

The Success Boston higher education planning process has generated a high level of interest among participating colleges and universities. To build on the momentum created by the process, important work lies ahead. Individual campuses have already begun implementing elements of the plans they developed, campus representatives are active participants in cross-sector working groups, and several cross-campus initiatives are underway. Campuses have identified three priorities for which they will need external funding to support additional interventions to increase the success rates of the BPS graduates they enroll. External funds also will be needed to coordinate and support the collaborative work to improve and sustain the increases in the college completion rates of recent BPS graduates over time.

With the majority of new jobs in the Boston area requiring at least some postsecondary education, the success of the graduates of Boston's public schools in college is critical both to the city's future prosperity and the economic and social stability of its residents. While the college-going rates of BPS graduates have increased

significantly in recent years, from 68.9 percent in 2000 to 77.8 percent in 2007, far too few graduates complete degrees or certificates. A 2008 study by Northeastern University's Center for Labor Market Studies (CLMS) and the Boston Private Industry Council (PIC) found that only 35.5 percent of the BPS graduates from the Class of 2000 who had enrolled in college had completed college seven years later. When the district's exam school students were excluded, the number of BPS graduates who had enrolled in college and had completed college within seven years fell to 24 percent (Sum, A. et al., 2008).

It was in response to these distressing findings that Mayor Thomas M. Menino asked education, nonprofit, business, and philanthropic leaders to work together through Success Boston to double the degree-completion rates for BPS students, starting with the class of 2011. To help achieve this ambitious goal, the Boston Foundation pledged $5 million over five years beginning in 2009 to the initiative. These funds are being used to support: BPS' first district-wide Director of College Readiness Initiatives; staff at six nonprofit organizations to assist cohorts of BPS graduates attending local institutions successfully navigate their first two years of college; and a planning process for the higher education institutions participating. Funds also support cross-sector planning activities that involve representatives from the Mayor's office, the Boston Public Schools, nonprofit organizations, higher education, and businesses working collaboratively on systems change.

Success Boston involves work in three areas essential to improving college success:

1. **Getting Ready** — Removing academic barriers to college success by increasing the curricular rigor of high school and the academic preparation of students, ensuring that students graduate college-ready. Dr. Carol Johnson, Superintendent of the Boston Public Schools, is leading efforts to improve students' college preparation.

2. **Getting In** — Helping students transition from high school to two- and four-year colleges and universities. Paul Grogan, president and CEO of the Boston Foundation, is leading this effort in partnership with a small group of nonprofit organizations that received TBF funding to help BPS graduates successfully navigate the transition from high school through the first two years of college.

3. **Getting Through** — Ensuring students receive the supports necessary to earn a degree and are prepared for the workforce. Dr. Keith Motley, Chancellor of the University of Massachusetts Boston, is spearheading the efforts of Boston-area higher education institutions to ensure that all BPS graduates they enroll successfully complete college degrees.

Higher Education Institutions Participating In Success Boston

Babson College

Benjamin Franklin Institute of Technology (Benjamin Franklin)

Bentley College

Berklee College

Boston Architectural College (BAC)

Boston College (BC)

Boston University (BU)

Brandeis University

Bunker Hill Community College (BHCC)

Emerson College

Emmanuel College

Fisher College

Framingham State University (FSU)

Harvard University

Laboure College

Lasell College

Lesley University

Massachusetts Bay Community College (MBCC)

Massachusetts College of Art and Design

Massachusetts College of Pharmacy and Health Sciences (MCPHS)

Mount Ida College

New England Conservatory

Newbury College

Northeastern University

Pine Manor College

Quincy College

Regis College

Roxbury Community College (RCC)

Salem State University (SSU)

Simmons College

Suffolk University

Tufts University

University of Massachusetts Amherst

University of Massachusetts Boston

University of Massachusetts Dartmouth

Urban College of Boston

Wentworth Institute of Technology

Wheelock College

Higher Education Planning Process

The campus teams that developed plans for improving the college success of BPS graduates involved over 200 individuals across the participating institutions. Team leaders included the presidents of BHCC and SSU, the provost of the BAC, vice chancellors and vice provosts from UMass Amherst and UMass Boston, and the academic vice presidents of MBCC, Quincy College, and RCC. Deans and associate deans of academic affairs and enrollment management and directors of admissions, financial aid, first-year programs, and institutional research also participated on the planning teams along with teaching faculty and a small number of students.

The planning process focused on two recommendations of a recent study of the academic achievement of BPS graduates in their early college years (Stoutland and Coles, 2009), as follows: 1) increase the engagement of BPS graduates in college coursework and other academic experiences; and 2) develop strategies to address the on-campus and off-campus contextual issues that affect students' academic success. Planning teams examined institutional data about the academic achievement of recent BPS graduates attending their institution, conducted inventories of student support services, and identified strategies to increase students' degree completion rates. Team members also met several times with representatives from other campuses to discuss initiatives institutions could undertake across campuses and in partnership with Boston's public schools, nonprofit organizations, and philanthropic and business communities.

Campus Planning Team Findings

Planning teams analyzed data on the experiences of the BPS graduates enrolled at their institution in three areas: 1) persistence and degree completion; 2) academic readiness; and 3) non-academic issues impacting students' academic performance.

Persistence and Degree Completion

The data collected by campus planning teams proved consistent with national findings on degree completion that students who attend colleges with more rigorous academic admission requirements are more likely to succeed (Astin, 2006; Fry, 2004; Mortenson, 2008). The majority of the more selective institutions participating in the planning process retained and graduated over 90 percent of the BPS graduates they enrolled, rates that equaled or even exceeded the rates for their general student population. While the degree-completion rates of BPS graduates at medium selective institutions were not quite as high, again they equaled or exceeded those of the general population. Less selective four-year and two-year institutions had considerably lower retention and degree-completion (or transfer in the case of two-year colleges) rates than medium and more selective colleges. It is important to note that the 2009 study (Stoutland and Coles) of the academic achievement of BPS graduates in their early college years found that 70% of the students at more selective institutions attended BPS examination schools compared to 46% at medium selective institutions, 14% at less selective, and 12% at two-year colleges. The four-year campus planning teams at medium and more selective institutions also found that students who continuously enrolled full-time on average were earning sufficient course credits each year to graduate in 4–5 years, data that are consistent with the findings of the 2009 study.

Academic readiness. Academic readiness emerged as a significant factor contributing to the college success of BPS graduates. BPS graduates from non-exam high schools consistently had lower retention and degree-completion rates than exam school graduates. They also were less likely to complete degrees within 4–5 years and had lower GPAs. Academic preparation also affected whether students were able to pursue their preferred major. At institutions that require or strongly encourage students to declare a major during their freshman year, non-exam school graduates were less likely than exam school graduates to meet the admission criteria for their preferred major and so had to involuntarily select a major in which they were less interested in order to maintain their enrollment as degree candidates. Students in these circumstances were more likely to leave college before completing a degree than others.

Planning teams at the two-year and four-year less selective colleges also found that in general BPS graduates were underprepared academically. Many students had to take at least two and sometimes as many as five developmental courses, none of which counts toward a degree. Approximately 75 percent of BPS graduates who enrolled at BHCC and 70 percent at RCC placed into developmental courses. Less selective four-year institutions reported that BPS graduates faced similar challenges, lacking the academic habits and skills needed for college courses. Team members indicated that many BPS graduates had little experience writing long papers, studying on a daily basis, recognizing when they need help, or asking for assistance. As a consequence, these students were earning credits toward a college degree at low rates, a fact that is consistent with an earlier study of the college persistence of BPS graduates (Boston Higher Education Partnership, 2007), which found that graduates attending community colleges had completed roughly three courses toward a degree by the end of their first year, five short of the number needed to graduate in three years.

Non-academic issues. Institutions identified a number of non-academic factors that affected students' academic achievement. Research indicates that most first-generation students must figure out how to navigate the complex route to a college degree with little help from their families, who lack knowledge of the higher education system (Kuh et al., 2005). In addition, once students get to college, they carry not only their own individual hopes but often the aspirations of their families and communities (Jehangir, 2010), adding to their stress level. Planning team members found such non-academic issues to be prevalent on their campuses. They also found that many BPS graduates faced challenges related to lack of funds to pay for books, personal expenses, and transportation, as well as families' expectations that students provide financial support for their household expenses, even if students were living on campus. The need for money resulted in students working long hours, frequently at off-campus jobs, which paid higher wages and offered more hours than on-campus jobs but reduced their connection to the campus community.

Living at home or close to home also interfered with the college experiences of BPS graduates attending institutions in the Boston area. Students often found themselves drawn home to help with family needs and/or into non-college peer groups, whose priorities did not align with their campus life or college success. Several planning teams observed that students had higher academic achievement when they lived in campus housing than when they lived at home. Work-study jobs on campus also appeared to contribute positively to retention.

Except at one institution, the campus planning teams did not examine data on the financial aid packages BPS graduates received and the relationship between aid packages and students' progress. Tremendous variation exists among the Success Boston colleges in terms of cost of attendance, financial aid resources, aid packaging strategies, and the extent to which they are able to meet students' financial needs. Given the financial pressures many BPS graduates face attending college, the impact of financial aid on their ability to successfully complete college degrees deserves further investigation.

Support Services

The inventories of student support services documented the availability of a comprehensive range of supports at the participating institutions. Virtually all of these services are included in the cost of tuition and fees.

Examples of promising support service practices are listed below. (Note: This is not a complete listing of all institutions providing these services.)

- **Summer bridge programs that are no cost to participants:** BC (Opportunities through Education), BU (SummerBridge), Emmanuel (Road to Intellectual Success at Emmanuel), Framingham State (Program Leading to Undergraduate Success), Tufts (Bridge to Engineering Success at Tufts), UMass Boston (Directions for Student Potential). In many instances, students earn 3–6 college credits as part of the bridge program.

- **Comprehensive first-year programs:** BC (First-Year Experience); Northeastern (Torch Scholars, Foundation Year), Pine Manor (Enhanced First-Year Program).

- **Early warning systems:** Benjamin Franklin Institute (SOS rapid response system for identifying at-risk students who need help); Lasell (Early Action Partnerships for Student Success—electronic early warning system that enables course instructors and faculty advisors to assist individual students experiencing academic difficulty); Northeastern (FACT—Faculty Advisor Communications Tool— electronic warning system for students at risk academically and communication about all students among faculty and academic advisors), Salem State (Student Success Initiative).

- **Student Support Services (TRIO):** BC, Brandeis, BHCC, Mt. Ida, Salem State, UMass Boston, UMass Dartmouth.

- **Four-year tuition scholarships plus support:** BU (Boston High School Scholars and Boston Service Scholars programs).

Student Support Services at Success Boston Institutions

Offered by every institution	Offered by some institutions
• Freshman orientation	• No-cost summer bridge programs for students with inadequate college preparation
• Study skills workshops	• Early-alert systems to identify students in academic difficulty
• Tutoring	• TRIO Student Support Services and McNair programs
• Writing support	• Four-year tuition scholarships plus support
• Math Lab	• Learning communities
• Financial aid and financial aid counseling	• No-cost developmental courses
• Career counseling and placement services	• Emergency financial aid
• Services for students with disabilities	• Comprehensive first-year programs
• Computer workstations for students	• Cross-registration with other institutions
• College success course	• Mentoring programs
• Academic advising	• Research grants for undergraduates to work on projects with faculty
• Personal counseling	• Guaranteed admissions programs
• Service learning for credit	• Dual enrollment for BPS students
• Multicultural student programs	• Pipeline programs that provide continuous support for students from middle school through college completion
	• Campus-based academic enrichment programs for high school students

- **Learning communities:** BHCC (three different types for first-year students); Emerson, Mount Ida, and UMass Amherst (for residential students with interest in same academic area).

- **Free developmental courses:** Benjamin Franklin (Third Semester—students can take a semester of developmental courses without having to pay or use their financial aid to pay for them); Wentworth (Mid-year Math—offered at no cost during freshman-year intercession.)

- **Cross-registration with other institutions:** MassArt with RCC and BHCC; Emmanuel, MassArt, Mass Pharmacy, Wentworth, and Wheelock as part of the Colleges of the Fenway.

- **Mentoring programs:** BC, BU (for Boston Service Scholars), Lesley, and Tufts (for first- generation-to-college students); RCC (Mentoring to Success); Mass Pharmacy and Suffolk (Peer Mentoring); UMass Amherst; and UMass Boston.

- **Undergraduate research programs:** BC, Suffolk, UMass Boston, BU, RCC (for students in math/science-related fields) programs.

- **Guaranteed admissions programs:** UMass Boston; BHCC, MBCC, and RCC with UMass Amherst; MassArt with BHCC, MBCC, and RCC.

- **Dual enrollment:** Benjamin Franklin (Early Access to College—begins in 11th grade; students earn up to 21 college credits); Fisher (College 101—team-taught by Fisher and BPS faculty; students earn up to 9 credits); Emmanuel, RCC, and Wentworth (limited to students at specific high schools).

- **Pipeline programs that provide continuous support for students from middle school through college completion:** Berklee (City Music Scholars), UMass Boston (Urban Scholars).

- **Campus-based academic enrichment programs for high school students:** BC, BU, RCC, Salem State, Suffolk, UMass Boston, UMass Dartmouth, Wheelock (TRIO Upward Bound).

With colleges and universities offering such a wide range of services, it seems there would be something tailored to every type of student need. If this is the case, why are so many BPS graduates, particularly those from non-exam high schools, struggling in college and leaving before they finish degrees? Are the services offered not a good fit for the needs of Boston graduates? Do colleges lack the resources to offer sufficient financial aid, summer bridge programs for all students who need them, and other types of support? Are services organized and delivered in ways that don't address student needs? Do BPS graduates know about the availability of support services and, if so, are they using them? Does using support services reduce the challenges students face? At present, the answers to these questions are unclear.

Research offers various possible explanations (Coles, 1995; Engle and O'Brien, 2007; Kuh et al., 2005). Reasons include the fact that support services frequently are developed in response to a student problem rather than as a result of a systemic look at campus-wide student achievement data; services tend to be compartmentalized so that, for example, academic advising is offered separately from personal counseling even though academic difficulties are often caused by personal problems; and the offices providing different support services operate with considerable autonomy. There is little coordination across service components, or emphasis on shared objectives and accountability.

In addition planning team members noted that student support services on their campuses were seldom evaluated, if ever. Also, except in a few instances, institutions did not systematically track or share information with other campus offices about which students utilize different types of assistance or how often they use such assistance. Little data exist on the impact using support services has on student persistence and achievement.

Activities Being Implemented with Existing Resources

Individual Campus Plans

As a result of the planning process, campuses realized that simply paying attention to BPS graduates they enroll as a cohort can make a big difference and is an important first step to improving student success. Using existing campus resources (or redirecting resources), institutions are implementing a series of actions likely to produce increased degree completion rates for BPS graduates. These actions involve communicating intentionally with BPS graduates about campus support services and taking proactive steps to connect students with these resources. Implementation activities underway include:

1. **Increasing the use of campus support services** by BPS graduates, including federally funded Student Support Services programs, writing centers and math labs, college success courses, and tutoring and mentoring programs. Campus staff are taking various steps to get BPS graduates to use such services.

2. **Helping BPS graduates manage college costs.** Examples of activities that institutions are implementing include financial aid and money management workshops, one-on-one advising, and actively encouraging BPS graduates to work on campus.

3. **Designating a staff member in key offices** (e.g. Financial Aid, Learning Center, Career Services, and Academic Advising) to serve as that office's liaison to BPS graduates and staff members of the nonprofits working with graduates on college transition issues.

4. **Tracking the progress of BPS graduates** toward degree attainment. Beginning with the BPS Class of 2010, campuses are tracking the persistence of entering BPS cohorts from semester to semester. Faculty and staff will use this information to assess the effectiveness of institutional efforts to better support Boston students and increase their degree completion rates.

In addition to these actions, the institutions enrolling significant numbers of BPS graduates from the

Classes of 2009 and 2010 that are receiving Success Boston transitional support are working closely with the nonprofits to ensure that students successfully complete their first two years. College staff orient the coaches to the array of campus support services, meet with the coaches regularly to review students' academic progress, and assist with solving problems students encounter that interfere with their academic performance.

Cross-Campus and Cross-Sector Work

Throughout the discussions on individual campuses and in meetings with other institutions participating in Success Boston, people emphasized the enormous value of campuses coming together with BPS staff and other stakeholders as well as each other to share experiences and work collaboratively to better prepare students academically and socially for college-level expectations and courses. Current work involves college faculty and staff participating actively in efforts to implement the cross-sector strategic plan developed by the Success Boston Task Force. In addition, campuses are collaborating on the creation of two online directories – one cataloging the student support services offered by each institution and the other summarizing efforts by higher education institutions to improve the preparation of BPS students for college.

Success Boston Strategic Plan. This plan focuses on four issues of importance to campuses – curricular alignment, financial aid, campus sensitive employment, and student transitions. Campus faculty and staff volunteers are participating in the subgroups working on each of these areas:

1. **Curricular alignment** – Representatives of Success Boston institutions are participating in the BPS Advanced Placement Vertical Team program to better prepare all students for the academic rigor of college. This program involves faculty from BHCC, BU, Brandeis, Harvard, Mass College of Pharmacy,

RCC, Tufts, and UMass Boston working with BPS teachers to strengthen the alignment of the high school curriculum in English and mathematics across grade levels and better prepare students for success in Advanced Placement and other upper-level high school courses as well as in first-year college courses. In addition, high school and college faculty are visiting each other's classrooms, sharing syllabi, and looking together at student work. These activities give teachers a concrete sense of the expectations of college-level coursework and the adjustments they may need to make to better prepare students for college. Ideas for future work involve improving the alignment of the BPS 11th and 12th grade curriculum with first-year college courses in order to reduce the number of BPS graduates required to take remedial courses when they enter college, and developing options for expanding dual enrollment opportunities for high school students.

2. **Financial aid** – The directors of financial aid from BHCC and UMass Boston are co-chairing a work group that includes representatives from the public schools and the nonprofit and philanthropic sectors. Last November (2010) they convened a meeting for financial officers from the other higher education institutions to inform them about Success Boston and elicit their interest in working on efforts to improve college affordability for BPS graduates. Representatives from 16 colleges and universities (Babson, Benjamin Franklin, Bentley, Brandeis, BAC, Harvard, Lesley, Mass College of Art, Pine Manor College, RCC, Suffolk, U Mass Amherst, Wentworth, and Wheelock) participated, and a number of participants agreed to join sub-groups to work on proposals to standardize the information in financial aid award letters across the Success Boston institutions and incorporate financial literacy into the BPS high school curriculum and first semester of college.

3. **College-sensitive employment** – A number of the Success Boston individual campus plans include expanding on-campus and off-campus employment opportunities for BPS graduates. Representatives from BU, Northeastern, MBCC, and Wheelock are participating in this work group, which also includes staff from the Boston Private Industry Council, the Mayor's Office of Jobs and Community Services, and Year Up. While many BPS graduates need jobs to pay college costs and help support their families, research shows that students who work more than 15-20 hours a week are at risk of not finishing college (McCormick, Moore III, and Kuh, 2010). In response, this group is working on ways to expand the availability of off-campus and on-campus jobs related to students' career interests and also will strengthen their engagement in the campus community and their academic major.

4. **Student transitions** – College staff from Benjamin Franklin, Emerson, Quincy College, RCC, and UMass Boston are participating in a work group with high school and nonprofit staff to develop and implement "transition-to-college" courses for college-bound 12th graders tailored specifically to the needs of BPS students. Drawing on the combined experiences of the Success Boston stakeholders with helping students navigate from high school through the first year of college, these courses will equip students with the knowledge and skills to launch their college careers on solid footing.

Directory of Campus Support Services. Information from the inventories of support services that each campus completed as part of the planning process is being compiled into an on-line directory of the services offered by each institution, including contact information. To be located on the Success Boston web site, this directory will be a valuable resource for campus staff members interested in possibly replicating promising practices developed by other institutions. High school and nonprofit staff will also find this information useful not only in helping BPS students identify colleges and programs that best meet their needs, but also having a successful first-year college experience.

Directory of College Preparation Activities. This directory, currently under development, will encompass information on the various pre-college preparation programs offered by Success Boston participating institutions for students in grades 6-12, dual enrollment opportunities for high school students, and professional development activities for BPS teachers and staff. The directory will be useful to BPS students and staff, as well as youth-serving organizations that support students' education achievement. Colleges and universities also will find it a source of information on model programs they might want to replicate.

Priorities for New Funding

Individual Campus Priorities

Recent findings on the increased persistence of the 282 students participating in the first Success Boston cohort who began college in the fall of 2009 (Sum et al., 2010) demonstrate the value of one-on-one outreach and transitional coaching focused on helping students adjust to college and connect to campus support services. Ninety-one (91) percent of the cohort students enrolling in four-year colleges returned for their second year, compared with 86.5 percent of the 2,412 BPS graduates from the Class of 2008 who enrolled in college. Cohort students enrolling in two-year colleges had a 77.1 percent reenrollment rate compared with 67.3 percent for BPS 2008 graduates as a whole. Particularly encouraging is the fact that African American and male students at two-year colleges showed the highest gains, a full 20 percent higher for African Americans and 12.5 percent higher for males than their 2008 peers. The challenge now is how to take the support programs and services that achieved these promising results to scale.

While transitional coaching clearly benefits students who receive it, a large body of research (see Appendix B) suggests that coaching alone is not sufficient to ensure students complete degree requirements in a timely manner. The campus planning teams believe that investments in three priority areas, described below, will enable their institutions to provide all BPS graduates they enroll with individually tailored support and other services that will result in much higher degree completion rates. Campuses will require external funding to implement these strategies.

1. **Comprehensive social and academic support.** Most BPS graduates enrolled in college need comprehensive services tailored to their individual needs and goals. Support services need to be increased in four areas proven to positively impact student success: summer bridge programs, case management services, expanded tutoring services and supplemental instruction, and expanded academic advising.

- **Summer bridge programs** are an effective approach to strengthening students' academic readiness for first-year college courses. Some programs provide the opportunity for participants to earn six college credits, so they can reduce their first-year course load if they need to. Low-income students can only participate in bridge programs that are little or no cost for the student.

- **Case management services** provided by campus staff ensure that students faced with challenging circumstances, such as inadequate preparation for college, English as a second language, and inadequate funds to pay college costs receive the guidance and support in order to stay on track. Responsibilities of case managers include organizing special orientation programs to introduce students to campus offices and support services; frequently meeting with students individually to check on their progress and help with problem-solving; securing and sharing feedback from faculty members on students' academic progress; and intervening in emergency situations such as loss of housing, financial difficulties, or health issues.

- **Tutoring services and supplemental instruction** provide essential support for students who either are not well prepared academically for college or encounter difficulty in particular subjects. Expanding tutoring services and supplemental instruction will increase the likelihood of BPS graduates persisting and completing college degrees.

- **Academic advising** is critical to students getting through college – knowing how to fulfill general education requirements, selecting a major, registering for courses, and understanding academic

policies and processes. Without quality advising, students fall off track and, in many cases, leave before completing degrees. Academic advising is a contractual responsibility for faculty members at most colleges and universities. Some institutions also have a professional advising staff. A number of Success Boston institutions lack sufficient capacity to adequately advise students and so need external funding to expand their advising services.

2. **Systems for tracking students' use of support services and progress toward degree completion.** While the Success Boston institutions offer a wide array of support services, most have no systematic way of assessing which students use support services and their impact on students' performance. They also are not able to systematically track whether students are making timely progress toward a degree, that is, if they have completed not just the right number of credits, but the courses required by their major field of study. Systems that track students' use of support services provide valuable information about which students receive what services and how often. Such data enable staff to assess the impact of particular services on academic performance, identify interventions to improve student achievement, and make better decisions about the allocation of resources among services. Tracking systems also allow institutions to identify at what points a student's progress toward a degree is lagging, analyze why this is happening, and make changes in policies and practices to address the problem. They also enable faculty and staff to easily identify students who are not taking the right courses to fulfill degree requirements and steer them back on track.

3. **Improved college affordability.** Having sufficient financial resources to pay the cost of attending college is a daunting challenge for many BPS graduates, 74.4 percent of whom come from low-income families (Massachusetts Department of Education, District Profiles 2010-2011). Colleges and universities need increased funds for grant aid to help students afford not only basic costs of attendance, but also to live on campus, study abroad, and engage in research projects under faculty direction – all activities that

research says increases students' college persistence and success but that students from low-income families are unlikely to engage in (Kuh, 2008).

In addition to these priorities, campus leaders emphasize the need for greater involvement of faculty members in Success Boston. Faculty wield considerable power on campus. Along with teaching, they determine academic standards and degree requirements, serve on admission committees, and play a major role in defining faculty responsibilities for supporting students outside the classroom. Faculty expectations and the nature of their relationships with students significantly influence students' academic achievement (Kuh, et al., 2005). For these reasons, securing faculty buy-in and support is critical to achieving the goals of Success Boston.

Cross-Campus and Cross-Sector Priorities

In addition to individual campus efforts, planning teams propose investment in three cross-campus initiatives: 1) creation of a cross-sector Success Boston Learning Community; 2) a project to strengthen the two-to four-year college pipeline, and 3) the establishment of a Peer Consulting Network. These initiatives, described below, will require external funding to launch.

1. **Success Boston Learning Community.** The Success Boston Learning Community will convene professionals across institutions and sectors to discuss their experiences working with BPS students and graduates and identify strategies for improving the responsiveness of high schools, higher education institutions, and nonprofits to student needs as they transition to and through college. It will serve as a forum for sharing promising retention practices, discussing challenges, and devising new and better approaches to improving the college readiness and success of BPS graduates. Learning community activities also will involve the creation and coordination of online channels for sharing information across sectors such as Wikis and email blasts, study groups examining topics of broad interest and disseminating their findings and recommendations to the larger community, expansion of the Success Boston web site as a central resource for all sectors, and webinars presenting

research on topics of common concern. In addition, the learning community will offer professional development activities addressing pressing needs identified by members. Topics already identified include academic advising, teaching students from culturally diverse backgrounds, addressing the needs of students with disabilities, and effective parent engagement strategies. Finally, the learning community will serve as a repository for the collective experiences and knowledge of the higher education institutions, nonprofits, and public schools that will be an invaluable resource for improving the persistence and degree completion rates of BPS graduates in the future.

2. **Strengthening the two- to four-year college pipeline.** Many Boston graduates begin at a two-year college with the goal of earning a bachelor's degree; however, only a small percentage ever transfer to a four-year institution because they lack information about the process for doing so. To rectify this situation, the proposed initiative will identify and document existing options for transferring from two-year to four-year Success Boston institutions, interview higher education staff and students about the barriers students face in transferring and approaches to overcoming such barriers, and synthesize research on effective strategies for facilitating transfer. In addition, professional development will be offered to higher education and nonprofit staff on helping BPS graduates successfully transfer.

3. **Peer Consulting Network.** Recognizing the valuable knowledge and experience of individual faculty and staff members from which others could benefit, the Success Boston institutions want to create a peer consulting network. The proposed network will consist of faculty and staff with expertise in areas related to improving college achievement and success that they are willing to share with other institutions on a voluntary and confidential basis. Consulting services will be available to peers who are interested in information and advice from a non-judgmental source regarding all aspects of campus policies, practices and programs related to improving degree completion rates.

Research and Evaluation Priorities

Determining the impact of campus, cross-sector, and cross-campus efforts on increasing the college persistence and progress of BPS graduates is critical both to achieving the Mayor's goal of doubling the number of graduates earning college degrees and sustaining effective policies and practices for doing so over the long term. So that higher education institutions can learn from their experiences and build on these experiences to increase degree completion rates, funding is needed for a rigorous evaluation of the outcomes of their involvement in Success Boston is essential. The study would assess the effectiveness of individual campus, cross-sector and cross-campus efforts on increasing college success rates. It should be conducted by a third-party evaluator, examine four years of data—with the Class of 2008 serving as the baseline—and use both quantitative and qualitative analysis. Because of the unique collaborative approach that Success Boston takes to addressing economic and social imperatives faced by cities across the U.S., the evaluation will have national utility as well as contribute to improving the college success rates of BPS graduates.

Supporting and Sustaining Higher Education's Involvement in Success Boston

Campus team leaders strongly agreed that organizational infrastructure with a dedicated staff is needed to support and sustain the engagement and work of higher education institutions in Success Boston. Staff is needed to assist individual campuses with implementing their retention plans for BPS graduates; to convene institutions to share progress—challenges as well as effective and promising practices—and to develop external funding strategies to support campus work; to implement cross-campus activities; and to coordinate the involvement of higher education representatives in cross-sector activities. The staff also will facilitate communications among the campus teams and with other groups working on Success Boston initiatives. Specific staff responsibilities will include: organizing and staffing work group, steering committee, and learning community meetings; brokering relationships among institutions with common needs and goals; and compiling and sharing information on research-based practices. The staff also will identify, analyze, and disseminate information about funding opportunities, support campus grant-writing activities and seek funds to support collaborative initiatives, prepare progress reports and other materials for the Success Boston Task Force, and serve as liaison between the higher education community and the Success Boston Task Force and work groups. A full-time director, an administrative assistant, and several consultants will be needed to fulfill these responsibilities.

Dedicated staff leadership is essential to build on the momentum generated through the higher education planning process. Without such leadership, campus work on Success Boston will inevitably become a lower priority because of the many demands requiring the attention of college faculty and staff.

Individual college and university efforts to achieve Success Boston goals will be overseen by campus-based work groups chaired by a senior-level campus official appointed by the president and include representatives of key service and academic departments. The work groups will be responsible for monitoring the implementation of activities identified through the Success Boston planning process and examining the effectiveness of these activities in meeting student's needs. They also will monitor and report to institutional leadership on the degree progress of BPS graduates, identify unmet needs or gaps in support services, and develop recommendations for addressing such needs.

Representatives from each of the campus work groups will make up a cross-campus work group to manage the collective work of the Success Boston higher education institutions. This work group will meet three times a year to share the progress made toward meeting campus Success Boston goals; discuss accomplishments and challenges; propose ideas for learning community, cross-sector, and cross-campus activities; assess the outcomes and usefulness of current initiatives; and define new opportunities for collaboration. Members will designate a chairperson who will serve as liaison to the Success Boston Work Group.

A steering committee made of the presidents/chancellors of a small number (five) of participating institutions representing the cross-section of Success Boston institutions (four-year public and private and two-year) will provide oversight for the work. Chaired by Chancellor Keith Motley in his role as co-chair of the Success Boston Task Force, the steering committee membership will be staggered and will rotate. The committee will meet annually to review progress with implementing the campus and collaborative plans and advise on/approve priorities and plans for future work.

Planning team leaders believe that the first and most immediate funding priority for the Success Boston higher education work is support for staff to provide leadership and assistance with campus implementation efforts

and cross-sector and cross-campus collaborative activities. Such support is critical to maintaining the excitement and momentum generated through the campus planning process.

The second priority is to identify and cultivate funders who have an interest in specific parts of the higher education plan, determine which institutions should be involved in developing a proposal, and develop funding requests. These efforts will be coordinated with fundraising efforts of the Success Boston Work Group and Task Force to make sure efforts are synergistic and integrated.

Conclusion

The plans developed by colleges and universities participating in Success Boston are comprehensive and ambitious. They reflect careful analysis of data on the experiences of BPS graduates on their campuses and a deep understanding of current research on effective strategies for improving the success of students from low-income backgrounds, students of color, and those who are first in their families to go to college. They encompass forward-thinking strategies for inter-campus and cross-sector collaboration that are likely to result in substantially improved college outcomes for BPS graduates. Fully implemented, these plans will contribute significantly to the achievement of Mayor Menino's goal to double the number of BPS graduates earning college degrees.

To implement these ambitions plans and fulfill the Mayor's high expectations for college-bound BPS graduates, it is imperative that the funds be found to transform the proposed strategies into action. While campuses have been able to implement a number of strategies with existing resources, additional funding is required to support comprehensive academic support, student tracking systems, and increased grant-based aid. In addition, funding is needed to establish an organizational infrastructure with a dedicated staff to support and sustain the engagement of institutions in Success Boston on their campuses and in cross-sector efforts.

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Appendix A:
Summary of Individual Campus Plans

Institution	No External Resources Needed	External Resources Needed
Benjamin Franklin Institute of Technology	1. Conduct exit surveys with students leaving on their needs and wants during their enrollment at Benjamin Franklin. 2. Develop a Graduation Requirement Career Seminar to educate BPS graduates and other students on how to apply for work connected with their program's industry and implement soft skills in their technical field.	1. Expand the academic/tutoring center, add more computer stations. 2. Create a position for a half-time counselor to help BPS graduates in need of advice and assistance with crisis management, personal and family issues, and academic challenges. 3. Track student use of support services using software designed for this purpose. 4. Conduct community outreach to arrange for students to receive discounts at local establishments on food, parking, day care, and transportation.
Boston Architectural College	1. Complete curriculum reengineering to better meet the needs of students as they progress from design novices to professionals, basing student performance on behavioral and knowledge outcomes rather than credit hours. 2. Create an individualized learning plan for every student. 3. Provide increased direct faculty advising and mentoring. 4. Operate programs based on a 12-month rather than an academic year model.	1. Increase scholarship aid targeted to BPS graduates. 2. Develop a summer "boot camp" focusing on basic academic skills improvement and making a successful transition to the first year of college. 3. Provide faculty with professional development in advising and mentoring small groups of students. 4. Create a position for an information-literacy professional to co-teach core courses with faculty, focusing on the development of library/information literacy skills. 5. Develop dedicated studio space for use by BPS graduates and other students who do not have space where they live to do design projects.
Boston College	1. Analyze data on currently enrolled BPS graduates to determine the reasons why 8–10% each year do not graduate from BC. 2. Conduct focus groups with currently enrolled BPS graduates to better understand the stresses they experience at BC and identify ways these stresses could be reduced. 3. Undertake a study of whether BPS graduates and other students who transfer to BC from community colleges are as successful as those who begin in their first year, and if such transfer students are having difficulty, to extend the transitional support for first year students to them. 4. Engage currently enrolled BPS graduates in outreach efforts to BPS high schools.	1. Explore the possibility of a dual enrollment program for students at Brighton H.S.

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Institution	No External Resources Needed	External Resources Needed
Boston University	1. Designate a point person in the academic advising office of each school or college within BU to develop a process for tracking BPS students' progress, identifying those who need support, and connecting them with appropriate campus resources. 2. Continue providing faculty/staff mentors to every BPS graduate participating in the Boston Service Scholars program and continue to provide an advisor to Boston High School Scholars. 3. Designate a university staff member to serve as an advocate for BPS graduates not participating in the High School Scholars or Service Scholars programs. 4. Generate and review data on the academic achievement of BPS graduates in first-year courses, comparing the performance of completers and non-completers to identify strategies for ensuring that all students complete these courses. 5. Review relevant university policies and their impact on the persistence and degree completion of BPS graduates. 6. Continue the work of the Success Boston work group, moving from planning to monitoring the implementation of activities to increase student success.	None.
Bunker Hill Community College	1. Provide targeted outreach to BPS grads interested in attending BHCC to encourage their participation in pre-college activities (Accuplacer prep, Smart Start advising/registration, etc.). 2. Offer Accuplacer Preparation workshops. 3. Encourage students to register for Learning Community Seminar Course. 4. Provide financial aid workshops for BPS graduates.	1. Expand the Learning Community Clusters for developmental students and integrate Success Coaches into these clusters, which would specifically target BPS graduates. 2. Provide professional development for faculty and staff on integrating support services, creating active integrated learning services, and working with BPS graduates and other students to develop education plans and goals. 3. Offer an experiential learning–focused Common Interest Learning Community for 200 BPS graduates. 4. Implement a summer Math Readiness Program for 60 students who test on the border of one of the three levels of developmental math.

Institution	No External Resources Needed	External Resources Needed
Emerson College	1. Conduct research to look at the factors that impact the retention of BPS students. 2. Admissions will contact the guidance counselor assigned to each deposited BPS student before the high school closes for the summer (May/June). The purpose is to connect with the high school person who is most involved in supporting the student. 3. Include BPS students in new programming on campus for first-generation college students. 4. Admissions will alert Academic Advising of BPS grads, give a profile of the student with their high school contact person to assist in hand off to college. 5. Continue to work with the Emerson College/Boston School Advisory Committee to discuss factors found to have an impact on persistence and ways in which Emerson might collaborate with schools to develop enrichment programs. 6. Continue to work with constituents across the Emerson community on issues such as multicultural and cultural competence training – particularly geared toward understand the experience of our urban high school graduates. 7. Continue to work with the Success Boston planning team to share ideas and monitor the success of BPS students at Emerson. 8. Continue the development of the Emerson College pipeline program – Emerson WRITES – offered to 9th and 10th grade Boston high school students to assist them with writing skills.	1. Develop a summer bridge program to prepare BPS graduates and others for social and academic success at Emerson. 2. Expand the Emerson WRITES program to include more programming and support for students. 3. More to be developed after research on persistence at Emerson is completed.
Emmanuel College	1. Include BPS graduates in a new program targeting first-generation students and featuring a pre–first semester orientation program, academic and cultural support, and opportunities for increased and individualized interactions with faculty. 2. Ramp up multicultural and cultural competence training for faculty, staff, and students. 3. Expand college's support and focus on the first-year experience. 4. Expand dual enrollment beyond Fenway HS and the John D. O'Bryant HS on a limited basis.	1. Create a mentoring program that would pair BPS graduates with Boston professionals, including Emmanuel graduates, and provide ongoing activities and mentoring experiences. 2. Implement a summer academic program specifically for BPS graduates modeled after the Road to Intellectual Success at Emmanuel (RISE) program which has a very high retention rate. 3. Undertake a study of introductory classes to determine and develop pedagogical approaches that would improve the success of BPS graduates and other urban students. 4. Implement a competitive study abroad scholarship program for BPS graduates.
Fisher College	1. Increase the number of high school partners participating in the College 101 program. 2. Form partnerships with local businesses, and secure internship placements for College 101 students. 3. Develop new course options for College 101 and the high school dual enrollment program	1. Expand Academic Success Advising staff 2. Create a position for a full-time director of the College 101 program. 3. Track student use of support services and student participation in student life activities using software designed for this purpose. 4. Increase professional development offerings for Fisher faculty and high school faculty participating in College 101.

Institution	No External Resources Needed	External Resources Needed
Framingham State University	1. Track the progress of BPS graduates, focusing on critical junctures in their academic experience. 2. Generate awareness of Success Boston campus-wide and encourage faculty/staff to take greater responsibility for the success of BPS graduates.	1. Expand personnel and programming options in the PLUS programs and recruit BPS graduates to participate. 2. Create a grant program to support BPS graduates staying on pace for degree completion by taking courses during summer sessions.
Massachusetts College of Art and Design	1. Include in the New Student Orientation a session by BPS graduates who are academically successful upper-class students at MassArt. 2. Monitor and provide an update on the progress of BPS graduates to the Academic Affairs/Student Development Committee twice a semester. 3. Work with the Student Success Committee to make BPS graduates aware of student leadership opportunities. 4. Increase and formalize relationship with community colleges, modeled after our relationship with Bunker Hill CC, to support the enrollment and success of artistically talented students who are not academically prepared. 5. Keep the Diversity Leadership Group informed about the retention of BPS graduates and work with campus departments and committees to support efforts to improve student retention.	1. Create scholarships that would guarantee BPS graduates campus housing for two years. 2. Establish a BPS transition program that would closely monitor, support, and provide needed resources to BPS graduates during their first two years. Designate a staff person to work with the students and monitor their progress. Provide emergency funds for books and needed art supplies.
Massachusetts College of Pharmacy and Health Sciences	1. Examine BPS student persistence data for past 7 years to identify trends related to academic and non-academic factors. 2. Analyze freshmen data for a selected set of variables to identify any trends in persistence. 3. Review current research literature to determine academic and non-academic factors most strongly related to student persistence in health science programs. 4. Review MCPHS policies and procedures in academic and student affairs and recommend new policies and procedures to enhance student persistence. 5. Implement First-Year Studies interventions to maximize early faculty contact with first year students and create a limited number of BPS rooming pods for those living on campus.	1. Implement MAP-Works software to improve early identification of at-risk BPS graduates and intervene quickly to keep them on track. 2. Add a new academic counselor and a new academic advisor at the Academic Resource Center to decrease staff caseloads and enhance academic support services. 3. Expand peer tutoring program to increase supplemental instruction sessions for key courses and ESL instruction.

Institution	No External Resources Needed	External Resources Needed
Mount Ida College	1. Encourage and help connect BPS graduates to participate in existing support programs. 2. Recruit college staff to serve as mentors for BPS graduates. 3. Explore the feasibility of assigning first year BPS grads to linked courses with handpicked faculty, creating an informal learning community for them.	1. Offer a summer bridge program for incoming BPS graduates focused on preparing them academically to place out of developmental courses or successfully complete the courses. 2. Implement a coaching program for BPS graduates that mirrors our Balfour Peer Leaders and Learning Circle program and will assist BPS graduates with the transition to Mount Ida and nurture a sense of community and connection with other students in the program.
Newbury College	1. All BPS graduates will be assigned one of the Academic Counselors, who will serve as their contact person, advocate, and liaison to the faculty. An additional counselor will moderate an online academic support group to which the students will belong through the end of their sophomore year. 2. First-Year Seminar (FYS) instructors, who serve as students' academic advisors, will meet with the BPS Academic Counselor about particular concerns that may arise with students, and special activities for FYS students will be expanded to include presentations by BPS graduates who are upperclassmen, alumni, or staff. 3. A case management approach will be implemented so that all staff working with targeted students can discuss issues and share findings and recommendations. 4. Financial Services staff will work closely with BPS graduates and their families to develop a workable financial plan. 5. Work-study awards will be reviewed and thoughtfully allotted to BPS graduates. 6. Further data analysis will be done to update retention/graduation rates and identify key performance indicators for BPS students.	1. Develop a summer bridge program for incoming BPS graduates offering developmental courses as needed and elective courses for which students will receive college credit and including extracurricular activities that students could continue during the academic year. 2. Create a position for an institutional research assistant to track and analyze student data, identify areas of need, and respond to department requests for information needed to better understand and respond to student achievement issues.
Northeastern University	1. Conduct research to identify the elements within each of the university's retention models serving BPS graduates (Foundation Year, Torch Scholars, Ujima Scholars, etc.) that have the greatest impact on student persistence and success. 2. Refine and shape retention models based on findings and assessment of student needs. 3. Undertake efforts to understand the non-cognitive characteristics of BPS graduates and other students and the relationship of these characteristics to persistence and degree completion. 4. Collaborate with the BPS, area higher education institutions, and other stakeholders to share best practices and strategies for increasing the retention and degree completion rates of BPS graduates. 5. Continue the work of the Success Boston Planning Team to monitor and track the progress of the BPS graduates through their undergraduate years.	1. Provide additional scholarship assistance to BPS graduates and include them in the existing array of academic and social support services that have been shown to be key factors in achieving successful retention and graduation outcomes.

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Institution	No External Resources Needed	External Resources Needed
Pine Manor College	1. Expand current outreach efforts to BPS administrators, counselors, and teachers, including invitations to observe Pine Manor's student support systems and opportunities for conversations to help PMC understand the needs of BPS administrators, teachers, counselors, and students, and generate ideas for ways to improve our support for BPS graduates and BPS high school staff. 2. Strengthen PMC's early warning system. 3. Improve tracking of use of PMC academic support resources by BPS graduates and other students. 4. Improve tracking of BPS graduates' progress toward degree completion using existing structures and improved institutional research.	1. Establish an office dedicated to developing PMC faculty to routinely use state-of-the-art pedagogical practices that will help students learn more effectively. 2. Develop an Advising Center, based on the intrusive advising model used in PMC's First Year Seminar program and staffed by full-time professionals. 3. Explore and implement more-engaging models of teaching and learning. 4. Create a Summer Bridge program for BPS graduates. 5. Increase the support PMC provides for single mothers, including financial support for child care, transportation, and tuition gaps, and a staff member to provide case-management services to help such students manage their multiple responsibilities. 6. Expand student academic tutoring services and computer access.
Quincy College	1. Encourage BPS graduates to take advantage of the range of support services currently offered through various outreach activities. 2. Monitor mid-semester grades and require students who are not doing well to meet with their dean or academic advisor. 3. Improve retention data-gathering and analyze data on BPS graduates by subgroups.	1. Develop five learning communities, two of which would be related to developmental coursework. 2. Implement a faculty advising program, with each student assigned to an advisor and advisors having maximum caseloads of 25 students. 3. Expand tutoring services and assign one tutor specifically to work with BPS graduates.
Roxbury CC	1. Organize a special Orientation for BPS graduates that will include meetings with faculty from the academic division in which they are enrolling, academic and career planning and financial aid, along with BPS graduates currently enrolled at RCC. 2. Assign BPS graduates to the same sections of a three-credit College Experience seminar that all first-semester students are required to take. 3. Enroll BPS graduates in Learning Communities as appropriate. 4. Involve all BPS graduates in the Mentoring to Success program, which matches students with RCC faculty and staff who help students resolve issues that interfere with their academic work.	1. Create a Summer Bridge Academy for incoming BPS graduates that focuses on academic skill building, leadership development, and survival skills for college success, and will include a 3-credit College Experience course that students usually take in their first semester.
Salem State University	1. Identify all BPS graduates currently enrolled, communicate with them individually about the wide array of support services SSU offers, and encourage them to use our services. 2. Determine eligibility of BPS graduates for the Student Support Services program, enroll those who meet TRIO eligibility criteria in the program, and guide those who don't to other campus services. 3. Use SSU's early alert system and mid-semester evaluation systems to identify BPS graduates having academic difficulty and develop interventions to help them improve their performance.	1. Create a position for a full-time coordinator to recruit and monitor the progress of all BPS graduates, paying particular attention to students most at risk of dropping out. 2. Establish a conditional admission/dual enrollment program with BHCC and RCC for BPS graduates interested in attending SSU who do not meet the regular admissions requirements. 3. Identify and reach out to formerly enrolled recent BPS graduates and develop individual plans for these students to reenroll. 4. Employ additional tutors to work specifically with BPS graduates.

Institution	No External Resources Needed	External Resources Needed
Suffolk University	1. Create and implement a Local Heroes program for BPS graduates involving community service activities and leadership development. 2. Provide targeted outreach to BPS graduates, including one-on-one advising to encourage them to use existing support services, periodic check-ins with special attention given to students identified as at risk, and referrals to specific support services. 3. Invite BPS freshmen enrolled in the College of Arts and Sciences to have an upper-class mentor thorough the Peer Mentoring Program to help them make a successful transition to college. 4. Implement TutorTrac to share information across offices about student use of support services.	1. Undertake a longitudinal study to gather quantitative and qualitative data on BPS persistence issues, with the goal of identifying strategies for addressing the contextual issues that may impact the success of BPS graduates at Suffolk and provide actionable information to faculty and staff who can initiate changes to policies, programs, and experiences that help BPS graduates have a successful experience at Suffolk and complete degrees within 4–5 years. 2. Develop a College Bridge Program for BPS graduates in need of developmental work the summer before they enroll, focused on academic skill building, targeted academic and career advising, and the development of increased self-awareness and confidence. 3. Develop a dual enrollment program for BPS students.
Tufts University	1. Examine retention data to identify points where BPS have the most issues academically and offer assistance to these students. 2. Conduct focus groups with currently enrolled BPS graduates and exit interviews with graduates who have chosen to leave Tufts to gauge the barriers they are encountering on campus. 3. Place BPS graduates with proactive advisors for consistent and concise academic planning. 4. Ensure that all summer enrichment and precollege programs are equitably available to BPS students and graduates, including the BEST summer program and CSEMS if applicable. 5. Organize a program during Orientation to introduce BPS students to campus services and resources.	1. Create formal peer mentoring program for first-year BPS graduates with upper-class cohort. 2. Create a Tufts Alums of BPS group to act as another source of assistance for current students which could aid in academic assistance, social integration on campus, and employment/internship assistance. 3. Organize financial literacy workshop for BPS students, graduates, and families. 4. Create service-learning programs for currently enrolled BPS graduates. 5. Create a position in the Academic Resource Center that will assist BPS graduates with their academic transition to college and throughout.
University of Massachusetts Amherst	1. Mandate support services and increase mentoring for BPS graduates, ALANA students, and Pell Grant-eligible students with lower entering academic profiles. 2. Increase tracking and assessment of BPS graduates and other ALANA students, including their use of support services. 3. Increase outreach and referral to support services for BPS graduates and similar students. 4. Encourage BPS graduates, ALANA students, and Pell Grant-eligible students to participate in RAP and TAP residential learning community programs. 5. Recruit employers offering paid summer internships in the Boston area that BPS graduates can fill.	1. Expand transition to college courses for BPS graduates and other students with lower entering academic profiles. 2. Develop and staff more intentional intervention programs and support services, targeting students entering with lower GPAs and SATs, Pell Grant-eligible students, and ALANA students, including BPS grads. 3. Increase sophomore-year intervention programs and support for students with lower academic profiles, including BPS graduates.

Institution	No External Resources Needed	External Resources Needed
University of Massachusetts Boston	1. Continue the Success Boston Work Group to oversee implementation and continuous improvement of retention strategies. 2. Track the progress of individual BPS students and each entering cohort as a whole, and compare progress among cohorts. Undertake additional data collection and analysis to better understand the needs of BPS graduates and identify strategies that will result in increased retention and degree completion. 3. Upgrade informational and customer services so that frontline staff are better trained to know the questions to ask to ensure their understanding of what students need. 4. Conduct a work-study pilot involving BPS graduates working in community service jobs with supervising staff who agree to serve as mentors for them. 5. Pilot embedding the Success Boston navigational coaches, as case managers, working with enrolled BPS graduates into the university by giving them formal roles under the supervision of the director of the University Advising Center. 6. Work with the University Retention Committee to develop a comprehensive plan for integrated and sustainable retention programming, and identified resources, that fully provides for the success of all UMass Boston students.	1. Undertake comprehensive data collection and analysis of the experiences of BPS graduates as they progress toward degree completion. 2. Create a position for an advisor/coach dedicated to supporting BPS graduates. 3. Implement a retention-tracking system. 4. Develop additional pre-matriculation skill development summer institutes in mathematics and new summer institutes in critical reading and writing targeting BPS graduates. 5. Create a peer mentoring program for BPS graduates. 6. Build residence halls.
University of Massachusetts Dartmouth	1. Conduct a detailed analysis of retention, performance, and graduation of BPS graduates to inform efforts. Collect data from focus groups to better understand their challenges at UMD, responses to the annual student satisfaction survey, and a tailor-made exit-interview protocol for BPS graduates who are withdrawing to help identify preventable, correctable circumstances for future retention efforts. 2. Identify and collaborate with UMD faculty who are BPS graduates to support Success Boston initiatives, including mentoring and a reception for incoming BPS graduates. 3. Establish a peer mentoring program pairing BPS graduates who are juniors and seniors with incoming freshmen. 4. Establish a Success Boston support team dedicated to examining issues and challenges related to BPS graduate retention and degree completion and continuously developing strategies for improving student retention and reporting progress to the campus.	1. Create a full-time position for a Success Boston Plan Coordinator responsible for coordinating the implementation of the planned activities. 2. Apply the implementation of MAP (Making Achievement Possible) Works software to BPS graduates. 3. Establish a fund to support 10 BPS graduates with a 3–4-credit course tuition and fees award for an intersession or summer school course to enable students to catch up or stay on track with course completion. 4. Establish a set-aside of 3 full scholarships from the Endeavor Fellowship fund for BPS graduates with demonstrated high financial need.

Institution	No External Resources Needed	External Resources Needed
Wentworth Institute of Technology	1. Build tracking and support systems to follow BPS graduates, beginning with the first-year seminar, to better analyze their support needs. 2. Evaluate pre-college programs to determine effectiveness and identify effective programs best fit for potential funding to help support BPS initiatives. 3. Better align Alliance for Minority Participation (AMP), an NSF-funded program, with access programming for BPS students and graduates. 4. Support faculty who mentor and advise BPS graduates. 5. Prioritize current resources and needs regarding increasing degree completion rates of BPS graduates.	1. Create funding for student research that will allow BPS graduates to explore an area of interest within their academic major and enhance their understanding of this field. 2. Create a book fund for BPS graduates. 3. Increase funding for on-campus housing and employment options for BPS graduates in order to strengthen their connection to the campus.
Wheelock College	1. Create and sustain a campus ethos that supports student success. 2. Enhance development opportunities for faculty to support success of BPS graduates. 3. Enhance the coordination of existing support programs administered by the Office of Enrollment Management and Student Success. 4. Ensure accountability and use of data for achieving student success.	1. Expand the College's Summer Bridge Program to serve all incoming BPS graduates. Currently, because of limited capacity, the program is serving roughly 25% of entering BPS graduates.

Appendix B:
Annotated Bibliography of College Success Studies

Prepared by
Dr. Ann Coles, Success Boston Consultant and Senior Fellow, College Access Programs, ACCESS

Underserved Students

General

American Council on Education. 2003. *Student Success: Understanding Graduation and Persistence Rates.* This brief describes cross-institutional patterns of college persistence, including the impact of work intensity and family responsibilities on degree attainment. www.acenet.edu/AM/Template.cfm?Section=Home&CONTENTID=33951&TEMPLATE=/CM/ContentDisplay.cfm

Cabrera, A., Burkam, K.., & LaNasa, S. 2005. *Pathways to a Four-Year Degree: Determinants of Transfer and Degree Completion.* This paper examines differences in postsecondary attendance and patterns between low-SES students and their economically better off peers. www.pathwaystocollege.net/PCNLibrary/ViewBiblio.aspx?aid=311

Center for Labor Market Studies, Northeastern University. 2008. *Getting to the Finish Line: A Seven Year Study of the Boston Public School Class of 2000.* This study reports on the college persistence and degree- attainment rates of Boston high school graduates seven years after they complete high school. http://www.bostonpic.org/files/resources/BPS%20college%20graduation%20study.pdf

Melendez, M. C. and Bianco Melendez, N. 2010. "The Influence of Parental Attachment on the College Adjustment of Caucasian, African American, and Latina/Hispanic Women: A Cross- Cultural Investigation." Journal of College Student Development, 51(4), 419–435. This study examines how parental attachment affected college adjustment among white, African American, and Latina women attending an urban commuter college. http://muse.jhu.edu/login?uri=/journals/journal_of_college_student_development/v051/51.4.melendez.pdf

Radford, Alexandria, Lutz Berkner, SaraWheeless, and Bryan Shepherd. 2010. *Persistence and Attainment of 2003–04 Beginning Postsecondary Students: After 6 Years* (NCES 2011-151). Washington, DC: National Center for Education Statistics. This report presents findings from the 2004/09 Beginning Postsecondary Students Longitudinal Study, which collected information over a period of six years describing the enrollment and employment experiences of a national sample of undergraduates who began their postsecondary education for the first time in the 2003–04 academic year. http://nces.ed.gov/pubsearch

Public Agenda. 2009. *With their Whole Lives Ahead of Them: Myths and Realities about Why So Many Students Fail to Finish College.* This paper reports the findings of a national study that many young adults drop out of college because of their difficulties with juggling school, work, and basic living expenses and provides suggestions that can make it easier for working students to complete college. http://www.publicagenda.org/theirwholelivesaheadofthem

Stoutland, S., and Coles, A. 2009. *Who's Making It: The Academic Achievement of Recent Boston Public School Graduates in Their Early College Years.* This study explores questions related to the persistence, progress, and performance of graduates of the Boston Public Schools who began college full-time for the first time in the fall of 2005. http://www.tbf.org/UnderstandingBoston/PortalListingDetails.aspx?sec=Education_Education_Reports_Reports_1&id=10182

African American and Latino Students

Cabrera, A., Nora, A., Terenzini, P., Pascarella, E., Hagedorn, L. 1999. *Campus Racial Climate and the Adjustment of Students to College: A Comparison between White Students and African-American Students.* This paper examines the effects of perceptions of prejudice and discrimination on African American and white student adjustment to college, according to four assertions made in literature addressing the issue. www.pathwaystocollege.net/PCNLibrary/ViewBiblio.aspx?aid=84

College Board. 2010. *The Educational Crisis Facing Young Men of Color: Reflections on Four Days of Dialogue on the Educational Challenges of Minority Males.* This report summarizes discussions that took place in four one-day seminars that brought together more than 60 scholars, practitioners, and activists from the African American, Hispanic/Latino, Asian American and Pacific Islander, and Native American communities. www.pathwaystocollege.net/PCNLibrary/ViewBiblio.aspx?aid=19940

Ellis, P. 2004. *Addressing the Shame of Higher Education: Programs That Support College Enrollment and Retention of African-American Males.* This report discusses intervention programs in existence to increase the academic achievement of African American males. www.pathwaystocollege.net/PCNLibrary/ViewBiblio.aspx?aid=681

Engle, J., and Theokas, C. 2010. *Top Gainers: Some Public Four-Year Colleges and Universities Make Big Improvements in Minority Graduation Rates.* This brief highlights the efforts of public colleges and universities that have boosted graduation rates for minority students; the data presented provide a baseline for colleges seeking to raise minority graduation rates and show that improvements are taking place in a range of settings. www.pathwaystocollege.net/PCNLibrary/ViewBiblio.aspx?aid=19968

Gandara, P., and Maxwell-Jolly, J. 1999. *Priming the Pump: Strategies for Increasing the Achievement of Underrepresented Minority Undergraduates.* This report identifies higher education programs and strategies that have the capacity to help many more minority students distinguish themselves academically in the undergraduate level than is now the case. www.pathwaystocollege.net/PCNLibrary/ViewBiblio.aspx?aid=2721

Guiffrida, D. 2005. *Othermothering as a Framework for Understanding African American Students' Definitions of Student Centered Faculty.* This study documents interviews with students at predominantly white institutions about their perceptions of faculty attributes that facilitate meaningful relationships with African American students. https://urresearch.rochester.edu/institutionalPublicationPublicView.action?institutionalItemId=2802

Noguera, P. 2002. **The Trouble with Black Boys: The Role and Influence of Environmental and Cultural Factors on the Academic Performance of African American Boys.** This paper suggests that the academic performance of African American males can be improved by devising strategies that counter the effects of harmful environmental and cultural forces. www.pathwaystocollege.net/PCNLibrary/ViewBiblio.aspx?aid=700

Pew Hispanic Center. 2009. *Between Two Worlds: How Young Latinos Come of Age in America.* This report takes an in-depth look at Latinos, ages 16 to 25, a phase of life when young people make choices that—for better and worse—set their path to adulthood while navigating the two cultures they inhabit—American and Latin American. http://www.pathwaystocollege.net/PCNLibrary/ViewBiblio.aspx?aid=19803

Santiago, D. 2007. *Voices: A Profile of Today's Latino College Students.* This publication provides a synthesis of national data and the perspectives of Latino students speaking in their own voice about how they and their families view college affordability and opportunity. http://www.edexcelencia.org/research/voces-profile-todays-latino-college-students

Immigrant/Undocumented Students

Capps, R., and Fix, M. 2005. *Undocumented Immigrants: Myths and Reality.* This paper debunks six common myths about undocumented immigrants and their families. http://www.pathwaystocollege.net/PCNLibrary/ViewBiblio.aspx?aid=679

Erisman, W., and Looney, S. 2007. *Opening the Door to the American Dream: Increasing Higher Education Access and Success for Immigrants.* This report discusses barriers faced by legal immigrants seeking to enroll in postsecondary education, particularly older immigrants, who face significant challenges in understanding and gaining access to the U.S. system of higher education because they did not attend American primary and secondary schools. http://www.pathwaystocollege.net/PCNLibrary/ViewBiblio.aspx?aid=2152

Sweet, R., Anisef, P., and Walters, D. 2008. *Immigrant Parents' Investments in Their Children's Post-secondary Education.* This paper examines relationships between the resources available to immigrant and non-immigrant families and what parents are willing and able to save for their children's postsecondary education. http://www.pathwaystocollege.net/PCNLibrary/ViewBiblio.aspx?aid=19599

Low-Income Students

Davis, R., and McSwain, C. 2007. *College Access for the Working Poor: Overcoming Burdens to Succeed in Higher Education.* This report examines the precarious position of working-poor students in our society as they view the prospect of attending postsecondary education while juggling conflicting work and family demands. http://www.ihep.org/Publications/publications-detail.cfm?id=8

Engle, J., and Tinto, V. 2008. *Moving beyond Access: College Success for Low-Income, First Generation Students.* This report highlights how the combined impact of being both low-income and first-generation correlates with a range of factors (i.e., demographic and enrollment characteristics) that lower the students' chances of successfully earning a college degree. http://www.coenet.us/files/files-Moving_Beyond_Access_2008.pdf

Institute for Higher Education Policy. 2001. *Getting through College: Voices of Low-income and Minority Students in New England.* This report discusses how low-income and minority students are faring in the New England region, with its diverse array of public and private higher education institutions. http://www.ihep.org/Publications/publications-detail.cfm?id=35

Macy, B., 2000. *From Rusty Wire Fences to Wrought-Iron Gates: How the Poor Succeed in Getting to—and Through—College.* This paper describes the college experiences of 20 students from low-income backgrounds and identifies six keys to the success of such students. http://www.eric.ed.gov/PDFS/ED440587.pdf

Wei, C., and Horn, L. 2009. *A Profile of Successful Pell Grant Recipients.* This report describes characteristics of college graduates who received Pell Grants and compares them to graduates who were not Pell Grant recipients. http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2009156

Youth Transitioning from Foster Care

Casey Family Programs. 2001. *It's My Life: A Framework for Youth Transitioning from Foster Care to Successful Adulthood.* This guide is for child welfare professionals and others who are assisting and supporting teens aging out of foster care as they prepare for adulthood. www.pathwaystocollege.net/PCNLibrary/ViewBiblio.aspx?aid=882

Casey Family Programs. 2006. *It's My Life: Postsecondary Education and Training.* This guidebook provides recommendations, strategies, and resources to help young people transitioning from foster care access college opportunities. http://www.pathwaystocollege.net/PCNLibrary/ViewBiblio.aspx?aid=881

Casey Family Programs. 2008. *Supporting Success: Improving Higher Education Outcomes for Students from Foster Care—A Framework for Program Enhancement.* This guide offers advice to the higher education community for improving the effectiveness of support services for students coming from foster care. http://www.pathwaystocollege.net/PCNLibrary/ViewBiblio.aspx?aid=18596

Cooprider, C. 2005. *Improving Education Outcomes for Foster Youth: The Guardian Scholars Project Year 1.* This paper describes collaboration between a four-year and a two-year public college in Indiana to improve retention and graduation rates for former foster youth enrolled on their campuses. http://www.pathwaystocollege.net/PCNLibrary/ViewBiblio.aspx?aid=876

Disconnected Youth

Center for Law and Social Policy. 2004. *Disconnected Youth: Educational Pathways to Reconnection.* This paper discusses the plight of disconnected youth, and describes education pathways to reconnection for such youth. http://www.pathwaystocollege.net/PCNLibrary/ViewBiblio.aspx?aid=270

Center for Mental Health in Schools. 2010. *Interventions to Support Readiness, Recruitment, Access, Transition, and Retention for Postsecondary Education Success.* This paper discusses the need to develop a comprehensive and cohesive system of interventions that address barriers to learning and teaching and reengage disconnected students at every stage from pre-kindergarten through postsecondary education. http://www.pathwaystocollege.net/PCNLibrary/ViewBiblio.aspx?aid=19905

Student Engagement and Contextual Issues—Challenges and Strategies

General

Arum, Richard and Josipa Roksa. 2011. *Academically Adrift: Limited Learning on College Campuses. Chicago: University of Chicago Press.* This research study draws on survey responses, transcript data, and student performance on the Collegiate Learning Assessment to answer the question of whether undergraduates are learning anything in college. http://www.amazon.com/Academically-Adrift-Limited-Learning-Campuses/dp/0226028550

Community College Survey of Engagement. 2009. *Making Connections: Dimensions of Student Engagement.* This paper discusses research findings that students who enroll in college part time are less likely to be engaged than their full-time counterparts and suggests ways in which to strengthen the connection between such students and campuses. http://www.ccsse.org/publications/national_report_2009/CCSSE09_nationalreport.pdf

Cushman, K., 2006. *First in the Family: Advice about College from First-Generation Students: Your College Years.* This book summarizes advice from 16 first-generation college students about how to navigate the transition to college and succeed in the first year. Available for purchase only. http://www.amazon.com/First-Family-College-Generation-Students/dp/0976270668/ref=pd_sim_b_1

Engle, J., Berneo, A., and O'Brien, C. 2006. *Straight from the Source: What Works for First-Generation College Students.* This paper discusses findings from focus groups with first-generation students in Texas regarding what worked to help them make the transition from college to high school, as well as what didn't work or what could work better to get more first-generation students into college. http://www.pellinstitute.org/files/files-sfts_what_works.pdf

Harris, L., and Ganzglass, E. 2008. *Creating Postsecondary Pathways to Good Jobs for Young High School Dropouts: The Possibilities and the Challenges.* This paper looks at strategies for connecting high school dropouts between the ages of 16 and 24 to pathways to postsecondary credentials that have value in the labor market http://www.americanprogress.org/issues/2008/10/postsecondary_pathways.html

Jobs for the Future. 2009. *Key Design Features of a GED to College Pathway.* This brief describes the key design features of a pathway that provides students who have dropped out with the skills necessary for entry and success in postsecondary education. http://www.jff.org/publications/education/key-design-features-ged-college-pathway/866

Jobs for the Future. 2010. *The Breaking Through Practice Guide.* This guide for practitioners describes four "high-leverage strategies" that community colleges and other programs can adopt to increase the success of low-skilled younger and older adults in preparing for jobs with family-sustaining incomes. http://www.jff.org/publications/education/breaking-through-practice-guide/1059

Kuh, G., Kinzie, J. Buckley, J., Bridges, B., and Hayek, J. 2006. *What Matters to College Success: A Review of the Literature.* This paper examines the array of social, economic, cultural, and education factors related to the success of students in college and summarizing promising strategies for improving college success. http://nces.ed.gov/npec/pdf/kuh_team_report.pdf

Maraskian, L. 2004. *Raising the Graduation Rates of Low-Income College Students.* This report presents the findings of research on retention at institutions that serve large numbers of Pell Grant recipients and identifies differences in institutional characteristics or practices that might help to explain differences in student outcomes. http://www.luminafoundation.org/publications/PellDec2004.pdf

Perna, L., and Thomas, S. 2006. *A Framework for Reducing the Student Success Gap and Promoting Success for All.* This paper provides a framework for guiding the ways in which policymakers and practitioners can intervene to improve postsecondary outcomes for students and eliminate gaps in outcomes among students. http://nces.ed.gov/npec/pdf/Perna_Thomas_Report.pdf

Savitz-Romer, M., Jager-Hyman, J., and Coles, A. 2009. *Removing Roadblocks to Rigor: Linking Academic and Social Supports to Ensure College Readiness and Success.* This paper offers a unifying framework for academic and social support practices and policies that support student success on the secondary and postsecondary levels. http://www.pathwaystocollege.net/uploadedFiles/Pathways_To_College_Network/About_Us/Pathways_Publications/Roadblocks.pdf

Tinto, V., and Pusser, B. 2006. *Moving from Theory to Action: Building a Model of Institutional Action for Student Success.* This paper discusses the conditions within colleges and universities that are associated with student success, including the learning climate, support services for students, the nature of feedback provided to students about their performance, and other factors, and consider how institutions can change to increase the success of students. http://nces.ed.gov/npec/pdf/Tinto_Pusser_Report.pdf

Institutional Policies, Programs, and Practices

Adelman, C. 2006. *The Toolbox Revisited: Paths to Degree Completion from High School through College.* This essay examines what aspects of secondary school and college lead to the successful completion of postsecondary degrees and certificates. www.pathwaystocollege.net/PCNLibrary/ViewBiblio.aspx?aid=711

Cook, N., and King, J. 2005. *Improving Lives through Higher Education: Campus Programs and Policies for Low-Income Adults.* This paper is a comprehensive effort to assess how low-income adult students are served in colleges and universities. www.acenet.edu/bookstore/pdf/2005CampusPP4Adults.pdf

Delta Cost Project. 2009. *Calculating Cost-Return for Investments in Students' Success.* This paper describes a project that explored the extent to which the additional revenue that colleges and universities generate by increasing student retention offsets the additional cost of first-year programs. www.pathwaystocollege.net/PCNLibrary/ViewBiblio.aspx?aid=19864

Driscoll, A.K. 2007. *Beyond Access: How the First Semester Matters for Community College Students' Aspirations and Persistence.* The report identifies a number of factors related to the first semester in community college (taking a full course load, GPA, not taking "basic skills" classes) that are predictors of later transfer to a four-year college or university. www.pathwaystocollege.net/PCNLibrary/ViewBiblio.aspx?aid=2893

ECMC Foundation. 2006. *PERSIST— A Guide to Improve Higher Education Persistence, Retention, and Success.* This guide provides tools designed to increase college retention and graduation rates, especially among low-income, first-generation college students of all ages. www.pathwaystocollege.net/PCNLibrary/ViewBiblio.aspx?aid=20322

Ekman, G. R., and Noonan, J. 2004. *Powerful Partnerships: Independent Colleges Share High-Impact Strategies for Low-income Students' Success.* This paper describes how institutions that have high graduation rates in educating low-income students have achieved success in retaining and graduating these students. www.pathwaystocollege.net/PCNLibrary/ViewBiblio.aspx?aid=177

Engle, J., and O'Brien, C. 2007. *Demography Is Not Destiny: Increasing the Graduation Rates of Low-Income College Students at Large Public Universities.* This study analyzed 14 public four-year institutions serving large numbers of Pell Grant recipients to determine the institutional characteristics, practices, and policies that might account for differences in retention and graduation rates. www.pathwaystocollege.net/PCNLibrary/ViewBiblio.aspx?aid=2371

Exelencia in Education. 2010. *Growing What Works.* This database provides examples of over 100 promising practices for improving Latino student success implemented by colleges and universities across the U.S. http://www.edexcelencia.org/programs/what_works

Hooker, S., and Brand, B. 2009. *Success at Every Step: How 23 Programs Support Youth on the Path to College and Beyond.* This publication describes 23 programs that have been proven to help young people successfully complete high school and be prepared for success in postsecondary education and careers. (October 2009). http://www.aypf.org/publications/SuccessAtEveryStep.htm

MDRC, Inc. 2010. *Can Improved Student Services Boost Community College Success?*

This report documents various ways community colleges are enhancing student services and improving academic outcomes, with getting counselors and advisers into classrooms—either to support developmental math instructors or to teach college-success courses—a common attribute of the more effective strategies. http://www.mdrc.org/area_issue_38.html

Myers, D. 2003. *College Success Programs.* This report describes college persistence programs that have demonstrated their effectiveness in retaining and graduating traditionally underrepresented college students by showing that the academic achievement of their students was equal to, or better than, the campus-wide student population. www.pathwaystocollege.net/pdf/CollegeSuccessPrograms.pdf

Offenstein, J., Moore, C., and Shulock, N. 2010. *Advancing by Degrees: A Framework for Increasing College Completion.* This paper describes on-track to degree indicators, based on an analysis of the transcripts of students attending California's community colleges and Florida's public four-year universities, that enable institutional leaders and others to monitor the progress of students toward completing college degrees and understanding which milestones students fail to reach and why. www.edtrust.org/sites/edtrust.org/files/publications/files/AdvbyDegrees.pdf

Southern Regional Education Board. 2010. *Promoting a Culture of Student Success: How Colleges and Universities Are Improving Degree Completion.* This paper examines strategies that public higher education institutions in 15 states are using to help more students earn college credentials. http://publications.sreb.org/2010/10E02_Promoting_Culture.pdf

Survey of Entering Student Engagement (SENSE). 2008. *Starting Right: A First Look at Engaging Entering Students.* This report presents preliminary findings from the 2007 Survey of Entering Student Engagement (SENSE) at community colleges, which typically lose about half of their students prior to the students' second college year. www.pathwaystocollege.net/PCNLibrary/ViewBiblio.aspx?aid=18543

Swaner, L., and Brownell, J. 2008. *Outcomes of High-Impact Practices for Underserved Students: A Review of the Literature.* This paper examines the outcomes of five high-impact practices—learning communities, service-learning, undergraduate research, first-year seminars, and capstone courses and projects—for underserved student populations, namely underrepresented minorities, low-income students, and first-generation college students. www.pathwaystocollege.net/PCNLibrary/ViewBiblio.aspx?aid=19213

Developmental Education

Achieving the Dream Data Notes. 2008. *Achieving the Dream Data Notes: Developmental Education: Completion Status and Outcomes.* Developmental education programs are designed to provide assistance to students who are academically underprepared for college-level coursework. This analysis examines outcomes of four different groups of students organized by their developmental needs and completion statuses. http://www.pathwaystocollege.net/PCNLibrary/ViewBiblio.aspx?aid=18860

Bailey, T. 2009. *Rethinking Developmental Education in Community Colleges.* This brief reviews evidence on students who enter community college with weak academic skills, and it summarizes study findings on the effectiveness of developmental education. It suggests that, on average, developmental education is not very effective in overcoming student weaknesses. www.pathwaystocollege.net/PCNLibrary/ViewBiblio.aspx?aid=19438

Community College Bridges to Opportunity Initiative. 2008. *Developmental Education Toolkit.* This toolkit is designed to help state and education leaders reshape policy to support the ongoing and increasingly vital efforts of community colleges to reduce the number of students entering college under-prepared, and improve the success of underprepared students who enroll at their institutions. www.pathwaystocollege.net/PCNLibrary/ViewBiblio.aspx?aid=19171

Russell, A. 2008. *Enhancing College Student Success through Developmental Education.* This paper provides an update on developmental education, addressing its prevalence, its effectiveness, state policy approaches, and institutional best practices. www.pathwaystocollege.net/PCNLibrary/ViewBiblio.aspx?aid=19209

Schwartz, W., and Jenkins, D. 2007. *Promising Practices for Community College Developmental Education.* This document provides a summary of key findings from the literature on effective developmental education practice. www.pathwaystocollege.net/PCNLibrary/ViewBiblio.aspx?aid=3218

American Council on Education. 2006. *Missed Opportunities Revisited: New Information on Students Who Do Not Apply for Financial Aid.* This paper analyzes the rate at which undergraduates did not file a financial aid application and describes the characteristics of students who did not apply in 2003–2004. http://www.acenet.edu/AM/Template.cfm?Section=CPA&Template=/CM/ContentDisplay.cfm&ContentFileID=1374

American Council on Education. 2006. *Working Their Way through College: Student Employment and Its Impact on the College Experience.* This brief addresses key questions about undergraduates who work, using data from the 2003–04 National Postsecondary Student Aid Study (NPSAS) conducted by the U.S. Department of Education. http://www.acenet.edu/AM/Template.cfm?template=/CM/ContentDisplay.cfm&ContentFileID=1618

Choy, S., Berker, A., and Carroll, D. 2003. *How Families of Low- and Middle-Income Undergraduates Pay for College: Full-time Dependent Students in 1999–2000.* This paper examines how students by income level and type of institution finance college. http://nces.ed.gov/pubs2003/2003162.pdf

Cunningham, A., and Santiago, D. 2005. *How Latino Students Pay for College.* This paper provides information about how Latino students and families manage college costs. http://www.ihep.org/Publications/publications-detail.cfm?id=45

Cunningham, A., and Santiago, D. 2008. *Student Aversion to Borrowing: Who Borrows and Who Doesn't.* This report highlights the borrowing patterns of students who attend in college and provides suggestions about why certain students may not borrow, even when borrowing seems to be a logical choice.http://www.ihep.org/assets/files/publications/s-z/StudentAversiontoBorrowing.pdf

Geckeler, C. 2008. *Helping Community College Students Cope with Financial Emergencies: Lessons from the Dreamkeepers and Angel Fund Emergency Financial Aid Programs.* This paper describes the Dreamkeepers and Angel Fund Emergency Financial Aid Programs created by the Lumina foundation to assist community college and tribal college students who are at risk of dropping out because of unexpected financial crises. http://www.mdrc.org/publications/479/overview.html

Fried, T., and Associates. 2009. *Providing Effective Financial Aid Assistance to Students from Foster Care and Unaccompanied Homeless Youth.* This guide provides suggestions for ways to help youth from foster care and unaccompanied homeless youth secure financial aid for postsecondary education. http://www.pathwaystocollege.net/PCNLibrary/ViewBiblio.aspx?aid=19747

Haynes, R.M. 2008. *The Impact of Financial Aid on Postsecondary Persistence: A Review of the Literature.* This article identifies the conundrum that exists between removing financial barriers to college and the challenges of sustaining reenrollment among students who receive aid, and suggests possible intervention strategies to address this problem. http://www.tarleton.edu/studentlifestudies/documents/JournalofStudentFinancialAid3732008.pdf

King, J. 2002. *Crucial Choices: How Students' Financial Decisions Affect Their Academic Success.* This paper examines the impact of college students' financial choices on their academic success and likelihood of persistence to graduation. http://www.acenet.edu/bookstore/pdf/2002_crucial_choices.pdf

National Association of Student Financial Aid Administrators. 2010. *Special Populations: Tips for Completing the Free Application for Federal Student Aid (FAFSA).* This brief offers tips for helping foster care youth and other special populations complete the Free Application for Federal Student Aid (FAFSA). http://www.pathwaystocollege.net/PCNLibrary/ViewBiblio.aspx?aid=20014

Perna, Laura, ed. 2010. *Understanding the Working College student: New Research and Its Implications for Policy and Practice.* Sterling, VA: Stylus Publishing. This book provides a multi-dimensional look at the experiences of working college students and discusses the implications of working for undergraduates' college experiences and outcomes. Available for purchase from www.Amazon.com.

Svanum, Soren and Silvia Bigatti. 2006. "The Influences of Course Effort and Outside Activities on Grades in a College Course," *Journal of College Student Development* 47(5): 564-576. This article summarizes a study of the influences of course effort and outside (family, job, social) activities on grades earned in a college course for 230 urban college students.