MAP Advising Workgroup

HR296

HR 296

- "[ISAC] is directed … to form a working group to examine the best practices for academic advising of higher education students who are MAP recipients, with an emphasis on support services for low-income and first-generation college students …"

The working group is directed to

- Catalog existing student academic advising and support programs in this state
- Survey existing literature on effectiveness of similar programs across the country
- Make recommendations to the Commission regarding minimum standards for student support and advising
- File a report to the Commission and the General Assembly on or before Feb. 3, 2014

MAP Advising Working Group

- 24 members
- Participants selected for expertise in both academic and financial aid advising and experience in coordinating these types of activities on campus
- Sought balance in terms of sector, race/ethnicity, and region

MAP Advising Work Group Goals

- A range of goals are possible:
  - Demonstration that advising is already taking place
  - Requiring data collection on impacts of advising programs
  - Develop or identify a cost-effective advising program
- Benchmarks:
  - Improve year to year retention
  - Improve school performance
  - Reduce time-to-degree
  - Reduce debt levels
  - Target student majors to job opportunities

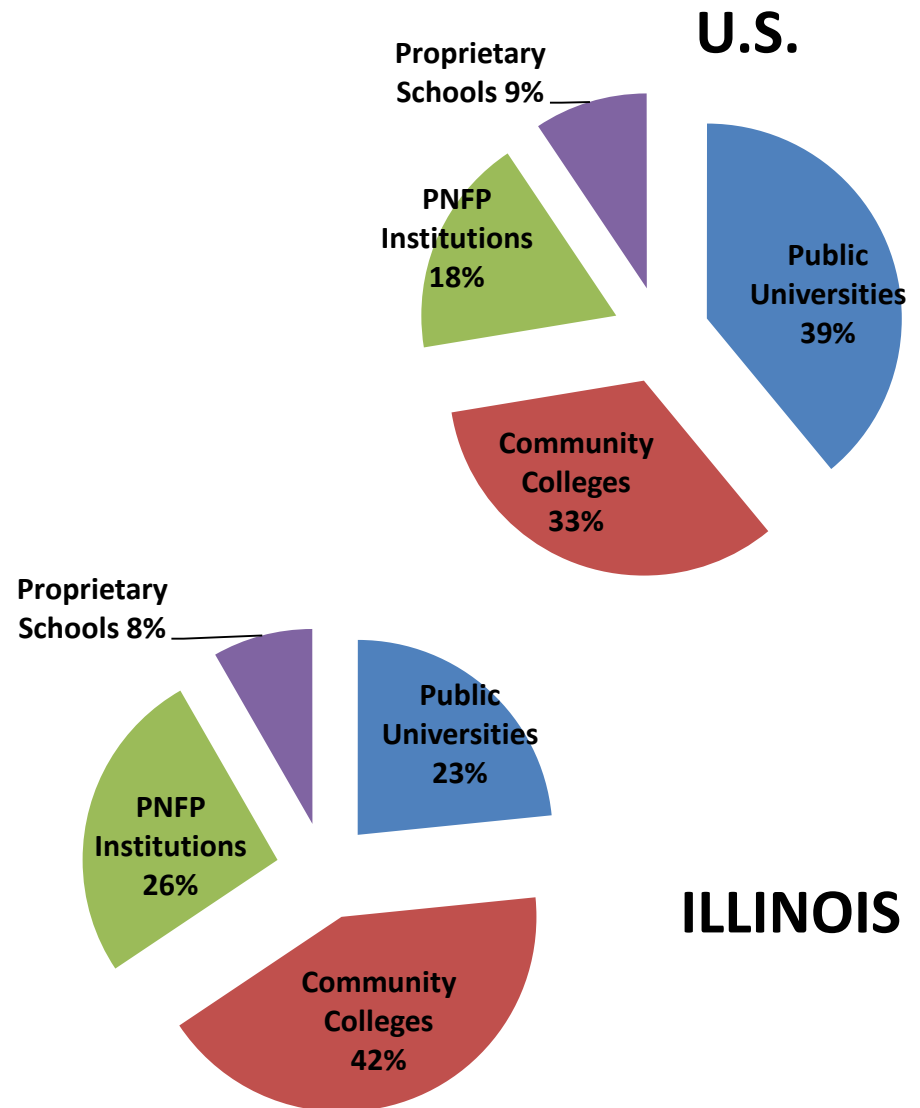# What makes Illinois different from other states …

- higher education system
- need-based aid
- workforce

Some Notable Differences

- Traditionally high level of Bachelor's degrees and an educated workforce

- Tradition of need-based aid. We have always been a high tuition/high aid state. Used to be a leader in affordability.

- Well known for assisting non-traditional students with need-based aid.

Where our students attend school …

In the US,

about 8 million students are in public universities; 7 million in community colleges; 4 million in NFP institutions and 2 million in for-profits for a total of about 21 million students. In percentage terms, this is 39%, 33%, 18% 9%. In Illinois we have about 850,000 students (or about 4% of the total). Our distribution is much different: 23%, 42%, 26%, 8%. We are 48 out of 51 for students attending public universities; 8th for students at cc; 9th for students in for-profits and 11th for students in NFP.

U.S.

Proprietary Schools 9%

PNFP Institutions 18%

Public Universities 39%

Community Colleges 33%

ILLINOIS

Proprietary Schools 8%

PNFP Institutions 26%
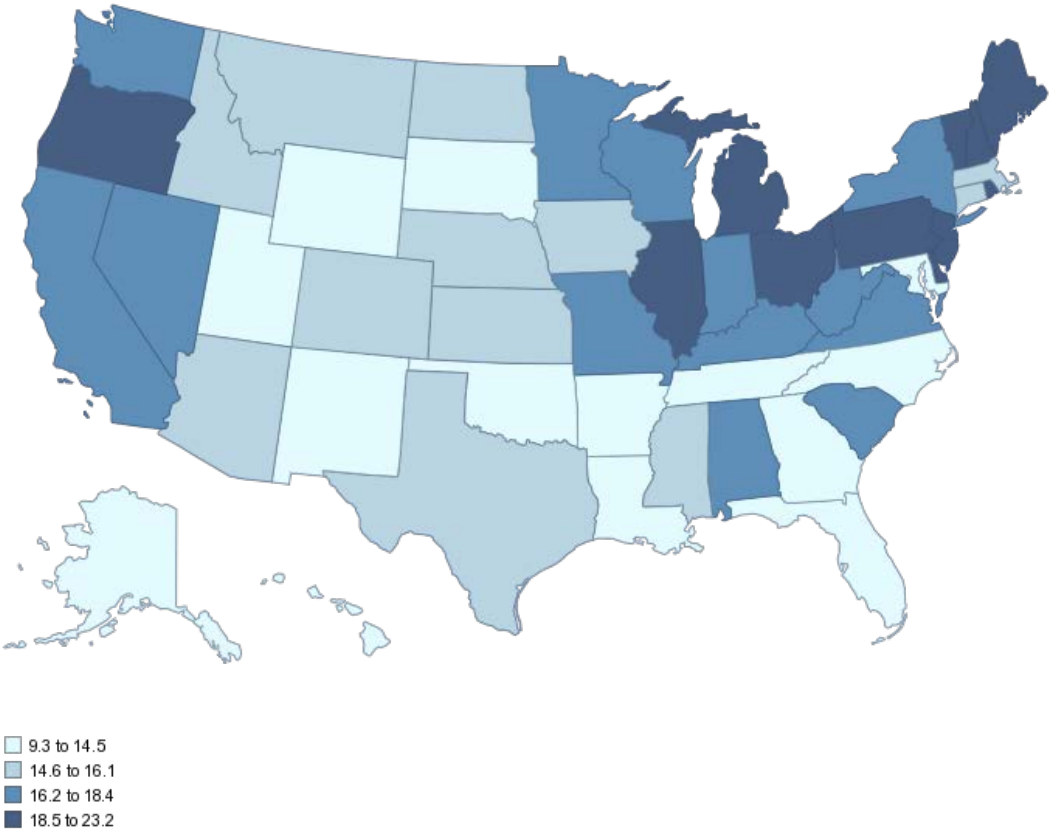
Public Universities 23%

Community Colleges 42%

National Benchmarks - College Costs and Financial Aid

- Illinois has the fifth highest average public university tuition and fees ($11,990 in FY12) in the country, behind Vermont, New Hampshire, Pennsylvania, and New Jersey. Eleven states have average public university tuition and fees less than $6,000.

- IL ranked 20th nationwide (1 being the highest) in the amount of average student loan debt among 2010 college graduates ($23,885). IL ranked 18th nationwide in the proportion of the students with debt (62%). (The Project on Student Loan Debt: Student Debt and the Class of 2010)

- Illinois students received over $2 billion in Stafford subsidized and unsubsidized loans during the first two quarters of FY2012.

National Benchmarks - College Costs and Financial Aid (continued)

- Nine state award over 70% of the state need-based undergraduate grant aid in the US. The MAP program is the fourth largest need-based grant program in the country, behind CA, NY, and PA. Other states awarding significant need-based grant aid are TX, NJ, NC, WA, and IN. (NASSGAP survey of State Sponsored Student Financial Aid.)

- Illinois is 6th in the country in terms of total grant aid awarded ($418.7 million in FY10.) Only CA (need based), NY, (need based) GA (merit aid), TX (need based) and FL (merit aid) award more. (NASSAP survey of State Sponsored Student Financial Aid.)

- According to IBHE, students received $1.36 billion in federal grant aid in 2010, much of it Pell. Almost 180,000 students received federal loans totaling nearly $1.3 billion.
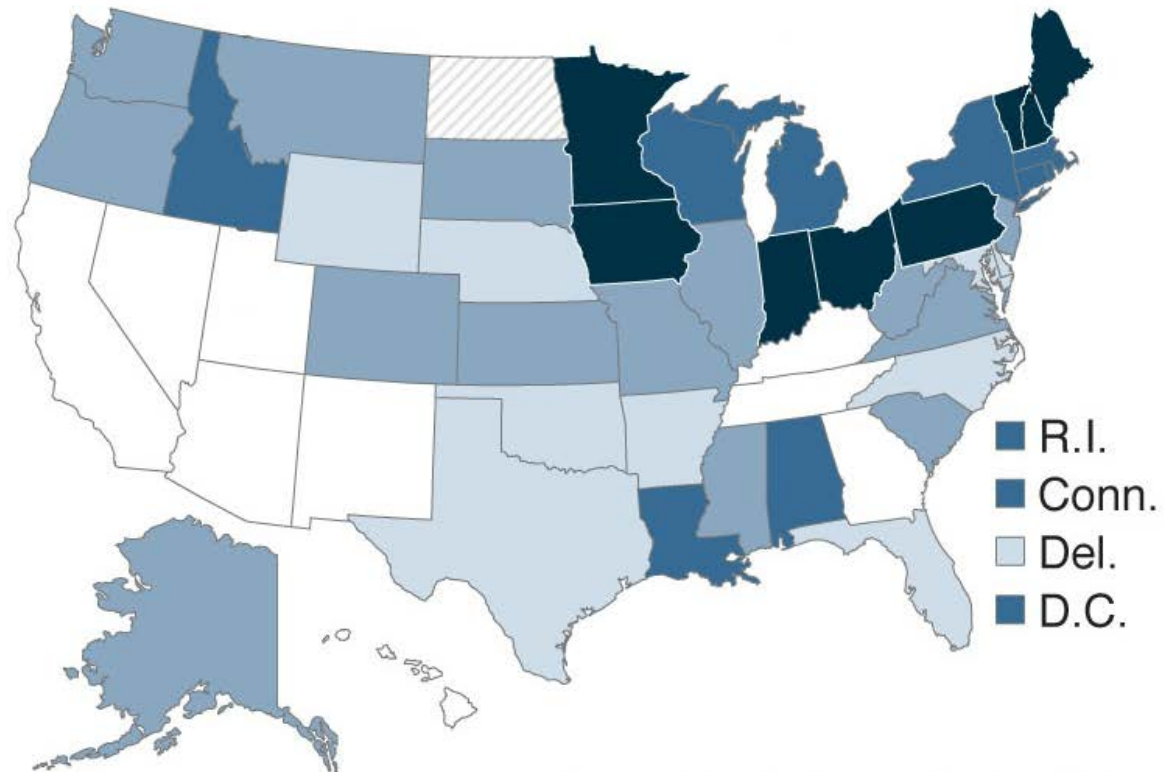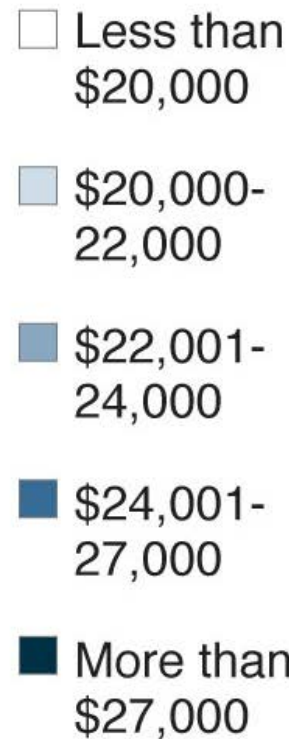
Percent of median family income to pay for public university tuition and fees

9.3 to 14.5
14.6 to 16.1
16.2 to 18.4
18.5 to 23.2

U.S. Average = 16.9

Source: NCES IPEDS

11

Cumulative Stafford Loan Debt

Legend:
- Less than $20,000
- $20,000-22,000
- $22,001-24,000
- $24,001-27,000
- More than $27,000

- R.I.
- Conn.
- Del.
- D.C.

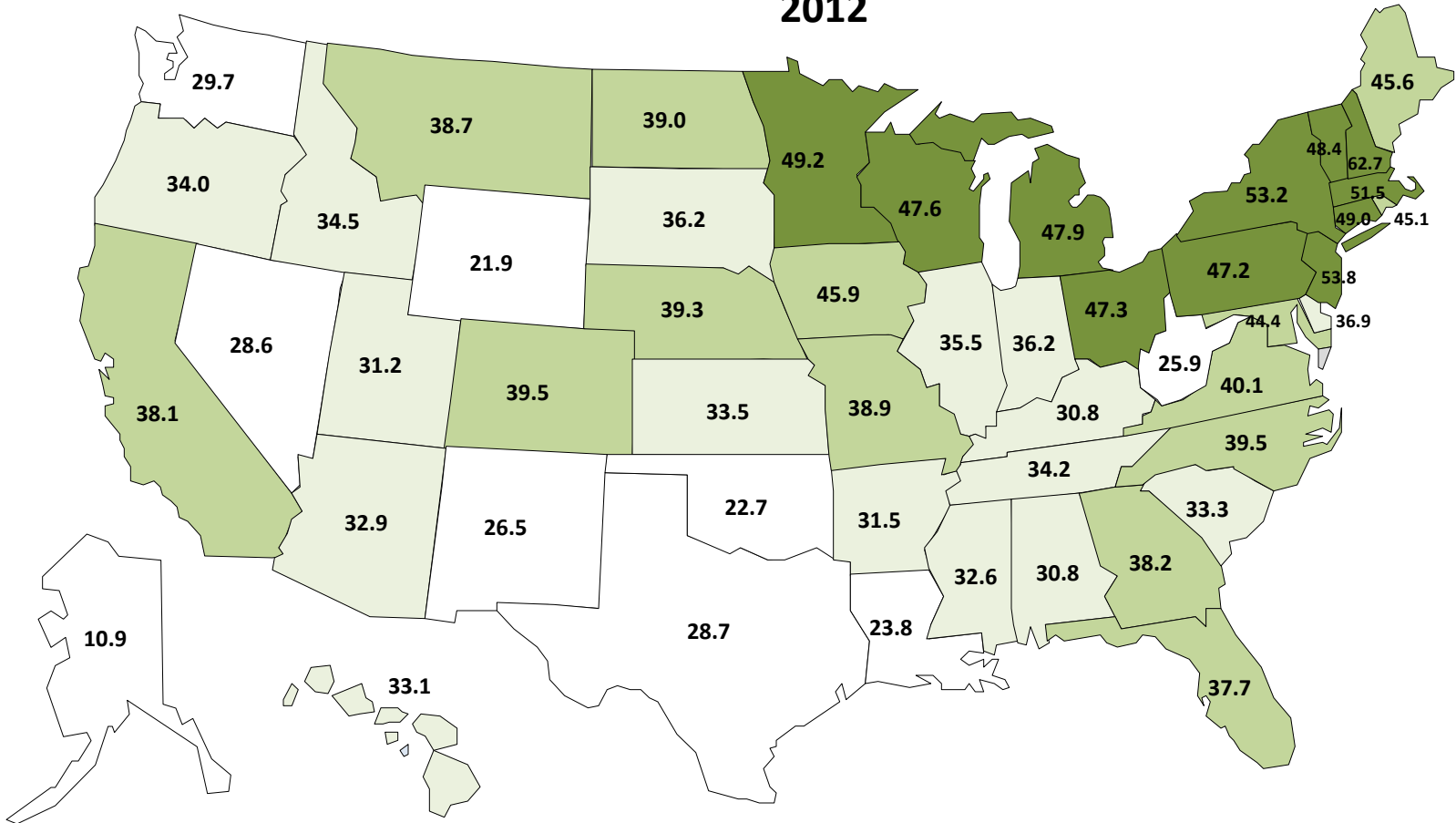NOTE: No data available for North Dakota

© 2012 MCT

Source: The Project on Student Debt
Graphic: Melina Yingling

Four Steps to More Graduates

- Improve HS graduation rates
- Increase the college continuation rate (high school to college transition)
- Improve year to year college retention (including successful transfers)
- Increase the number of completers – improve the college graduation rate

# College Participation Rates for Low Income Students by State
2012

29.7

38.7

39.0

45.6

34.0

34.5

36.2

49.2

47.6

48.4

62.7

21.9

53.2

51.5

28.6

31.2

39.5

39.3

45.9

47.9

47.2

49.0 45.1

38.1

33.5

38.9

35.5

36.2

25.9

44.4

53.8

36.9

32.9

26.5

22.7

31.5

30.8

40.1

34.2

39.5

10.9

28.7

23.8

32.6

30.8

38.2

33.3

33.1

37.7

Percent

47.2 to 62.7 (11 states)

37.7 to 45.9 (14 states)
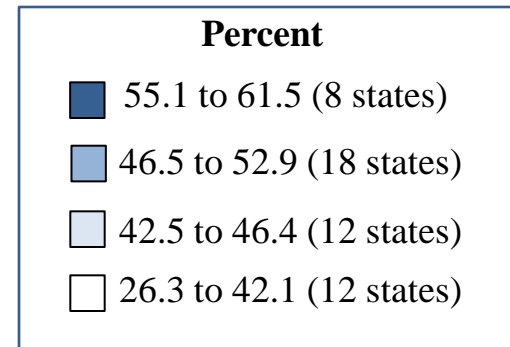
30.8 to 36.9 (16 states)

10.9 to 29.7 (9 states)

Illinois High School Graduation Rates

- We're tied for 10th in Illinois graduation rate for all high school students (84%) ties us for 10th place among the states
- We're tied for 7th in graduation rate for white high school students (89%)
- We're in 9th for minority high school graduation rates (74% black; 77% Hispanic)
- We're 6th for economically disadvantaged high school graduation rates (75%)

Chance for College by Age 19
2010
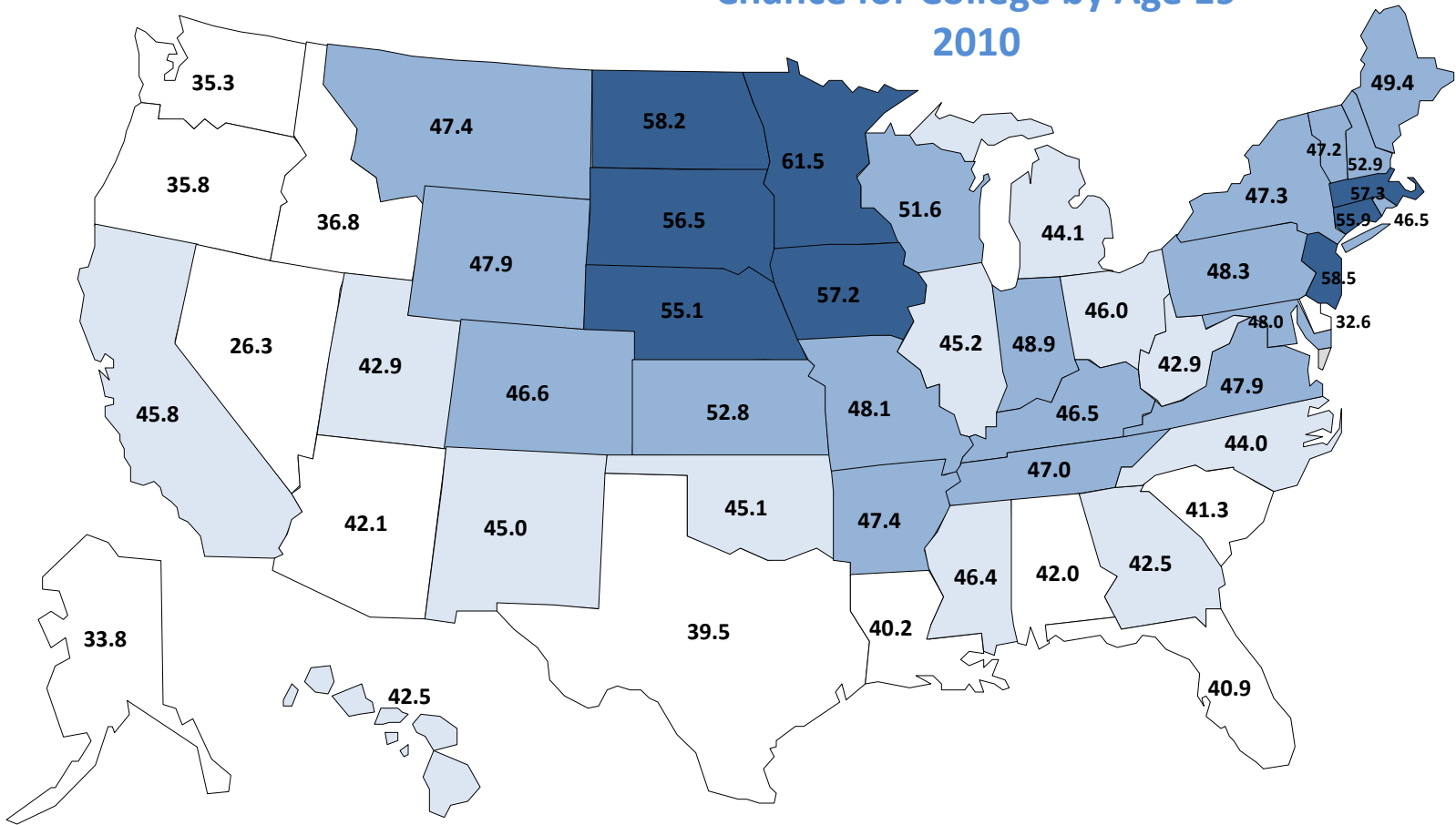
*Chance for College by Age 19 = High School Graduation Rate
x College Continuation Rate

Percent

- ■ 55.1 to 61.5 (8 states)
- ■ 46.5 to 52.9 (18 states)
- □ 42.5 to 46.4 (12 states)
- □ 26.3 to 42.1 (12 states)

State values shown on map:
35.3, 47.4, 58.2, 61.5, 49.4, 35.8, 47.2, 52.9, 36.8, 47.9, 56.5, 51.6, 44.1, 47.3, 57.3, 55.9, 46.5, 26.3, 42.9, 46.6, 55.1, 57.2, 48.9, 46.0, 48.3, 58.5, 45.8, 52.8, 48.1, 46.5, 42.9, 47.9, 32.6, 42.1, 45.0, 45.1, 47.4, 47.0, 44.0, 48.0, 33.8, 39.5, 46.4, 42.0, 42.5, 41.3, 42.5, 40.2, 40.9

Six-Year Completions for Students who started in Four-Year Public Institutions (NCH data 2012)
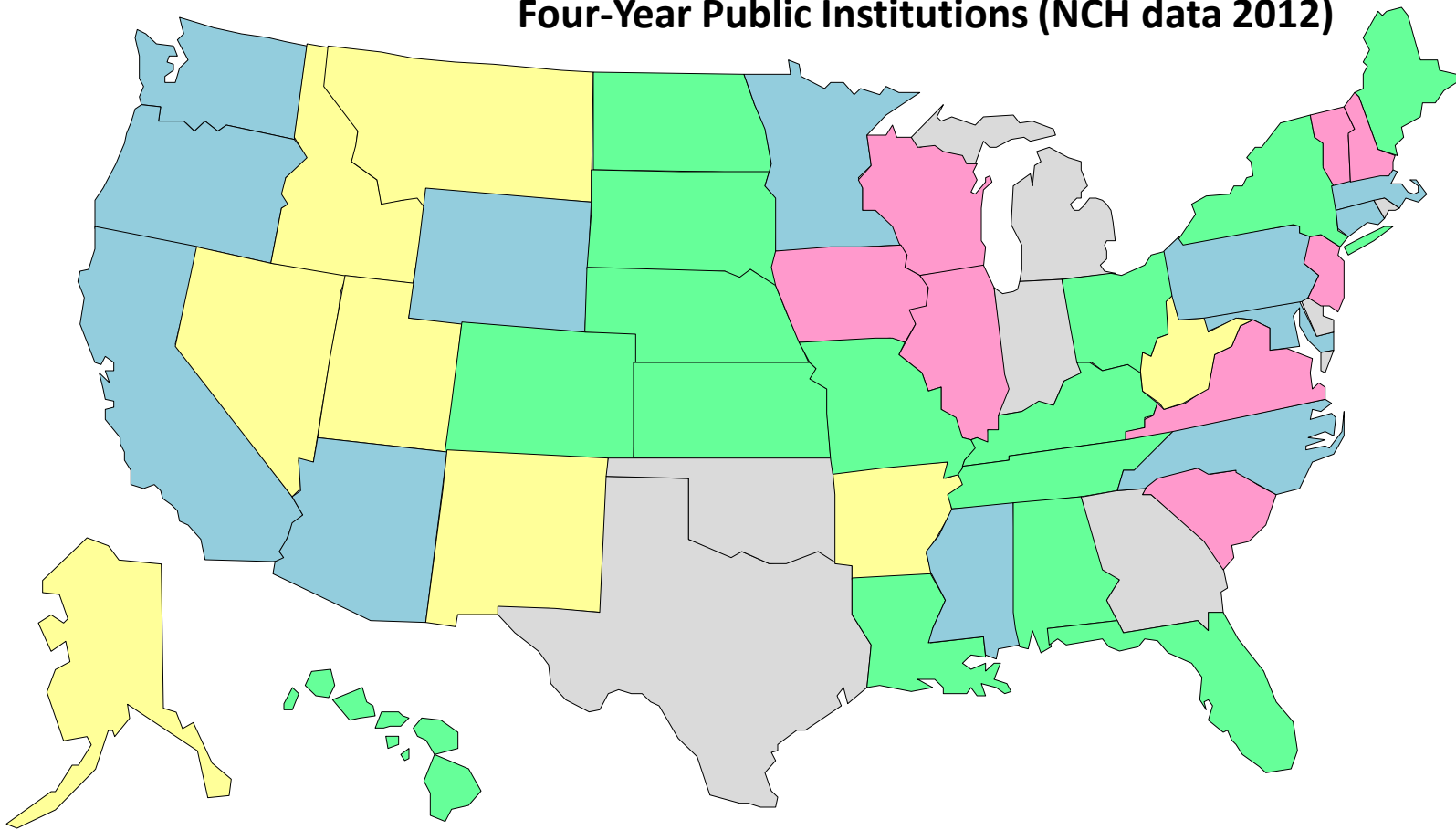
Equal to or above 70% - eight states

Above US average (60.57%) but Below 70% - 12 states

At or above 50% but below U.S. Average (60.57%) – 15 states

Less than 50% - eight states

Insufficient information – 7 states

Six-Year Completions for Students who started in Two-Year Public Institutions (NCH data 2012)
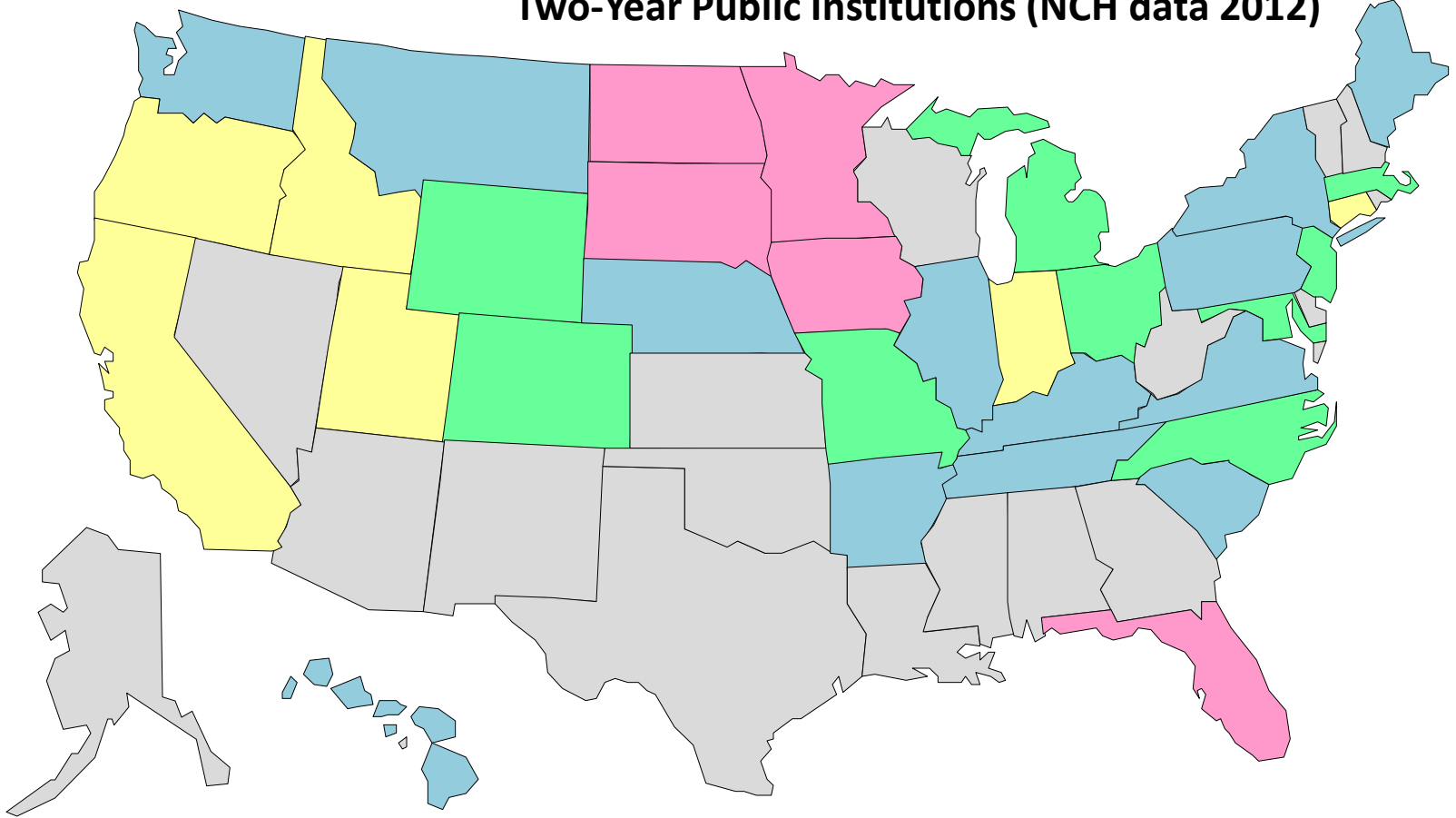
Equal to or above 45% - five states

Above US average (36.29%) but Below 45% - 13 states

At or above 30% but below U.S. Average (36.29%) – 9 states

Less than 30% - six states

Insufficient information – 15 states

Six-Year Completions for Students who started in Four-Year Private Nonprofit Institutions (NCH data 2012)
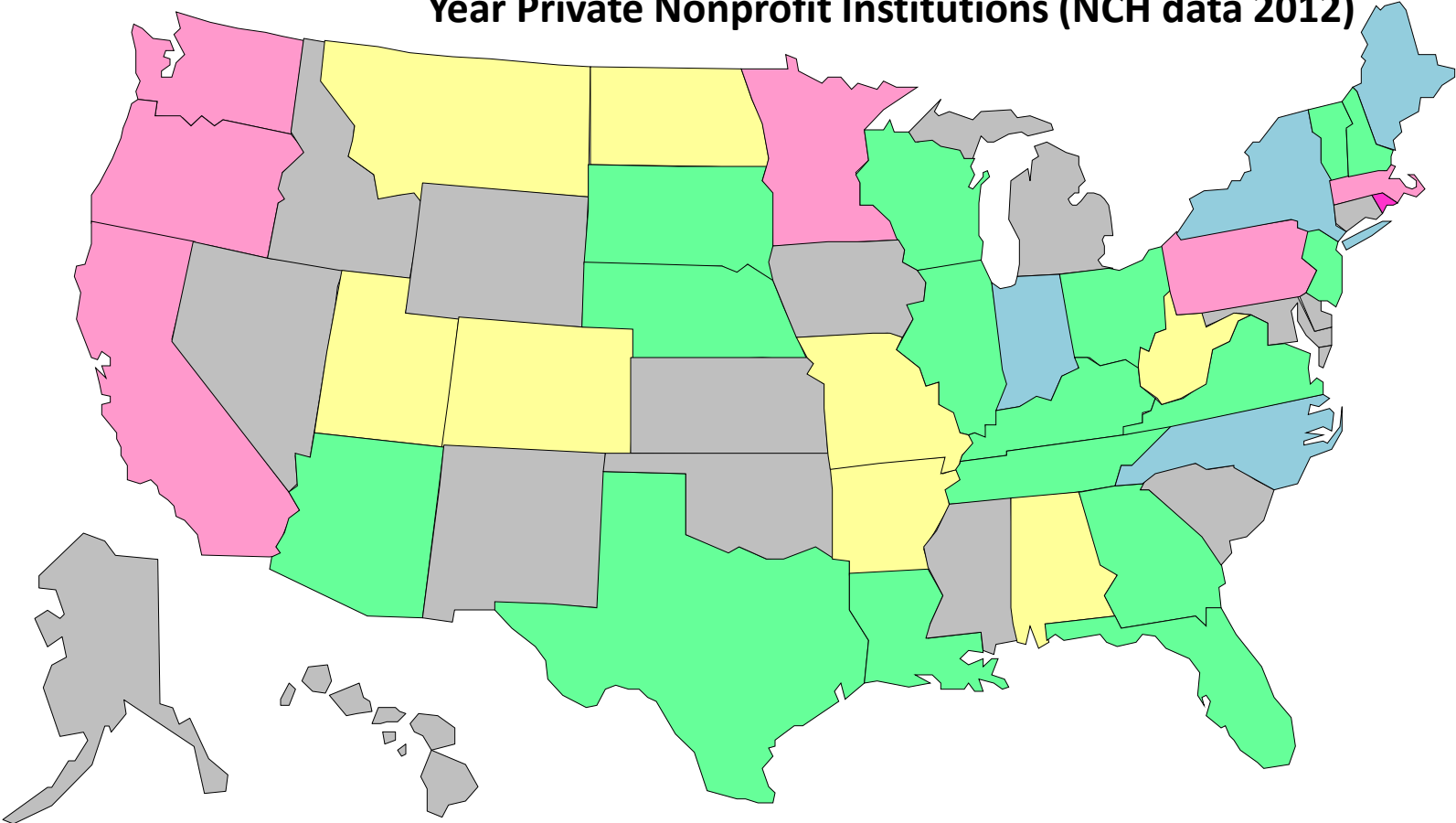
Equal to or above 75% - seven states

Above US average (71.53%) but Below 75% - four states

Below U.S. Average (71.53%) but Above 65% – 16 states

Less than 65% - eight states

Insufficient information – 15 states

Illinois Schools Graduate More than Average

Sector	% included	Graduation Rates				Completions per 100 students**		Spending per completion^	
		Four-Year		Six-Year					
		Illinois	National	Illinois	National	Illinois	National	Illinois	National
Public Universities	60.9%	40.2%	31.3%	62.5%	56.0%	24.0	20.5	$ 79,109	$ 68,617
Community Colleges*	27.4%	19.4%	20.4%			12.6	14.2	$ 36,072	$ 42,759
NFP Institutions	65.2%	52.2%	52.5%	65.7%	65.5%	24.3	22.6	$ 87,153	$ 95,725
For-Profit Institutions	63.4%	21.3%	26.8%	20.3%	28.2%	26.6	19.0	$ 36,148	$ 42,645
*150% rate									

from The Chronicle of Higher Education "College Completion" tables

**Completions per 100 students: "Total number of undergraduate-level completions (degrees and certificate programs of at least one

year in length) per 100 full-time equivalent undergraduates, based on total credit hours taken. 3-yr average (2008-2010)

^Educational spending per completion: Estimated educational spending (expenses related to instruction, student services, academic support,

institutional support, operations and maintenance) per academic award in 2010. Includes all certificates and degrees.

Illinois Graduation Rates

- Wide range of graduation rates among schools with similar students

- Differences in graduation rates by sector

- MAP recipients do as well as other students in the same school

Illinois Four-Year Colleges and Universities
6-Year Graduation Rates by Freshman Average ACT score
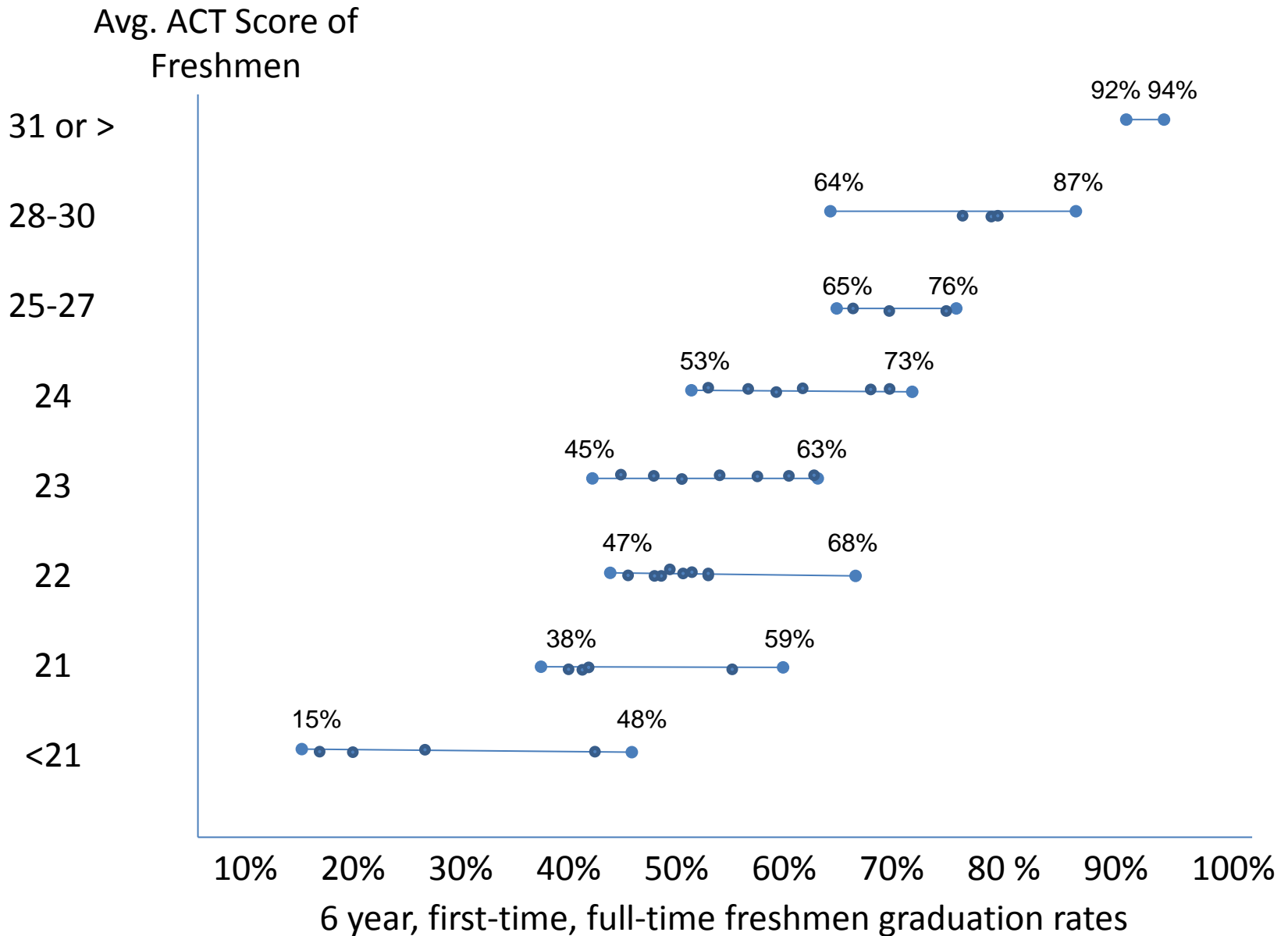
Characteristics of MAP Recipients

- 21% of Illinois undergraduates receive MAP
- 65% of MAP recipients are female
- 47% are white; 27% are black; 13% Hispanic; 6% Asian; 7% other or mixed
- 60% are traditional students; 40% are non-traditional
- About 58% have no resources to pay for college (zero-EFCs) and about 94% are Pell-eligible
- Average family income is $31,000 for dependent students and $19,000 for independent students

A "typical" MAP recipient would be ...

- Female
- White
- Dependent
- Living in the collar counties
- No resources to pay for college
- Attending a community college

MAP Recipients' test scores are about the same as the state averages

	Class of 2012 ACT Scores: ALL vs MAP Recipients			
	ALL		MAP RECIPIENTS	
QUINTILES:	Range	Mean	Range	Mean
Fifth - bottom 20%	0 - 15	13.2	0 - 16	14.3
Fourth	16 - 18	17.0	17 - 18	17.5
Third - middle 20%	19 - 21	20.0	19 - 21	20.0
Second	22 - 25	23.4	22 - 24	22.9
First - top 20%	26 - 36	28.9	25 - 36	27.5

MAP Recipient and All Student 6-Year Graduation Rates at Public Universities

Legend:
- ■ MAP recipient grad rate
- ■ All students grad rate
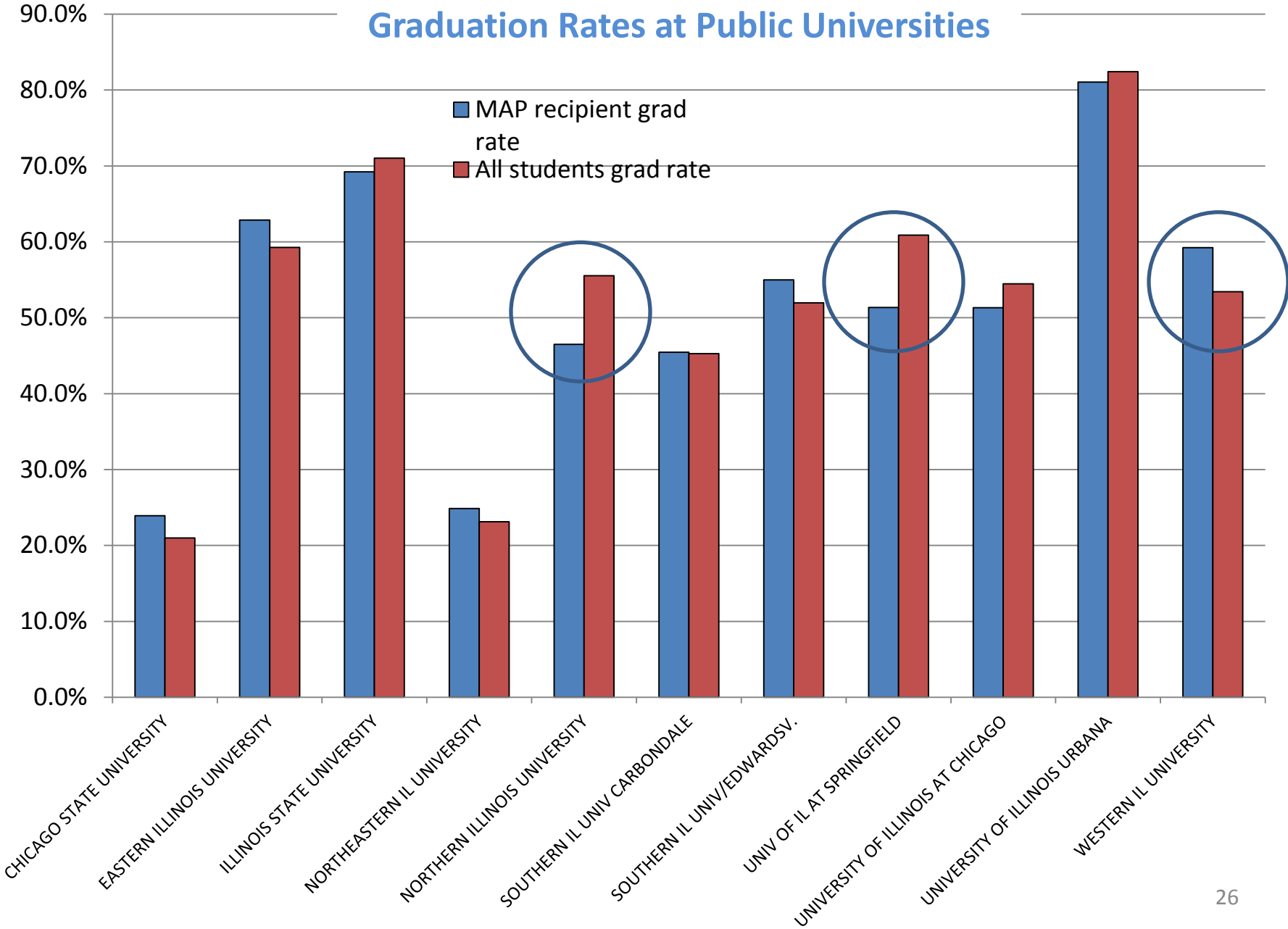
MAP Recipient and All Student 6-Year Graduation Rates at Community Colleges

■ MAP recipient grad rate
■ All students grad rate
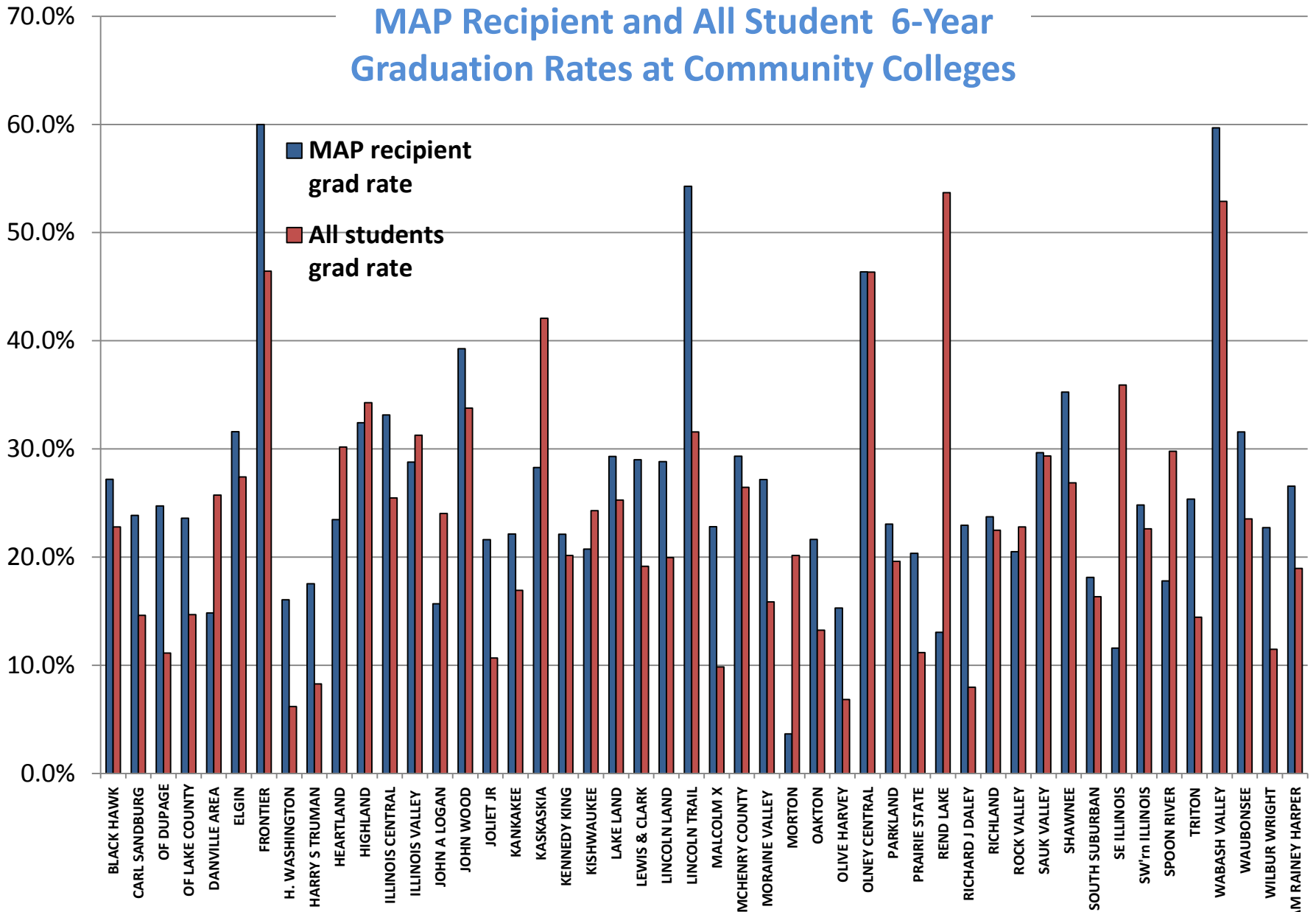
MAP Recipient and All Student 6-Year Graduation Rates at PNFP 4-Year Schools
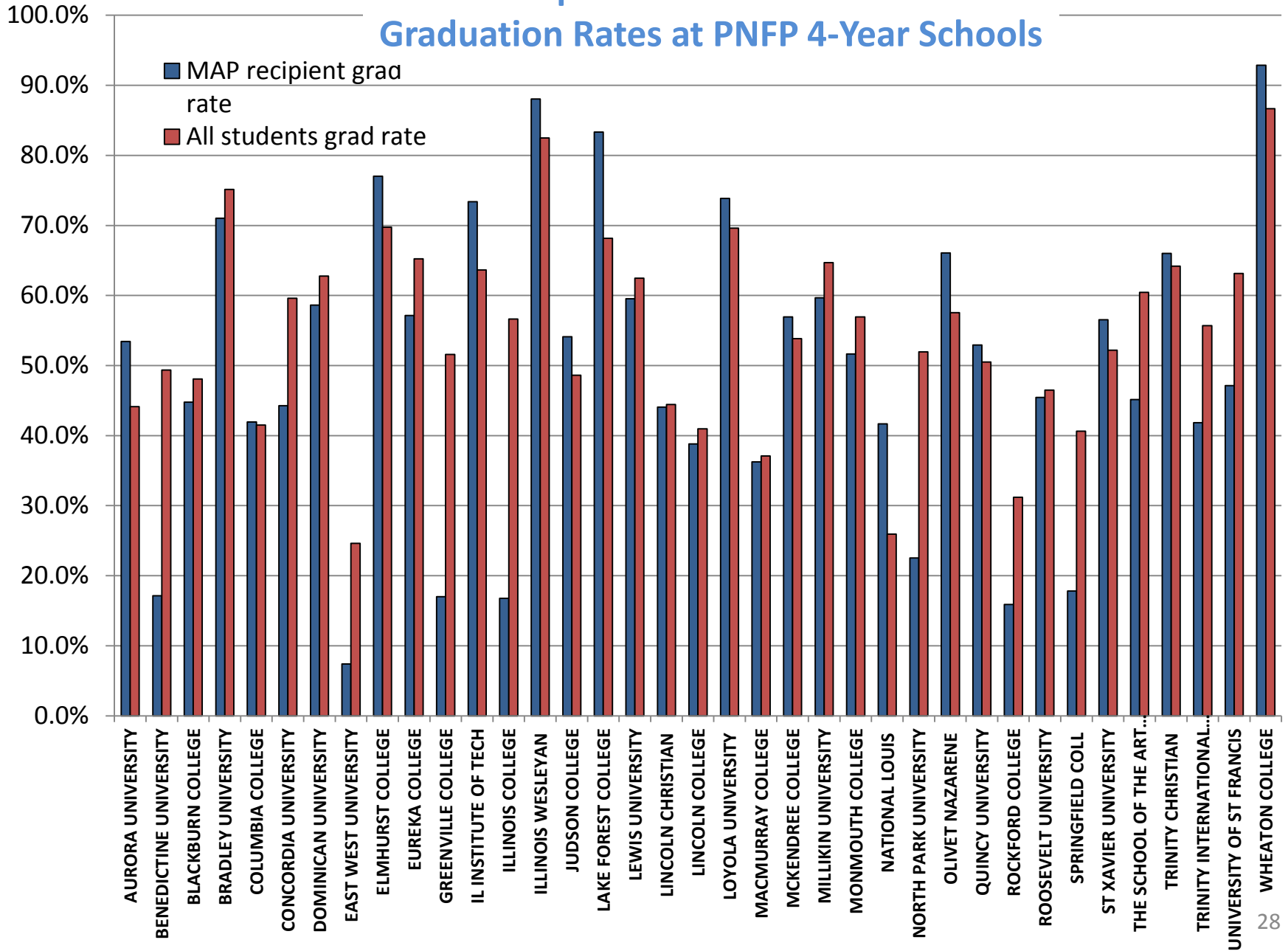
MAP recipients graduate at the same rate as other students at the same schools *but* ….

- The don't attend college at the same rate as children from higher income families *and*
- They disproportionately attend schools with lower graduation rates.

Undergraduate Enrollment and MAP Recipient Enrollment by Sector

IBHE 2012

- Public Universities — 24%
- Community Colleges — 42%
- Private Institutions — 34%

MAP Grants 2012
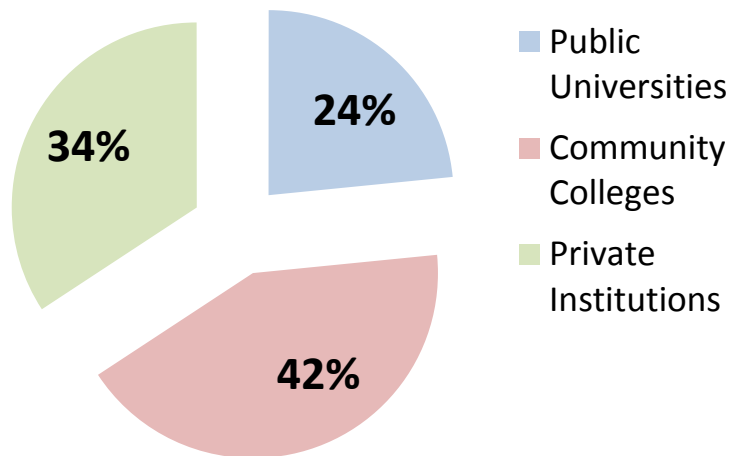
- Public Universities — 30%
- Community Colleges — 38%
- Private Institutions — 32%
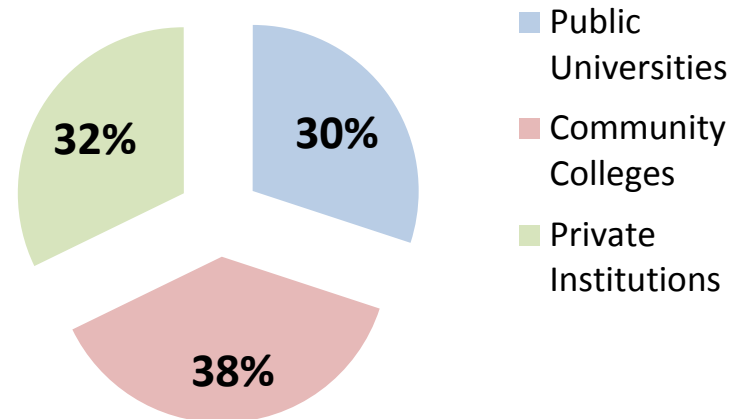
Undergraduate Enrollment and MAP Recipient Enrollment by Graduation Rates at Public Universities and Four-Year PNFP

MAP Recipients

Graduation Rate 60% or higher, 41%

Graduation Rate <60%, 59%

Other Students

Graduation Rate <60%, 47%

Graduation Rate 60% or higher, 53%
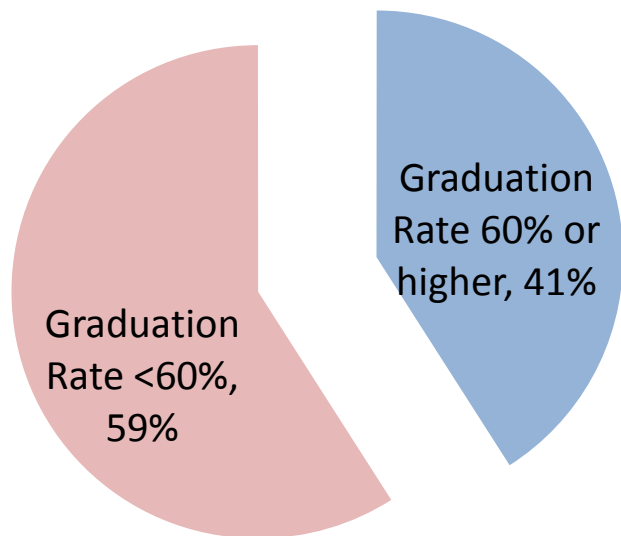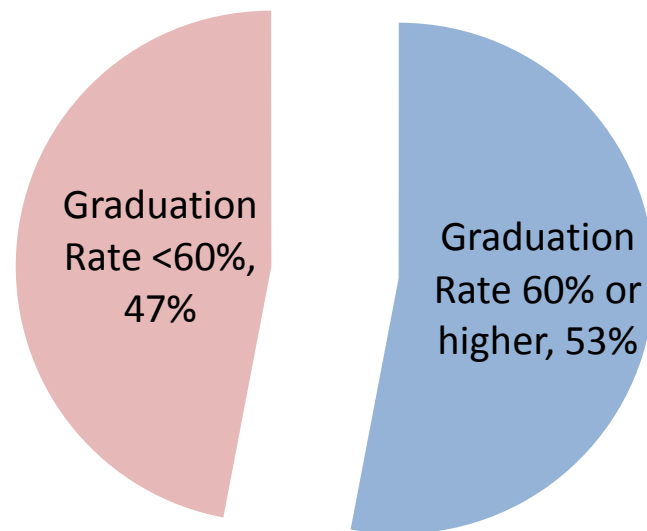
FAFSA Filers, MAP-Eligible Students and MAP Recipient School Choice

Announced

Proprietary Schools, 5%

Public Universities, 25%

Community Colleges, 51%

PNFP Institutions, 20%

Eligible

Proprietary Schools, 5%

Public Universities, 20%

PNFP Institutions, 18%

Community Colleges, 57%

Claimed

Proprietary Schools, 4%

Public Universities, 31%

Community Colleges, 37%

PNFP Institutions, 28%
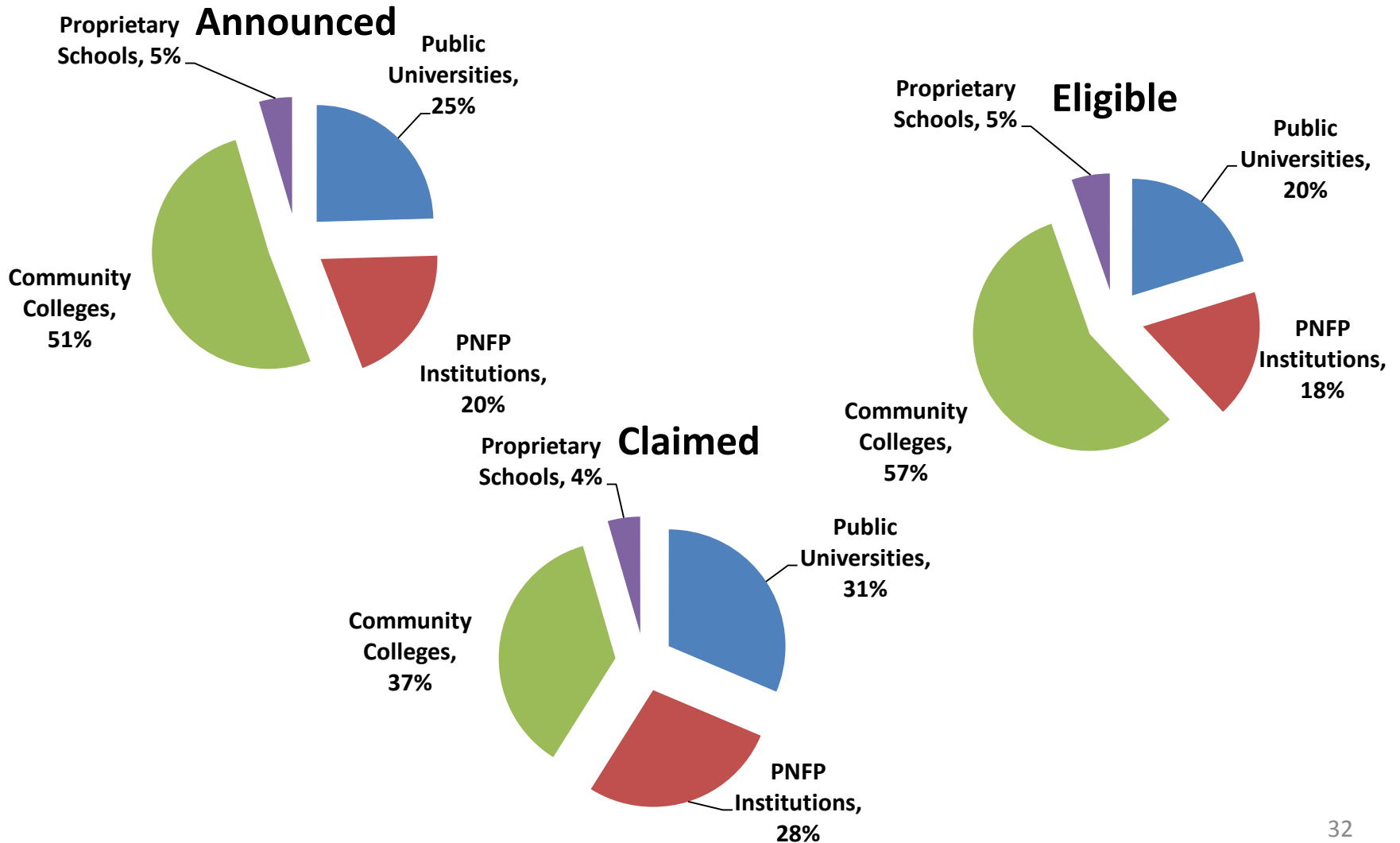
Differences between Dependent and Independent Students

Announced

Independents
46%

Dependents
54%

Eligible

Dependents
43%

Independents
57%

Claimed

Independents
40%

Dependents
60%
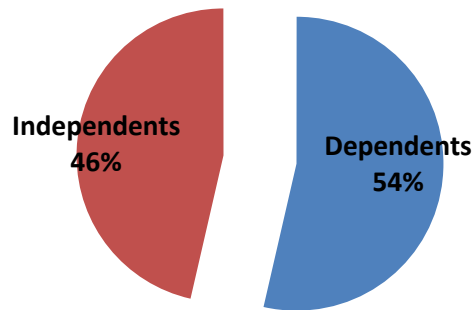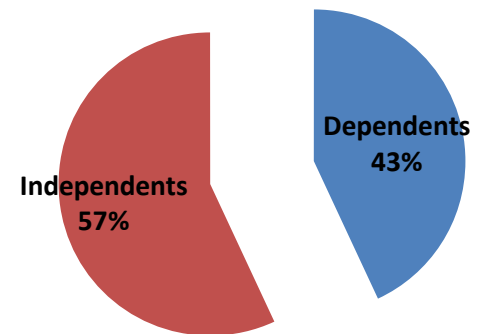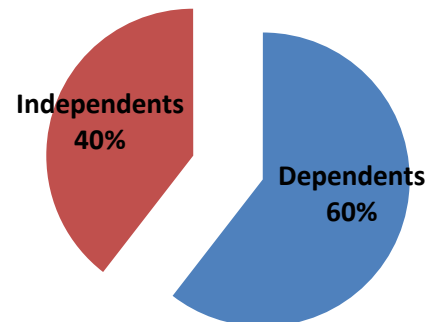
Illinois School Survey of Advising Programs

All MAP-eligible schools were requested to complete the survey

School Survey of Existing Programs to Help Retain Students

- Purpose
  - To provide a detailed description for the legislature of all the programs already underway at Illinois schools and fulfill one of the requirements of the resolution

- Design
  - Offered through Survey Monkey but schools can submit information in any format they choose

- Response rate
  - Over half of the schools have responded, representing over two-thirds of MAP recipients.

School Survey of Existing Programs to Help Retain Students

- 67 of 133 MAP-approved schools responded to date; others have promised to respond

- 83% (10 of 12) of public universities responded

- 53% (27 of 51) private institutions responded

- 50% (24 of 48) community colleges responded

- 60% (6 of 10) proprietary schools responded

Number of Programs Offered by Survey Respondents
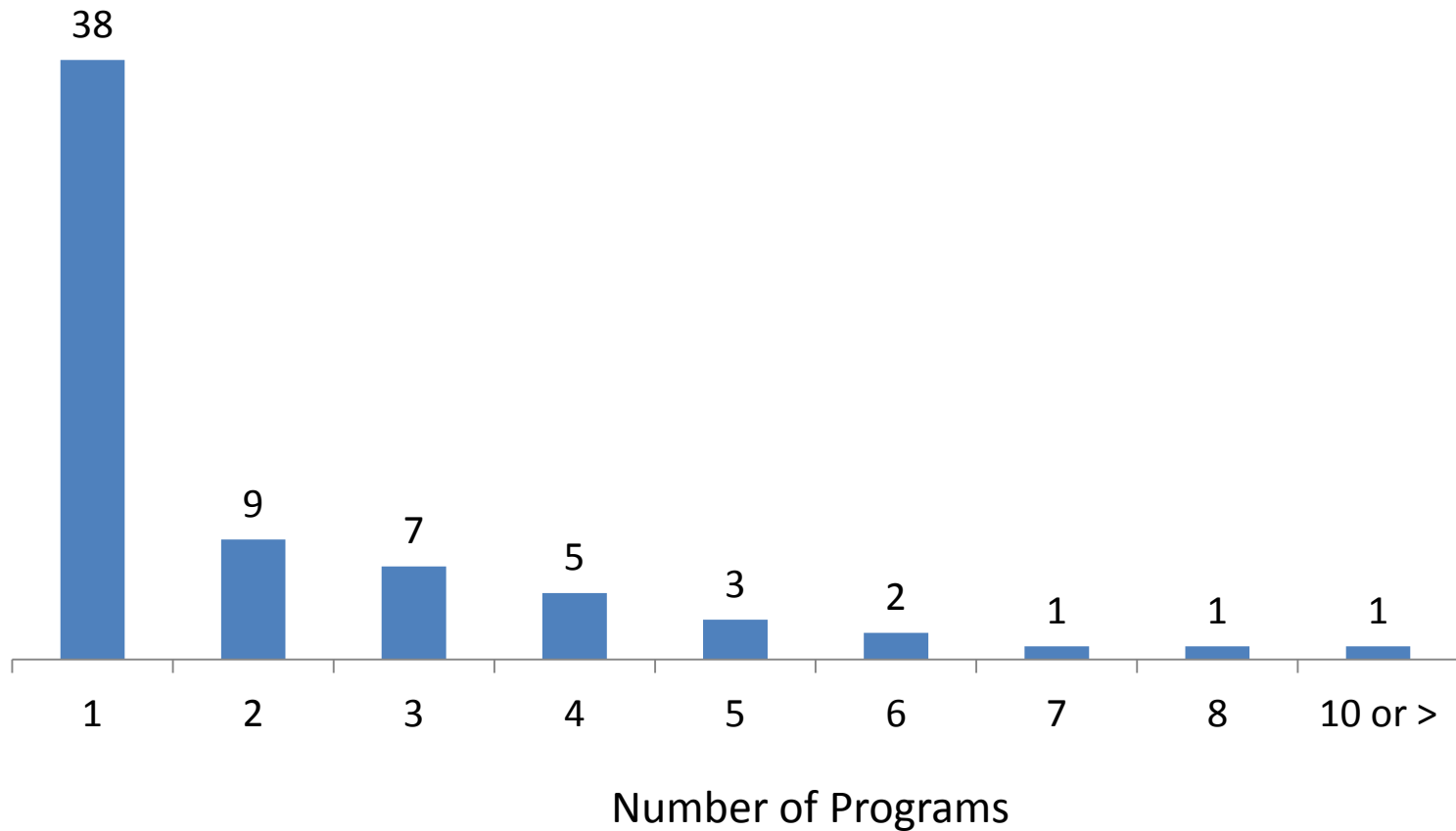
SCHOOL SURVEY: Are students at your institution required to go through academic advising?

Varied by:

- Semesters required (first most frequent)

- Academic year (freshmen most frequent)

- All MAP recipients

- Minimum GPA to "opt out" of advising

Not Required, 9%

Required for all, 53%

Required for some, 28%
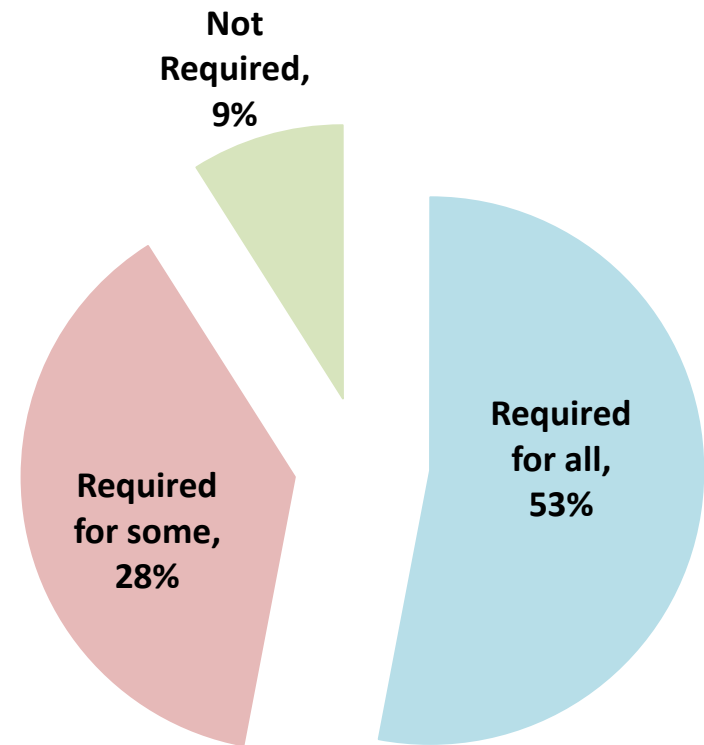
SCHOOL SURVEY: Big Differences by Sector

	Academic Advising required for:		
	All	Some	None
Public Universities	30%	60%	10%
Private NFP Institutions	80%	8%	12%
Community Colleges	26%	70%	4%
Hospital Schools	100%	0%	0%
Proprietary Schools	33%	50%	17%

SCHOOL SURVEY: Program Categories
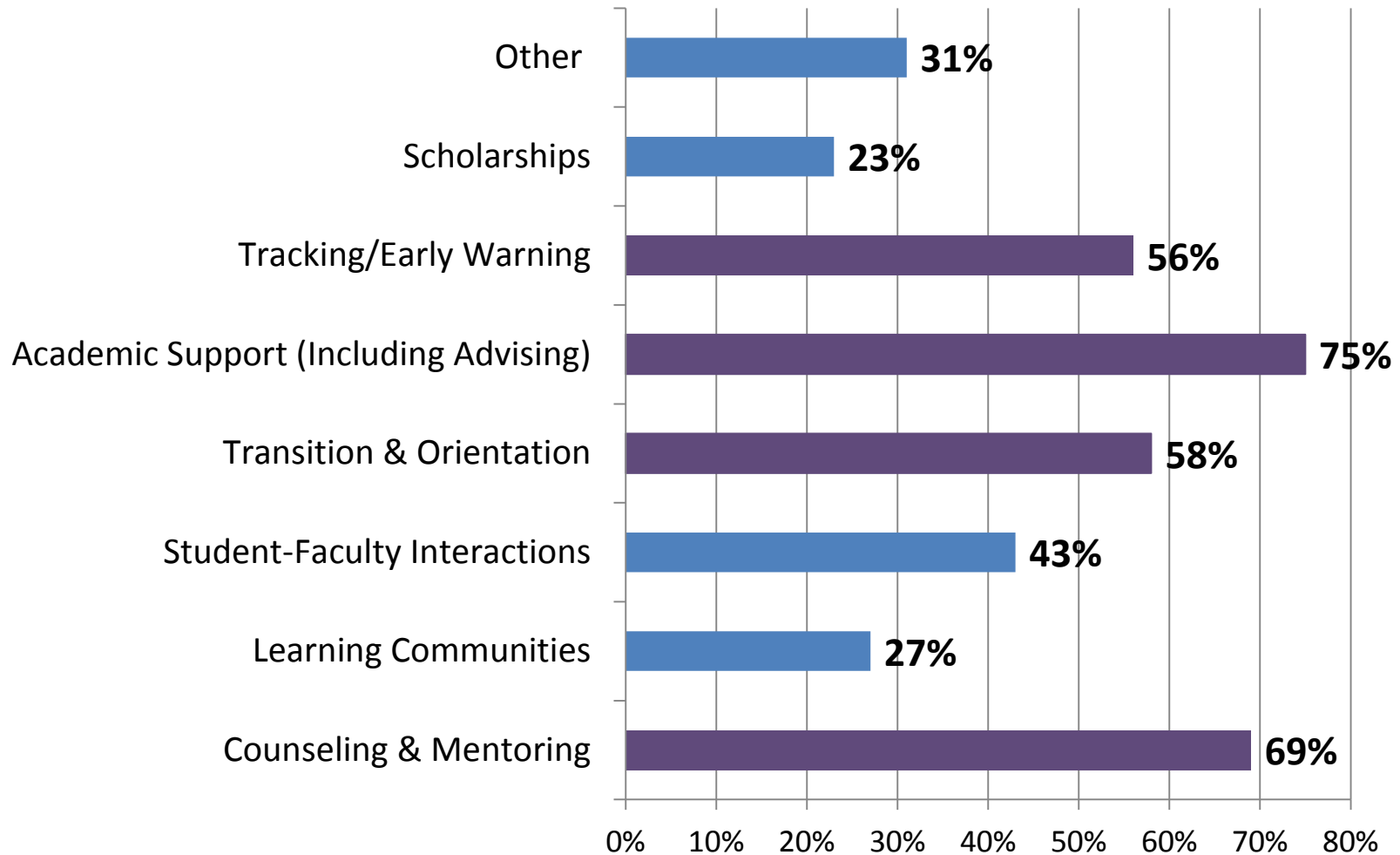
SCHOOL SURVEY: Program Categories

Category	Total N=145	Public 4-year N=23	Private N=60	Com- munity College N=51	Hospital N=5	Proprietary N=6
Counseling & Mentoring	69%	65%	75%	55%	20%	100%
Learning Communities	27%	35%	27%	14%	20%	50%
Student-Faculty Interactions	43%	39%	52%	31%	20%	67%
Transition & Orientation	58%	48%	55%	57%	40%	83%
Academic Support (Including Advising)	75%	74%	72%	73%	60%	83%
Tracking/Early Warning	56%	43%	58%	47%	20%	100%
Scholarships	23%	30%	10%	24%	20%	17%
Other	31%	22%	27%	33%	0%	33%

SCHOOL SURVEY: Program Attributes

- Average number of students served by school is 675; the range is 3 students to 15,000 students per year
- 39% had an application process for their programs
- 36% met with participating students at least once a week; wide variation in frequency of interactions.
- Average amount of time spend with a student in an academic year is 40 hours; range was 1 hour to 650 hours.

SCHOOL SURVEY: Program Attributes

- 62% reported that their program was voluntary

- 27% indicated that it was required

- 12% specified other
  - Some students are required to participate while it is voluntary for others
  - Some elements of the program are required while others are voluntary

SCHOOL SURVEY: Primary way(s) staff interacts with students

Category	Percentage
Group Presentation	70%
Individual Face-to-Face	96%
Through Email	79%
Through Social Media	37%
Other	22%
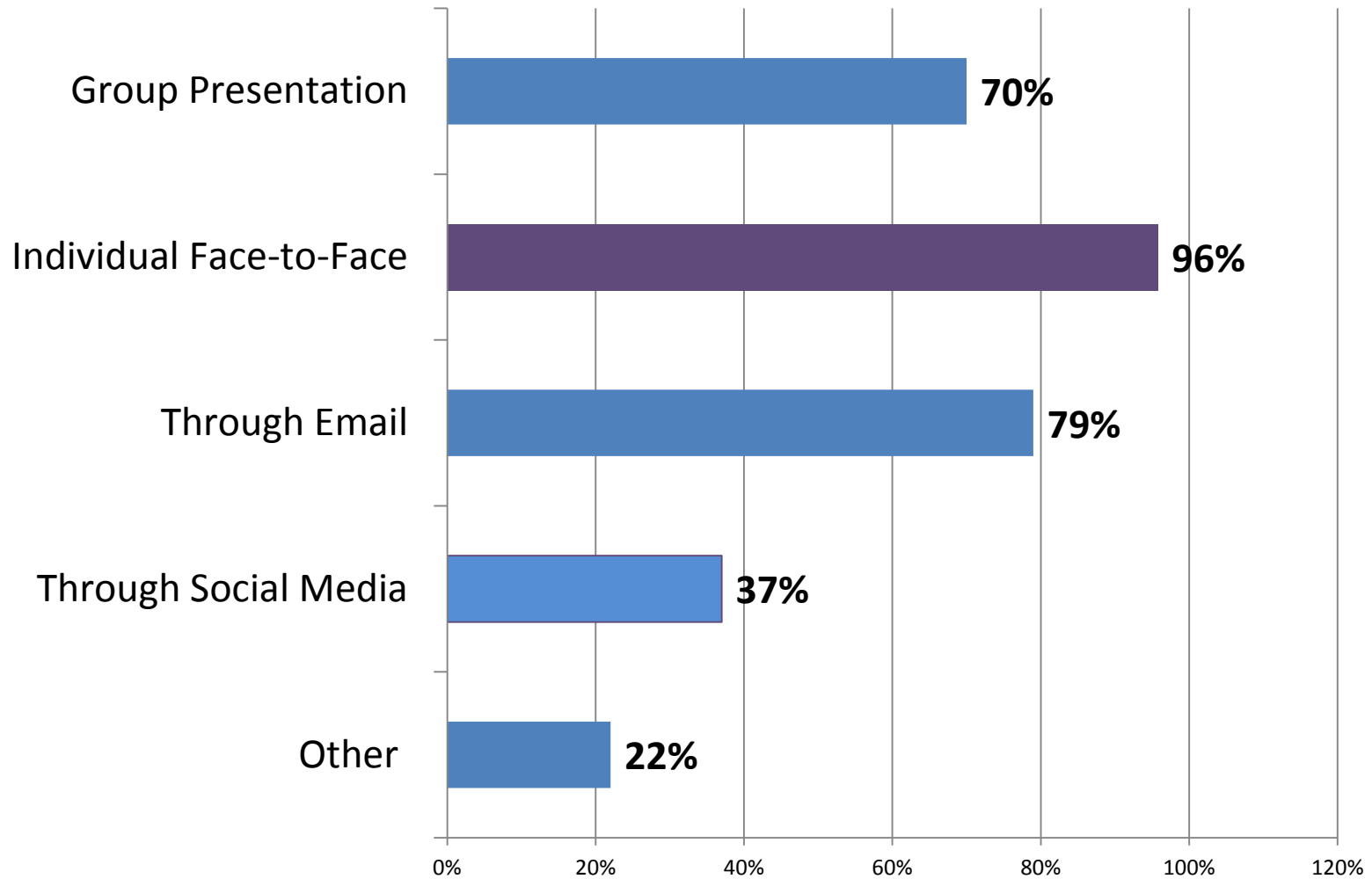
SCHOOL SURVEY: What it costs

- Average annual cost for the programs is $146,000

- Average annual cost range is $0 to $725,000

- Average estimated cost per student is $1,444

- Average estimated cost per student range is $0 to $27,200

SCHOOL SURVEY: Who Pays?

- 56% indicated that the programs are either fully or partially funded by institutional funds and/or at no additional cost

- 17% indicated the primary source of funding was federal (including TRIO and Perkins)

- 8% mentioned a primary source of funds coming from private or corporate grants or donations

- 2% reported funding from the state

SCHOOL SURVEY: Staff involvement

- About 33% dedicate one staff person to their program
- 15% report two staff members
- 14% report three or four staff
- 10% report five or more staff dedicated to their programs
- About one third reported an "other" staff set up such as shared responsibility among several staff or a program coordinator with many faculty, staff, tutors, counselors, etc. sharing their time.

SCHOOL SURVEY: Program Location

- 45% house their programs in Student Affairs, Student Services, or Student Development
- About one-third indicate their programs are housed in Academic Affairs, Academic Advising or academic support services.

SCHOOL SURVEY: Effectiveness

- 89% of schools track the effectiveness of their programs

- Measures used include:
  - Retention/persistence rates (35%)
  - GPA or specific grades (30%)
  - Graduation rates (20%)
  - Utilization of services (11%)
  - Course completion (8%)

SCHOOL SURVEY: Effectiveness

- About a fifth of respondents indicated they used multiple evaluation tools including surveys, interviews, learning outcome assessments, focus groups, reports, meetings, etc.

- Formal tracking systems include PALS Program, Datatel, Inside Track, Blumen Software, Jenzabar EX, Student Access Software, and the National Student Clearinghouse

SCHOOL SURVEY: Effectiveness

- 40% of respondents indicate that their program has been successful, specifically through:
  - Increased retention rates (13%)
  - Higher grades (7%)
  - Increased graduation rates (6%)

"First-Look" Conclusions

- There is much support being provided
- Most of it includes individual face-to-face interactions.
- Many programs are voluntary
- The nature and intensity of the programs appear to vary by sector
- The most common support is academic, with counseling and mentoring a close second

Overview of Some Studies of Support Services for Low-Income, First Generation College Students

Major U.S. College Completion Initiatives

- Access to Success (A2S)
- Achieving the Dream
- ACE Commission on Education Attainment
- Adult College Completion Network
- Boosting College Completion for a New Economy
- College Completion Agenda.
- Project Win-Win

- College Completion Challenge
- College Completion Initiative
- Complete College America
- Complete to Compete
- Ensuring America's Future by Increasing Latino College Completion (EAF)
- National Coalition for College Completion (NCCC).

Catalysts Focusing National Attention on College Completion

2008   **2009**   **2011**   **2012**

The Gates Foundation announces a national education goal: to double the number of low-income students who earn a quality credential by age 26 by 2025.

"In a joint session of Congress, President Obama set forth a goal that 'by 2020, America will once again have the highest proportion of college graduates in the world.'"

Obama proposed the American Graduation Initiative, a $12B program focused on community colleges, that was funded at only $2B for career training.

The Obama admin-istration releases the College Completion Tool Kit, presenting seven "low-cost" action strategies for governors to consider. A $20M grant from the FIPSE to increase college productivity was offered. State targets for new graduates to meet the 2020 deadline were released.

In the administration's FY2012 budget included a $123M "First in the World" incentive program to boost completion rates and hold down college costs and a $50M College Completion Incentive Grant to fund state and school systematic reforms that increase the number of graduates.

The Lumina Foundation began talking about a single "big goal" – to increase the percentage of Americans with high-quality degrees and credentials to 60% by 2025.

Students Leave School For Many Reasons

12 research-validated risk factors for students dropping out:

- Uneven formal academic knowledge and skills.
- Lack of informal knowledge about being a college student
- Inadequate development of self-regulation skills
- Impaired self-efficacy and resilience
- A mindset believing in fixed rather than flexible abilities.

- Inability to delay gratification.
- Impaired ethical judgment
- Disengagement from the university environment
- Lack of interest in courses
- Issues in academic trajectory
- Psychological issues
- Financial concerns

The Retention Agenda, 2013

National Evaluation of Student Support Services: Examination of Student Outcomes After Six Years. Final Report. April, 2010.

- Student Support Services (SSS) is one of eight federally funded grant programs that are administered as part of the Federal Trio Programs within the U.S. Department of Education (ED).

- It focuses on students while they are enrolled in college, generally in the first year.

- Two-thirds of the students served by an SSS project must be low-income and first generation college students or students with disabilities.

SSS Services

- **Instructional courses**
  - Study skills
  - Developmental math
  - Developmental English
  - English proficiency
- **Professional tutoring**
- **Peer tutoring**
  - One on one and group
  - English, science, social sciences, math and general tutoring

- **Professional counseling**
- **Peer counseling**
  - Academic
  - Personal
  - Financial aid
  - Career
- **Labs (similar to group tutoring)**
- **Workshops (skill enhancement)**
  - Orientation to college
  - Study skills
  - Career guidance

Results from National Evaluation of Student Support Services report, measured after 6 years.

- "The single most consistent finding is that the receipt of supplemental services was correlated with improved student academic outcomes."

- "The findings for first year SSS services in particular were also largely consistent and positive…"

- "Supplemental services continued to be important after the freshman year. In fact, the later-year services appear to show a stronger relationship to long-term outcomes than first-year services."

Results from National Evaluation of Student Support Services report, measured after 6 years.

- "A few SSS services appeared to stand out by being related to improved student outcomes: home-based programs, blended programs, peer tutoring, labs, workshops, and services for students with disabilities.

- However some additional types of services also were related to improved student outcomes, though they were not necessarily SSS service: counseling, field trips or cultural enrichment, referrals to outside resources, services for those with limited English ability, college re-entrance counseling and recent contacts with support services.

- There is some evidence that what may be most important is that students receive an appropriate 'package' of services …"

Effective College Access, Persistence and Completion Programs, and Strategies for Underrepresented Student Populations: Opportunities for Scaling Up. June 2010

- "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 conclusion of the reviewed research 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. "

Effective College Access, Persistence and Completion Programs, and Strategies for Underrepresented Student Populations: Opportunities for Scaling Up. June 2010

- "The literature has developed three lenses through which to view nonacademic factors [that affect persistence]:"
  – Financial
  – Institutional
  – Psychological

Lens 1: 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.

Lens 2: Institutional

- There are generally five types of intervention strategies schools use to increase retention:

- **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.

Lens 2: Institutional

- **Learning communities** are groups of students that typically enroll together, take a significant number of classes together during each academic year, and typically live in the same dormitory. The literature is lacking regarding this intervention but there appears to be no significant direct effect on retention through the use of such communities, but there may be an indirect effect.

- **Faculty/student interaction programs** refer to specialized programs allowing students to interact with faculty members for mentoring and advice. 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.

65

Lens 3: 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.

Effective College Access …Conclusions

"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);

Effective College Access …Conclusions

- "**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."

Campus-Based Retention Initiatives: Does the Emperor Have Clothes? 2006

"After mining several electronic databases and reviewing almost one hundred articles, only sixteen studies were identified as providing documentation that links a program with retention. The strength of the connections between programmatic interventions and student persistence varied in these studies.

Only in the area of transition programs did we find a reasonable number of studies that reported consistently strong connections between interventions and improved student persistence.

Overall, our findings demonstrate that academe is without a core set of documents upon which administrators can rely when seeking retention models to employ at their own institutions."

Campus-Based Retention Initiatives: Does the Emperor Have Clothes? Conclusions:

- The evidence supporting the effectiveness of counseling as a means to reduce dropout rates of undergraduate students is weak.

- The evidence to support the efficacy of mentoring programs as a means to reduce dropout rates is weak.

- There are small to moderate levels of positive evidence that learning communities have a positive effect on student persistence.

- There are small to moderate levels of evidence that programmatic interventions designed to enhance student-faculty interaction can improve student persistence.

- There is moderate to strong positive evidence that transition or orientation programs can improve student retention rates.

Community College Retention and Recruitment of "At-Risk" Students 2010

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

- Issues with academic preparation, job and family responsibilities, finances, or personal motivation were perceived to be among the most significant reasons why students leave community colleges.

- Many of the programs believed to make the highest contributions to retention at community colleges focus on academic support/guidance, targeted interventions for specific student populations, and easing the transition of students to the college environment.

- The report takes a closer look at academic advising, first-year seminars and transition programs, summer orientation/bridge programs, and early warning systems as means of increasing the retention of students. In addition to being well-supported in the literature on student retention, recent examples of community colleges that have employed such programs have displayed documented success in terms of student outcomes.

Advising At Risk Students 2003

Summary of several studies:

- "Jones and Becker (2002) identified several academic advising services for at-risk students. These include using peer advisors and providing a visual means to disseminate information to the students before they even see their advisor. They also suggest that advisors be aware that this group of students benefits from more personal attention from individual advising sessions that focus on the student's development of self-confidence and their ability to make sound decisions.

- "Jones and Becker (2002) also identify the need for programs that teach decision-making skills, promote self-advocacy, provide curriculum intensive advising, and provide services to support students during their first year.

- Nutt (2003) suggests using an intrusive advising approach, insisting upon collaborative relationships with other campus resources, and encouraging advisors to invest in the student to help them gain a sense of belonging and that they matter."

Other Studies

- The Center for Education Policy's *High school rigor and good advice: Setting up students to succeed,* found that "Talking to an academic advisor in college either 'sometimes' or 'often' significantly improved students' persistence rates as much as 53 percent. This relationship held true for students in two- and four-year institutions. In all cases, the impact was greatest for low SES students who began high school as low achievers."

- NCHEMS *Good Policy … Good Practice* advocates adult advising programs such as those offered in Rhode Island and Kentucky that have proved successful. There is also a discussion of learning communities and the academic efficiencies that can be achieved by them.

Noel-Levitz Campus Based Retention Programs (measurable results)

- 76 % Counseling and Mentoring
- 39% Coursework and Instruction
- 35% Tracking and Early Warning
- 33% Transition and Orientation
- 27% Learning Communities
- 24% Academic Support
- 20% Student-Faculty Interactions
- 18% Scholarships
- 14% Other

Ideas to Consider

- It makes a difference where in the process of increasing retention and completion a state or school is currently operating. One type of program does not fit all.
- Schools that have well-prepared students who are trying to increase graduation from 60% to 70% have a very different situation from a school with less well-qualified students who are trying to raise their graduation rates from 30% to 40%.
- The students of tomorrow are going to be increasingly poor and first generation – for schools to fill their classrooms they are going to have to provide additional help.

Ideas to Consider

- Illinois schools offer a tremendous variety of programs and are already committed to providing support for students who need help.

- There is impetus to continue to offer and to increase the offerings of support programs coming from state and federal pressures.

- In Illinois, performance funding and other initiatives place a priority on student completion.

- While there is much enthusiasm for many of the support programs now provided; there is relatively little evidence that they are successful.

"Do not zero in on finding the silver bullet. There aren't any. The effects of college are cumulative across a range of activities."

— Patrick Terenzini Distinguished Professor and Senior Scientist, Emeritus Center for the Study of Higher Education, The Pennsylvania State University

What's Important to You?