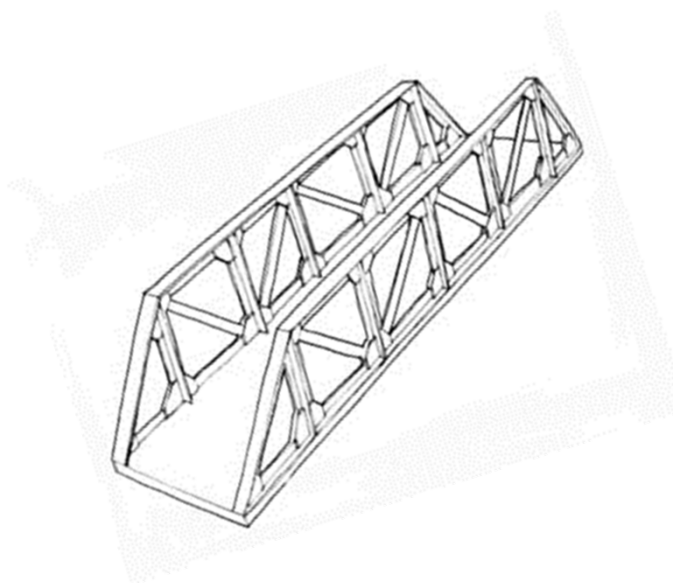
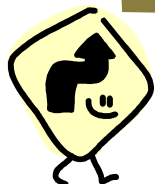
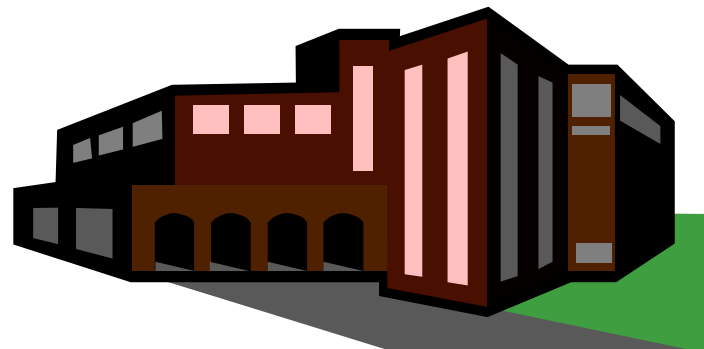
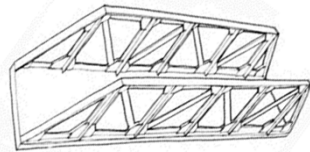




Student Success: Bridges over Troubled Waters



The K-12
system



College
System

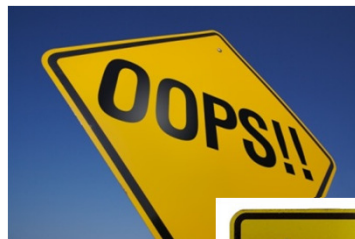


Begin thinking about your “impact question.”
What question, if it were answered, would
have the most impact on your college access
and success practices?

HOW DO LOW-INCOME, FIRST-GENERATION
STUDENTS FARE IN COLLEGE ACCESS AND SUCCESS?



The Challenge



CONSIDER THE PATH FROM 8TH GRADE TO COLLEGE GRADUATION

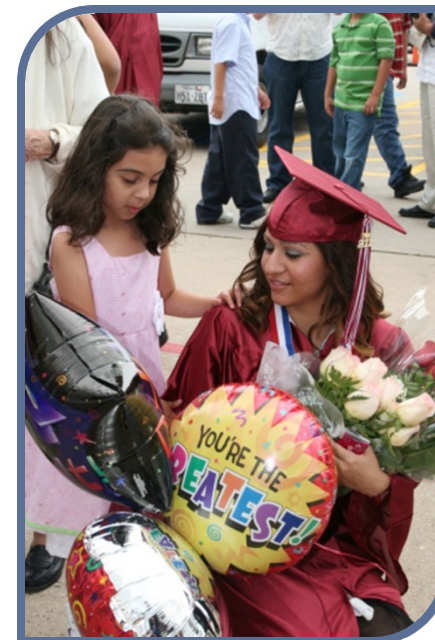
- ◆ In 2000, only **7.2%** of students from the lowest income quartile had achieved a BA or higher by age 26.
- ◆ compared to **59.7%** from the highest income quartile.

Adelman, Toolkit, Department of Education, 1999; NELS, 2000



CONSIDER THE PATH FROM 9TH GRADE TO COLLEGE GRADUATION

- ◆ 3.9 million new 9th graders
1.3 million lost
- ◆ 2.6 million graduate from high school
800,000 lost
- ◆ 1.8 million enroll in postsecondary
800,000 lost
- ◆ 1 million attain a degree by age 26



Adelman, Toolkit, Department of Education, 1999; NELS, 2000



MOVING BEYOND ACCESS

College Success For Low-Income,
First-Generation Students

Jennifer Engle, Ph.D.
Vincent Tinto, Ph.D.



THE PELL INSTITUTE
for the Study of Opportunity in Higher Education

HOW DO LOW-INCOME, FIRST-GENERATION STUDENTS FARE IN COLLEGE?

- ◆ Low-income, first-generation students were **nearly four times more likely to leave** higher education after the first year than students who had neither of these risk factors.
- ◆ Six years later, **nearly half (43 percent)** of low-income, first-generation students **had left college** without earning their degrees. Among those who left, nearly two-thirds (**60 percent**) did so after the first year.



HOW DO LOW-INCOME, FIRST-GENERATION STUDENTS FARE IN COLLEGE?

First-generation students were actually more than **seven times more likely** to earn bachelor's degrees if they **started in four-year** institutions, but only 25 percent of them did so.

A large number of low-income, first-generation students began - and ended - their studies at public two-year and for-profit institutions.



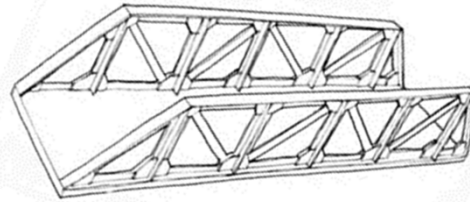
HOW DO LOW-INCOME, FIRST-GENERATION STUDENTS FARE IN COLLEGE?

63 percent of low-income, first-generation students attending public two-year institutions said they **planned** to earn at least a bachelor's degree, with nearly half of these students aspiring to post-baccalaureate degrees. Yet, only **5** percent of them actually earned bachelor's degrees within six years.

While public two-year and for-profit institutions are **major points of initial access** to postsecondary education, the chances of successfully attaining the increasingly important baccalaureate degree via these institutions are limited for this population.



The K-12 system



College System

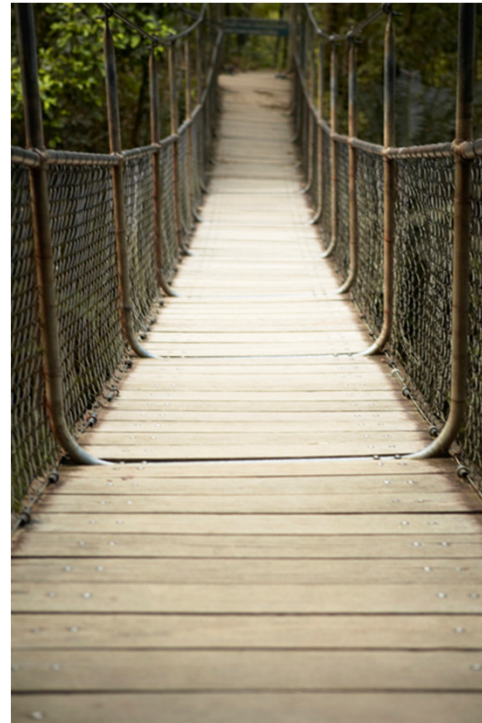
While students whose parents are college-educated tend to experience “college as a continuation” of academic studies, going to college often constitutes a “disjunction” in the lives of first-generation students and their families.

The K-12 system



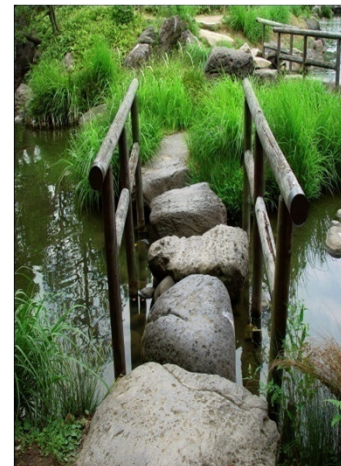
College System

Whether and how first generation students navigate these transitions, particularly in their initial adjustment to college, has an effect on whether they can be successful in college and persist to graduation.



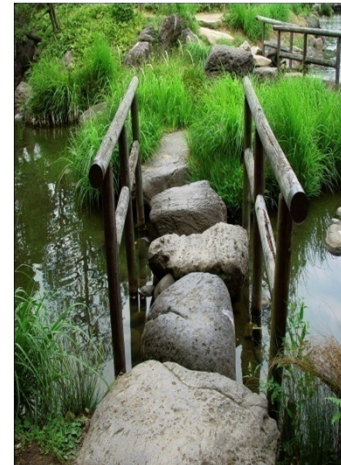
First-generation students' lower levels of academic and social integration are greatly affected by the way they typically experience college...

- **More** likely to **live and work off campus** and **take classes part-time**
- **Less** likely to spend the **time on campus** to participate in study groups, **interact** with faculty, participate in **extracurricular** activities and **access support** services.



First-generation students also experience cultural adaptation due to discontinuities between family/community culture and college culture. They may live simultaneously in two worlds without being accepted in either.

- **At home**, students report that relationships with family & friends who did not go to college are strained—as they appear to be separating from their past.
- **On campus**, students report feeling unprepared for the isolation and alienation.



**HOW DO LOW-INCOME, FIRST-GENERATION
STUDENTS FARE IN COLLEGE?**



Success Strategies

Success Strategies

PG at the U benefits new and continuing GRAD Scholars attending local universities. Concentrating first on entering freshmen and upper classmen who have requested appeals (due to low GPA and course completion),



GRAD's College Success Manager arranges regular face-to-face meetings at the University of Houston, Texas Southern University, the University of Houston Downtown and Houston Community College locations.

Success Strategies



Working with a variety of support services available in these universities, she connects students to these valuable resources and monitors their progress. Students receive focused guidance on balancing the demands of work, college, family, and life challenges.

During the 2010-2011 academic year, PG at the U served 256 students, 55 of whom were Freshmen. When compared with a matched control group of GRAD Scholars, 28% more PG at the U students persisted to their Sophomore year.

Success Strategies

The iMENTOR Program matches freshmen scholars with volunteer mentors from the college access, university, business, and foundation communities. Scholars typically are attending colleges outside the Houston area. Mentors help scholars set achievable goals and monitor their progress as well as assure that key time-sensitive benchmarks (such as annual financial aid deadlines) are met. Mentors are asked for a minimum nine month commitment and are encouraged to sustain their supportive relationship with their GRAD Scholar as they progress to graduation.

iMENTOR

FOR COLLEGE SUCCESS

Success Strategies

Initial program implementation resulted in the group of **students who received e-mentors persisting to their sophomore year of college at twice the rate** of students who did not have an email mentor. **The Spring 2011 program resulted in a 100% college persistence rate** for participating students.

iMENTOR

FOR COLLEGE SUCCESS

Success Strategies

In Spring 2011, Project GRAD began a pilot program that targeted students attending out-of-town colleges within Texas. Successful upper classmen at the University of Texas, Prairie View A&M, and the University of Texas in San Antonio were recruited and trained to be College Peer Advisors for the entering freshmen at their university. These Advisors met with the freshmen to provide supportive guidance, connection to campus resources, networking and valuable social support tailored to each campus.



Success Strategies

Of the students served in Spring 2011, 91 percent have re-enrolled for the Fall 2011 semester. The 2011-2012 GRAD Ambassadors Program will serve Scholars attending Texas A&M University, Stephen F. Austin State University, Lamar University, Sam Houston State University and University of Texas at Austin.



COLLEGE SUCCESS: SOCIAL SUPPORT & SELF EFFICACY

Underrepresented student groups benefit from these interventions:

- Assist students in establishing and sustaining faculty and staff relationships
- Encourage students to ask for and feel comfortable receiving help
- Support families during the college transition years (both for those living at home and for those going away to college)
- Help students create social outlets
- Connect students to tutoring, supplemental instruction, etc.
- Encourage students to join learning communities
- Celebrate student academic successes and help them set new goals
- Invite students to present to, speak with and mentor younger students
- Help them interpret college culture; refine time and resource-management skills



COLLEGE SUCCESS: NONACADEMIC SKILLS KEY TO SUCCESS

Young people need the same cognitive and social-emotional skills to complete school and progress in the workplace, and these skills can be taught. Being college-ready is more than amassing credits and passing tests. Nonacademic skills include:

- **Conscientiousness**, as measured by dependability, perseverance through tasks, and work ethic
- **Agreeableness**, including teamwork
- **Emotional stability**
- Variations on **extroversion**
- **Openness** to new experiences



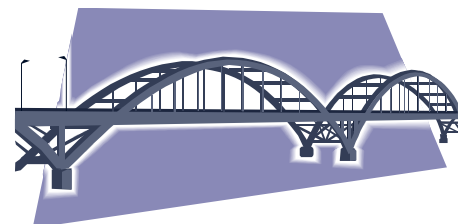
COLLEGE SUCCESS: NONACADEMIC SKILLS KEY TO SUCCESS

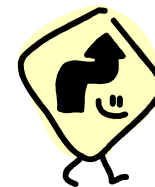
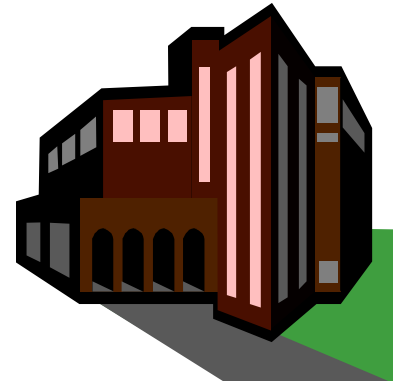
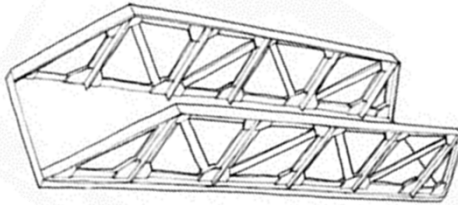
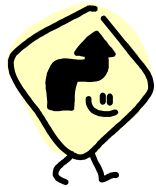
As states move to align K-12 content standards with higher education requirements, we should also align instruction in the noncognitive skills.

- Teach students how to **identify** their own learning needs and **find** the resources and support they need
- Teach students how to **generalize strategies** from one setting to another

Additional practices found to support college students:

- **Backward-map** college research papers into a four-year series of research projects all students are now required to complete at each grade level
- Establish systems of **mentoring** (alumni groups, etc.) that utilize virtual and face-to-face strategies

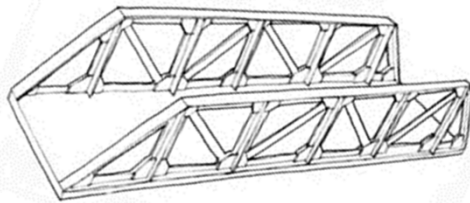




Please write your “impact question” now.

Market Place of Ideas & The Law of Two Feet

The K-12 system



College System



QUESTIONS & COMMENTS

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