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

June 15, 2010

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**CENTER FOR EVALUATION
& EDUCATION POLICY**

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Executive Summary

Introduction

Effective strategies and solutions to boost college completion rates remain elusive, especially for underrepresented student populations (defined in this report as low-income students, minority students, and first-generation college students). For example, only one third of full-time bachelor's degree students graduate in four years, and just over 55 percent will graduate within six years, which is considered "on-time" graduation. This report, completed by the Center for Evaluation & Education Policy on behalf of the Indiana Commission for Higher Education, serves three purposes: it examines the extant national research on the outcomes of programs designed to enhance the participation and success in higher education of historically underrepresented student populations; it identifies effective programs and strategies for possible replication or scaling up in Indiana; and the report provides information about existing efforts underway at Indiana's public and private colleges and universities.

Literature Review

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

Financial

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

Psychological

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

Institutional

- There are generally five types of intervention strategies schools use to increase retention: transition programs, mentoring, learning communities, faculty/student interaction programs, and advising:
 - Transition programs include any type of summer bridge programs or orientation activities that a school may provide for its students. The literature indicates a positive relationship between an extensive transition program and student retention.

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

State Action Review

Indiana and other states are working towards two goals: 1) provide *college access* to underrepresented populations, and 2) increase *completion rates* once underrepresented students enter college.

College Access

To improve college access, a number of states have created and funded their own college scholarship programs. These programs have emerged as popular strategies to address access within a state and increase enrollment in the given state's tertiary institutions. Fourteen states¹ have initiated scholarship programs that pay all or a portion of tuition expenses for high school graduates, and these programs can be described and compared using the following categories:

Selection Criteria

- The majority of states with scholarship programs set a minimum entrance GPA. Indiana's Twenty-first Century Scholars Program requires a 2.0 GPA for the duration of a student's high school career.
- The remaining states that do not set this benchmark either require that a student be admitted to a state university, or, as in the case of Alaska, require students to be in the top 10 percent of their graduating high school class.

Retention Standards

- Minimum college GPAs are an explicit requirement for most of the reviewed state scholarship programs.

¹ The 14 states and years implemented are: Indiana (1990), Georgia (1993), Mississippi (1995), Florida (1997), Louisiana (1997), New Mexico (1997), Kentucky (1998), South Carolina (1998), Alaska (1999), Michigan (1999), Washington (1999), West Virginia (1999), Nevada (2000), and South Dakota (2003).

- Minimally acceptable GPAs range from a low of 2.0 in Washington to a high of 3.5 in Mississippi. Indiana's Twenty-first Century Scholars Program has no minimum GPA threshold once students are enrolled in college.

Award Amounts

- Award amounts differ greatly across states and programs.
- A number of states cover full tuition. For example, the Georgia Hope Scholarship provides students with full tuition and most fees, plus a \$150-per-semester textbook allowance for enrollment at any public college in Georgia's public system (\$3,500 for private school tuition). Similarly, Indiana's Twenty-first Century Scholar's program provides funding for the cost of four years of undergraduate college tuition at any participating public college or university in Indiana. Other states provide more modest support. For example, Nevada covers a maximum of 12 credit hours per semester with amounts varying from \$40 to \$80 per credit hour, depending on the institution.

Number of Recipients

- In 2006, Kentucky's scholarship program served the most students (approximately 118,000), followed closely by the Florida program (approximately 110,000 students enrolled in the program).
- In the same cohort, roughly 7,500 Indiana students received scholarship funding under the Twenty-first Century Scholars Program.

State Cost

- Spending per student varies widely across state scholarship programs. This variability is attributable to three primary factors: 1) award amount, 2) number of recipients, and 3) funding stream variability over time and across states.

Completion Rates

At the state level, two initiatives are reviewed in this report that are intended to assist state policymakers with increasing college completion through both research and information sharing between states: *Achieving the Dream: Community Colleges Count* and *Complete College America*:

Achieving the Dream: Community Colleges Count. Major goals of this program include:

- A clear public policy commitment;
- A strong data-driven accountability system;
- Aligned expectations, standards, assessments, and transition requirements across educational systems (K-12, community college, higher education, adult education);
- Incentives for improving services to academically-underprepared students; and
- Financial aid policies and other financial incentives to promote persistence.

(Achieving the Dream, 2010)

Complete College America. Major goals of this program include:

- Set completion goals;
- Develop action plans and move key policy levers; and
- Collect and report common measures of progress.

(Complete College America, 2010a)

These two programs represent an important shift from concerns about access to concerns about completion. Findings from these programs are reviewed in the report and provide evidence for the conclusions and recommendations.

Institutional Response Review

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

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

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

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

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

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

Recommendations

Based upon the examined research, the report puts forth the following recommendations:

- Indiana should continue to work with programs such as Complete College America and Achieving the Dream to increase and improve comparable data across states.

- Increasing access to higher education is important but not sufficient. Indiana state policymakers should continue to increase access to underserved populations; at the same time, they should also increase focus and spending on college completion at both two- and four-year colleges and universities with emphasis placed on underrepresented populations.
- In an effort to improve persistence and completion among underrepresented groups, more research is needed. In particular, state policymakers and college administrators should foster investigations of the relationship between increased access for specific underrepresented populations and subsequent persistence and completion rates for those groups.
- When using advising services for the purpose of increasing retention and persistence, school administrators should ensure that freshmen and at-risk student groups have access to specialized advising options designed to meet their specific needs.
- State and school administrators have a large number of retention levers at their disposal. The selection of specific levers, though, should be considered on a school-by-school basis.
- The non-tuition costs of college, including books, food, fees, and other items, severely impact the ability of underrepresented students to persist. State and school administrators should create or re-develop financial aid programs to deal with these types of hidden costs in a meaningful way.
- State administrators should pursue additional research on the effects of family responsibilities on student retention.
- There is a significant need for a detailed, comprehensive, and rigorous analysis of the comparative effects of different retention strategies, with a special focus on the distinct contexts of community, non-residential, and residential colleges and universities.
- Policymakers in Indiana should build on the Twenty-first Century Scholars Program by expanding its scope from access to retention and making greater use of program alumni.



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

Chapter 1. Background, Introduction, Purpose, and Structure of this White Paper

Background and Introduction

The commendable progress that the state of Indiana and its colleges and universities have demonstrated in increasing access to higher education for Indiana high school graduates, including underrepresented students, has been well documented. According to the 2008 *Measuring Up* report, the chance of enrolling in college by age 19 (of those entering high school four years earlier) has increased by 15 percent in Indiana since the early 1990s, compared with a nationwide increase of 8 percent (*Measuring Up*, 2008). Even more impressive over the past two decades has been the gain in Indiana's college-continuation rate (the proportion of high school graduates entering college the following fall). Just between the years 1986 and 2004, the college-continuation rate increased 88 percent, from 33 percent in 1986 to 62 percent in 2004 (Mortenson, 2009). The college-continuation rate is now 63 percent (Indiana Commission for Higher Education, 2009a).

It will remain essential that the gains in college access continue in light of the challenges presented by the latest recession and the subsequent slow economic recovery that are diminishing college affordability for low-income students. From the baseline years 1982-1984, college tuition and fees increased nationally by 439 percent by 2006—prior to the recent economic downturn. In comparison, medical care expenses increased 251 percent, median family incomes increased 147 percent, and the Consumer Price Index rose by 106 percent during the same period (*Measuring Up*, 2008). With the marginal increases in income, declining incomes, or even unemployment that millions of Americans have experienced in just the last two years, college affordability is becoming increasingly out of reach for many. According to the *Measuring Up 2008* report, poor and working-class families must devote 43 percent of their income, even after aid, to pay for the costs at public four-year colleges. Further, the low-income students who do access college are likely to experience higher debt burdens. For example, a total of 60 percent of Indiana's public- and private-college students graduate with student loan debt, which averaged \$21,283 in 2007 (Dillon, 2007).

If Indiana and the U.S. are to maintain and elevate their competitive status in the global economy, workplace productivity and innovation must increase. At one time ranking first in the world in the percentage of young adults with a college degree, the United States now ranks 10th (OECD, 2009). There is a general assumption that improvements in college completion rates will lead to higher wages and productivity, providing a significant boost to the U.S. Gross Domestic Product. In 2005, the typical full-time worker in the United States with a four-year college degree earned \$50,900—62 percent more than the \$31,500 earned by the typical full-time worker

with only a high school diploma (College Board, 2007). The lifetime earning potential of a student not completing higher education is nearly \$1 million less than that of an individual with a degree. Ten thousand additional students earning a four-year degree could add as much as \$250 million per year to the economy (or approximately \$10 billion over a 40-year lifespan) (U.S. Census Bureau, 2002).

Continuing to keep a watchful eye on its successful access-to-college efforts, Indiana has shifted significant attention to an “access-to-completion” agenda, as articulated in the Indiana Commission for Higher Education’s strategic initiatives: *2008 Reaching Higher with College Completion: Moving from Access to Success* and the *2010 Reaching Higher: State-Level Dashboard of Key Indicators*. Both the strategic plan and data dashboard establish clear goals and objectives to boost college completion, including greater financial incentives for colleges and universities that succeed in producing a higher number of degrees conferred and on-time graduation rates. The dashboard sets forth specific objectives for Indiana to aspire to dramatically improve the number of college graduates and become a national leader (top 10) in retention at each grade level, on-time graduation rates, three-year (associate degree level) and six-year (baccalaureate degree level) graduation rates, and in graduating at-risk and underrepresented students in higher education by 2015 (p. 2-4).

Today approximately one third of full-time students seeking a bachelor’s degree at Indiana’s public and independent colleges and universities will graduate in four years (on time). This rate increases to 55.5 percent after six years (NCHEMS, 2007). Unfortunately, as will be noted later in this report, fewer than 3 out of 10 students who start at community colleges full time graduate with an associate’s degree in three years. College attainment levels vary sharply by race and ethnicity. Of Indiana’s adult population, 18 percent of Hispanic residents and 27 percent of African American residents hold a college degree (associate’s degree or higher), compared to 41 percent of White residents (Mortenson, 2009).

Indiana has been recognized for its efforts to provide low-income high school graduates with access to college, and since 1990 the state has funded the Twenty-first Century Scholars Program, a program to help raise the educational aspirations and attainment of low-income Hoosier families. The following represents select demographic information about Scholars’ participants:

- Approximately 40 percent are minority students.
- More than 60 percent are first-generation college students.
- The average family income is \$25,842, compared to \$62,178 for all Free Application for Federal Student Aid (FAFSA) filers.

(ICHE, 2009a)

Scholars also have a better chance to attend college than other students, especially low-income students, and they are more likely to enroll at a four-year residential or research campus than low-income, non-Scholars students. However, Scholars are not more likely than other students to complete college, and have similar performance, once enrolled, to other low-income students (ICHE, 2009a).

Purpose and Structure of this White Paper

Effective strategies and solutions to boost college completion rates remain elusive, especially for underrepresented student populations (defined in this report as low-income students, minority students, and first-generation college students). The Indiana Commission for Higher Education has contracted with the Center for Evaluation & Education Policy to examine the extant national research on the outcomes of programs designed to enhance the participation and success in higher education of historically underrepresented student populations, and identify effective programs and strategies for possible replication or scaling up in Indiana. This report will identify college completion-focused programs at both the institutional and state level. The report will also include a self-reported inventory of programs and initiatives in place at public and private colleges and universities throughout Indiana. Finally, the report will offer findings and recommendations for opportunities for best-practice replication or scaling up in Indiana and will close with recommendations for further data analysis and research. To do this, the report is divided into the following chapters:

- Academic Literature Review
- State Policy Review
- Specific Campus-based Student Retention Programs
- Inventory of Indiana Public and Private College and University Programs
- Report Recommendations

Chapter 2. Academic Literature Review

The persistence and graduation rates for college students, especially underrepresented students, are low both in Indiana and across the country. As this report will demonstrate, college administrators and government education officials have recently placed a priority on improving these rates and consequently associated research on the topic is now voluminous. Fittingly, Vincent Tinto, one of the foremost researchers exploring non-academic retention and persistence drivers, has referred to student retention and persistence as the most highly researched topic in American higher education (Seidman, 2005).

Unfortunately, despite the amount of information presently available, many research articles and literature reviews on the topic (e.g., Lumina Foundation, 2008; Patton et al., 2006) have commented on the dearth of rigorous, detailed research that focuses on either the causes of student attrition and/or the potential remedies that colleges and/or governments may take. For example, reviews of the topic confirm that much of the research is qualitative in nature, making a broad attempt to describe attitudes on campus via surveys, or uses quantitative research with weak controls.

A possible cause of the shortage of research can be explained through the very nature of the field explored by the research. First, it is very difficult if not impossible to institute proper controls when dealing with retention intervention programs. To do so without creating a selection bias would necessitate preventing a group of students from utilizing an intervention device they would otherwise have access to, such as an orientation seminar or advising services. Obviously, such a research construct would be troubling to both students and school administrators. Second, the number of college students and college campuses, including satellite campuses, has grown considerably over recent decades and has become far more diverse (Choy, 2002). To conduct thorough research on this topic, even within a state, would require a broad sample from multiple campuses and student groups, and the dual constraints of time and money typically make such an endeavor difficult, at best.

The above discussion should not indicate that there is no useful research in the field. Tinto (1987) and Bean and Metzner (1985) both created models of student attrition that take into account a host of key categories from the perspectives of both the student and the institution. The most obvious of these categories is academics, or, more specifically, achieving what Tinto calls a “match” between the level of student commitment and ability and the academic rigor of a particular institution.

Indeed, the body of research presents academic preparation as one of the few agreed-upon variables that directly influence retention rates, with studies such as Lotkowski et al.’s (2004), showing high school GPA as the single most important predictor of degree completion, and Cabrera et al.’s (1993), identifying first semester college GPA as the most significant factor in first-year persistence. Academic preparation issues are amplified at the community college level, since the students at these institutions appear to have the highest need for remedial coursework and other academic retention efforts while the schools lack the resources to provide these services in a sufficient manner (Wang & Pilarzyk, 2009).

The balance of the literature, however, argues that academics are only a small part of the problem, with Tinto (1999) indicating that 75 percent of all dropout decisions are non-academic in nature and that targeted retention efforts should concentrate on these other variables. The models of both Tinto (1987) and Bean and Metzner (1985) concentrate primarily on these personal and environmental factors that combine to create the “student swirl” discussed by Wang and Pilarzyk (2009). Subsequent studies have argued that the two theories have considerable overlap (Cabrera et al., 1992), and indeed most of the work in the field has proceeded according to the constructs of both theories. These non-academic factors can be summarized into three lenses through which retention efforts should be viewed: financial, psychological, and institutional. The following is a brief overview of each of these lenses.

Financial. The costs of college go well beyond tuition, and they can be insurmountable to underrepresented students, as these groups, some by definition (i.e., low income), tend to be disproportionately poor. Many students have trouble paying tuition, not to mention being able to afford books, food, or other necessities. Often the stress of those financial burdens can have an effect on persistence. Regarding need-based financial aid, the current research has demonstrated that this particular remedy is of questionable utility when used to improve retention, although it has dramatic impacts on the issue of college access (Lumina, 2008; Singell, 2004). The general consensus appears to be that programs such as state-funded scholarships, like the Twenty-first Century Scholars and the Gates Millennium Scholars, provide an initial solution to high tuition costs.¹ For example, the Indiana University-Purdue University Indianapolis (IUPUI) study of the Twenty-first Century Scholars Program detailed in the Lumina Foundation (2008) report indicated that Scholars were 50 percent more likely to attend college than comparable non-Scholars.

However, once students arrive on campus, the issue of retention quickly becomes apparent. Although Singell (2004) and others identified an overall positive effect of financial aid on retention rates, Stater (2009) found that when controlling for institution size and other environmental factors, need-based aid had no effect on GPA, which, as discussed, is an important predictor in student retention. Ironically, Singell and Stater both determined that the largest retention effects due to financial aid seem to be experienced by wealthier students. This association becomes even stronger in the case of merit-based aid, with wealthier students persisting at better rates as more merit-based aid becomes available.

Research on specific programs regarding finance and retention shows mixed results. The University of Michigan study detailed in the Lumina Foundation (2008) report showed no difference in retention rates between Twenty-first Century Scholars and comparable non-Scholars. However, a study of Hispanic students within the Gates Millennium Scholars showed a positive retention effect of the Gates program for those students (Oseguera et al., 2009). Although there are differences between the programs, both have the same general structure, in which students sign a program agreement early in high school and are awarded full or near-full

¹ The Twenty-first Century Scholars Program enrolls income-eligible students as high school freshmen and provides full tuition remission once that student enters college if they follow all program guidelines. The Gates Millennium Scholars Program enrolls high school juniors and seniors and provides assistance for unmet tuition needs as well as leadership training.

tuition remission upon college enrollment assuming they uphold the agreement requirements. While the samples are different in the two studies, both groups comprised underrepresented students, and the differing conclusions regarding the effects of financial aid on retention must be considered.

Lumina (2008) suggested that the majority of current research on the topic comes to the general conclusion that the college decision is made only after the tuition issue is resolved. In essence, most students will only attend college if they already know they can afford tuition, and thus retention remedies that expand financial aid are of limited utility. There are likely many cases of poorer students experiencing a changed situation or other students simply not planning appropriately, but these situations appear to be rare enough so as to not generate a measurable effect. Thus, if an administrator's goal is to improve retention and persistence among underrepresented students, increasing financial aid awards may be of limited use.

As mentioned above, the financial question goes well beyond tuition, especially for underrepresented students and/or students attending residential colleges. Books, fees, supplies, and basic living expenses add up quickly, even for non-residential students, and financial aid packages rarely cover these costs in any meaningful way. Although programs do exist in Indiana to assist Twenty-first Century Scholars with such non-tuition costs, these programs vary widely between institutions and do not appear to provide sufficient assistance with the total costs of college (C. Enstrom, personal communication, March 19, 2010). For many students, especially those in underrepresented groups, this situation necessitates a part-time job or jobs, and the literature shows that the presence of a part-time job appears to have a significant negative effect on retention rates (Joo et al., 2009; Wang & Pilarzyk, 2009). Indeed, student surveys from the IUPUI study (Lumina, 2008) show that students with part-time employment consider their jobs to be a major impediment to their college success.

However, the same IUPUI study and others, including Habley and McClanahan (2004), indicated that students also say they must work to survive and giving up employment is not an option. This body of literature presents a picture of the classic vicious cycle where students have to work to pay bills, the lack of free time impacts their studies, and their worsened academic performance decreases their likelihood to persist in school. Interestingly, while some studies, such as Wang and Pilarzyk (2009), discussed potential institutional solutions to the problem such as stipends to help with books, there appears to be no definitive study on what should be done at the institutional level to ameliorate the negative effects of part-time employment.

There is limited evidence that degree-focused employment may have a positive effect on retention in certain cases. Specifically, the American Council on Education (2006) found that employment had a positive retention effect for students when the positions were on-campus, degree-related, and no more than 15 hours per week. Purdue's Promise Program is structured to provide just such an opportunity. The same study also found that when a student's employment did not meet the specific conditions described above, there was a negative retention effect.

In addition to part-time employment, the lack of general financial literacy was identified as having a negative impact on persistence, although this effect was not necessarily limited to underrepresented groups. Both the IUPUI (Lumina, 2008) and Joo et al. (2009) studies identified

patterns of financial stress brought on by student financial mistakes. This stress was found to have a negative impact on persistence, and, as demonstrated by Joo et al., the impact was increased in cases where the students' parents had previously experienced credit problems (especially with credit cards). Both studies recommended the inclusion of financial literacy components to college orientation programs for the purposes of improving retention.

Psychological. Tinto's model also includes student psychological and personal aspects. The topic is multifaceted and includes personal motivation, students' perceptions of the campus or institutional environment, and measures of family or home situations. For underrepresented students, multiple studies have identified the need for these students to feel a sense of "fit" on the campus, or a sense of belonging. This need appears to be especially strong for African American students (Choy, 2002; Lumina Foundation, 2008; Tinto 1987; Tinto, 1999; Wells, 2008).

The nature of this variable makes it extremely difficult to measure objectively, but some of the "fit" aspects that trended positively with retention in these studies include: the decision of friends to attend college; customized orientation or summer bridge programs for student segments; mentoring, and, in the case of minority students, a larger percentage of minority students within the student population. Students appear to need at least a noticeable portion of the student population that reflects their own situation in order to feel comfortable on campus, regardless of the institutional efforts (such as minority student centers or orientation/welcome events) to include them. Student responses supporting this idea were present in both the Lumina Foundation study (2008) and the literature review completed by the Project on Academic Success (Patton et al., 2006).

Tinto (1999) points out that the inclusion factor has to be viewed from the student's perspective; if a student does not feel welcome, the likelihood of persisting drops considerably no matter how much effort the school expends on retention efforts. The literature suggests that the ability of colleges to adapt to this student need is somewhat limited, and programs likely need to be customized to each individual campus based upon its student body composition.

Another facet of psychological influences on student persistence is student engagement, i.e. the degree to which the student is integrated into the educational community. The National Student Survey of Engagement (NSSE) measures engagement using both behavioral metrics of student involvement in in- and out-of-class activities as well as student perception (Zhao & Kuh, 2004). In a study using NSSE data from 11,000 students at 18 undergraduate institutions, Kuh et al. (2007) found that even when controlling for background characteristics and previous performance, freshmen who were engaged in the campus community were significantly more likely to remain in school for a second year. In addition, the study found that underrepresented students such as African Americans benefitted disproportionately from greater engagement.

Family support appears to be another influencing factor, to the point that the literature adopted the notion of cultural capital to describe family and other personal support structures that students bring to campus (Wells, 2008). Cultural capital appears to be extremely influential for first-generation college students (i.e., students who are the first members of their family to attend college), but these groups, by their definition, have a weak family support structure for college because parents and siblings are unable to relate to college life or associated problems (Lumina

Foundation, 2008). First-generation students cannot ask their parents or siblings how to complete a lab assignment, rush a fraternity or sorority, or balance social and academic responsibilities; the student is effectively alone. The Oseguera et al. (2009) study of Hispanic Gates Millennium Scholars included comments from students participating in that study. Some comments indicated that although the students perceived a strong family bond, they still felt isolated because their parents were unable to provide assistance or advice on many of the academic, social, and school-related situations encountered by the students.

The literature only hypothesizes on remedies for this issue, since few schools have an approach for dealing with this problem due to its fairly nebulous nature. However, one solution that is discussed is an attempt by some colleges to institute a family-based orientation, where parents and/or siblings can attend orientation events along with the student. The types of events proposed range from social events to more academically focused events, such as advising or possibly a freshmen seminar. The process would also include customized events just for the parents to prepare them for some of the life issues that may be facing their children. Unfortunately, these programs are limited and have been developed very recently, and the literature does not provide any form of evaluation, merely discussion.

One additional personal issue that appears to have a dramatic effect on retention is family responsibilities, specifically dependents, but also situations where students must care for siblings. Tinto (1987), Wang and Pilarzyk (2009), and Habley and McClanahan (2004) all indicated a negative effect of additional family responsibilities on student retention, with the Habley and McClanahan study finding that students at two-year colleges experienced a disproportionate burden in this area, and Wang and Pilarzyk noting an increased effect for underrepresented groups. Unfortunately, none of these studies focused on this particular aspect of retention beyond noting the negative overall effect, and the literature is extremely thin with most studies including family responsibilities as an afterthought in their final retention models. However, the impact of such family responsibilities on students' abilities to perform academically should not be ignored in a school's retention efforts.

Institutional. The final aspect of the Tinto model revolves around institutional levers and their effects on student retention. Indiana University's Project on Academic Success (PAS) completed a detailed academic literature review regarding this topic (Patton et al., 2006), and the following sections make use of the structure and information from that review along with more recent references to build upon PAS's work.

Mentoring Programs. Mentoring programs have been used with positive effects by schools to increase retention rates, particularly of underrepresented students. Such programs are generally targeted to increase the feeling of "belonging" discussed in the previous section. The IUPUI study (Lumina, 2008) in particular noted that students with access to mentoring services found them to be valuable, but these responses were mainly qualitative in nature.

The PAS review (Patton et al., 2006) noted that the research literature regarding mentoring programs is minimal, and what is available often lacks rigor. The paper examines two studies,

including Purdue University's HORIZONS program,² both of which analyzed mentoring programs focused on the unique needs of underrepresented students. While the Purdue study used a small sample, it did find a significant retention effect on the program's students. The PAS review noted that a second study of a similarly styled program at a large public university in the Northeast found no such effect. More recent work completed by Torres and Hernandez (2009) concentrated on urban Hispanic students' outcomes from focused mentoring programs. Torres and Hernandez found that students in the program reported a significant boost to most measures of the quality of the college experience, and these students were more likely to still be persisting towards a degree in their third year.

The PAS review concluded that the support for the efficacy of mentoring programs at boosting retention rates was "at best weak" (p. 13), but also noted that the literature was too limited to support a conclusive verdict. There still appears to be little specific research on this topic; however, the work that has been completed in the intervening years has demonstrated that mentoring has a positive effect on retention. It appears that these programs are best utilized in an environment where the college can customize mentoring to fit the needs of particular at-risk student groups.

Learning Communities. Many colleges in Indiana and elsewhere have started to use the learning community model to help create a streamlined learning process in both the academic and social realms. Students board together at residential schools, and at both residential and non-residential schools they generally enroll in shared clusters of classes and meet in groups to discuss topics specific to the needs of their group. Tinto (1999) described various learning community designs at both the residential and community college levels and expounded on the potential benefits of these arrangements for the underrepresented student groups they are designed to serve. However, he offers no substantial research evidence supporting or refuting the effects of these programs on retention.

The PAS paper focused on four separate studies of learning communities with regard to retention rates, although none of the studies had retention rate analysis as its primary goal. The community setups were similar in all four cases, with students taking shared classes and attending various non-academic events together in groups in an effort to generate a feeling of inclusion. Only two of the four studies reviewed showed significant retention effects for the students in the programs. Interestingly, one of the programs was specifically designed to meet the needs of at-risk students based on assessment scores and other factors. This particular study at a large public campus in New Jersey actually noted a potential negative effect on retention, although the differences from the control group were not large enough to be significant.

The literature review conducted for this paper yielded no new studies concentrating on the effects of learning communities on retention rates, although there were several studies that included these structures as one variable in the measurement of student satisfaction rates and achievement. For example, Baker and Pomerantz (2000) found that learning communities had a significant positive impact on student GPA, which, as described previously, is a lead predictor of student persistence. Extrapolating that work to retention without additional quasi-experimental

² For more information on the HORIZONS program, please see <http://www.purdue.edu/horizons/>

studies, however, would be misleading. Overall, it appears that there is no verifiable link between the use of learning communities and increased student retention, especially for underrepresented students.

Faculty-Student Interaction. The potential benefits of more personal, extensive, faculty-student interaction have been noted in studies by Thomas (2002) and the University of Michigan study detailed in the Lumina Foundation report (2008). Student comments have indicated that the increased interaction not only can benefit them academically, but helps them feel more integrated into the campus as well. The PAS paper looked at the body of literature and, yet again, commented on the lack of dedicated, controlled research regarding the retention effects of faculty-student interaction.

The PAS literature review found only two studies focused on measuring the effects of interaction on student retention. In both cases, the studies looked at programs designed to place potentially at-risk students in positions where they would have a faculty mentor or advisor assigned to them and with whom they would perform various extra-curricular work, such as research projects. Both studies noted a positive retention effect; in addition, both studies employed methods to capture effects on African American students and found that the effects of increased interaction were even greater for this group. The article by Wang and Pilarzyk (2009) also noted this amplified effect of faculty interaction on underrepresented minorities, although this article was not specific to African Americans.

Overall, however, we encountered the same lack of specific research studies attempting to connect faculty-student interaction to student retention rates. While the existing literature seems to show a significant link between the two, more research appears necessary to explore the strength of the connection and the specific effects on underrepresented groups.

Transition/Orientation Programs. The final category of institutional levers explored by the PAS paper is “transitional” programs, which is a broad term meant to encompass summer bridge, orientation, or any other form of pre-enrollment events a college may offer to incoming freshmen. Tinto (1999) discussed the need for proper orientation programs to assist students and their families with both the academic and social adjustments necessary to succeed in campus life.

Transition and orientation was the only topic for which PAS found a significant body of research, although only four articles directly addressed the effects of transitional programs on student persistence and retention. None of the studies provided results specific to underrepresented groups; however, they were all conducted in relation to programs on public college campuses. Three of the four programs were found to have a direct, measurable, positive effect on student retention. Interestingly, the three successful programs ranged from a multi-week, camping-style pre-orientation program to a more traditional “University 101” orientation period, demonstrating that campuses appear to be utilizing multiple unique interventions in this area with successful results. The PAS study noted that transition programs were the only category where they could confidently say the existing literature showed a clear positive effect on student retention. The above may be a result of lack of data on the other intervention categories as opposed to a demonstrated failure of one of those categories.

More recent research has strengthened the link between transition programs and retention efforts, with the Wells study (2008) demonstrating a positive effect on persistence when students take part in a more rigorous pre-orientation program. The Noel-Levitz survey (2010) also contained student responses indicating that a thorough orientation process was critical to their comfort level on campus, both academically and socially. It appears that the transition from high school life to college life is dramatic for students of all backgrounds, and some form of institutional mechanism is necessary to assist students with this change. Many colleges have recognized the need for transition programs and their effects on student retention, and have responded by customizing various orientation and transition options to meet the needs of each specific student body.

Advising. One category of retention mechanisms that appears in the literature but was not discussed by the PAS study is advising services—more specifically, targeted advising for freshmen and at-risk students. Studies have linked targeted advising to increases in retention rates (Bean & Metzner, 1985; Braxton et al., 2004). Generally, these programs involve a specialized advising office where students can obtain advice and academic guidance away from the more congested advising offices utilized by upperclassmen well into their major fields of study. Further, the Noel-Levitz survey (2010) pinpointed increased advising services as one of the most prominent desires reported by student respondents.

Advising services also appear to be important regardless of the nature of the institution. Habley and McClanahan (2004) included survey responses from two-year and four-year public and private colleges. When college administrators were asked what practices had the greatest contribution to student retention, “academic advising” was the top practice listed, along with first-year (transition) programs, for all categories of schools. Specifically, integration of academic advising into the freshmen experience appears to be a key factor for many schools. The Habley and McClanahan survey does not utilize scientific controls, but the repeated mention of advising as an important retention tool for college administrators may be a key consideration for policymakers.

Academic literature review conclusions. As previously stated, the breadth of literature focused on higher education access, student retention, and persistence is substantial. However, prominent researchers in this field have nonetheless called for more rigorous data and studies. In an effort to guide future research, these same researchers have developed a core group of theories aimed at providing a focus to these efforts. The above review was intended to be a brief summary of current literature relevant to higher education policymakers. It should be apparent that access numbers are associated with financial resources; however, to improve persistence and graduation rates, a number of policies and programs should be considered. To date, many states have been successful regarding issues of access but have found it difficult to improve graduation rates. The next section will focus attention on what policies have been enacted and how states compare when it comes to both access and completion.

Chapter 3. State Policy Review

Fair and equitable access to higher education has been an increasing focus of both federal and state policymakers. Recent history has seen a number of programs implemented with the intention of improving access to both general and underrepresented populations. These programs have shown, and continue to show, success; however, there remain a number of concerns from policymakers and the general public regarding both college access and completion. The following section is intended to explore statewide initiatives and provide an overview of how Indiana and other states are working to: 1) provide college access to underrepresented populations, and 2) increase graduation rates once underrepresented students enter college.

Access

The federal government and most states have implemented a number of strategies to expand college access. For example, one of the most successful federal programs, the Servicemen's Readjustment Act of 1944 (commonly known as the GI Bill), provided college and post-secondary training program access to 7.8 million World War II veterans (Department of Veterans Affairs, 2010) and has been widely noted as one of the most significant pieces of legislation to provide college access to U.S. citizens. The 1960s marked another surge in public funding for scholarships in the United States. Notably, the Higher Education Act of 1965 and the Basic Educational Opportunity Grants (Pell Grants) of 1972 were established in the hopes of achieving equality in postsecondary education. Further, the federally funded State Student Incentive Grant of 1974 focused on assisting states to develop and fund their own scholarship systems to increase access to higher education (Heller, 2002).

More recently, a number of states have created and funded their own college scholarship programs. These programs have emerged as popular public plans to improve access issues within a state and increase enrollment in the given state's tertiary institutions. Duffourc (2006) posited that at least 14 states³ have initiated scholarship programs "to pay all or a portion of tuition expenses for worthy high school graduates." However, as Duffourc goes on to note, there remains "little systematic policy analysis" attesting to the impact of these programs (p. 235). Some of the 14 states cited in the Duffourc study have recently suspended or changed their scholarship programs; nevertheless, these systems continue to provide helpful information when overviewing how specific state systems were constructed.

An initial review reveals that state scholarship systems are varied, dynamic, and multifaceted. For example, some were implemented to provide college access to an entire state population while others focus on specific populations of underrepresented students. To assist in an analysis of state systems, Duffourc (2006) explained variation in state scholarships through the following continua:

- Political variables: selection criteria and retention standards;
- Economic variables: award amounts, number of recipients, and state costs.

³ The 14 states and years implemented are: Indiana (1990), Georgia (1993), Mississippi (1995), Florida (1997), Louisiana (1997), New Mexico (1997), Kentucky (1998), South Carolina (1998), Alaska (1999), Michigan (1999), Washington (1999), West Virginia (1999), Nevada (2000), and South Dakota (2003).

Partially using data presented in Duffourc, the remainder of this section will provide an overview of select state programs through the above variables and concentrate on how these programs relate to Indiana's Twenty-first Century Scholars program.

Selection Criteria. The majority of states with scholarship programs set a minimum entrance GPA. The remaining states that do not set this benchmark either require that a student be admitted to a state university, or, as demonstrated in the case of Alaska, require students to be in the top 10 percent of their graduating high school class. When compared to other states that require minimum GPAs, Indiana's is amongst the least restrictive, with a minimum GPA of 2.0.

Select states include additional selection criteria such as minimum scores on college readiness exams (e.g., SAT and ACT) and/or a maximum allowable family income. For example, similar to Indiana's program, Washington state's College Bound scholarship sets maximum income levels for students applying to the program. Additionally, Washington requires that students must apply and qualify for the scholarship by June of the student's 8th grade year, subject to allowable family income limits when the student enters the program and upon high school completion.

Retention Standards. Minimum college GPAs are an explicit requirement for most of the reviewed state scholarship programs, with the range of minimally acceptable GPAs from a low of 2.0 in Washington to a high of 3.5 in Mississippi. A couple of state programs are exceptions to this rule. Namely, Indiana's Twenty-first Century Scholars and the now-suspended Michigan Merit Award Scholarship and Program do not require a minimum GPA once the student enters college. In addition to a satisfactory GPA, most states require that students meet a minimum yearly or semester credit load. Indiana falls in line with the majority of states and requires enrollment of at least 12 credits per semester; however, there are some states, such as Georgia and Florida, who only require part-time enrollment (6 credit hours per semester).

Award Amounts. Award amounts differ greatly across programs. For example, the Georgia Hope Scholarship provides students with full tuition and most fees, plus a \$150-per-semester textbook allowance for enrollment at any public college in Georgia's public system (\$3,500 for private school tuition). Other states provide more modest support. For example, Nevada covers a maximum of 12 credit hours with the following amounts: community college attendees receive \$40 per enrolled lower division credit hour and \$60 per enrolled upper division credit hour; state college attendees receive \$60 per enrolled credit hour; and at all other eligible institutions, recipients receive \$80 per enrolled credit hour (Nevada, 2010). The Indiana scholarship covers undergraduate tuition and regularly assessed fees at an approved public institution. The scholarship also covers a portion of the tuition and fees at private (independent) and proprietary schools.

Number of Recipients. Duffourc (2006) reasoned that the number of state scholarship recipients serve as a reasonable measure of program impact. By this measure, in 2006, Kentucky's scholarship program served the most students (approximately 118,000), followed closely by Florida (approximately 110,000 students enrolled in the program). In the same year, 10,000 Indiana students received scholarship funding under the Twenty-first Century Scholars Program. Despite differences in population sizes and instead using proportions, Indiana remains at the

lower end of served students of the 14 states reviewed here. However, Duffourc (2006) does not include information from other Indiana programs such as the need-based Frank O'Bannon grant that provided an average grant of \$3,608 to over 54,000 students in 2008-2009.

State Cost. Spending per student varies widely across state scholarship programs. This variability is attributable to two primary factors: 1) award amount, and 2) number of recipients. A third constraint is the typical reliance by states on a stream of funding that varies over time and from state to state. For example, New Mexico, Florida, and Georgia rely on state lottery funds; Louisiana and Nevada use tobacco settlement trust funds; Indiana, Mississippi, and South Dakota use state legislative appropriations; and Alaska uses a land grant endowment fund.

Access within Indiana. With the introduction of the Twenty-first Century Scholars Program in 1990, Indiana became the first state to offer full-tuition waivers to all qualified applicants. According to a recent report from the Lumina Foundation (2008), the program enrolls roughly 10 percent of all students in the state. Further, the same study posited that previous Lumina Foundation studies “left no question that the Scholars Program helped increase college enrollment among low-income students: Up to 85 percent of Scholars who signed up for the program in eighth grade were in college within a year after their expected high school graduation in 1999” (p. 1).

The Lumina Foundation’s (2008) report overviewed three seminal studies that evaluated specific aspects of the Twenty-first Century Scholars Program. Through this analysis the Lumina Foundation made a number of observations in reference to access, notably:

- Being a Twenty-first Century Scholar appears to increase the likelihood of being better prepared for college entry (p. 34).
- Given that Twenty-first Century Scholars are better prepared for college, the program is improving college access to Indiana students (p. 34).
- Scholars reported that the promise of financial support was integral to their commitment to enter college (p. 35).

Conclusions on State Access. The majority of state-funded scholarship programs, including Indiana’s Twenty-first Century Scholars Program, have made significant progress in increasing access to higher education. In many instances, states have focused these efforts on underrepresented populations; however, this is not always the case. For example, New Mexico’s lottery scholarship is available to all graduating seniors with a minimum 2.5 GPA and provides full tuition coverage at all state institutions. What remains consistent is that all state programs reviewed contain a set of defined stipulations for participants to enter the program and/or to continue receiving funds while attending college. Indiana is unique in this area because it remains one of the few states that does not require a minimum GPA once a student enters college.

In many instances the scholarship programs mentioned above represent only one piece of larger state reforms that were enacted to encourage higher education access. For example, the Lumina Foundation (2008) noted that the Twenty-first Century Scholar’s Program was one “part of a larger package of statewide reforms introduced in the 1990s to improve academic preparation

among Indiana high school students.” The Lumina Foundation grouped these reforms into three general categories: 1) Rigorous high school curriculum, 2) Increased support services, and 3) Generous need-based aid (p. 3). Ideas from each of these categories are apparent within the Scholars’ Program, but what tends to be missing in this and many other state programs is a clear set of initiatives to retain students once they are provided adequate access. The following section will review national and state college completion rates and provide an overview of *Achieving the Dream: Community Colleges Count* and the *Complete College America Alliance*, which are national programs intended to assist states with improving college completion.

Completion

As shown above, there are a number of successful state and federal programs that have been initiated to increase access to higher education. To a great extent, these programs have ensured that more than 65 percent of graduates from U.S. secondary schools are entering tertiary education systems, including community colleges, technical training programs, colleges, and universities. This places the U.S. 10th internationally and well exceeds the Organisation of Economic Co-operation and Development (OECD) average of 56 percent (OECD, 2009). Unfortunately, in a large proportion of states, tertiary graduation rates are surprisingly low. For example, at the national level, of students entering four-year higher education institutions, only 56 percent graduate within six years, and of students entering two-year institutions, only 27.8 percent graduate within three years. Further troubling are the graduation rates among minority students. Nationally, only 48.3 percent of non-White students are graduating from four-year institutions within six years (NCES, 2007).

As can be expected, given a low overall national average completion rate, variation among state graduation rates is high. For example, about 55.5 percent of higher education students in Indiana receive a bachelor’s degree within six years of entering public institutions. This rate is markedly lower than the top ten best performing states, whose completion rate is 64.6 percent. Nationally, three-year graduation rates for students entering two-year programs are much lower (27.5 percent). Indiana is slightly lower than the national average at 27.1 percent; however the top 10 states’ average is much higher at 42.3 percent (NCHEMS, 2008).

Comparing graduation rates nationally and across states can assist state policymakers in understanding how other better performing states have improved or maintained higher graduation rates. At the state level, two initiatives stand out as programs that are intended to assist state policymakers through both research and information sharing between states: *Achieving the Dream: Community Colleges Count* and *Complete College America*. Both of these programs provide a number of resources for state policymakers and educational stakeholders. The following overview of each program will focus on the program’s recommendations as well as on what select states have accomplished while participating in these consortia.

Achieving the Dream: Community Colleges Count. Achieving the Dream is a national initiative aimed at increasing community college completion with a focus on low-income students and students of color. With 16 state members, including Indiana, Achieving the Dream has established a national network of over 100 institutions across the U.S. The initiative also operates

at the national and state level with the aim of influencing priorities, rules, regulations, and resource allocations to better improve community college student outcomes.⁴

State initiatives appear to be a large focus of Achieving the Dream. In each state, a lead organization sets an agenda for policy change. The lead organization can be a state community college system office, a community college/presidents' association, or another group that provides leadership on community college issues. It receives a multi-year grant to hire a staff person, convene a leadership team, and develop a strategic approach tailored to policy opportunities in its state (Achieving the Dream, 2010).

Much of the focus of these state teams centers on creating policies that are in line with the goals of the initiative. These goals include:

- A clear public policy commitment;
- A strong data-driven accountability system;
- Aligned expectations, standards, assessments, and transition requirements across educational systems (K-12, community college, higher education, adult education);
- Incentives for improving services to academically under-prepared students; and
- Financial aid policies and other financial incentives to promote persistence. (Achieving the Dream, 2010)

Directly related to the above goals, in 2008 each state team set priorities and goals focusing on: data and performance measurement systems; student success, including developmental education innovations; K-12 and postsecondary alignment; transfer and articulation; and need-based financial aid.

The following table provides an overview of some of the state-level legislation recently enacted that is in compliance with the current work of Achieving the Dream and intended to increase community college completion rates.

⁴ For more information on Achieving the Dream, see: www.achievingthedream.org and Collins (2009).

Table 1
Achieving the Dream State Updates 2009

State	New Policies
Arkansas	The Arkansas Legislature passed Act 971, which requires the state to establish common exit standards for all developmental education courses at public colleges and universities. Act 971 also requires the state to collaborate with two- and four-year institutions to develop alternative methods of delivering developmental education, and to provide professional opportunities so that faculty can improve their pedagogical skills in this area.
Connecticut	Connecticut Community Colleges formally signed a transfer and articulation agreement with the Connecticut State University System which guarantees that students completing an associate degree at one of the state's community colleges can transfer all of their credits to the four-year system.
Massachusetts	In August 2009, the Massachusetts Department of Higher Education created the MassTransfer Web site (www.mass.edu/masstransfer/), a tool designed to help students, their families, faculty, and advisors navigate the transfer process. The site includes relevant information on statewide transfer policy, including: how to plan for, apply to, and enroll in college; how to transfer financial aid; contact information for campus-based transfer professionals; and information on the transfer appeals process.
New Mexico	In its 2009 session, the New Mexico Legislature made a significant change to the amount of need-based financial aid available to students attending the state's public colleges and universities. Senate Bill 28 requires that the proportion of statewide President's Scholarships awarded based on need double over two years.
Ohio	The Ohio Legislature approved a new performance funding system for the state's public colleges and universities that rewards institutions for achieving key student success factors and includes a dedicated student success funding formula for community colleges. The bill also commissions a study by the office of the Chancellor of the Ohio Board of Regents and the state's community colleges on the use of student success measures in funding these institutions, which is due to the chancellor in the late spring of 2010. These factors will then be used to guide the allocation of five percent of state funding for community colleges for fiscal year 2011.
Oklahoma	The Oklahoma Legislature passed Senate Bill 222, which addresses the availability and use of student achievement data. The bill provides funding for the creation of a statewide student database and for a P-20 task force that will oversee the use of this information and compare Oklahoma's student success standards with those of other states. The legislature also passed Senate Bill 290. This bill requires high schools to allow student participation in dual enrollment and to grant academic credit for these courses. It also requires public colleges and universities to enroll qualified students in credit-bearing courses.
Washington	The Washington State Legislature passed House Bill 1328, which grants the state's technical colleges the authority to offer academic transfer degrees. The legislature also approved applied bachelor's degree programs in high-demand fields of study at three community colleges.

Source: Table adapted from information taken directly from *Achieving the Dream* (2009).

Table 1 demonstrates some of the ways that states are attempting to improve community college completion; however, many of these initiatives are directly associated with four-year institutions, making it difficult at times to separate them from two-year colleges. It is apparent that the states outlined above have demonstrated a commitment to fostering community college completion in

relation to their state's own set of needs. Unfortunately, there does not appear to be one single policy fix that will assist in improving two- or four-year college completion.

The variety of new policies established in 2009, and reviewed above, demonstrate some of the work deemed important by specific state policymakers in order to increase graduation rates. Present in Table 1 are a number of legislative acts that, if successful, may assist other states in raising completion rates. For example, the creation of the MassTransfer Web site represents a state-developed tool that might help community college students view graduation from community college as a viable gateway to a four-year degree. Also, Ohio's bill, which includes a set of research projects and recommendations focused on higher education completion, represents a need for improved state policy research as well as a way for state policymakers to actively engage with the research community to tackle this important topic. For state policymakers, Achieving the Dream appears to fill a necessary void in that it not only sets a framework for increasing participation, but also warehouses and disseminates information as well as the goals of its participants.

Complete College America Program. Complete College America was established in 2009 as a national nonprofit organization aimed at increasing the nation's college completion rates. The collective consists of 19 "alliance states"⁵ and is anticipated to grow to 21 states in the near future. Complete College America is unique in that it focuses solely on increasing completion through state policy change by attempting to build consensus for change among state leaders, higher education leaders, and the national education policy community. The collective operates under the premise that within the U.S., college enrollment has significantly grown while, at the same time, completion rates have been stagnant. In hope of increasing college completion across the U.S., Complete College America requires that all member states, in partnership with their colleges and universities, pledge to make college completion a top priority and commit to the following three actions:

- Set completion goals;
- Develop action plans and move key policy levers;
- Collect and report common measures of progress.

(Complete College America, 2010a)

Similar to the Achieving the Dream initiative, Complete College America acts as a venue for states to share policies as well as design, collect, and compare information necessary to make informed policy decisions. The program recommends that states use consistent data and progression measures to include:

- Common metrics for measuring and reporting progress;
- Publicly reporting year one benchmark data and annual progress on college completion, progression, transfer, job placement and earnings, and cost and affordability measures;
- Disaggregating data by level and type of degree/credential, age, race, and income.

(Complete College America, 2010a)

⁵ The states are: Arkansas, Connecticut, Hawaii, Idaho, Illinois, Indiana, Louisiana, Maryland, Massachusetts, Nevada, Ohio, Oregon, Pennsylvania, Rhode Island, South Dakota, Tennessee, Utah, Vermont, and West Virginia.

Unfortunately, timely, quality, and relevant data necessary for cross-state analysis of college completion and retention are difficult to obtain. Although national data sets with tertiary information do exist, they often do an inadequate job representing many details necessary for state policymakers and educational researchers. Consequently, the graduation rates presented in this, and most other reports, are based on data from the U.S. Department of Education's Integrated Postsecondary Education Data System that are well collected but general in nature. When discussing these data, Complete College America (2010b) rightly claims that:

These data do not capture the graduation rates of transfer students—including those who begin at colleges with some credits already accumulated—or part-time students. Many states have or are developing longitudinal data systems that would be able to measure the graduation rates of all students, including part-time and transfer students. (p. 7)

A set of common metrics for measuring and reporting progress would be of great assistance for educational researchers and policymakers alike. Further, disaggregating data and reporting on the proposed benchmarks offers policymakers improved information necessary to both monitor and assist underrepresented populations.

There appears to be an evident need for enhanced data; however, the current available data raise a number of concerns. The information presented in Table 2 demonstrates both the need for action and the need for more detailed information. For example, South Dakota has the highest percentage of students entering college directly after high school, as well as the highest percentage of students graduating with an associate's degree in three years; however, the state falls below the average of bachelor's degrees achieved in six years.

Table 2
Complete College America State Completion Rates⁶

State	% of high school students going directly to college	% of graduates with bachelor's degree in six years	% of graduates with associate's degree in three years	% of 25-34-year-olds with college degree
Arkansas	56.6	41.4	24.4	26
Connecticut	70.4	63.7	11.6	46
Idaho	45.7	43.5	34.4	34
Illinois	60.7	58.9	24.5	43
Indiana	63.4	56.6	27.1	36
Louisiana	65.5	40.8	30.3	28
Maryland	65.6	65.3	19.2	45
Massachusetts	71.7	69.1	18.4	53
Nevada	52.2	36.6	36.6	28
Ohio	60.0	55.6	25.2	36
Oregon	47.3	56.6	25.1	36
Pennsylvania	62.1	65.4	39.3	43
Rhode Island	54.7	64.2	14.1	43
South Dakota	71.9	46.9	56.7	44
Tennessee	63.5	51.3	29.6	31
Utah	47.1	50.8	39.6	38
Vermont	55.2	64.4	18.2	44
West Virginia	57.8	44.6	20.9	28
Average	59.5	54.2	27.5	38

Source: See Footnote 6.

⁶ Sources: Percent of high school students going directly to college – NCHEMS (2006); percent of graduates with bachelor's degree in six years and percent of graduates with associate's degree in three years – NCHEMS (2008); percent of 25-34-year-olds with college degree – Complete College America (2010c). When using similar data, Complete College America (2010b) noted that the data are not based on longitudinal data, but are an attempt (using a collection of available data) to illustrate the challenges states face (p. 7).

Indiana, however, shows a lower percentage of graduates with an associate's degree in three years. The availability of detailed, comparable longitudinal data would enable state policymakers and researchers to engage in more in-depth, cross-state analysis to explore possible policy levers to improve completion. The above table, however, should not be disregarded, as it does bring to light a set of problems, namely, the poor completion performance at both the associate and bachelor level.

Discussion and Conclusions on State Completion. The creation of both Achieving the Dream and Complete College America represent the growing need for states to concentrate efforts on improving graduation rates at both the two- and four-year level. Although both programs encourage states to continue to concentrate on access, especially among underrepresented populations, they also encourage the important conversation of college completion. As noted by both projects, this conversation becomes difficult at the state and national level due to an absence of quality, detailed, and comparable data.

The programs reviewed above are representative of an important shift from concerns about access to concerns about completion. State policymakers from across the country appear to be concerned about access and completion and have formed alliances to begin solving these problems. Both initiatives are relatively recent in nature and more time is required to properly evaluate their success; however, their work has resulted in a number of high profile reports and news articles aimed at bringing attention to some of the staggeringly low college completion numbers across the nation.

A notable recent development in a number of states has been the implementation of institutional financial incentives to encourage college completion. For example, in a 2008 report the Indiana Commission for Higher Education provided further recommendations to continue or implement outcomes-based incentives in Indiana. These include:

- *credit-completion growth incentives:* financially rewards institutions for high percentage of credit completion (applied to select campuses);
- *degree growth incentives:* financially rewards institutions for increasing the number of degrees awarded;
- *on-time graduation rate incentives:* financially rewards institutions for students who graduate with four-year bachelor's degrees or two-year associates degrees;
- *transfer incentives:* provides community colleges with additional funding for students that transfer to an Indiana four-year college; and
- *premium low-income:* financially rewards institutions for college completion of underrepresented students.

(ICHE, 2009b)

The Indiana Commission for Higher Education (2009b) final report on the 2009-11 higher education budget reveals a plan that will largely increase the completion incentive funding formulae for fiscal years 2010 and 2011. These increases will financially reward state institutions who show high levels of retention and completion.

In 2008, Indiana, along with Colorado, Ohio, and Tennessee, was selected by the Lumina Foundation to experiment with new or revised methods of awarding funds based on colleges' success in educating students (Inside Higher Ed, 2008). The Lumina Foundation provided funding for these states to develop state-based funding programs that would improve retention and completion. Although state-allocated funding connected to performance incentives is not unprecedented, the state of Indiana appears to be at the forefront of implementing a large-scale program.

A recent report by the Midwestern Higher Education Compact (MHEC) (2009) provided a sample of state-level incentive funding programs for higher education. The following table is a summary of their findings.

Table 3
State Completion-based Funding for Higher Education

State	New Policies
Indiana	The 2009-11 state-approved budget will phase in formulas that reward institutions for successfully completed (instead of attempted) credit hours; change funding for total degrees; increase funding for on-time degrees; increase funding for low-income degree completion; provide two-year transfer incentives; and provide non-credit instruction incentive increase (ICHE, 2009b).
Louisiana	The governor and legislature have called for a new performance-based incentive funding pool to strengthen the postsecondary education system and make institutions more competitive. Colleges and universities will be able to earn these funds based on measured results in focused areas of desired improvement that are linked to each institution's specific mission.
Missouri	Missouri abandoned performance funding due to budget cuts.
Ohio	Ohio's proposed performance goals are in line with the state's 10-year strategic plan for higher education. Both course completions and degree completion are included in the goals. Funding takes institutional mission into consideration. Also, extra support would be given for at-risk students. Rather than using the current funding formula based on 14 th day enrollment reports, enrollments would be funded based on course completions (grade D or higher) and by the statewide average cost of individual programs.
Oklahoma	Performance funding has averaged \$2.2 million per year and has been distributed by the Oklahoma State Regents for Higher Education. The focus of the incentives is on student retention, graduation, and degree completion.
South Carolina	South Carolina has abandoned performance funding, in part, due to complexity.

Tennessee	Performance funding began in Tennessee in the early 1980s. The state has approximately five percent of its total higher education budget based on student improvement and performance. Data reported by the state includes the percentage of students taking remedial or developmental courses that subsequently complete college-level courses one year later.
Texas	Performance funding – especially course completions and degrees awarded – has been proposed in Texas. In 2007, the Texas Legislature enacted Senate Bill 1231 which provides that, except for several specific instances of good cause, undergraduate students entering as first time freshmen at a Texas public institution of higher education in the fall of 2007 or later will be limited to a total of six dropped courses during their undergraduate career (Texas Education Code, Sec. 51.907).
Washington	<p>The Washington State Board for Community and Technical Colleges established an incentive funding program that rewards two-year colleges when students pass key landmarks on the way to a degree. Colleges compete against themselves for continuous improvement. Funding is stable and predictable, and cumulative over time.</p> <p>Data from 2006-07 were used to establish a baseline. In 2007-08, colleges became familiar with and adopted the new measures; the year was considered a learning year for all colleges. The first performance year is 2008-09. The system creates incentives to help students build and maintain their academic momentum toward higher achievement whether they are among the least prepared or the most college-ready. The dollar value per point is set conservatively so that funds available should cover all projected rewards. There is no upper limit to the number of points that can be earned by a college. If funds available do not cover all earned rewards, the unfunded points will be “banked” for incentive rewards the following year.</p>

Source: Unless otherwise noted all information in this table is taken directly from MHEC (2009).

It is yet to be determined if large-scale institutional financial incentives funding will encourage the intended results. As many policymakers, researchers, and higher education stakeholders are aware, incentive programs must be closely monitored to ensure they do not infringe on high-quality education by lowering standards to improve completion. Most of the states reviewed in Table 3 possess the most advanced and sophisticated higher educational systems in the world. Constant oversight and research will be necessary. However, this is not to underscore the advantages of such programs. For example, in difficult economic times utilizing such policy levers enables states to quickly shift focus from an enrollment-based system to an outcomes-based system.

Although central to the process, state-level policies are only one key to improving completion. Complete College America summarizes key stakeholders in this process and their given responsibilities as follows:

- *Students* must work hard, make good choices, and stick with it.
- *Colleges and universities* must make graduation, not head counts, their measure of success. And they must align to the needs of today's students.
- *States* must knock down obstacles across entire educational systems that unnecessarily block paths to college completion.

(Complete College America (2010a))

As demonstrated above, state policymakers have a number of areas in which they can readily improve; however, they are simply one part of increasing college completion. The following section will concentrate on select college and university programs within and outside of Indiana that have been implemented to improve continuation and completion rates among targeted populations.



Chapter 4. Specific Campus-Based Student Retention Programs

This section examines the specific interventions employed by colleges and universities to increase student retention. A comprehensive review of every program in the country is not feasible for this report—virtually *every* postsecondary institution likely has some type of system in place for encouraging students to remain in school and graduate. Instead, select programs that have demonstrated some degree of success will be identified and attention drawn to the common themes among those policies.

The following analysis is based on two sources: the Noel-Levitz Excellence Retention Awards (Noel-Levitz, 2010) and Patton et al. (2006). Noel-Levitz is a higher education consulting firm that since 1989 has presented awards to those schools that have demonstrated success in reducing student attrition. Schools are invited to apply for the award, with submissions reviewed by a panel of educational administrators. The 36 institutions that have received the award since 2000 were included in the following analysis, with specific information about each program drawn from summaries available on the Noel-Levitz website.⁷

Although Noel-Levitz greatly depends on empirical results, some program evaluations lack methodological rigor (i.e., lack of comparison or control groups). To supplement this list of programs, therefore, peer-reviewed studies of retention policies were collected from Patton et al. (2006). As discussed in the literature review, Patton’s team conducted an exhaustive review of major research publications as part of a meta-analysis of the field of postsecondary retention. After screening out low-quality research and those studies which did not validate the effectiveness of school retention policies, only a handful remained. Because one of the aims of the present work is to identify actual programs that seem to work, those programs whose home institutions could not be identified were also excluded from this analysis. The complete profile of 45 programs, 36 from the Noel-Levitz database and 9 from Patton’s study, are presented in Appendix A.

As noted previously, Patton et al. grouped interventions into five basic categories: counseling, mentoring, learning communities, student-faculty interactions, and transition programs. The study suggested that there was only weak evidence that counseling or mentoring programs improved student retention, moderate evidence that learning communities and student-faculty interactions enhanced retention, and greater evidence for the efficacy of transition/orientation programs. Building upon Patton’s typology, the following analysis combined the counseling/mentoring category and added five others that appeared with sufficient frequency among Noel-Levitz award winners to merit consideration: academic support, tracking/early warning systems, additional coursework or instruction, scholarship, and other.

In addition, distinctions have been made between types of institutions, relying in part on the classifications of the Carnegie Classifications of Institutions of Higher Education (Carnegie Foundation, 2005). Not all postsecondary institutions meet the common stereotype of four-year public residential universities, and in fact these institutions generally have among the fewest problems with student retention and graduation, ranking behind only four-year private

⁷ <https://www.noellevitz.com/Papers+and+Research/Retention+Excellence+Awards>

institutions. As referred to above, two-year community colleges have much higher attrition rates. In a longitudinal study of college students in their third year, Provasnik and Planty (2008) note that 45 percent of students in two-year colleges had dropped out of school, as opposed to only 16 percent for four-year public colleges (see also Berkner et al., 2007). As a result, two-year colleges not only have a much greater need for vigorous retention policies (especially for at-risk students), but may also have unique requirements for successful programs.

Two-year public institutions present a particular challenge to increasing retention among low-income and minority students, as community colleges tend to have a greater share of Black (15% for two-year, 10% for four-year), Hispanic (14% vs. 9%), and low-income students (26% vs. 20%) than four-year institutions (Provasnik & Planty, 2008). The programs that target community colleges are not trivial, as total community college enrollment is just below that of four-year college enrollment (Provasnik & Planty, 2008).

The sample of schools included 20 four-year public primarily residential schools (44%), 12 four-year public primarily non-residential schools (26.7%), 6 two-year public schools (13.3%), and 7 private schools (6 of which were residential and one of which was primarily non-residential). Unfortunately, two-year public institutions, which have the lowest persistence rates, made up the smallest proportion of all schools reviewed. However, there is a rough parity of residential and non-residential institutions (21 residential, 19 nonresidential). The sample was also heavily weighted toward public institutions (38 to 7).

Of the 45 schools in the sample, 18 (40%) presented an increase in student retention over time as evidence for program success without comparison or control groups. Without some form of comparison group, it is hard to be certain that the changes in student persistence were due to interventions or some other cause (such as generally increasing persistence rates, background demographic characteristics, etc.). An equal number of evaluations (18) used a comparison group (either the general student population or non-program participants). Only six institutions evaluated the success of their persistence programs with statistically valid control groups.

By far the most common type of intervention was counseling or mentoring of students, either by peers or trained personnel. Nearly three quarters of programs that had some evidence for higher persistence rates used this method. The next most common intervention was a freshman course or other type of instruction (17 institutions, 38%), followed by transition/orientation programs and tracking/early warning systems (13, 29% each), learning communities (12, 27%), and student-faculty interactions and additional academic support services (11, 24% each).

Only four institutions (9%) provided scholarships to students. In the “other” category of programs were follow-up meetings with students, focus groups, an honors program, student engagement surveys, faculty training, and a faculty task force—each of which seemed more preparatory rather than true interventions. Most institutions used a combination of interventions (34, 76%), with Utah State having the largest number (7, 16%), followed by SUNY-New Paltz, Oakland University, University of Central Florida, and Miami University of Ohio with 5 (11%) each. The mean number of interventions was 2.6. Just under half (24, 49%) of postsecondary schools in the sample had some form of targeted intervention: under-prepared students (5), at-risk or underrepresented students (14), and interventions focused on in-school performance (5).

There are important distinctions between types of schools. As presented in Table 4, counseling programs were more often used in four-year public nonresidential institutions (11 of 12, 92%) than four-year public residential (13 of 20, 65%), two-year public (4 of 6, 67%), and all private postsecondary schools (13 of 20, 57%). Half of the small sample of two-year schools (3 of 6) and 42% of four-year non-residential schools (5 of 12) used a tracking or early warning system, a much larger proportion than for four-year residential (4 of 20, 20%) and private (1 of 7, 14%) institutions. Transition/orientation programs were used most frequently at four-year residential colleges and universities (8 of 20, 40%), as opposed to four-year non-residential (3 of 12, 25%) and private (2 of 7, 29%). Student-faculty interactions were most common in four-year public institutions (4 of 20, 20%) for residential and (4 of 12, 33%) for nonresidential as opposed to private schools (1 of 7, 14%), while no two-year public school in the sample used transition/orientation or student-faculty interactions as an intervention. Academic support and coursework were somewhat more frequently employed at nonresidential institutions.

Table 4
Number of Schools with Each Type of Persistence Intervention

	2-year public (6)	4-year public residential (20)	4-year public nonresidential (12)	private (7)
Counseling & Mentoring	4	13	11	4
Learning Communities	1	4	4	1
Student-Faculty Interactions	0	6	4	1
Transition & Orientation	0	8	3	2
Academic Support	2	4	4	1
Tracking/Early Warning	3	4	5	1
Coursework/Instruction	2	7	4	4
Scholarships	0	1	3	0
Other	0	0	1	2

Source: Information taken from Appendix A.

The frequency with which counseling is used as a method of improving student retention appears at first glance to contradict Patton et al.'s (2006) negative review of the efficacy of counseling programs. However, if the institutions in the sample that had some degree of methodological rigor (either through the use of comparison or control groups) is considered, Patton et al.'s conclusions receive indirect support. For example, of the 24 institutions whose evidence included a comparison or control group, 17 (71%) used counseling as a form of intervention (coursework [42%], transition programs [38%], academic support [29%], tracking [25%], learning communities [25%], and student-faculty interactions [25%], and much less common was the use of scholarships [13%]). With the exception of counseling, this order (transitions, followed by learning communities and student-faculty interactions) reflects Patton et al.'s ranking of evidence. More importantly, in *none* of the institutions in which counseling or mentoring had a

positive effect on retention was it the *only* intervention. It is impossible to say for certain with such a summary analysis whether the apparent positive effects of counseling are therefore spurious, but there is certainly reason to suspect that they may be.

Information from the small cross-section of schools analyzed in this report suggests that although student retention is a significant challenge at four-year institutions, the stakes for two-year community colleges are enormous. Community colleges have higher attrition rates, but also have fewer institutional resources because of their smaller size and populations that are much more likely to drop out (Provasnik & Planty, 2008). Two-year institutions also have a tendency to use those interventions that are least likely to have an effect on student retention (such as counseling) while they are less likely than four-year institutions to employ strategies for which there is greater evidentiary support (transition, student-faculty interactions, learning communities). These results underscore the work of Habley and McClanahan (2004), which posited that although mandated tutoring, coursework, and academic support were believed to be among the most effective ways to improve persistence, only 10 percent of community colleges used these strategies.

The above section provides evidence of the complexities confronted when analyzing colleges' and universities' attempts at increasing student retention. Although a comprehensive review of all systems is not feasible for this report, the overview demonstrates that there appears to be a connection between the findings of Patton et al. (2006) and those of the Noel-Levitz Excellence Retention Awards (Noel-Levitz, 2010): notably, the use of multiple interventions appears to be an important aspect in improving retention in all types of tertiary institutions. The above analysis also demonstrates the need for greater focus on student retention at two-year institutions. The following section is an attempt to collect information from state associations to lay the foundation for a schematic of extant programs in Indiana. The completeness of the information presented was constrained by time limitations; however, the most thorough set of data feasible in the time allowed is assembled.

Chapter 5. Inventory of Indiana Public and Private College and University Programs

To gauge what retention options Indiana colleges and universities are currently utilizing, the research team for this report created a brief survey form that was sent to the administrative offices of all two- and four-year colleges in Indiana, both public and private. A summary of schools' responses and an example of this survey are included in Appendices B and C at the end of this document. Due to the time constraints, we could not create a longer, more revealing survey, and we were not able to obtain responses from every institution. As a result, this list should be viewed as a guidepost and not a conclusive list of all retention initiatives currently in use in Indiana.

Summary Results

- The first observation is that while we asked specifically about retention and persistence efforts within each school, many responses instead included information regarding student recruitment, admission, and enrollment activities. Hossler (2005) previously commented on this phenomenon: many schools do not view retention as a separate challenge. Most view it simply as an extension of the enrollment process that does not require dedicated resources.

As discussed, academic literature has highlighted a number of possible approaches to retention which create what Hossler (2005) termed the “laundry list.” Schools tend to check items off the list with no analysis regarding effects of each approach on the school’s unique student population. This tendency is displayed within the Ivy Tech system. This school’s survey noted that there are two employees working within the system whose primary responsibilities focus on retention; however, both employees are considered part of the admissions office, and they are required to spend 20 percent of their time on student recruitment activities.

- The second observation is a prevalence of race-specific retention programs at some schools and a complete lack of such programs at other schools. Upon further analysis of the survey responses, a trend emerges: public, and especially urban schools, tend to focus more on racial retention while private and rural schools focus less on these issues. Some examples of this behavior are TRiO grants and the SAAB program within the Indiana University system, which are listed by multiple campuses. Representing an urban campus, the University of Indianapolis also has several race-based initiatives.

This pattern may be explained by a finding from the literature review, specifically that minority students have a need to feel welcome on a campus, to achieve a feeling of “fitting in.” This need may cause these students to gravitate towards certain campuses, such as IUPUI (urban campus), and away from other campuses, such as IU East (rural campus). This trend could produce an increased need on some of these campuses for race-specific retention efforts while producing less of a need on other campuses. However, there is another possibility: schools that first began actively retaining minority students now have more diverse student populations as a result of those earlier retention efforts. More research is required to make a conclusion regarding this subject.

- A third observation is a correlation between the type of college and the extensiveness of its list of retention efforts. Generally, community and regional campuses had the most extensive lists, with Ivy Tech and IUPUI having the most impressive programs. This result relates to a finding from the literature review: these types of schools, especially two-year community colleges like Ivy Tech, have the greatest need for retention and remediation programs. It appears that these schools have recognized the level of need among their students and have responded appropriately with a range of services designed to help the students persist.

The literature review also noted that while these schools have the greatest needs for these services, they also have the least resources with which to implement these services. Ivy Tech continues to demonstrate this tendency, with a considerable portion of their reported retention programs remaining hypothetical under the assumption of future TRiO grants. In general, these schools appear to know what their students need to be successful but may lack the resources to provide for those needs.

- A fourth observation is a tremendous variety within the survey responses: no two schools offered identical programs, even within the same campus system. This result may indicate that Indiana schools have, intentionally or unintentionally, started to view retention problems as unique to each campus and have responded in kind, borrowing best practices from literature and experience to fit specific needs. This behavior fits with one of the conclusions of this paper, namely Hossler's (2005) contention that the laundry list approach is insufficient and each institution must have its own solution.
- A final observation centers on the Purdue Promise program and similar approaches, which involve at-risk students having access to on-campus employment for 10 - 20 hours per week. This program appears to contradict findings from the literature review showing that employment negatively effects retention. One study cited by Purdue notes that “[weekly] hours worked *did* have an adverse effect each year on the probability that a student would be enrolled in school the next year and, for those who did persist, reduced their probability of graduating on time” (Ehrenberg & Sherman, 1987). Other research, however, has found a positive effect for on-campus, degree-relevant employment of 15 hours or less per week (American Council on Education, 2006), which the Promise Program is designed to provide. Any colleges seeking to implement a program similar to Purdue's with the goal of relieving students' financial stresses should do so with the understanding that such a program needs to be specifically tailored to achieve positive retention results.

Chapter 6. Recommendations for State Policymakers

This report has looked at a number of programs and underlying research designed to enhance the participation and success of college students, with emphasis placed on programs that focus on historically underrepresented student populations. Specifically, this report has discussed issues of higher education access and completion through an examination of academic literature, state policies, and specific campus-based initiatives. This document has also provided a self-reported inventory of programs and initiatives in place at public and private colleges and universities across Indiana (see Appendix C). The following are a set of recommendations for state policymakers, practitioners, and researchers.

- **Indiana should continue to work with programs such as Complete College America and Achieving the Dream to increase and improve comparable data across states.**

Considerable focus has been placed on college access and completion at the national and state levels; however, there is a surprising paucity of quality comparable data across states. Programs such as the ones reviewed in this paper appear to assist states in both sharing information and producing improved comparable data. Although these programs are new, they appear to be important initiatives that will assist state policymakers in gaining improved knowledge for better informed programs. An important element of any such data system should be a tracking and notification system (such as those currently operating at Purdue University and in development at Indiana University Bloomington) that identifies students who are encountering difficulties and enables intervention by university personnel.

- **Increasing access to higher education is important but not sufficient. Indiana state policymakers should continue to increase access to underserved populations but should also increase focus and spending on college completion at both two- and four-year colleges and universities with emphasis placed on underrepresented populations.**

College access for underrepresented populations continues to be a dilemma across the country and within Indiana; however, as noted in this report, Indiana has significantly improved the number of underrepresented students entering higher education. Unfortunately, the rates of college completion for these same students have remained low. The Indiana Commission for Higher Education should continue to increase its focus on college completion.

- **In an effort to improve persistence and completion among underrepresented groups, more research is needed. In particular, state policymakers and college administrators should foster investigations of the relationship between increased access for specific underrepresented populations and subsequent persistence and completion rates for those groups.**

This paper has discussed the apparent inability of financial aid tools to significantly affect persistence rates among underrepresented students. Also discussed was the need for many groups of students, particularly African American students, to “fit in” on campus and feel

welcome. There is an opportunity for schools and states to leverage financial aid packages to increase representation of at-risk groups within student populations. Such a maneuver may help alleviate the isolation and maladjustment felt by students within these groups by providing a more familiar student body.

- **When using advising services for the purpose of increasing retention and persistence, school administrators should ensure that freshmen and at-risk student groups have access to specialized advising options designed to meet their specific needs.**

Student and college data detailed within this paper make clear that advising services are an effective retention tool. However, colleges should provide targeted advising services for all freshmen to maximize the utility of this option, and perhaps additional services for underrepresented groups. Such services can help students navigate an unfamiliar and intimidating academic environment, and can boost their school performance through improved course guidance and selection.

- **State and school administrators have a large number of retention levers at their disposal. The selection of specific levers, though, should be considered on a school-by-school basis.**

This paper details what Hossler (2005) calls the “laundry list.” However, often schools do not view the topic strategically and include retention efforts as part of a school’s much larger admissions and enrollment plan. Thus, administrators merely check off all of the topics on the list without evaluating the appropriateness of each. The most effective approach is one where every college examines the “laundry list” and compares the available services to the specific needs of that school’s student body. Each college’s retention and persistence program should be as unique as its students. Any program must incorporate dedicated personnel, a system of follow-ups with students receiving retention services, and careful evaluation of program effectiveness.

- **The non-tuition costs of college, including books, food, fees, and other items, severely impact the ability of underrepresented students to persist. State and school administrators should create or re-develop financial aid programs to deal with these types of hidden costs in a meaningful way.**

There are considerable costs related to college outside of tuition. Unfortunately, our findings show that higher education institutions rarely provide sufficient support in this area. Schools and state policymakers may wish to consider creating new alternatives to assist students in paying all costs associated with college. One example is Indiana University Bloomington’s Twenty-first Century Scholars Program. In addition to the state funded scholarship, IUB independently provides additional financial support so that the full cost of college attendance is paid for by the university. Full cost includes estimated university costs and living costs as estimated by the federal government.

- **State administrators should pursue additional research on the effects of family responsibilities on student retention.**

As discussed in the literature review, there is a paucity of research specifically exploring the effects of dependents and other family responsibilities on the retention rates of underrepresented students. Although several studies noted a negative effect of such duties, none of the efforts were designed to specifically explore the family topic. Assuming that underrepresented students are disproportionately burdened by such responsibilities, further research should be conducted to identify any potential remedies that may increase retention.

- **There is a significant need for a detailed, comprehensive, and rigorous analysis of the comparative effects of different retention strategies, with a special focus on the distinct contexts of community, non-residential, and residential colleges and universities.**

The resources and influence of state policymakers provide a unique capacity to sponsor high-quality research of retention strategies at colleges and universities. For example, the state could support the creation of pilot programs (one for each of the three types of public institutions: four-year public residential, four-year public non-residential, and two-year public) that employ a full-scale retention policy including multiple interventions, perhaps focused on Twenty-first Century Scholars. A rigorous evaluation could match participants with students in schools that are not provided such rigorous support programs in order to identify which interventions best increase persistence among low-income and at-risk populations. Another possibility would be to build on the state's development of a preschool to employment data system to study the transition from two- to four-year institutions.

- **Policymakers in Indiana should build on the Twenty-first Century Scholars Program by expanding its scope from access to retention and making greater use of program alumni.**

The Twenty-first Century Scholars Program has had far more success in getting students into college than through college. At Indiana University-Bloomington, efforts to cover the full cost of college attendance have come from internal resources, while retention interventions have been financed from temporary external grants. The presence of a large pool of program alumni provides an opportunity for calling upon their involvement in program activities such as recruitment and fundraising.⁸ With fundraising, Scholars' graduates could contribute to individual institutions or foundations within the institutions to support current Scholars and receive a tax credit (of 50 percent of the contribution or \$100 for an individual income tax return or \$200 on a jointly filed return; see Schedule CC-40). The state could play an important role in supporting these and similar initiatives to build a comprehensive retention system.

⁸ We thank IUB Twenty-first Century Scholars Director Chris Enstrom for this excellent suggestion.



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Appendices

Appendix A: Selected College-Level Programs..... A1

Appendix B: Summary of Self-Reports..... B1

Appendix C: Self-Reports C1





Appendix A

Selected College-Level Programs



	University of New Hampshire*	Seattle Central Community College*	Purdue University*	Rutgers*	Iowa State University*	University of Michigan*
Year	1990	1994	1996	1996	1997	1998
Type	4-year public residential	2-year public	4-year public residential	4-year public residential	4-year public residential	4-year public residential
Number of Interventions	1	2	1	1	1	1
Counseling & Mentoring					x	
Learning Communities		x				
Student-Faculty Interactions						x
Transition & Orientation	x		x			
Academic Support						
Tracking/Early Warning						
Coursework/Instruction		x		x		
Scholarships						
Other						
Focus						
Evidence	significant difference from control group	significantly higher persistence than comparison group	increased retention (vs. matched group)	same persistence as non-program, but significant difference among those still enrolled	increased likelihood of retention	significant difference in attrition rate from control group

* -- Indicates institutions studied in Patton et al., 2006

	University of Southern Maine*	State University of New York - Albany	Northern Kentucky University*	Montana State University	Miami University of Ohio	University of Central Arkansas
Year	1999	2000	2000	2000	2000	2000
Type	4-year public nonresidential	4-year public residential	4-year public nonresidential	4-year public residential	4-year public residential	4-year public nonresidential
Number of Interventions	4	3	1	4	5	3
Counseling & Mentoring	x	x		x	x	x
Learning Communities	x		x		x	
Student-Faculty Interactions					x	
Transition & Orientation		x		x		
Academic Support	x	x		x		x
Tracking/Early Warning				x	x	x
Coursework/Instruction	x				x	
Scholarships						
Other						
Focus	under-prepared				at risk	
Evidence	significantly higher retention rate than general population	increase in retention	no direct effect, but indirect effect on retention	increase in retention vs. control group	increase in retention	increase in retention

* -- Indicates institutions studied in Patton et al., 2006

	Albuquerque Technical Vocational Institute	Oakland University	San Diego State University	University of Minnesota	Kutztown University*	Loyola University New Orleans
Year	2000	2001	2001	2001	2001	2001
Type	2-year public	4-year public nonresidential	4-year public nonresidential	4-year public nonresidential	4-year public residential	4-year private residential
Number of Interventions	3	5	2	3	2	1
Counseling & Mentoring	x	x	x	x	x	
Learning Communities						
Student-Faculty Interactions		x	x		x	
Transition & Orientation						
Academic Support	x			x		
Tracking/Early Warning	x	x				
Coursework/Instruction		x		x		
Scholarships		x				
Other						x
Focus		under-represented groups w/3.0 GPA	under-represented and at risk	under-prepared	under-represented	
Evidence	increase in retention	higher retention than other students	higher retention than other students	higher graduation rate than other students	greater retention than control group	increase in retention and graduation rates

* -- Indicates institutions studied in Patton et al., 2006

	Bridgewater College	Villa Julie College	Central Wyoming College	University of Kansas	Appalachian State University	Columbia College Chicago
Year	2001	2001	2001	2002	2002	2002
Type	4-year private residential	4-year private residential	2-year public	4-year public nonresidential	4-year public residential	4-year private nonresidential
Number of Interventions	3	3	3	3	3	3
Counseling & Mentoring	x	x	x	x	x	x
Learning Communities					x	
Student-Faculty Interactions		x		x		
Transition & Orientation				x		x
Academic Support						
Tracking/Early Warning	x		x			
Coursework/Instruction	x	x	x		x	x
Scholarships						
Other						
Focus		under-prepared	at-risk, first-generation, minority	minority	neither honors nor at-risk	
Evidence	increase in retention	increase in retention	increase in retention rates	increase in retention rate vs. comparison group	higher retention than comparison group	increase in retention and graduation rates

* -- Indicates institutions studied in Patton et al., 2006

	University of Alaska Anchorage	Mississippi State University	Michigan State University	Texas A&M University	University of California, San Diego	College of New Jersey
Year	2003	2003	2003	2003	2003	2003
Type	4-year public nonresidential	4-year public nonresidential	4-year public residential	4-year public residential	4-year public residential	4-year private residential
Number of Interventions	4	1	3	2	2	3
Counseling & Mentoring	x	x	x	x	x	x
Learning Communities			x			
Student-Faculty Interactions						
Transition & Orientation	x		x		x	x
Academic Support						x
Tracking/Early Warning	x					
Coursework/Instruction						
Scholarships	x			x		
Other						
Focus	urban, rural students	in-school performance	underprepared/ minority	students from under-represented high schools	at-risk	
Evidence	increase in retention vs. comparison group	increase in retention and graduation rates	increase in retention, greater than comparison group	greater retention rate than comparison group	higher retention and graduation than comparison group	increase in retention and graduation rates

* -- Indicates institutions studied in Patton et al., 2006

	Slippery Rock University	Arkansas Tech University	Lehigh Carbon Community College	Georgia Institute of Technology	University of North Carolina - Greensboro	Southeastern Oklahoma State University
Year	2003	2003	2003	2004	2004	2004
Type	4-year public residential	4-year public residential	2-year public	4-year public residential	4-year public residential	4-year public nonresidential
Number of Interventions	3	2	2	2	1	3
Counseling & Mentoring		x	x			x
Learning Communities	x					x
Student-Faculty Interactions	x			x		
Transition & Orientation				x		
Academic Support						
Tracking/Early Warning		x	x			x
Coursework/Instruction	x				x	
Scholarships						
Other						
Focus				minority	in-school performance	
Evidence	increase in retention vs. comparison group	increase in retention vs. control group	increase in retention	increase in retention	increase in retention	increase in retention

* -- Indicates institutions studied in Patton et al., 2006

	State University of New York - New Paltz	Utah State University	Oklahoma State University, Oklahoma City	University of Central Florida	Michigan Technological University	South Plains College
Year	2004	2005	2005	2006	2006	2008
Type	4-year public residential	4-year public nonresidential	2-year public	4-year public nonresidential	4-year public residential	2-year public
Number of Interventions	5	7	1	5	2	2
Counseling & Mentoring	x	x		x	x	x
Learning Communities			x	x		
Student-Faculty Interactions		x				
Transition & Orientation	x			x		
Academic Support	x			x		x
Tracking/Early Warning	x	x				
Coursework/Instruction	x			x	x	
Scholarships		x				
Other		x				
Focus	at-risk		at-risk	under-prepared	at-risk, minority	in-school performance
Evidence	increase in retention, greater retention than other students	increase in retention	higher course completion (not retention per se)	same retention & graduation rate as other students	increase in retention	increase in retention, greater retention than control group

* -- Indicates institutions studied in Patton et al., 2006

	Grand View College	University of North Carolina - Greensboro	Albion College
Year	2008	2009	2009
Type	4-year private residential	4-year public residential	4-year private residential
Number of Interventions	3	3	1
Counseling & Mentoring		x	
Learning Communities	x		
Student-Faculty Interactions		x	
Transition & Orientation			
Academic Support		x	
Tracking/Early Warning			
Coursework/Instruction			x
Scholarships			
Other	x		
Focus		in-school performance	in-school performance
Evidence	increase in retention and graduation rates	no specific evidence	significant increase in retention rates compared with previous years of same type of students

* -- Indicates institutions studied in Patton et al., 2006



Appendix B

Summary of Self-Reports



	Ancilla College	Ball State University	Bethel College	Calumet College	Earlham College	Franklin College	Indiana State	Indiana Tech	IU - Bloomington	IU - East	IU - Northwest	IPFW	IUPUI	IU - South Bend	IU - Southeast
Number of Interventions	1	6	3	3	5	3	10	1	7	2	4	3	13	2	7
Required Programs	0	1	0	0	1	0	0	0	0	2	0	0	0	0	0
Counseling & Mentoring		1		1	1		2		2	1			3	1	1
Learning Communities				1									1		
Student-Faculty Interactions		1											1		
Transition & Orientation		1				1	1		1	1	1	1	1		2
Academic Support (Incl. Advising)	1		3	1	3	1	2	1	3		2	2	3	1	1
Tracking/Early Warning		1													
Scholarships							2								
McNair Program					1		1		1				1		
SAAB							1				1		1		1
Other (Incl. Advanced Credit)		2				1	1						2		2
21st Century Scholars Programs:															
Fee Waiver		X	X		X	X	X	X	X	X	X	X	X	X	X
Book Stipend							X								
Housing Deposit Waiver		X							X						
Housing Stipend							X		X						
Matching Dollars			\$2,000			Yes							\$5,000		
Summer Bridge	X				X				X		X	X			

	Indiana Wesleyan	Ivy Tech	Manchester College	Marian University	Purdue University	Rose-Hulman	St. Mary-of-the-Woods	Taylor University	Trine University	University of Evansville	University of Indianapolis	University of Southern Indiana	Vincennes University
Number of Interventions	2	8	2	2	1	1	2	1	1	8	7	1	2
Required Programs	0	3	0	0	0	0	0	0	0	1	1	0	0
Counseling & Mentoring		1	1	1		1				1			1
Learning Communities													
Student-Faculty Interactions													
Transition & Orientation		1								1	3		1
Academic Support (Incl. Advising)	2	2	1	1			1		1	3	3	1	
Tracking/Early Warning		1					1	1		1	1		
Scholarships					1								
McNair Program													
SAAB													
Other (Incl. Advanced Credit)		3								2			
21st Century Scholars Programs:													
Fee Waiver	X		X	X	X		X		X	X	X	X	X
Book Stipend				X								X	
Housing Deposit Waiver					X						X	X	X
Housing Stipend				X			X						X
Matching Dollars	\$750			Yes				10% of tuition	\$4,500				
Summer Bridge	X				X					X	X		X

Appendix C

Self-Reports



Appendix C Self Reports

Universities and colleges from around the state were contacted and asked to provide information regarding programs and initiatives specifically designed to support underrepresented students. A number of institutions filled out provided forms while others included their own narrative. The intention of the request was to gain better insight into specific programs enacted to support underserved populations within Indiana. Completion of the form and/or report was completely voluntary. The following appendix provides examples of the forms sent to most institutions, followed by the information provided from the institutions. The information varies from institution to institution.

Information on services provided to Twenty-first Century Scholars was gathered from a resource list on the topic completed by the State Student Assistance Commission of Indiana (SSACI).

Example of survey forms sent to Colleges and UniversitiesC4

Indiana College Self-ReportsC6

Ancilla College
Ball State University
Bethel College
Calumet College of St. Joseph
Earlham College
Franklin College
Indiana State University
Indiana Tech
Indiana University – Bloomington
Indiana University – East
Indiana University – Northwest
Indiana University-Purdue University Ft. Wayne
Indiana University-Purdue University Indianapolis
Indiana University – South Bend
Indiana University – Southeast
Indiana Wesleyan University
Ivy Tech Community College
Manchester College
Marian University
Purdue University
Rose-Hulman Institute of Technology
St. Mary-of-the-Woods College
Taylor University
Trine University
University of Evansville
University of Indianapolis
University of Southern Indiana
Vincennes University

**Part I: Support Services for 21st Century Scholars and Other Underserved Student Populations
Indiana's 31 Independent Colleges & Universities**
March 2010

Background: Indiana Commissioner for Higher Education Teresa Lubbers recently commissioned Indiana University's Center for Evaluation & Education Policy (CEEP) to conduct a fast-track study of support services for 21st Century Scholars and other underserved student populations at Indiana's public and independent campuses, as well as to review the research literature on other such successful programs across the country. ICI has been asked to coordinate the collecting of information from our campuses.

Given that this study is on the fast track, we have been asked to provide this information by Thursday, March 25th.

We are asking that you complete a separate copy of the form below for each such initiative on your campus and return all forms to ICI by March 25th by email mehamer@icindiana.org or fax (317/236-6086). We will compile the results for our schools and forward them to CEEP at Indiana University. We understand that this is a very short deadline and truly appreciate your help.

Name of your college/university:

Name and title of individual completing this form:

Please provide the following information for each campus support service (academic and other) that you currently offer for 21st Century Scholars, as well as other underserved student groups (first-generation, low SES, minority, etc.), in order to improve their persistence and completion rates.

Name of your support initiative for 21st Century Scholars and/or other underserved students:

Major student population(s) targeted by this initiative:

Approximate number of students currently being served by this initiative:

Mission or major purpose of this initiative:

Brief narrative summary/description of this initiative:

Best campus contact for additional information about this initiative:

Name & Title:

Email Address:

Phone:

If available, please list any website links pertaining to this initiative:

Any other information that you think important for the Commission and CEEP to know about this initiative:

Part II: ICI Campus Inventory of Support Services
For 21st Century Scholars and Other Underserved Student Populations
Indiana's 31 Independent Colleges & Universities
May 2010

Addendum: The Commission for Higher Education has requested information concerning the following three questions in addition to the ones previously sent. Please be sure to complete these, as well, and return all responses by the May 19th deadline. Thanks again for your willingness to provide this important information.

- Of the retention and persistence programs reported previously, which are required and which are voluntary?
- Does your school track the effectiveness of these programs?
- If so, how do you track this information and have you found the programs to be generally effective?

Ancilla College

Name/title of individual completing form:

Dr. Joanna F. Blount, Dean of Academic and Student Services

Name of your support initiative for 21st Century Scholars and/or other underserved students:

STEP (Student Transitions in Educational Performance). The Program is housed in The Center for Student Achievement offices.

Major student population(s) targeted by this initiative:

- **Lower academic rank** – Students who have struggled academically in high school
- **Minorities** – Including 21st Century Scholars

Approximate number of students currently being served by this initiative:

50 to 70 students, with another 30 to 40 taking advantage of STEP programs without being officially enrolled in the program.

Mission or major purpose of this initiative:

The Mission of the Center for Student Achievement is to create a caring environment for student achievement through educational services, academic and career advising, and learning assistance for the diverse student population of Ancilla College.

Brief narrative summary/description of this initiative:

Ancilla College attempts to reach these students prior to their first day of attendance. The College offers a Summer Chance program that allows them an opportunity to get acquainted with the college, the staff, and to get instruction on reading, writing, math, tips, as well as time management, study, and note-taking skills before they start classes.

Students are enrolled in an expanded First Year Experience class and basic reading, writing, and math classes matched to their educational skills. Mentors are assigned for each student and they meet and share experiences during their first semester of attendance.

Ancilla has an extensive First Alert program that allows faculty to flag students who are under-performing, missing classes, or not finishing homework. These students are then set up with tutoring opportunities within the first 4-5 weeks of class. The goal is to keep them off the D-F list at mid-term. Those that find themselves on the D-F list are again approached and taken to the tutoring office to set up some appointments.

For students who arrived at college prepared to do college work, we have insert programs to assist them with their harder classes. A recitation (structured tutorial experience) period has been added to our A and P classes to assist students working to get into our nursing program as well as transfer to senior institutions with an emphasis is science.

We also try to increase our student's motivation by administering Gallup's Strength Quest. This program alerts students to their top five strengths and tells them what they do well. We get several "Aha!" moments from this program.

Students with disabilities figure heavily into this program. Many of the students who struggle academically do so because of an undiagnosed disability. Others have been previously diagnosed, but want to avoid the stigma of getting special accommodations. Ancilla attempts to work with these students to get the accommodations they need to give themselves the best opportunity to succeed academically.

A number of strategies for student athletes have been put into place. They are suspended from athletic contests for missing class and not turning in homework once a set number of offenses are reached.

Services Provided for 21st Century Scholars:

- Summer Bridge program (optional)

Ball State University

Name of your support initiatives for 21st Century Scholars and/or other underserved students:

- 21st Century Scholar outreach and recruitment activities
- Dream Makers Day
- Excel Mentor Program
- Multicultural Center
- **Freshmen Connections (required)**
- MADE Program

Major student population(s) targeted by this initiative:

- 21st Century Scholar outreach and recruitment activities
 - High school Scholars thinking of attending Ball State
- Dream Makers Day
 - Minority students from Muncie
- Excel Mentor Program
 - Minority students
- Multicultural Center
 - Underrepresented populations, esp. racial minorities.
- Freshmen Connections
 - All freshmen
- MADE Program
 - Academically at-risk students

Brief narrative summary/description of this initiative:

- 21st Century Scholar outreach and recruitment activities
 - Group campus visits for Scholars; statewide outreach and immersion programs for high schoolers; two-day summer residential program; Goodall Award for Muncie Scholars which is good for \$1,000 for books.
- Dream Makers Day
 - Day-long campus event engaging prospective minority students with faculty, staff, and school officials.
- Excel Mentor Program
 - Three-day summer bridge program connecting minority students with current student and faculty mentors.
- Multicultural Center
 - Provides programming and support services throughout the year.
- Freshmen Connections
 - Required program that includes a summer reader component and a coordinated class during the first semester.
- MADE Program
 - Targeting struggling students, this program provides academic support and planning.



Services Provided for 21st Century Scholars:

- Application fee waiver
- Housing deposit waiver
- GEAR UP mentoring program

Bethel College

Name/title of individual completing form:

Randy Beachy, Assistant Vice President

Name of your support initiative for 21st Century Scholars and/or other underserved students:

- Academic Support Center
- Writing Center
- Math Lab
- Career and Internship Services
- Counseling Center, Health & Wellness Center

Major student population(s) targeted by this initiative:

Those needing academic support, career counseling or health and wellness support.

Services Provided for 21st Century Scholars:

- Application fee waiver
- \$2,000 matching institutional gift, not to exceed tuition

Calumet College of St. Joseph

Name/title of individual completing form:

Dionne Jones-Malone, Director of Student Support Services

Name of your support initiatives for 21st Century Scholars and/or other underserved students:

- 21st Century Scholars Success Program
- Personal Academic College Excellence (PACE) program
- Learning Community

Major student population(s) targeted by this initiative:

- Success Program:
 - 21st Century Scholarship recipients
- PACE Program:
 - Freshman and traditional conditional admit students
- Learning Community:
 - Students entering the college with 15 or less college credits.

Approximate number of students currently being served by this initiative:

- Success Program:
 - 30 students
- PACE Program:
 - 60 students
- Learning Community:
 - 125 students

Mission or major purpose of this initiative:

- Success Program:
 - The Success program was designed to support and encourage 21st Century Scholars students to increase their confidence to reach academic and personal goals.
- PACE Program:
 - PACE was designed to improve the retention rates of students who need additional assistance to succeed in college.
- Learning Community:
 - The purpose of the Learning Community program is to provide first-time freshman with the extra academic and social support needed to ensure success in college.

Brief narrative summary/description of this initiative:

- Success Program:
 - The Success program, created with the help of the Lumina Foundation, provides a variety of programs and services to ensure academic and personal success. The services range from cohort groups, academic and career planning, staff mentoring, and academic workshops to tutorial software.
- PACE Program:
 - The PACE program, created with the help of the Lilly Endowment, was designed to provide additional support services necessary for the success of underprepared students. This one-year program provides academic development services such as basic skills and academic enrichment, tutoring, study skills development, and the Learning Strategies class.
- Learning Community:
 - The Learning Community provides a support group necessary for students to be successful in college. The program has four main elements: linked courses, supplemental instruction, mentoring, and cultural and social programming. The program helps students develop the sense of community necessary for academic success.

Earlham College

Name/title of individual completing form:

Jeff Rickey, VP and Dean of Admissions and Financial Aid

Name of your support initiatives for 21st Century Scholars and/or other underserved students:

- Summer Writing Initiative (SWI – required)
- Student Athlete Study Tables
- Writing Center
- McNair Program
- Peer Tutoring

Major student population(s) targeted by this initiative:

- SWI:
 - Admitted students needing extra preparation for the rigors of college writing.
- Study Tables:
 - Student athletes
- Writing Center:
 - Any students in need of writing assistance.
- McNair Program:
 - First-generation students with at-risk socioeconomic backgrounds, including but not limited to African American, Hispanic, and Native American students.
- Peer Tutoring:
 - Students in need of general academic assistance.

Approximate number of students currently being served by this initiative:

- SWI:
 - 20-25 per year
- Study Tables:
 - 275
- Writing Center:
 - 125
- McNair Program:
 - 25
- Peer Tutoring:
 - 185

Mission or major purpose of this initiative:

- SWI:
 - To provide students with an intensive three-week experience to improve their writing ability.
- Study Tables:
 - Supervised group study opportunities.
- Writing Center:
 - Providing students with assistance in academic writing.
- McNair Program:
 - To prepare students who have traditionally been underrepresented in graduate studies for work leading to a Ph.D.
- Peer Tutoring:
 - To assist students in all disciplines with peer tutoring.

Brief narrative summary/description of this initiative:

- SWI:
 - A three-week intensive course that includes curricular and co-curricular activities. SWI emphasizes reading and writing at the level of a first-year Earlham course, with a focus on enhancing critical thinking and discussion skills. During the week students attend classes, work in group tutorials, and meet individually with their professor and tutor. Weekend activities introduce students to the greater Richmond area and provide fun and relaxation.
- Study Tables:
 - Several times each week student-athlete study tables are held for the purpose of accountability and assistance.
- Writing Center:
 - The center provides a friendly, comfortable space where student writers of all levels and faculty of any discipline can discover techniques for writing and teaching writing more clearly and efficiently. We encourage peer review and revision as a natural part of the writing process. Peer consultants help with every stage of the writing process, including brainstorming, organizing, drafting, and revising.
- McNair Program:
 - Program participants have access to individual advising and career planning, tutoring, research stipends, graduate school application assistance, travel support for conferences and campus visits, and application waivers and fellowships.
- Peer Tutoring:
 - Students request a tutor for a particular class or classes and are matched with a suitable peer tutor. Students and tutors work together to create a mutually-agreeable schedule of up to two hours per course. Tutors are paid by the Academic Enrichment Center (AEC), which results in a no-cost service for the students.

Please describe any types of supplemental financial support that you provide to 21st Century Scholars and other underserved student populations:

- Application fee waiver
- Summer Bridge program: “Explore-a-college” (optional)
- Preferential packaging in terms of need-based grants
- Greater percentage of need met by grants
- Selective travel subsidies
- Selective textbook purchase assistance
- Eligibility for selective scholarship programs

Overall, how do you measure/monitor the success of the various support services that you provide for 21st Century Scholars and other underserved student populations?

- Summer Writing Initiative (SWI – required)
 - Tracked by progress and successful outcomes
- Student Athlete Study Tables
 - Tracked by participation, progress, and outcomes
- Writing Center
 - Tracked by participation and outcomes
- McNair Program
 - Tracked by participation and outcomes
- Peer Tutoring
 - Tracked by participation and outcomes

Please describe any additional support services that you are currently planning or considering to implement for these students:

We anticipate offering a suite of services regarding quantitative reasoning and numeracy beginning fall, 2010.

Franklin College

Name and title of individual completing this form:

Nicolas Jose Torres, Coordinator of Multicultural Recruitment

Name of your support initiative for 21st Century Scholars and/or other underserved students:

- Ambassador Scholarship Program
- Academic Resource Center
- Office of Multicultural Services

Major student population(s) targeted by this initiative:

- Ambassador Scholarship Program - Minority students and other underrepresented students at Franklin College.
- Academic Resource Center – Open to all Franklin College students
- Office of Multicultural Services - The Office of Multicultural Services provides programming throughout the academic year specifically targeted to engage multicultural students. All programming, however, is open to all students. Past examples of programming include academic workshops, guest speakers, and social events.

Approximate number of students currently being served by this initiative:

- Ambassador Scholarship Programs - 32 students (approximately 9.3 percent of new students)
- Academic Resource Center – Approximately 45 percent of all Franklin College students used services provided by the Academic Resource Center

Mission or major purpose of this initiative:

All initiatives and programs are designed with the intent of supporting students academically and socially as they arrive on campus and to continue to provide support throughout a student's career at Franklin College.

Brief narrative summary/description of this initiative:

- Ambassador Scholarship Program – College transition program for 21st century scholars and other underrepresented students who are new to Franklin College. Ambassador Scholars are paired with staff mentors and meet monthly to discuss academic and social transition to campus. Students also have their academic progress monitored by their mentor to ensure student success.
- Academic Resource Center – All Franklin College students are afforded the option of receiving academic mentoring and tutoring free of charge for all Franklin College classes. Students can meet daily with an academic skills advisor to create individualized academic study plans

- Franklin College's Office of Multicultural Services (OMS) strives to promote cultural awareness and understanding, hoping to give Franklin College students a sense of belonging in a safe and supportive environment. The focus of OMS is to serve as a primary resource for developing cultural sensitivity through various programs. We work to ensure that the social and classroom environment of the campus is inclusive with respect to cultural, racial, ethnic, religious, and other differences represented in our campus community.

Please describe any types of supplemental financial support that you provide to 21st Century Scholars and other underserved student populations:

Franklin College will guarantee full tuition for any Pell Grant eligible Twenty-First Century Scholar and half tuition for any Non-Pell eligible Twenty-First Century Scholar through a combination of state, federal and Franklin College grants/scholarships. Twenty-First Century Scholars must complete the Free Application for Federal Student Aid (FAFSA) form by March 1. Financial assistance may be available for room and board depending on financial need.

Overall, how do you measure/monitor the success of the various support services that you provide for 21st Century Scholars and other underserved student populations?

Franklin College has developed a retention team to work specifically with 21st century scholars on campus. All 21st century scholars were invited to an opening reception at the beginning of the 2009-2010 academic year. The retention team has consistently met with 21st century scholars every month to monitor academic and social transition to campus. Some students have received additional tutoring, while some events and programs included discussion amongst students and retention staff. As of April 1st, 2010 approximately 50 percent of all 21st century scholars at Franklin College have used services provided by the retention team.

Services Provided for 21st Century Scholars:

- Application fee waiver
- Academic scholarships can be applied to housing costs
- Dollars for Scholars funds available

Indiana State University

Name of your support initiative for 21st Century Scholars and/or other underserved students:

- Project Stepping Stone
- College Challenge
- Academic Achievement Scholarship
- Center for Leadership Development Award
- College Summit
- Student African American Brotherhood (SAAB)
- McNair Program
- Mentoring Assistance
- Student Support Services
- Upward Bound

Major student population(s) targeted by this initiative:

- Project Stepping Stone
 - Incoming Hispanic students
- College Challenge
 - All high school students interested in attending, with fee waivers for groups in financial need
- Academic Achievement Scholarship
 - Students in financial need
- Center for Leadership Development Award
 - African American students
- College Summit
 - Students in financial need
- Student African American Brotherhood (SAAB)
 - African American men
- McNair Program
 - Underrepresented students, specifically first-generation and those in financial need
- Mentoring Assistance
 - Minority students
- Student Support Services
 - Underrepresented students
- Upward Bound
 - First-generation students and students in financial need

Brief narrative summary/description of this initiative:

- Project Stepping Stone
 - One-week college preparatory program in June to assist students with college enrollment.

- College Challenge
 - Dual-credit program allowing students to take credits for both high school and college graduation requirements.
- Academic Achievement Scholarship
 - \$500 award for students in financial need maintaining a 3.0 GPA or better.
- Center for Leadership Development Award
 - \$4000 renewable award for African American students showing strong leadership and service skills.
- College Summit
 - Summer workshop designed to increase college enrollment rates for underrepresented students.
- Student African American Brotherhood (SAAB)
 - Tiered mentoring program for African American men on campus, utilizing professional and peer mentoring.
- McNair Program
 - Provides preparation for doctoral study for underrepresented students. Services include research experience, internships, and other services.
- Mentoring Assistance
 - Provides faculty mentoring, professional development, and financial incentives to underrepresented students.
- Student Support Services
 - Provides targeted advising and learning community structures for underrepresented students.
- Upward Bound
 - Federally-funded program that provides tutoring, personal counseling, and cultural events to financially-challenged and first-generation students.

Please describe any types of supplemental financial support that you provide to 21st Century Scholars and other underserved student populations:

- Indiana State provides a variety of support measures to 21st Century Scholars on campus:
 - Application fee waivers
 - Housing fee waivers
 - Book vouchers
 - Full-time dedicated staff members for advising and monitoring

Services Provided for 21st Century Scholars:

- Application fee waiver
- \$750 housing award
- \$250 book award
- Enrolled scholars with 3.5 GPAs or greater may be asked to mentor incoming scholars

Indiana Tech

Name of your support initiative for 21st Century Scholars and/or other underserved students:

TRiO Student Support Services

Major student population(s) targeted by this initiative:

Low income & first generation students

Approximate number of students currently being served by this initiative:

There are 110 current participants. Prior year participants are also eligible for occasional services as needed.

Mission or major purpose of this initiative:

The purpose of TRiO Student Support Services is to help income eligible and/or first generation Indiana Tech students persist to earn a four year degree.

Brief narrative summary/description of this initiative:

Indiana Tech's TRiO Student Support Services Program is funded by a grant from the US Department of Education. The purpose of TRiO programs is to help income eligible and/or first generation college students to persist to earn a four year degree. (For the purposes of the grant a first generation college student is defined as one whose parent/guardian has not earned a four year degree.) Services include: tutoring, mentoring, study skills classes, academic advising, guidance/referral for personal issues, cultural enrichment, scholarship opportunities, laptop and calculator loan programs, computer access, and student conferences/training opportunities.

Please describe any types of supplemental financial support that you provide to 21st Century Scholars and other underserved student populations:

Active TRiO participants who are eligible for a Pell Grant, in their first or second year at Indiana Tech, and in good academic standing are eligible for a TRiO College Completion Grant. This year 40 \$1000 grants were awarded to eligible participants.

Overall, how do you measure/monitor the success of the various support services that you provide for 21st Century Scholars and other underserved student populations?

Goals are set, then increased, each year for persistence, good academic standing, and graduation rates. For the upcoming year our goals are:

- Persistence rate – 58 percent of all participants served by the TRiO SSS project will persist from one academic year to the beginning of the next academic year or graduate. (58% of 110 = 64 students)

- Good Academic Standing Rate – 72 percent of all enrolled participants served by the TRiO SSS project will meet the performance level required to stay in good academic standing. (72% of 110 = 80 students)
- Graduation Rate – 27% of new participants served each year will graduate within 6 years. (27% of 70 = 19 students)

Considering the barriers that these students face and that they are our most “at risk” population, our goals are reasonable yet challenging.

Please describe any additional support services that you are currently planning or considering to implement for these students:

With the upcoming grant cycle beginning in 2010-11, we will be adding a financial literacy component to our program as well as increasing our peer and professional mentoring program.

Services Provided for 21st Century Scholars:

- Application fee waiver

Indiana University – Bloomington

Name of your support initiative for 21st Century Scholars and/or other underserved students:

- 21st Century Scholars Campus Program
- GROUPS Student Support Services Program
- Hudson & Holland Scholars Program (HHSP)
- Academic Support Centers
- Office of Mentoring Services and Leadership Development
- Louis Stokes Alliance for Minority Participation (LSAMP) Program
- McNair Scholars Program

Major student population(s) targeted by this initiative:

- 21st Century Scholars Campus Program
 - On-campus 21st Century Scholars
- GROUPS Student Support Services Program
 - Underrepresented students
- Hudson-Holland Scholars Program (HHSP)
 - Racial minorities
- Academic Support Centers
 - All students
- Office of Mentoring Services and Leadership Development
 - All students
- Louis Stokes Alliance for Minority Participation (LSAMP) Program
 - Minority students pursuing science, technology, engineering, or math majors
- McNair Scholars Program
 - Underrepresented students

Brief narrative summary/description of this initiative:

- 21st Century Scholars Campus Program
 - Provides dedicated tutoring, advising, mentoring, and other services to Scholars while attending IU. Also coordinates additional financial aid programs for books, housing, and other non-tuition costs.
- GROUPS Student Support Services Program
 - TRiO-funded program to provide academic and emotional support and guidance to targeted student groups throughout their undergraduate years.
- Hudson-Holland Scholars Program (HHSP)
 - The Hudson & Holland Scholars Program (HHSP) serves as an integral part of Indiana University's efforts to foster benefits of educational diversity by assuring the obtainment of a critical mass of students from underrepresented minority backgrounds with a history of discrimination. The mission of HHSP is to recruit, retain and prepare students with outstanding records of academic achievement, strong leadership experience, and a commitment to social justice to be future leaders of tomorrow.

- Academic Support Centers
 - Offer a variety of tutoring and academic assistance services in all major areas of study.
- Office of Mentoring Services and Leadership Development
 - Working with the 21st Century Scholars Office, works to provide mentoring and career guidance services to all students, with special emphasis on Scholars.
- Louis Stokes Alliance for Minority Participation (LSAMP) Program
 - Through grants, advising, mentoring, and other proactive efforts, this program works to increase enrollment and completion rates in STEM degree programs for minority students.
- McNair Scholars Program
 - The Ronald E. McNair Program is a federally funded effort to increase the numbers of low-income, first-generation, and underrepresented students who pursue Ph.D.s and seek careers in research and teaching in higher education.

Overall, how do you measure/monitor the success of the various support services that you provide for 21st Century Scholars and other underserved student populations?

- 21st Century Scholars Campus Program
 - GPA and six-year graduation rates are tracked. Enrollment in this program does correlate with higher performance, but self-selection problems prevent a firm answer to the effectiveness question. *This issue is present in all of the tracking initiatives since the programs are voluntary.*
- GROUPS Student Support Services Program
 - GPA and six year graduation rates are tracked. GROUPS students tend to perform at a significantly higher level than similar students not enrolled in the program.
- Hudson & Holland Scholars Program (HHSP)
 - GPA and six year graduation rates are tracked. HHSP students tend to perform at a significantly higher level than similar students not enrolled in the program.
- Academic Support Centers
 - Students that utilize the center are tracked based on GPA and six year graduation rates. Students making use of the Centers have better retention and persistence rates than students of similar academic backgrounds.
- Office of Mentoring Services and Leadership Development
 - Students that utilize the office's services are tracked based on GPA and six year graduation rates. Students making use of the program perform better than their peer group cohort.
- Louis Stokes Alliance for Minority Participation (LSAMP) Program
 - GPA and six year graduation rates are tracked. Students in this program significantly outperform the general IUB student population in persistence rates and academic performance.
- McNair Scholars Program
 - Academic performance and persistence rates are tracked in compliance with government requirements, all the way through doctoral completion. McNair students outperform the IUB student population at large, and in any given year 80 – 100 percent are accepted into graduate school, typically with funding.



Services Provided for 21st Century Scholars:

- Application fee waiver
- Housing deposit deferment
- Multiple Summer Bridge program available (optional)

Indiana University – East

Name of your support initiative for 21st Century Scholars and/or other underserved students:

- University College (Required)
- First Year Seminar (Required)
- Early Warning System

Major student population(s) targeted by this initiative:

- University College:
 - All incoming students, including transfers.
- First Year Seminar:
 - All incoming students with less than 12 applicable credit hours, including transfers.
- Early Warning System
 - Students with poor attendance and/or academic records.

Brief narrative summary/description of this initiative:

- University College:
 - This program was designed to provide support for all incoming students, both freshmen and transfers. Each student is assigned a Coach-Counselor who functions primarily as a mentor, assisting students in defining academic and personal goals, helping them connect with campus resources, Campus Life opportunities, etc. This one-on-one attention to students, particularly for new students early in their first semester of college, provides support that most first-generation students are unable to attain from their families and social networks.
- First Year Seminar:
 - The First Year Seminar began in fall 2009 as a mandatory 2-credit hour course for all new incoming freshmen and transfers holding less than 12 transferable credit hours. In addition to providing basic instruction pertinent to students new to college and new to Indiana University East, this class has a significant diversity experience that is incorporated into every section. There are Peer Mentors for each section of the course, many from underrepresented populations.
- Early Warning System
 - This is a mandatory reporting system for faculty teaching a select group of high-attrition courses in which freshmen frequently enroll, and is optional (but encouraged) for all faculty. Efforts are made to contact each student who is reported in an attempt to intervene early in the semester while the situation can still be corrected.

Overall, how do you measure/monitor the success of the various support services that you provide for 21st Century Scholars and other underserved student populations?

The effectiveness of the interventions listed above is not actively tracked or assessed.

Enrollment and persistence data on all underrepresented groups are tracked on a regular basis. However, given the extremely small number of 21st Century Scholars and minority students overall on campus, variability in the numbers tends to be large.

Please describe any additional support services that you are currently planning or considering to implement for these students:

Various events through the Office of Multicultural Affairs sponsors events throughout the year to expose students to a wide variety of diversity experiences.

Services Provided for 21st Century Scholars:

- Application fee waiver
- GEAR UP mentors

Indiana University – Northwest

Name/title of individual completing form:

Diane Hodges, Vice Chancellor for Student Affairs

Name of your support initiatives for 21st Century Scholars and/or other underserved students:

- Student African American Brotherhood (SAAB)
- Student Support Services (SSS)
- Special Retention Programs
- 21st Century Early Start Program (in development)

Major student population(s) targeted by this initiative:

- SAAB:
 - African American men
- SSS:
 - Students in the following categories: family income below federally-mandated levels, first generation students, ESL students, and students with disabling conditions
- Special Retention Programs:
 - All interested students.
- 21st Century Early Start Program:
 - 21st Century Scholars with a 3.0 GPA or better and a high school principal recommendation.

Approximate number of students currently being served by this initiative:

- SAAB:
 - 53 students currently
- SSS:
 - 300 students
- Special Retention Programs:
 - Unknown
- 21st Century Early Start Program:
 - In development

Brief narrative summary/description of this initiative:

- SAAB:
 - In 2008, SAAB was implemented in a joint initiative between IU Northwest and Ivy Tech Community College. This program is designed to improve the persistence to graduation of males of color. SAAB offers an array of programs: Summer Bridge Academy, community mentoring, tutorial assistance, study sessions and personal and professional development activities. SAAB staff contact faculty members to monitor academic progress twice each semester. Currently 53 students participate in SAAB. A recent report found that IU Northwest students, who participate in SAAB, earned a

cumulative grade point average of 2.451 compared to a random sample of IU Northwest minority males, who earned a cumulative grade point average of 2.294.

- SSS:
 - Students who qualify for SSS and elect to participate are eligible to receive the following services:
 - ◆ Academic Advising
 - ◆ Tutorial Assistance
 - ◆ Book Loan Program
 - ◆ Laptop Loan Program
 - ◆ Assistance in completion of financial aid forms
 - ◆ Scholarship Assistance

At IU Northwest, students with certifiable disabilities are served by SSS, where they may receive assistance with reader and note-taking services, test monitoring services and accommodation recommendations for ADA eligible undergraduates.

- Special Retention Programs:
 - Special Retention Programs provides an array of services designed to encourage students to become active participants in achieving academic success. Special Retention Programs include the following:
 - ◆ Supplemental Instruction – designed to improve academic performance, Supplemental Instruction (SI) sessions are led by students, who have previously enrolled and excelled in the course to which they are assigned. SI leaders participate in the class again and then work with program participants to enhance their understanding and mastery of course concepts.
 - ◆ Peer Network – interested students are paired with a trained peer mentor, who through one-on-one interactions assists with guiding them through the undergraduate experience.
 - ◆ Critical Literacy – students who score between 60 and 74 on the Compass reading admissions test are admitted to the Critical Literacy Program, which assists students in the improvement of basic skills necessary for college success.
 - ◆ REACH – a collaborative academic assistance program between IU Northwest and Ivy Tech, which is designed to support and prepare students for college-level study.
 - ◆ Louis Stokes Alliance for Minority Participants (LSAMP) – funded by a National Science Foundation grant, this initiative is designed to strengthen underrepresented participation in science, technology, engineering and mathematics. Successful applicants for LSAMP funds have the opportunity to conduct research in STEM fields with a faculty mentor. Students receiving the LSAMP grant are required to present their research at the NSF/LSAMP Indiana Alliance Annual Conference.
- 21st Century Early Start Program:
 - Currently in development is the 21st Century Early Start Program, which will provide high school students an opportunity to experience the undergraduate academic environment by enrolling in on-campus courses at IU Northwest. To qualify for this program, 21st Century Scholars must have earned a 3.0 or higher grade point average in high school courses and receive a recommendation from their high school principal. Early Start participants will be

allowed to enroll in up to seven credit hours per semester with a maximum of 30 credit hours total. These students will benefit from full tuition scholarships to be awarded by IU Northwest. With maximum participation, a 21st Century Early Start student could complete the first year of undergraduate education prior to high school graduation.

- The benefits of Early Start in addition to providing college credits prior to high school graduation include on-campus experience that enriches the student learning environment by:
 - ◆ Providing opportunities for academic community engagement at the collegiate level;
 - ◆ Providing a chance to develop an active learning environment with peer support;
 - ◆ Bridging the gap between secondary school and university expectations thus improving the prospects for future academic success.

Overall, how do you measure/monitor the success of the various support services that you provide for 21st Century Scholars and other underserved student populations?

- Student African American Brotherhood (SAAB)
 - The effectiveness of the SAAB program is tracked by a central data system developed by the OMG Center for Collaborative Learning, a nonprofit research and consulting organization. In the future, the IU Northwest Office of Institutional Effectiveness, a newly created department, will provide the infrastructure for collection and analysis of program effectiveness. The OMG data tracking system in addition to demographic characteristics, SAAB membership status, and participation in SAAB activities tracks grade point average, credit earned and other performance measures.
- Student Support Services (SSS)
 - This program is not currently tracked.
- Special Retention Programs
 - The following programs are tracked:
 - Supplemental Instruction -- in the Supplemental Instruction (SI) Program, the following areas are tracked: attendance, academic performance and an end-of-term survey. On average SI participants earn between one and a half letter grade higher than non-participants. SI leaders also benefit from programs, as they tend to maintain higher grade point averages and frequently go on to pursue graduate education.
 - REACH -- the majority of students who participate in REACH do not return to IU Northwest; however, those students who return to IU Northwest have been successful.
 - Louis Stokes Alliance for Minority Participation (LSAMP) -- data is collected on graduation rates, number of students pursuing graduate education and the number of students who are involved in research and who are recognized with awards and honors. As a part of a statewide alliance, data evaluation is provided by Goodman Research Group. All indications are that the program is effective in achieving its goals: to graduate underrepresented students in STEM fields and to increase the number of STEM students pursuing graduate education.
 - Critical Literacy (CLP) -- the effectiveness of the CLP is tracked by data collected on grade point averages, semester-to-semester retention and D, F, W

rates for each course in the program. In general students who complete the CLP achieve a higher semester-to-semester retention rate; however, as they progress through the university their retention rate decreases. Anecdotally students who successfully complete the CLP frequently report that the program provided a foundation for success in other courses.

Services Provided for 21st Century Scholars:

- Application fee waiver
- Upward Bound bridge program (optional)
- GEAR UP mentoring program

Indiana University-Purdue University Ft. Wayne

Name of your support initiatives for 21st Century Scholars and/or other underserved students:

- Academic Success and Achievement Program (ASAP)
- Informal Advising
- Summer Bridge

Major student population(s) targeted by this initiative:

- ASAP:
 - All students.
- Informal Advising:
 - Historically underrepresented groups.
- Summer Bridge:
 - All incoming students.

Brief narrative summary/description of this initiative:

- ASAP:
 - Extensive and involved advising program with active monitoring of classroom performance; service referrals for students struggling academically; and academic success workshops. The Mastodon Advising Center is included in this program and targets students exploring majors or students returning from academic suspension.
- Informal Advising:
 - One-on-one advising and mentoring relationships for students from underrepresented groups.
- Summer Bridge:
 - Transition program for incoming students, including transfers. This program emphasizes skills development, goal setting, self-advocacy, and resource awareness.

Services Provided for 21st Century Scholars:

- Application fee waiver
- Summer Bridge program (optional)

Indiana University-Purdue University Indianapolis (IUPUI)

IUPUI staff provided extensive information regarding their plethora of retention programs. Rather than try to fit their responses in a restrictive blueprint, program information and summaries are included below, as provided by IUPUI:

Nina Mason Pulliam Legacy Scholars Program:

- The Nina Mason Pulliam Legacy Scholars program promotes and develops the success of students who face significant barriers in education and in life (e.g., students who come from child welfare backgrounds, who have physical disabilities, or who have dependents). Interventions include mentoring; workshops focused on academic success, career development, and personal growth; community service; and engagement in the university through the Nina Scholars community. The average cumulative GPA of students in the program is 3.0. The first-to-second-year retention rate is 93 percent. There are currently 41 scholars in the program. This program is supported by the Nina Mason Pulliam Charitable Trust.

21st Century Scholars Success Program:

- The IUPUI Twenty-first Century Scholars Success Program is currently available to all Twenty-first Century Scholars attending IUPUI. The program offers academic and personal counseling, peer mentoring, workshops, financial aid counseling, study tables, work-study and campus job placement assistance, community service, and other activities. The program invites the 1,300 Scholars on campus to participate in the program. Over 500 scholars attended program events last year. The first-year students who actively participated in the peer mentoring program during 2008–2009 had an average cumulative GPA of 2.74 compared to nonparticipants, who earned an average GPA of 1.9. This program is supported by the U.S. Department of Education.

Student African American Brotherhood (SAAB)/Student African American Sisterhood (SAAS):

- The Student African American Brotherhood (SAAB) and the Student African American Sisterhood (SAAS) programs have served over 200 students through student visits and program or workshop participation. Students who participated in SAAB had a 78 percent retention rate from fall 2008 to fall 2009. SAAB averages 15 to 20 students per weekly meeting, and SAAS averages 20 to 25 students per weekly meeting.

University College:

- University College offered over 25 financial literacy workshops for various faculty, staff, and student programs on campus during 2008–2009; most workshops were for entering students in first-year seminars or bridge programs. In addition, many campus scholarship programs have requested financial literacy presentations and information.

Student Support Services (SSS):

- The Student Support Services (SSS) program offers assistance to eligible first-generation and low-income students in obtaining their undergraduate degrees. SSS provides services for participants, including tutoring, mentoring, social and cultural activities, workshops, financial aid counseling, and leadership opportunities. The program has 360 students currently enrolled in the program. The program offered 62 presentations and workshops to students last year. The

retention rate for students in the program during 2007–2008 was 75 percent. This program is supported by the U.S. Department of Education.

Themed Learning Communities (TLC):

- Themed Learning Communities (TLCs) are expanded learning communities that link three or more first-year courses to offer a structured first-semester learning environment where students can easily develop a strong sense of community and see connections across disciplines. Students in each block, or TLC, enroll as a cohort in the same linked courses selected by the academic units. In Themed Learning Communities, instructors collaborate in advance to choose a theme and develop common learning experiences. Students participating in the African American Perspectives themed learning community had a retention rate of 80 percent.

Diversity Scholars Research Program (DSRP):

- The Diversity Scholars Research Program (DSRP) is based primarily on performance and academics and provides support mainly for minority students who are recruited and selected. Freshman and first-year scholars are immediately placed in a research setting to enhance their learning. Based on the students' needs, the program director searches for and selects as mentors faculty members and other professionals who share the students' research interests and supervise their activities. The goal is to have the mentor and scholar work together to develop a scholarly research project during the next four years. The program staff provides individualized support to the students on an "as needed" basis. New scholars may choose from a variety of majors at IUPUI and admission is highly competitive. Between 1997 and 2002 DSRP students graduated at a higher rate (69%) as compared to a cohort of students with similar entry characteristics (56.7%) and to the overall population of underrepresented minorities attending IUPUI (33%). In addition, DSRP students were less likely to transfer from IUPUI even when they no longer were affiliated with DSRP.

Minority Engineering Advancement Program (MEAP):

- *The Minority Engineering Advancement Program (MEAP) consists of three one-week-long, summer, non-residential camps on the IUPUI campus. The three camps or workshops are divided among high school students, middle school students, and grade school students who have completed 6th through 11th grades. The camp experience is designed for students who are underrepresented in engineering and technology careers. In the past five years (2005-2009), MEAP has had approximately 350 precollege participants from local area public (including charter), township and private schools. MEAP has employed approximately 45 STEM (Science, Technology, Engineering, and Math) college students to facilitate the program each summer providing them with income, scholarships and industry exposure. MEAP provides support to students that are directly admitted to engineering and technology after being in the program and to existing minority students in the school. During past reviews the number attending IUPUI was about 5-7 percent of the total participants for that year. The percentage of those going to college(s)/universities, many in Indiana, was about 90 percent, with 10 percent (unreported, armed services, or other).*

Project Stepping Stone:

- Project Stepping Stone is a partnership with the National Society of Hispanic MBAs (NSHMBA) to host a program that promotes postsecondary education options for Latino

students. The 3-year-old program is a six-day intensive overnight experience. Students are scheduled to spend time on the campus of each of the partner institutions and also had an overnight experience at IUPUI, Indiana State University, Marian College, Ivy Tech and University of Indianapolis. The program also expanded recruitment to include students outside the Central Indiana region. This has helped to increase IUPUI's exposure to the Latino community statewide. During their time on the IUPUI campus the students are involved in college enrollment-related workshops. The first day centers on career exploration and computer skills. The second day features presentations from Enrollment Services staff regarding the college selection and enrollment process. Additional sessions focus on majors in Engineering, Business, Science, Liberal Arts, and SPEA. The number of students served per academic year: 2007- 57, 2008- 86, 2009- 120. Since beginning in 2004, 25 students have successfully been admitted and enrolled at IUPUI. In 2010 we anticipate that two students from this program will graduate with a Bachelor's degree.

Norman Brown Diversity and Leadership Program:

- Norman Brown Diversity and Leadership Program is designed for beginning freshmen and continuing IUPUI students from diverse backgrounds. Special consideration is given to students who are from ethnic groups that have been historically under-represented in higher education. Fifty-three percent of first-time full-time scholars graduate within four years, 81 percent of first-time full-time scholars graduate within 6 years, 67 percent of students who enter the program as sophomores have graduated within 2 years, and 46 percent of students who have entered the program as juniors have graduated within 3 years.

Louis Stokes Alliance for Minority Participation (LSAMP):

- The Louis Stokes Alliance for Minority Participation (LSAMP) is aimed at strengthening minority participation in science, technology, engineering, and mathematics fields. The Indiana project is a collaboration of five university campuses including IUPUI, Indiana University Bloomington, Purdue University West Lafayette, Purdue University Calumet, and Ball State University. Fifty-six scholars have been involved in the program since 2002; 26 have graduated, and the retention rate is almost 100 percent with more than 50 percent entering graduate programs.

Olaniyan Scholars Program:

- The Olaniyan Scholars Program promotes the development of undergraduate research and professional experience through African American and African Diaspora Studies, or the study of African peoples still living in Africa and those populations scattered around the globe since slavery and colonization. The program includes opportunities to engage in research with IUPUI faculty and participate in community internships. Retention rate for these students is 91 percent. Olaniyan has had a total of 11 students in the program since its start in the fall of 2008 and only one of those students has left the program.

McNair Program:

- The Ronald E. McNair Program is a federally funded effort to increase the numbers of low-income, first-generation, and underrepresented students who pursue the Ph.D. and seek careers in research and teaching in higher education. The IUPUI program is open to all disciplines that offer the Ph.D. as the terminal degree.

Overall, how do you measure/monitor the success of the various support services that you provide for 21st Century Scholars and other underserved student populations?

In an effort to understand program effects on one-year retention rates and grade point averages, we conduct series of quantitative analyses (e.g., linear regressions, logistic regressions, and analyses of covariance). The general design of many studies is quasi-experimental with comparison groups (rather than control or non-experimental groups) due to the ethical and administrative difficulties associated with randomized experiments. Factors other than the program that are found to be significant predictors of academic success and retention rates (e.g., high school (H.S.) percentile ranks, H.S. grade point averages, SAT scores, units of H.S math completed, gender, ethnicity, course load, first-generation status, and campus housing) serve as covariates when making comparisons between participants and non-participants (i.e., entered in the first step when using logistic regression procedures to examine program effect on retention rates). We track students over time to enhance understanding of longer-term program effects.

We also conduct qualitative studies (e.g., focus groups and interviews) to understand participants' in-depth perceptions of the programs and to lend insight into the quantitative findings. All programs are currently believed to be successful.

Services Provided for 21st Century Scholars:

- Application fee waiver
- \$5,000 matching grant for Scholars

Indiana University – South Bend

Name of your support initiative for 21st Century Scholars and/or other underserved students:

- Making the Academic Connection (MAC) Office
- 21st Century Scholars Program

Major student population(s) targeted by this initiative:

- MAC Office:
 - Primarily African American and Hispanic students.
- 21st Century Scholars Program:
 - All 21st Century Scholars currently enrolled.

Approximate number of students currently being served by this initiative:

- MAC Office:
 - Approximately 1,000 students in a given semester.
- 21st Century Scholars Program:
 - 500 Scholars were enrolled at IU South Bend last academic year.

Mission or major purpose of this initiative:

- MAC Office:
 - Provide culturally-centered programs and advocacy that educates and empowers students to be leaders for change within their communities.
- 21st Century Scholars Program:
 - Support Scholars from orientation to graduation in their pursuit of academic success.

Brief narrative summary/description of this initiative:

- MAC Office:
 - Steps to Success
 - The MAC Steps to Success first year initiative was designed to build positive, personal relationships based on mutual respect, trust, and appreciation of diversity and to provide personal and academic counseling to beginning MAC students. These intensive efforts assist students in navigating university systems in the transition from high school to college. The program provides support and encourages progressive responsibility as students confront and overcome barriers common to many first generation students. Students receive an average of three to four contacts with their MAC counselor during pre-orientation, orientation, and the weeks prior to the start of the fall semester.
 - MAC counselors participated in the 10th annual Hispanic Day event, a six college/university collaboration to promote higher education access for Latino students

in northern Indiana. Approximately 80 students from area high schools attended the event, which was hosted by Holy Cross College.

- First African American Underrepresented Student On Tour, March 2009: Approximately 30 students and counselors from Elkhart and South Bend schools attended the event to promote access to higher education.
- Latino On-Tour at IU South Bend March 2009: 125 Latino students from area high schools attended MAC/Office of Admissions collaboration.
- April 2009 Hispanic Day hosted by IU South Bend: 170 students from area high schools.

Services Provided for 21st Century Scholars:

- Application fee waiver

Indiana University – Southeast

Name of your support initiative for 21st Century Scholars and/or other underserved students:

- Scholars Peer Mentoring Program
- Chi Alpha Epsilon Honor Society
- Student Support
- First Year Seminar Special Credit
- Student African American Brotherhood (SAAB)
- Collegiate Summer Institute

Major student population(s) targeted by this initiative:

- Scholars Peer Mentoring Program
 - 21st Century Scholars
- Chi Alpha Epsilon Honor Society
 - Non-traditional students, including 21st Century Scholars
- Student Support
 - 21st Century Scholars
- First Year Seminar Special Credit
 - Minority students
- Student African American Brotherhood (SAAB)
 - African American men
- Collegiate Summer Institute
 - 21st Century Scholars

Approximate number of students currently being served by this initiative:

- Scholars Peer Mentoring Program
 - Roughly 70
- Chi Alpha Epsilon Honor Society
 - Roughly 100
- Student Support
 - Roughly 400
- First Year Seminar Special Credit
 - Over 1,000
- Student African American Brotherhood (SAAB)
 - Unknown
- Collegiate Summer Institute
 - Roughly 400

Brief narrative summary/description of this initiative:

- Scholars Peer Mentoring Program

- Program is designed to assist incoming Scholars in their transition to campus life. Peer mentors are recruited the previous spring and a total of 10 are assigned to between 5 and 7 incoming scholars to help them through the college experience.
- Chi Alpha Epsilon Honor Society
 - The chapter encourages higher academic standards for students admitted through non-traditional means. The group also promotes community service and peer networking opportunities.
- Student Support
 - The Twenty-first Century Scholars were offered a wide array of programs including the Accolade event, Center for Mentoring Kick-Off event, Minority Student Reception, XAE Induction, Meeting with the Deans, and the Graduation Celebration. Additional services included peer mentoring, mid-term review, financial aid meeting, academic advisor meetings and the Collegiate Summer Institute, which included exposure to Career Services, Writing Lab, Math Lab, Library Tour, Mock Classroom Lecture, and the IU electronic classroom resources of OnCourse and OneStart.
- First Year Seminar Special Credit
 - During summer 2009, the Center for Mentoring received approval to offer the Collegiate Summer Institute for college credit. Scholars, as well as other minority students, adults over 25, and first generation college students would be eligible to receive First Year Seminar special credit for completing the College Summer Institute. The Institute starts the second week of July and continues for four consecutive Fridays. This program has proven effective in preparing students for their college experience, connecting students with their peers, and increasing the knowledge of university support services and strategies for college success.
- Student African American Brotherhood (SAAB)
 - SAAB is a persistence program whose primary goal is to increase the number of minority males who graduate from college. In the summer of 2009, Dr. Tyrone Bledsoe, founder of SAAB, introduced SAAB to IU Southeast campus and the local community. He returned in August to facilitate the SAAB retreat, attended by five SAAB advisors and the executive leadership team. In the fall 2009, IU Southeast became an official chapter of the National Student African American Brotherhood. Members also attended two conferences – the Minority Male Empowerment Summit at IUPUI in October and the Men and Women of Color conference at IU Bloomington in November. The leadership team meets weekly with the SAAB advisors to identify the mission, goals, and objectives of the chapter. A study table was also established during the fall semester. The Student African American Brotherhood (SAAB) has already had an impact on the male student leaders who participated. There appears to be a sense of genuine brotherhood, empowerment, and ownership among participants.

- Collegiate Summer Institute
 - The Collegiate Summer Institute (CSI) introduced scholars to campus life through mock classroom lectures, campus tours, peer mentor matching, writing, and computer and math labs. Support materials such as study skills/time management booklets, lanyards, USB drives, and the books *Becoming a Master Student* and *College Success Guide*, were purchased for students.

Overall, how do you measure/monitor the success of the various support services that you provide for 21st Century Scholars and other underserved student populations?

Data regarding each program is collected annually by the Center for Mentoring and reports are generated through partnership with the Office of Institutional Research.

Various tracking methods are used to evaluate and ensure program participation and effectiveness. Those methods include the following: event sign-in sheets; peer mentor information, contact, and evaluation forms; peer mentor orientation and leadership training via the Collegiate Summer Institute (CSI); CSI pre and post surveys; and end of the semester academic performance reports.

All programs, with the exception of the IU Scholars Parent Association, have produced the desired outcomes of increased access, integration into the campus community and academic success.

Services Provided for 21st Century Scholars:

- Application fee waiver

Indiana Wesleyan University

Name and title of individual completing this form:

Vanetta Bratcher, Director of Center for Student Success (formerly named The Aldersgate Center)

Name of your support initiative for 21st Century Scholars and/or other underserved students:

- While we do not have a separate program for the 21st Century Scholar students at IWU, we serve them as they identify their needs to our office – just as we serve the general campus-wide undergraduate population for support of academic enrichment, disability support, testing services, and clinical/personal counseling services.
- TRiO Scholars Program – A U. S. Dept of Ed TRiO grant-funded SSS program that specializes in providing academic support that includes all of the services mentioned in point 1 above but by grant-funded specialized and separate staff.

Major student population(s) targeted by this initiative:

- All IWU students, including the 21st Century Scholar Program students enrolled at IWU.
- TRiO Scholars – Low Income, First Generation and/or Students with a Disability

Approximate number of students currently being served by this initiative:

- 21st Century Scholar Program - We currently have less than 100 students attending IWU who are 21st Century Scholar Program recipients, and of these only approximately 20 percent of these seek and access the services of our Center. However, all services are available for these and all other students at IWU as they seek support.
- TRiO Scholars – 160 student participants each year.

Mission or major purpose of this initiative:

- To provide academic and personal support and academic success services for all IWU student undergraduate population.
- To provide intrusive advising for student success and degree completion to 160 selected first generation, low income, and students with disability per TRiO grant program guidelines.

Brief narrative summary/description of this initiative:

- The Aldersgate Center is the source for various services. The campus community serves as a referral network for students to help them find and receive services that support the individual holistic development and well-being of the University's traditional undergraduates. In The Aldersgate Center, we join curricular and co-curricular dimensions of IWU's distinctively Christian higher education. Services include academic success and tutorial enrichment, clinical counseling, disability services, standardized testing services, and TRiO Scholars program.

- As a focus to these 21st Century Scholar Program students, we contact them individually to invite them to avail themselves of our services, as well as to consider enrolling in TRiO Scholars Program, if they are eligible for that by federal TRiO guidelines.
- The TRiO Scholars Program provides intensive personal advising to eligible students under grant guidelines. This includes screening for eligibility, intake reviews for program offerings and student requirements, and monitoring plans through years of college to support and educate students for their academic success. Services include programming for academic support, tutoring enrichment, financial education, cultural opportunities, disability support, and development of independence in success plan management and successful college graduation.

Services Provided for 21st Century Scholars:

- Application fee waiver
- \$750 matching church scholarship (any denomination)
- Summer Bridge program (optional)

Ivy Tech Community College – All Campuses

Name of your support initiatives for 21st Century Scholars and/or other underserved students:

- **New Student Orientation (required)**
- Academic Advising
- Case Management
- **Career Services (required)**
- Academic Support Services
- **Life Skills Seminar (required)**
- 4-year Transfer Options
- Dual Credit

Major student population(s) targeted by this initiative:

- New Student Orientation
 - All incoming students
- Academic Advising
 - All incoming students
- Case Management
 - Students with poor academic and/or attendance records
- Career Services
 - All students
- Academic Support Services
 - Students requesting tutoring services
- Life Skills Seminar
 - All incoming students
- 4-year Transfer Options
 - Students interested in Bachelor completion programs
- Dual Credit
 - Interested high school students planning on attending Ivy Tech

Brief narrative summary/description of this initiative:

- New Student Orientation
 - Required for new students
 - Includes instruction on college services and processes such as obtaining financial aid, securing textbooks and educational supplies before class begins
- Academic Advising
 - Initial advising conducted by professional, full time advisors
 - New students required to meet with professional advisor for career counseling, identify educational goal, develop academic plan and monitor progress
 - Advisor continues to work with their advisee list of students to assess career and program choices throughout academic career

- Case Management
 - Early warning system implemented to track students with poor academic work and/or not attending class. Alerts sent to students, with copies to success center and advisor. Advisors contact students and help to resolve issues hindering their progress.
 - Students contacted every semester for academic advising sessions with the faculty chairs.
 - Advisor tracks degree progress, gives academic advice, and sees that students follow academic plans and enroll in appropriate courses needed to meet graduation requirements according to academic plans
 - Students directed toward interventional tutoring or other academic help where indicated.
 - Additional questions/problems (prerequisites, grades, transfer credits, etc.) addressed.
 - Goal is to encourage CTE students to take personal responsibility for retention/transfer and to commit to their plans for a two-year degree completion, and eventual job placement, or further studies for a four-year or higher degree.
 - Use of Student ZEN, a web-based program used by advisors to follow up on student progress toward their educational goals.
 - Outreach to students who stop attending, but need only a few courses to complete.
 - In the two weeks prior to beginning of a new term, students who were enrolled in previous semester, but not yet enrolled in upcoming term are contacted and encouraged to return.
- Career Services
 - New students required to visit career placement center, and complete the Kuder Career Assessment and discuss results with career counselors.
 - Information provided on job opportunities that enable self-sufficiency and sustainability. College works with community and advisory committees to increase the source of new internships leading to employment.
 - Life skills course in career exploration and workshops on resume writing, mock interviews, etc. provided to students.
 - Assistance with placement by posting job opportunities, arranging for interviews, etc.
 - Students required to create account and post resumes on LinkedIn.com
 - Creation and communication of career ladders or certificates that serve as milestones as students move toward the completion of the associate degree.
- Academic Support Services
 - Tutoring provided, even required in some situations
 - Teaching/lab assistants added to targeted courses, to embed contextual tutoring and provide supplemental instruction
- Life Skills Seminar
 - Life Skills course requirement added to all curricula to create better understanding of the expectation of college students, develop college success and coping skills, and ultimately improve retention particularly among students with highest risk of failure and/or attrition. Program chairs teach the course sections filled with students in their respective program.
 - Increased focus on internships and service learning to help student understand the value of community partnerships

- 4-year Transfer Options
 - Improved opportunities for students to transfer to 4-year institutions.
 - Bring Bachelor completion programs onto Ivy Tech campus
 - Improved advising regarding transfer opportunities
- Dual Credit
 - Increased staff to work with high schools to establish partnerships in dual credit, early college high school, fast track, double up, Project Lead the Way, etc.
 - Increased staff to establish equivalencies between college course and the course taught at the high school
 - Increased professional development through workshops for high school teachers

Please describe any additional support services that you are currently planning or considering to implement for these students:

All Ivy Tech regions are currently planning varied enrollment and retention initiatives in anticipation of receiving federal TRiO grants. Each region's plan appears to be unique to the needs of the local student population.

Manchester College

Name/title of individual completing form:

Greg Hetrick, Associate Director for Recruitment

Name of your support initiative for 21st Century Scholars and/or other underserved students:

Lower academic rank – SSP (Student Success Program)
Out of State group

Major student population(s) targeted by this initiative:

- **Lower academic rank** – SSP (Student Success Program) – these students are admitted students with a certain GPA and test score that puts them into remedial English and math courses
- **Out of State group** – any student who came to Manchester College from outside Indiana

Approximate number of students currently being served by this initiative:

- **SSP** – cap the program at 30 students
- **Out of State Group** –43 first-year students invited; approximately half are part of group

Mission or major purpose of this initiative:

- **SSP** – support these students as they adjust to the rigors of college academics and give them best chance for success here; aims to improve our retention rate with this group of students
- **Out of State Group** – creates a cohort of students during their first year to support each other being far from home; aims to improve retention numbers with OOS students

Brief narrative summary/description of this initiative:

- **SSP** - they regularly meet with the Academic Support Team and are required to use our Success Center services as well during their first year.
- **Out of State Group** – monthly meetings, activities, group outings; optional for OOS students
- Students of color are eligible for Multicultural Student Leadership awards based on their high school involvement, volunteer work, and leadership experience.

Overall, how do you measure/monitor the success of the various support services that you provide for 21st Century Scholars and other underserved student populations?

- New Student Orientation
 - Effectiveness will be tracked in the near future as part of the Achieving the Dream initiative.
- Academic Advising
 - Effectiveness will be tracked in the near future as part of the Achieving the Dream initiative.
- Case Management
 - Advisor tracks degree progress, gives academic advice, sees that students follow academic plans and enroll in appropriate courses needed to meet graduation requirements according to academic plans.
- Career Services
 - Program not currently tracked.
- Academic Support Services
 - Program not currently tracked.
- Life Skills Seminar
 - Effectiveness will be tracked in the near future as part of the Achieving the Dream initiative.
- 4-year Transfer Options
 - Program not currently tracked.
- Dual Credit
 - Program not currently tracked.

Services Provided for 21st Century Scholars:

- Application fee waiver

Marian University

Name and title of individual completing this form:

Jesse McClung: Director of 21st Century Scholars Program

Name of your support initiative for 21st Century Scholars and/or other underserved students:

- The 21st Century Scholars Office
- The Marian University 21st Century Scholars office also offers monthly social and support events and works to connect scholars to all student services on campus. Examples of services offered include:
 - The Writing Center
 - Office of Career and Internship Services
 - The Learning and Counseling Center
 - Mentor Program
 - Career Mentors
 - Peer Tutoring Services

Major student population(s) targeted by this initiative:

Students who are enrolled in the 21st Century Scholars Program in the State of Indiana.

Approximate number of students currently being served by this initiative:

All 21st Century Scholars at Marian University (over 100 Scholars in the program)

Mission or major purpose of this initiative:

To assist and mentor each scholar with meeting his or her academic and personal goals while enjoying their educational experience.

Brief narrative summary/description of this initiative:

To serve as a mentor, academic advisor and advocate for scholars at Marian University. To serve as liaison between 21st Century Scholars and other academic support units to monitor the academic progress of scholars and intervene when appropriate. To ensure that services by the university are responsive to the needs of the 21st Century Scholars and the Scholars avail themselves of these services. To assist with hosting campus visits for middle and high school 21st Century Scholars.

Please describe any types of supplemental financial support that you provide to 21st Century Scholars and other underserved student populations:

If you meet the deadline for completing the FAFSA and fulfill your scholar's pledge, Marian University guarantees that your college tuition will be paid through a combination of federal, Indiana state, and Marian University grants and scholarships.

Marian University will offer all new incoming 21st Century Scholars the option to fund room and board costs through a combination of Marian University and federal programs.

Overall, how do you measure/monitor the success of the various support services that you provide for 21st Century Scholars and other underserved student populations?

Retention Rate and Graduation Rate

Please describe any additional support services that you are currently planning or considering to implement for these students:

Monthly social/support events

- Indianapolis social and networking events
- Scholar mentor program
- College success workshops by the Learning and Counseling Center and Career Services
- Individual appointments
- Scholar advisory board

Services Provided for 21st Century Scholars:

- Application fee waiver
- On-campus housing grant
- \$100 book stipend for Scholar mentors
- Dollars for Scholars program

Purdue University

Name of your support initiative for 21st Century Scholars and/or other underserved students:

Purdue Promise Program

Major student population(s) targeted by this initiative:

21st Century Scholars enrolled at Purdue

Approximate number of students currently being served by this initiative:

171 students were in the first cohort in fall 2009

Brief narrative summary/description of this initiative:

Work-study program to provide additional financial assistance and structure to assist 21st Century Scholars in persisting in school. Program is renewable for all 8 semesters based upon need and academic achievement.

Services Provided for 21st Century Scholars:

- Application fee waiver
- Multiple Summer Bridge and customized orientation programs available (optional)

Rose-Hulman Institute of Technology

Name and title of individual completing this form:

Jim Goecker, Vice President of Enrollment Management

Name of your support initiative for 21st Century Scholars and/or other underserved students:

Rose-Hulman Institute of Technology culture

Major student population(s) targeted by this initiative:

All students

Brief narrative summary/description of this initiative:

We provide all students with mentors, free homework support, and sophomore advisers in the residence halls in addition to Resident Assistants (RAs). Small classes and faculty teach all courses. A culture of helping and caring permeates the campus. In a recent study, we found that 21st Century Scholars persist at a HIGHER rate than the rest of the student body.

St. Mary-of-the-Woods College

Name of your college/university:

Saint Mary-of-the-Woods College

Name and title of individual completing this form:

Art Criss, Vice President of Enrollment Management

Name of your support initiative for 21st Century Scholars and/or other underserved students:

1. Academic Support Team
2. Learning Resource Center

Major student population(s) targeted by this initiative:

The above initiatives are available to all our students

Approximate number of students currently being served by this initiative:

For 2009-10, a total of 48 campus students are 21st Century Scholars (freshmen through senior year)

Mission or major purpose of this initiative:

To increase student retention and persistence

Brief narrative summary/description of this initiative:

1. Academic Support Team - The team reviews the academic progress of students and assigns an appropriate academic advisor/faculty member to advise the student
2. Learning Resource Center – The center provides a place for students to receive assistance in their studies such as peer and professional tutoring, proof reading service, CLEP testing, workshops for recognition of study style, and study advice

Please describe any types of supplemental financial support that you provide to 21st Century Scholars and other underserved student populations:

We offer a room and board scholarship to all 21st Century students who enroll at SMWC (over \$8,800 value for 2010-11)

Overall, how do you measure/monitor the success of the various support services that you provide for 21st Century Scholars and other underserved student populations?

We monitor all of our students with the academic progress made each semester



Services Provided for 21st Century Scholars:

- Application fee waiver
- Reduced enrollment deposit
- Full housing scholarship or \$4,500 institutional grant for commuters

Taylor University

Name and title of individual completing this form:

Dr. Thomas Jones, Dean, School of Liberal Arts

Name of your support initiative for 21st Century Scholars and/or other underserved students:

We have no formal name for our support programs. They are part of a group of initiatives planned and implemented through the Academic Enrichment Center in collaboration with administrators and staff from both Academic Affairs and Student Development.

Major student population(s) targeted by this initiative:

University initiatives target: 21st Century Scholars, freshmen, transfer students who are new to the university community, and students identified by faculty and staff as “at risk”

Approximate number of students currently being served by this initiative:

There are currently approximately six 21st Century Scholars and approximately 150 students from underserved student populations and the general student body who receive support through this initiative.

Mission or major purpose of this initiative:

The mission of this initiative is to identify student needs and provide early and successful intervention that maintains or improves student perseverance and graduation.

The goal of the university is to create a supportive, nurturing campus community in which each student is encouraged and equipped to achieve her/his full potential.

Brief narrative summary/description of this initiative:

Students are welcomed to the university community through activities promoting a spirit of unity during Welcome Weekend. They also—if they have not done so already—engage in assessment activities that identify areas in which early academic intervention may be necessary and placement in academic areas such as modern language, math, and writing. Students are connected with academic advisors and with faculty in their majors during this pre-school year orientation. (Two general orientation sessions are provided during the summer for new students.)

Since so much of student success depends upon the development of a clear focus (academic and social), the university has developed components in this initiative that move students from an undeclared status to the declaration of a major field of study as soon as possible and requires all students to complete an orientation course that includes both a classroom experience and small group discussions that are led by upper-classmen.

Students—especially those with identified academic and social needs—are closely monitored by faculty and staff in the Academic Enrichment Center, who collaborate with faculty from academic affairs and student development. 21st Century Scholars are identified and monitored but no programs have been developed exclusively for them. (To this point, 21st Century Scholars have been as successful as the rest of the student population in graduation rates.)

Please describe any types of supplemental financial support that you provide to 21st Century Scholars and other underserved student populations:

Taylor provides a \$3,000 scholarship for 21st Century Scholars. The Taylor Fund Grant provides additional support for needy students and the university has a Cultural Diversity Scholarship for students who are from ethnic and cultural groups under-represented on campus.

Overall, how do you measure/monitor the success of various support services that you provide for 21st Century Scholars and other underserved student populations?

The university monitors 21st century Scholars and other underserved student populations through the following:

- Courses associated with the Academic Enrichment Center
- Successful completion of our AIM program
- Reviewing and communicating with students who are on the Below C- list at mid-term
- Use of an Early Alert program in which professors make contact with the Academic Enrichment Center if there are academic or social concerns
- Implementation of a student AQIP questionnaire to a cross section of students served by the Academic Enrichment Center
- Intentional communication with students who are served by faculty and staff in the Academic Enrichment Center

Please describe any additional support services that you are currently planning or considering to implement for these students:

- Academic Enrichment Center faculty and staff are reviewing and modifying the required study skills course
- A new course for probation students is being developed
- Faculty and staff in the Academic Enrichment Center are brainstorming an intervention approach that emphasizes faith and learning
- The Academic Enrichment Center and academic departments are more data driven in planning courses and course modifications as a result of involvement in AQIP assessment
- Assessment data captured from the performance of current students is compared and analyzed to identify similarities and differences and to quickly identify changing student needs

Services Provided for 21st Century Scholars:

- Matching dollars equal to 10 percent of tuition

Trine University

Name and title of individual completing this form:

Kathie L. Wentworth, M.Ed, Director of Academic Support Services

Name of your support initiative for 21st Century Scholars and/or other underserved students:

Academic Foundations

Major student population(s) targeted by this initiative:

Freshmen with weak high school academic backgrounds.

Approximate number of students currently being served by this initiative:

Typically 20 per year.

Mission or major purpose of this initiative:

The major purpose of this initiative is to give students a chance to improve their academic record and help them matriculate into a specific major.

Brief narrative summary/description of this initiative:

- **ACADEMIC FOUNDATIONS**

- Students who do not meet the requirements for automatic admission directly into any of Trine University's programs may be granted conditional admission to "Academic Foundations." Students admitted to the Academic Foundations program must improve their skills to demonstrate their readiness for specific major coursework.
- First-year foundations students are required to take UE 012 Academic Foundations as well as UE 101 University Experience. Additionally these students take ENG 103 English Composition I or ENG 104 Intensive English Composition. Academic Foundations students may take no more than 15 credit hours of preparatory or freshman level courses during their first semester.
- To gain admission into one of Trine University's programs, the student must have a cumulative GPA greater than or equal to 2.0 and have successfully completed UE 012 Academic Foundations, UE 101 University Experience, ENG 103 English Composition I or ENG 104 Intensive English Composition with grades of "C" or better. Other requirements may be necessary depending upon the desired major.

- **UE 012 ACADEMIC FOUNDATIONS 2-1-2**

- This course helps students develop the competency needed to be successful in other college courses. The focus is on preparing students to do college level reading and writing and learning by building on each student's academic skills. This is a non-credit, preparatory class.

- **UE 101 UNIVERSITY EXPERIENCE 1-0-1**

- This course offers resources for success in learning for students new to Tri-State University, assisting students in becoming proficient learners, understanding self and others, and learning personal life skills. Information about Tri-State University will be presented to familiarize students with resources, offices and procedures.

Please describe any types of supplemental financial support that you provide to 21st Century Scholars and other underserved student populations:

Loans for textbooks are available through the retention office.

Overall, how do you measure/monitor the success of the various support services that you provide for 21st Century Scholars and other underserved student populations?

Success is measured by retention and acceptable GPAs—usually 2.00 or above.

Please describe any additional support services that you are currently planning or considering to implement for these students:

A mentoring program linking first generation college students with professors who were first generation college students is being considered.

Services Provided for 21st Century Scholars:

- \$4,500 in matching institutional funds

University of Evansville

Name and title of individual completing this form:

Dr. Jennifer L. Graban, Associate VP for Academic Affairs

Name of your support initiative for 21st Century Scholars and/or other underserved students:

- Early Alert System
- Peer Mentoring
- Student Success Team
- Monitoring of “at risk” students
- Freshmen Call Campaign
- Writing and Math Tutoring
- Major Discovery Program
- **Freshman Edge Program (required)**

Major student population(s) targeted by this initiative:

- Early Alert System
 - All freshman – senior students are targeted, including Twenty-first Century Scholars, and underserved student groups.
- Peer Mentoring
 - This support service is used predominantly by Twenty-first Century Scholars.
- Student Success Team
 - This support service is available to all students.
- Monitoring of “at risk” students
 - Students who have been provisionally admitted, students who have received academic alerts in several classes, students who are finding college work challenging, and other students who are at risk of leaving the University are closely monitored.
- Freshmen Call Campaign
 - Approximately 662 students were called each semester.
- Writing and Math Tutoring
 - This support service is used by all students, however, Twenty-first Century Scholars, “at risk” students, minority students, etc., are strongly encouraged to utilize these services.
- Major Discovery Program
 - Students who have not declared a major are invited to participate.
- Freshman Edge Program
 - Incoming freshmen students.

Approximate number of students currently being served by this initiative:

- Early Alert System
 - Approximately 350 students are served each semester.

- Peer Mentoring
 - Approximately 35 to 50 students each semester utilize the service each year; 12 to 15 junior or senior scholars serve as peer mentors for freshman students.
- Student Success Team
 - Each semester the Student Success Team members discuss approximately 35 students on average.
- Monitoring of “at risk” students
 - Approximately 30-50 students are closely monitored each semester.
- Freshmen Call Campaign
 - Approximately 662 students were called each semester.
- Writing and Math Tutoring
 - Approximately 1200 students utilize tutoring services, (including supplemental instruction, group/individual tutoring, math program and writing center tutoring) each semester. Tutoring is provided by 40-50 student tutors.
- Major Discovery Program
 - 80 - 100 students participate each year.
- Freshman Edge Program
 - 50-60 students participate each year.

Mission or major purpose of this initiative:

- Early Alert System
 - The purpose of this initiative is to identify students who are experiencing academic, social, or personal difficulties early, before it is too late to make a positive impact.
- Peer Mentoring
 - The purpose of this program is to provide companionship, information, guidance, and assistance from student peers who have already been through the freshman /sophomore years.
- Student Success Team
 - The purpose of the Student Success Team is to assist in retention of students and to offer support services that will allow each student at the University of Evansville to be successful.
- Monitoring of “at risk” students
 - The purpose of this initiative is to identify students who are experiencing academic, social, or personal difficulties early, before it is too late for them to be successful.
- Freshmen Call Campaign
 - The purpose of this initiative is to identify students who are experiencing academic, social, or personal difficulties and provide the necessary support services.
- Writing and Math Tutoring
 - The purpose of these support services is to provide additional assistance in challenging academic subjects, i.e., writing, science, mathematics, foreign languages, in group or individual sessions.
- Major Discovery Program
 - The purpose of the Major Discovery program is to assist students in their transition to the University and to help them find a major that builds on their interests and talents.

- Freshman Edge Program
 - The purpose of the Freshman Edge program is to assist students in their transition to the University.

Brief narrative summary/description of this initiative:

- Early Alert System
 - This online system is typically used by faculty to send academic alerts to their students, student advisors, coaches, the director of academic advising and other pertinent individuals. Anyone at the University may initiate an alert on a student.
- Peer Mentoring
 - Freshman Twenty-first Century Scholar students are contacted at the beginning of the year and invited to participate in the program. Frequently the mentors and mentees develop a close bond providing the freshman student with one more helping hand during this transitional time.
- Student Success Team
 - Representatives from offices such as financial aid, student housing, athletics, academic affairs, admissions, academic advising, student engagement, diversity, and counseling, come together to discuss students who are having difficulties, in perhaps more than one area. Insight from team members provides a clear picture of individual situations, and results in a more efficient way to offer support services to students without being redundant.
- Monitoring of “at risk” students
 - The Director of Academic Advising meets regularly – once a week, bi-weekly or monthly talk with each student individually and provide guidance or to refer a student to the appropriate office for assistance.
- Freshmen Call Campaign
 - Each semester, members of the Student Success Team and other administrators call each freshman student to see how classes are going and to generally assess the student’s successful transition to college. Students that are having difficulties are referred to the appropriate office and follow-up contact is made.
- Writing and Math Tutoring
 - Supplemental Instruction is offered in a group setting for challenging classes once or twice a week by a former student who is very knowledgeable. Academic tutoring is offered for subjects where there is no supplemental instruction, or for students who need more assistance. The Writing Center provides assistance for all student writing projects by student tutors and the Math Tutoring Program provides additional assistance to students with questions about mathematics.
- Major Discovery Program
 - Students are invited to participate in Major Discovery programs and activities. They are encouraged to take an interdisciplinary class that exposes them to different disciplines and majors. They also participate in the “Major Affair” each fall.

- Freshman Edge Program
 - Students have the opportunity to experience life in the residence hall, make friends, get to know professors, and take a 3-credit general education course. Students participate in cultural, social, and educational activities that prepare them to be successful.

Services Provided for 21st Century Scholars:

- Application fee waiver
- Summer Bridge program – “Freshman Edge” (optional)
- GEAR UP mentoring program

University of Indianapolis

Name and title of individual completing this form:

Dr. Dan Stoker, Executive Director, Student Services

Name of your support initiative for 21st Century Scholars and/or other underserved students:

- 21st Century Scholar Plan
- Bridge Program
- Making Achievement Possible (MAP)
- Contingent Admission Program (CAP)
- BUILD Program
- Academic Success Center (ASC)
- **New Student Experience (NSE) (required)**

Major student population(s) targeted by this initiative:

- 21st Century Scholar Plan
 - Students designated with a 21st Century Scholar award by the State of Indiana
- Bridge Program
 - Between 45 percent and 50 percent of the incoming class each year at the University of Indianapolis is first-generation with high-financial need, thus making the majority of our students an at-risk population. Our support programs are all designed with our high-need student population in mind.
 - The Bridge Program targets Twenty-first Century Scholars in specific Indianapolis schools.
- Making Achievement Possible (MAP)
 - UIndy MAP-Works serves all first-time, full-time undergraduate day (traditional aged) students, with specific attention to identified populations, including commuters, residents, first-generation students, students with high financial need, contingent admits (academically under-prepared), students with learning disabilities, and 21st Century Scholars.
- Contingent Admission Program (CAP)
 - The Contingent Admission Program is for first-time, full-time freshmen who meet most, but not all, of the admission guidelines; however, these particular students demonstrate the potential to succeed. This program is offered to all students who are contingently admitted on campus which may include 21st Century Scholars and other underserved student groups.
- BUILD Program
 - The student population targeted by the BUILD Program includes students with learning disabilities and other learning-related disorders.
- Academic Success Center (ASC)
 - The major student population targeted by the Academic Success Center includes:
 - ◆ Students on Academic Probation

- ◆ Students in need of assistance with general study skills and 100-level science classes
 - ◆ Freshmen
 - ◆ Any student in need of assistance with academic learning strategies
 - ◆ All UIndy students, including 21st Century Scholars and underserved students
- New Student Experience (NSE)
 - The major student population targeted by this initiative is first-year students. This program is offered to all students which would include 21st Century Scholars and underserved student groups.

Approximate number of students currently being served by this initiative:

- 21st Century Scholar Plan
 - UIndy currently has 209 undergraduate, traditional students
- Bridge Program
 - Approximately 200 high school seniors and 100 freshmen through senior university students are currently being served by the Bridge Program.
- Making Achievement Possible (MAP)
 - There are approximately 737 students currently being served by the UIndy MAP-Works initiative.
- Contingent Admission Program (CAP)
 - Approximately 35 students are served each year by the Contingent Admission Program.
- BUILD Program
 - Approximately 77 students are currently being served by the BUILD Program.
- Academic Success Center (ASC)
 - To date, 12 students have worked individually with ASC staff this semester.
- New Student Experience (NSE)
 - Approximately 300 first-year students are currently being served by the New Student Experience initiative.

Mission or major purpose of this initiative:

- 21st Century Scholar Plan
- The purpose of this initiative is to provide transition, academic, and social support for 21st Century Scholars to assist with their retention at the University.
- Bridge Program
 - The mission of the Bridge Program is
 - ◆ To assist at-risk, but capable, high school students to envision college as a reality (demystify the college experience).
 - ◆ To help students ease the transition from high school to college.
 - ◆ To provide students with early exposure to college life.
 - ◆ Once in college, to provide financial assistance, support services, encouragement and mentoring in order to remove barriers and obstacles that might impede students' success.

- Making Achievement Possible (MAP)
 - A four-fold purpose exists to guide the MAP-Works project:
 - ◆ Academic Success: Improve students' ability to succeed academically by realigning behavior with grade expectations and focusing on elements of academic success.
 - ◆ Retention: Minimize percentage of capable students who drop out due to issues that could have been addressed by self awareness or timely intervention by professional staff.
 - ◆ Student Development: Facilitate the establishment of relationships, address homesickness, and identify residence hall living issues.
 - ◆ Student Involvement: Connect students with campus resources to facilitate involvement with student organizations and campus programming.
- Contingent Admission Program (CAP)
 - The purpose of the Contingent Admission Program is to help students learn strategies to meet the demands of college and bridge the gap between high school and university life.
- BUILD Program
 - The BUILD is a full support, fee-for-service program at the University of Indianapolis designed to help the college student with a specific learning disability earn an associate or baccalaureate degree.
- Academic Success Center (ASC)
 - The major purpose of the Academic Success Center is
 - ◆ To assist students who are on academic probation improve their academic standing through the Mission for Academic Progress (MAP) program.
 - ◆ To assist students with general study skills and to assist students with studying for 100-level science classes through the Peer Tutoring program.
 - ◆ To disseminate information about a variety of topics, ranging from academic strategies to healthy choices through the Secrets of Success (SOS) Workshops.
 - ◆ To assist students in overcoming academic hurdles on an individual basis through Individualized Academic Assistance.
 - ◆ To provide a variety of tools for learning/improving academic skills via the university's Academic Success Center website.
- New Student Experience (NSE)
 - All first-year students enroll in a 1-credit course to assist them in becoming orientated to the university and its resources and to address common transition issues.

Brief narrative summary/description of this initiative:

- 21st Century Scholar Plan
 - The University of Indianapolis supports our 21st Century Scholars through a variety of support structures, including the following:
 - ◆ Bridge Scholars Program – supporting 21st Century Scholars from 13 designated schools with academic support and monitoring, mentoring, and transition programs. Students have individual meetings with the program director (mentor) at least three times per semester in the first two years of the program, with less frequent meetings, once per semester, in subsequent years.

In addition to midterm and semester grade monitoring, students also receive interim grade reports that are discussed with the mentor.

- ♦ UIndy MAP-Works – supporting first-year students through intentional monitoring, follow-up, and reporting. Specifically the program identifies 21st Century Scholars to monitor individual student outcomes and communicate effective success strategies through email, phone, and personal meetings. The subgroup is also identified in persistence and retention reporting. Students are assigned direct and secondary connects (mentors) who monitor, communicate, and discuss any transition issues or support services to assist the student. These direct or secondary mentors may include staff, faculty, or upper-class peers.
- ♦ Contingent Admission Program – supporting academically underprepared first-year students who meet most, but not all, of the admission criteria. 21st Century Scholars admitted as contingent students meet with an assigned staff member (mentor) during the year; the mentor monitors their grades, discusses success strategies, and identifies resources for assistance.
- Bridge Program
 - The Bridge Program consists of two components---a high school component and a college component.
 - ♦ High School Component

The goal of the high school component is to “demystify” the college experience for students unfamiliar with college life. This occurs through a variety of activities and campus visits. During the first visit (Bridge Day), students are introduced to the various campus offices with which they will need to interface once a college student. They also receive a campus tour and dialogue with college students via a panel discussion. In addition, the students also have lunch on campus. During another visit (Shadow Day), high school students are provided the opportunity to experience a “typical day” in the life of a college student. This occurs by having the high school students assigned college “buddies” who allow the high schoolers to shadow them to their classes, and to any other activities in which the college students are involved on campus on that particular day. They also have lunch with their college buddies.
 - ♦ College Component

The goal of the college component is to provide support services, encouragement, mentoring and counseling to students as they make the transition into college life. These services are especially provided during the critical first and second year, but also as needed throughout the students’ career at UIndy. More specifically, the college component includes:
 - Having the student sign a contract that details the university’s expectations as well as the requirements for retaining their scholarships.
 - Students attend a Bridge Seminar each week with the Bridge Director (first semester).
 - Interim grade reports are provided by professors twice each semester (followed by sessions to discuss their grades with the Director).
 - Midterm Grades are monitored and students are assigned to tutors if warranted by their grades

- Director monitors students' progress by noting those requirements that have been met or not met.
- Making Achievement Possible (MAP)
 - UIndy initiated the MAP-Works program in 2008-09 as a retention effort for our traditional-aged, first year class. Through the use of data and survey results, staff identify students who are experiencing transition issues or are not satisfied with their experience and may be at risk of leaving the institution. Key staff members interact with every student via email, phone calls, and/or in-person meetings.
 - Students take an on-line transition survey the fourth week of the fall semester, allowing staff to begin interventions in early to mid-October, around midterms. In addition to the survey results, outcome data, such as midterms, course deficiencies, withdrawals, and end-of-semester grades, are uploaded into the system to get an overall picture of how the student is performing versus their self-reported information. A check-up survey is administered during February of second semester as a follow-up, allowing staff to follow their assigned group throughout the entire first year.
 - The MAP-Works initiative allows UIndy to focus on all students who might be at risk of not persisting through coordinated and intentional monitoring. Staff who work directly with targeted populations are also assigned as the connecting person for the MAP-Works group, providing additional information about the student to guide conversations and to assist with transition issues.
- Contingent Admission Program (CAP)
 - Contingent Admit students must participate in a curriculum-based academic success program during their first semester which includes attending both one-on-one meetings with an Academic Success Associate and group meetings. Additionally, these students are required to maintain a schedule between 12 to 14 hours of coursework during their first semester and live on campus during their first two semesters.
- BUILD Program
 - Students are assisted with academic advising, organization of tutoring appointments, adapting test accommodations, and work closely with BUILD tutors. Tutors are not peer tutors but individuals who have received college degree or who have teaching experience with students who have learning difficulties. BUILD Services provide:
 - ◆ Individualized, scheduled tutoring facilitated by para-professional tutors
 - ◆ Specialized courses in proficiency-level math and English courses, English 101, and study skills
 - ◆ Auxiliary Aids such as auditory books, tape recorders, adaptive software, specialized note taking paper
 - Kurzweil reading software and hardware, and SMART pen
 - ◆ Private study area
 - ◆ Coaching with course selection and career planning
- Academic Success Center (ASC)
 - Students who are on academic probation are offered the opportunity to work with an ASC Associate on needed academic skills, such as time management, note taking, test prep, etc. in order to bring their GPA up to satisfactory levels and avoid academic ineligibility.
 - Students are tutored on a walk-in basis by select upperclassmen who have demonstrated strong academic skills and the ability to work with their peers in a positive manner. A

series of 30-40 minute workshops is offered every semester. The workshops are presented by faculty and staff from across campus on a variety of topics, ranging from academic strategies (i.e. Note taking, How to Succeed in 100-level Biology) to healthy choices (i.e. Staying Safe On Campus, Eating Disorders Awareness) to career topics (i.e. Successful Resume Writing, Job Searching Online). These workshops are open to all UIndy students, faculty and staff. Some freshman classes require attendance at one or more SOS Workshops.

- Students are served on a walk-in and/or referral basis. An ASC Associate will meet with the student to determine their need, and work with them on various techniques and strategies for overcoming their individual academic hurdle. These students are not part of the probation nor contingent admit programs.
- The ASC staff maintains a website with links to a wide variety of online tools for learning and improving academic skills
- New Student Experience (NSE)
 - The New Student Experience is designed to help new students at UIndy in their first semester of enrollment to develop skills and relationships that will serve them well as they pursue their degree and career goals. The course consists of a series of personal, academic, and campus success sessions designed to help new students make a successful transition to campus.

Overall, how do you measure/monitor the success of the various support services that you provide for 21st Century Scholars and other underserved student populations?

- Bridge Program
 - Student success tracked via interim and official grade reports. 70 percent of Bridge scholars were retained, and 86 percent fulfilled their contract requirements.
- Making Achievement Possible (MAP)
 - Surveys, midterm grades, and registrar information (withdrawals/grades/re-enrollment) is tracked for targeted demographics as well as in aggregate. MAP appears to have a significant effect on retention of at-risk students.
- Contingent Admission Program (CAP)
 - Midterm and final grades, persistence/graduation data, and survey and meeting responses are all tracked for students in this category. The program appears to be successful, with an increase in retention rates for these students over time.
- BUILD Program
 - Midterm and final grades, persistence/graduation data, and information regarding tutoring sessions attended are all tracked for each student. The program appears to be successful in retaining students with learning-related disabilities, with increases in retention rates and GPA within this group.
- Academic Success Center (ASC)
 - Attendance rates at workshops and peer tutoring events are tracked along with survey information. 45 workshops were held with an average attendance of 43, with 77 percent of students reporting having learned something new and/or useful.
- New Student Experience (NSE) (required)

- Student surveys are used to track program usefulness. Ninety percent of respondents indicated that the course helped them during their first semester.

Services Provided for 21st Century Scholars:

- Application fee waiver
- Housing deposit waiver
- Excess grant and scholarship funds can be used for housing costs

University of Southern Indiana

Name/title of individual completing form:

Cynthia S. Brinker, VP of Government and University Relations

Name of your support initiative for 21st Century Scholars and/or other underserved students:

Student Support Services (pending grant award).

Major student population(s) targeted by this initiative:

21st Century Scholars, Pell Grant recipients, and other financially-disadvantaged students.

Approximate number of students currently being served by this initiative:

Current plans involve enrolling roughly 140 students.

Brief narrative summary/description of this initiative:

USI and Student Support Services staff will work to provide comprehensive services to SSS-eligible participants. These services include:

- Systematically monitoring academic progress of program participants
- Establishing an academic plan for each participant and providing degree planning advising
- Availing student participants of the academic support services on campus
- Providing educational enrichment activities designed to enhance participants' educational experiences

Please describe any types of supplemental financial support that you provide to 21st Century Scholars and other underserved student populations:

USI provides university fee waivers and book stipends too all students identified as in-need.

Services Provided for 21st Century Scholars:

- Application fee waiver
- Housing deposit waiver
- \$200 book stipend

Vincennes University

Name of your support initiatives for 21st Century Scholars and/or other underserved students:

- 21st Century Scholar College Transition Program
- COPE Student Support Services

Major student population(s) targeted by this initiative:

- 21st Century Scholar College Transition Program
 - Current 21st Century Scholar students living in residence halls.
- COPE Student Support Services
 - First generation, low-income, minority and disabled students.

Approximate number of students currently being served by this initiative:

- 21st Century Scholar College Transition Program
 - 180
- COPE Student Support Services
 - Varies

Mission or major purpose of this initiative:

- 21st Century Scholar College Transition Program
 - To provide support in five areas: academic, personal, social, career, and service.
- COPE Student Support Services
 - The purpose of COPE Student Support Services is to provide a comprehensive range of student services to first generation, low income, or disabled students aimed at enhancing students' academic, personal, and social development, in order to increase their retention, graduation, and transfer to four-year colleges.

Brief narrative summary/description of this initiative:

- 21st Century Scholar College Transition Program
 - Participation in the program is voluntary. Academic tutoring is provided daily during regular office hours and on Tuesday and Wednesday nights to help with specific courses or just general study and organization assistance. Some scholars also simply use the computers or read.
 - For personal support, programs are presented to help students adjust to college life and to enrich themselves personally. A variety of topics that include areas like health and fitness and personal financial management are covered to make the transition from high school to college smoother.
 - To encourage social interaction, the many activities that are available on campus are tracked and detailed information is provided to scholars to help them connect to other students and get involved in campus like. Scholars receive a weekly email to tell them

of all the activities on campus for that week with periodic follow-up emails about special events. Students will receive information about concerts and performances, intramural sports, religious enrichment activities, movies, and a variety of other social activities. The 21st Century Scholars College Transition office also plans its own activities for Scholars.

- To provide career guidance, the Career Center provides scholars with assistance in creating or improving their résumés, conducting job searches, and improving interview skills.
- To encourage community service, the Scholars participate or sponsor community service projects throughout the year. Examples of some projects Scholars have participated in include food drives, fundraising for the Vincennes Pet Port and packing boxes for the Salvation Army at Christmas time.
- COPE Student Support Services
 - Voluntary program. The purpose of COPE Student Support Services is to provide a comprehensive range of student services to first generation, low income, or disabled students aimed at enhancing students' academic, personal, and social development, in order to increase their retention, graduation, and transfer to four-year colleges.

Overall, how do you measure/monitor the success of the various support services that you provide for 21st Century Scholars and other underserved student populations?

- 21st Century Scholar College Transition Program
 - Rosters are kept for each incoming class. Retention from semester to semester is noted to determine student persistence. Current data is being collected to determine this information.
- COPE Student Support Services
 - Yes, student success is tracked via a database kept locally and with federally funded TRIO programs at the Department of Education in Washington D.C.
 - 1) Sixty-five percent of all participants served by the SSS project will persist from the current academic year to the following academic year or graduate and/or transfer from a 2-year to a 4-year institution.
 - 2) Seventy-five percent all participants served by the SSS project will meet the performance level required to stay in good academic standing at the University.
 - 3) For each year's cohort group of new participants, 35 percent of the SSS participants will graduate and/or transfer to a four-year institution by the end of three years.

Services Provided for 21st Century Scholars:

- Application fee waiver
- Housing deposit waiver
- Housing scholarships available (limited number)
- Summer Bridge program available (optional)

