



Postsecondary Access and Success in Colorado

Colorado Minority Success Task Force

Dr. Watson Scott Swail
President

Educational Policy Institute
*Virginia Beach * Toronto * Melbourne*

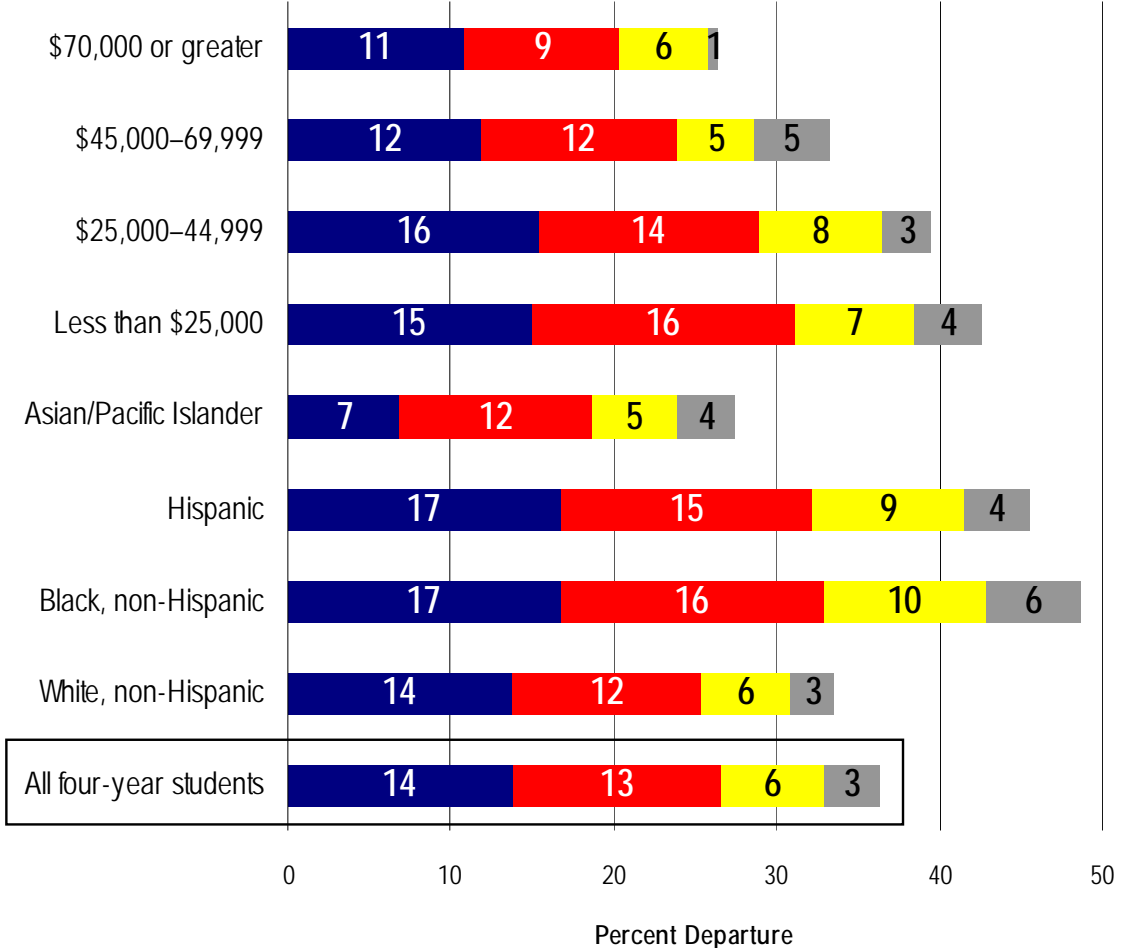


“I need someone well versed in the art of torture—do you know PowerPoint?”



Exhibit 1. Departure Rates of Students Who Begin at a Four-Year Institution

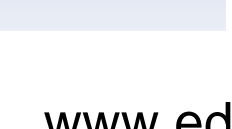
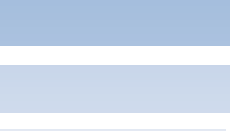
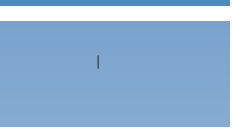
■ After first year ■ After second year ■ After third year ■ After fourth year



SOURCE: Berkner, Lutz, He, Shirley, and Cataldi, Emily Forrest (2002). Descriptive Summary of 1995–96 Beginning Postsecondary Students: Six Years Later. U.S. Department of Education, Institute of Education Sciences,









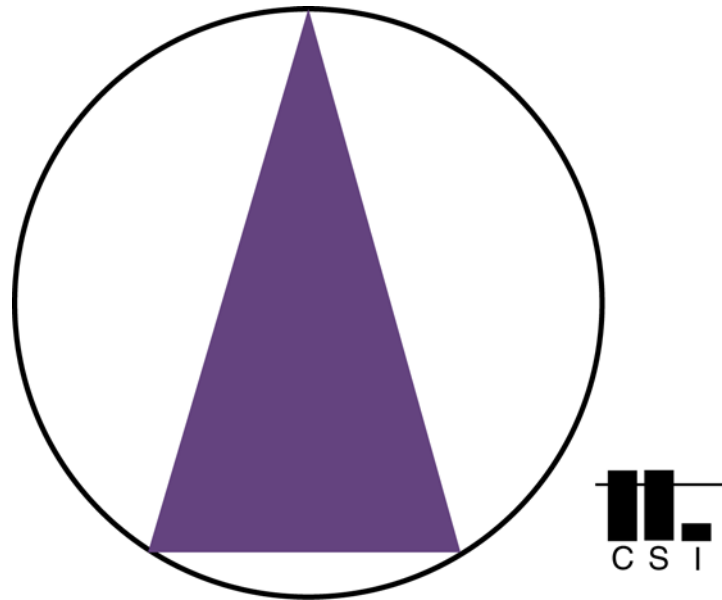
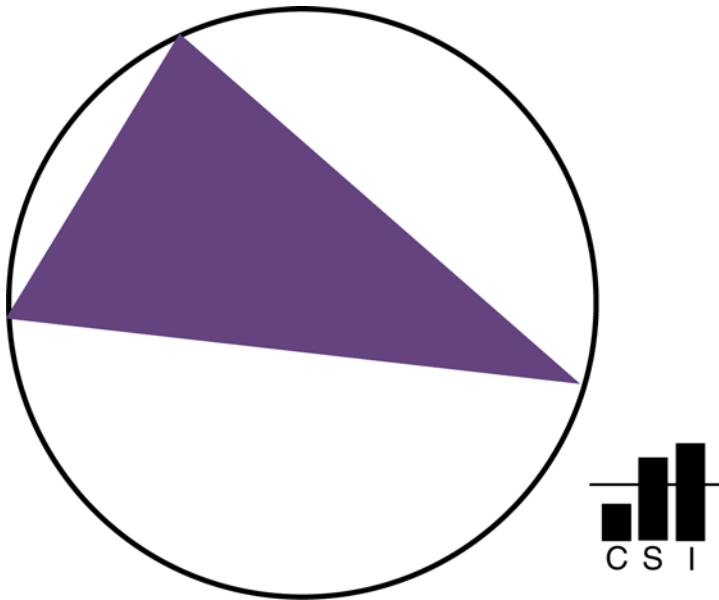
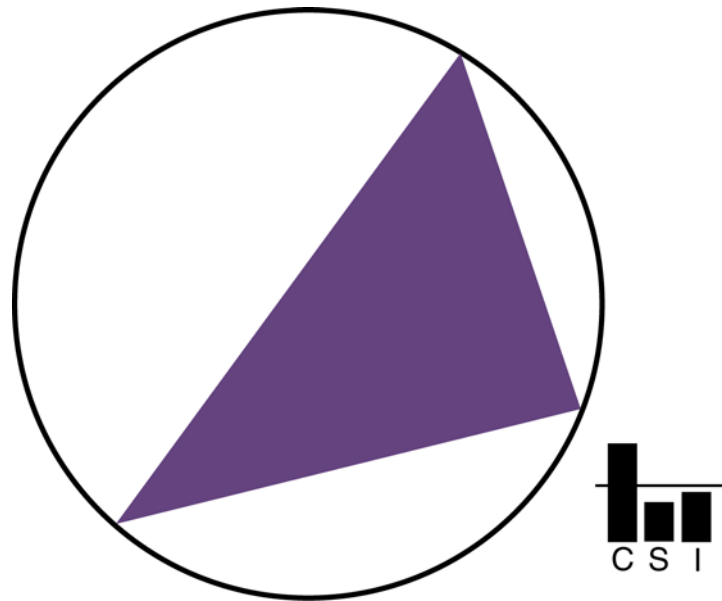
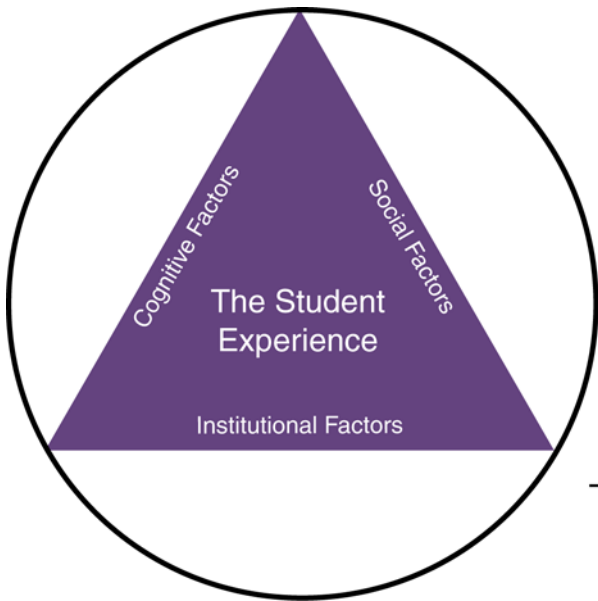
Academic-Related



Financial Aid Recruitment & Admissions

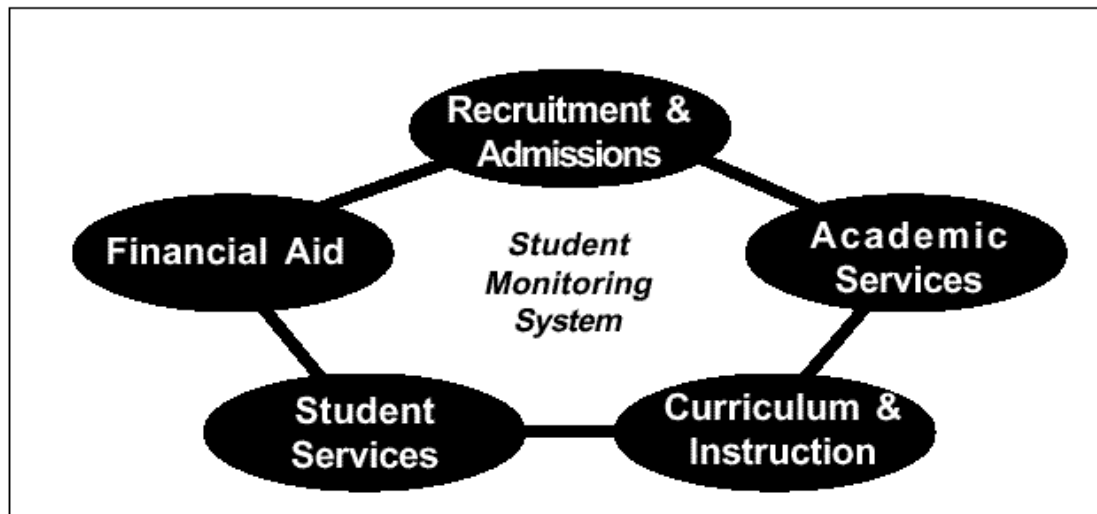
Academic Services

Student Services Curriculum & Instruction





Five Components of the Student Retention Framework





1 Financial Aid	
1.1 Financial Aid Counseling/Training 1.1.1 Improve the flow and ease of information to students and families regarding college financing options. 1.1.2 Ensure that prospective students and families receive aid and other college information early. 1.1.3 Collaborate with financial management professionals to offer financial management seminars to students and families. 1.1.4 Provide financial aid counselors with cultural diversity/sensitivity training.	1.3 Loans 1.3.1 Educate students and family members about student loan obligations. 1.3.2 Streamline bureaucracy and forms to simplify loan application process. 1.3.3 Integrate mandatory career development with student borrowing. 1.3.4 Provide emergency loans to students in need.
1.2 Grants and Scholarships 1.2.1 Maximize availability of grant and scholarship aid compared with student loans 1.2.2 Create additional sources of grant and scholarship aid through the private sector. 1.2.3 Ensure that funds are available to provide emergency grants to students as required.	1.4 Assistantships and Work-study 1.4.1 Expand assistantships and work-study programs for undergraduates 1.4.2 Restrict assistantships and work-study to 15-25 hours per week for full-time undergraduates 1.4.3 Partner with area businesses in close proximity to campus to forge assistantships and research opportunities for undergraduates 1.4.4 Create opportunities with public and private businesses that lead to employment after graduation with "loan forgiveness" compensation plans

2 Recruitment and Admissions	
<p>2.1 Student Identification</p> <p>2.1.1 Collaborate with pre-college programs and high school counselors to identify prospective recruits.</p> <p>2.1.2 Develop outreach programs that target the student demographics of interest to the institution.</p> <p>2.1.3 Monitor the participation of students enrolled in pre-college programs.</p> <p>2.1.4 Conduct on-campus orientation activities for counselors and teachers from local secondary school and pre-college.</p> <p>2.1.5 Include work-study students and education majors on college recruitment teams to inform middle and high school students of the academic, social, and financial requirements for college participation.</p> <p>2.1.6 Coordinate recruitment with alumni associations to identify prospective students.</p>	<p>2.2 Admissions</p> <p>2.2.1 Identify students' academic and career goals and use to develop match with those of the institution.</p> <p>2.2.2 Establish admissions criteria using a holistic approach for a more comprehensive assessment of students' commitment to college and compatibility with the institution.</p> <p>2.2.3 Evaluate the use of college admissions tests scores in admissions profiles to ensure an appropriate mix of criteria in the admissions formula.</p> <hr/> <p>2.3 Orientation</p> <p>2.3.1 Provide opportunities for pre-college secondary school students to live on campus.</p> <p>2.3.2 Provide early student orientation activities for students and families.</p> <p>2.3.3 Involve all campus departments in the student orientation process.</p> <p>2.3.4 Provide orientations at satellite locations for non-local students.</p> <p>2.3.5 Ensure personal communications with students and families via telephone and visitations.</p> <p>2.3.6 Institute freshmen orientations as credited course requirements.</p>



3 Academic Services

<p>3.1 Academic Advising</p> <p>3.1.1 Provide ongoing professional development opportunities for counseling staff.</p> <p>3.1.2 Provide appropriate academic advising and counseling to students throughout the college experience.</p> <p>3.1.3 If faculty members act as academic advisors, ensure that they are properly trained and are cognizant of specific policies, course structures, and credit requirements within the institution.</p>	<p>3.4 Research Opportunities</p> <p>3.4.1 Support the development of faculty-student research projects.</p> <p>3.4.2 Integrate regular research activities into curricula.</p> <p>3.4.3 Develop partnerships with industry for research opportunities.</p> <p>3.4.4 Collaborate with business and industry on in-class presentations and experiments.</p>
<p>3.2 Supplementary Instruction</p> <p>3.2.1 Encourage the development of peer study groups to foster learning.</p> <p>3.2.2 Incorporate more practical application exercises with class assignments.</p> <p>3.2.3 Integrate a variety of instructional methods to support student learning.</p> <p>3.2.4 Employ peer instructors for supplementary instruction, when possible.</p> <p>3.2.5 Develop academic learning centers to provide supplementary support for students.</p> <p>3.2.6 Provide non-classroom opportunities for student-faculty interaction.</p>	<p>3.5 Pre-College Programs</p> <p>3.5.1 Develop pre-college programs at elementary and secondary education levels.</p> <p>3.5.2 Offer pre-college programs on and off campus</p> <p>3.5.3 Monitor students' progress in pre-college programs.</p>
<p>3.3 Tutoring/ Mentoring</p> <p>3.3.1 Provide regularly scheduled, easy access tutoring to students for all courses</p> <p>3.3.2 Use Teaching Assistants (TAs,) Research Assistants (RAs) and exemplary undergraduates as tutors.</p> <p>3.3.3 Encourage peer tutoring and group studying within class population.</p> <p>3.3.4 Encourage faculty members to support the academic development of students outside of class time.</p> <p>3.3.5 Create incentives for faculty participation in mentoring programs.</p> <p>3.3.6 Recruit a diverse mentoring staff of students, faculty, and staff.</p>	<p>3.6 Bridging Programs</p> <p>3.6.1 Provide summer academic and social support for students requiring additional support during the summer before matriculation.</p> <p>3.6.2 Provide on-campus residency to students during bridge program participation.</p> <p>3.6.3 Monitor all students' progress in bridging programs.</p>



4 Curriculum and Instruction

4.1 Curriculum Review and Revision

- 4.1.1 Design curricula with interdisciplinary and real-world emphasis to stimulate interest and profound understanding on behalf of students.
- 4.1.2 Develop a continuous review process of curricula utilizing faculty, student and outside consultation.
- 4.1.3 Incorporate current and innovative technologies into the curriculum

4.3 Assessment Strategies

- 4.3.1 Develop assessment instruments that require students to utilize diverse cognitive skills
- 4.3.2 Perform regular student testing and assessment to monitor student progress (e.g., standard question/answer tests, lab assignments, out-of-class assignments, observation, portfolios, etc.)
- 4.3.3 Employ early intervention programs to identify and assist students experiencing academic difficulty in each semester.
- 4.3.4 Develop digital monitoring system for instant trend analyses of student's achievement as determined by assessment tools.

4.2 Instructional Strategies

- 4.2.1 Incorporate interactive, relevant, hands on, exploratory, instructional practices.
- 4.2.2 Establish learning communities
- 4.2.3 Integrate Supplemental Instruction into the curriculum
- 4.2.4 Provide students with short- and long-term research and application assignments.
- 4.2.5 Utilize educational technologies to complement instruction.

4.4 Faculty Development/Resources

- 4.4.1 Provide appropriate in-service development opportunities for teaching faculty.
- 4.4.2 Establish teaching faculty reward system.
- 4.4.3 Create a center for teaching excellence to support faculty development.
- 4.4.4 Identify and/or provide grant opportunities for classroom research.



5 Student Services

5.1 Campus Climate

- 5.1.1 Build a supportive pluralist environment for students by embracing multiculturalism through campus leadership, faculty, staff, student enrollments, curricula, programming, and campus artifacts.
- 5.1.2 Provide a safe campus for all students, faculty, staff, and visitors
- 5.1.3 Support campus student organizations that help develop a positive campus culture.
- 5.1.4 Work with academic services to provide non-classroom opportunities for student-faculty interaction.
- 5.1.5 Develop social activities that build community among all campus constituencies, e.g., intramural sports and academics, convocations, homecoming, entertainment, etc.

5.3 Housing

- 5.3.1 Ensure affordable housing and meal plans.
- 5.3.2 Encourage on campus residency for undergraduates.
- 5.3.3 Provide the appropriate number of housing slots to meet the needs of the student body.
- 5.3.4 If college experiences a campus housing shortage, ensure on campus housing for underclassmen.
- 5.3.5 Provide campus residents housed off site with additional services to support campus integration.
- 5.3.6 Incorporate special living-learning housing options to further academically integrate students.

5.4 Accessibility/Transportation

- 5.4.1 Ensure transportation link with local area transit system for increased access to campus.
- 5.4.2 Offer classes in a variety of timeslots to permit flexible scheduling by students, including weekends and Friday-Saturday course combinations.
- 5.4.3 Utilize distance-learning technologies and practices to broaden and support student participation and allow increased flexibility of courses schedules.

5.5 Counseling

- 5.5.1 Provide counseling, psychological, and other health services to students to enhance coping strategies.
- 5.5.2 Provide career counseling that connects academic and financial advising to ensure students are following the proper path to reach their goals.
- 5.5.3 Offer counseling services cultural and racially sensitive.
- 5.5.4 Offer a variety of counseling resources (e.g., legal services and family counseling) and techniques, including individual, group, peer, computer, and video sessions, as necessary.



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