SCALING SUCCESS SERVICES: Strategies for Promoting Postsecondary Success

In the 1960s, the U.S. Congress passed landmark legislation recognizing the importance of ensuring access to higher education opportunities for individuals from all backgrounds, regardless of their economic status. The Economic Opportunity Act of 1964 and the Higher Education Act of 1965 spawned the development of thousands of programs to get students from low-income backgrounds and first-generation students academically ready for college and help them complete the application processes. These programs assumed their graduates would be prepared to succeed in college without additional support after high school graduation.

Despite the programs' best efforts, many students struggled in college and their graduation rates lagged behind those of middle- and upper-income students.[1] Concerned about their graduates not earning degrees, some college access program leaders decided to expand their services and support students through postsecondary completion. Such postsecondary completion efforts are known by different names: success programs, college persistence or retention programs, and student success services, to name a few.

Expanding access programs to serve students attending college can be a heavy lift in the best of times. College students confront complex issues that require advisers with different skills than those needed to support high school students. Maintaining personal connections with students attending a variety of institutions, often outside the immediate geographic area, is not easy. COVID-19 has exacerbated existing equity gaps and made college persistence even more difficult for students with less access to resources and opportunities than their White or wealthier peers. Altogether, these challenges require organizations to establish new approaches to engaging college students and monitoring their academic progress and emotional well-being.

The experiences of organizations that have successfully transitioned to supporting students in college and throughout the pandemic offer valuable lessons to others. The National College Attainment Network (NCAN) recently documented the work of five organizations (Attachment A) to expand their college access programs to support students through college completion. A series of three papers describes their experiences with 1) building the capacity to offer college success services, 2) tracking and using data to measure their impact on student persistence, and 3) developing effective partnerships with higher education institutions. The papers draw from information gathered through interviews with 17 organization staff members and 20 students who benefited from their support.

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[1] In 2017, only 13% of 24-year-olds from the lowest income quartile and 20% from the second-lowest quartile had earned bachelor's degrees, compared with 62% of students from the highest income quartile and 47% from the third-highest quartile. Source: Pell Institute for the Study of Opportunity in Higher Education and Alliance for Higher Education and Democracy. 2019. *Indicators of Higher Education Equity in the United States: 2019 Historical Trend Report.* Washington, D.C.: Council for Opportunity in Education.

This paper summarizes the experiences of these organizations with expanding to support college students, the challenges they faced, and recommendations for undertaking similar efforts. The paper also discusses the unexpected challenges students faced as a result of the pandemic and how organizations adjusted their services to support students during this difficult time.

Building the Capacity to Offer College Success Services

Expanding to offer college success services involved several phases. At the outset, it is important to note that the process of building organizational capacity requires a significant investment of time, energy, and resources. For this process to be done well, it cannot be rushed.

Assess Students' Needs for Success Services

Identifying and understanding the challenges their students face in college served as a starting point for organizations. Data from the National Student Clearinghouse (NSC) gave organizations an understanding of the persistence of students from semester to semester at different colleges – who was making progress, who had switched to part-time enrollment, and who had left altogether. Organizations also used anecdotal information from students who stayed in touch after they finished high school to assess their needs for support in college. These data enabled programs to identify students who were experiencing difficulty and the type of assistance they could use, such as referrals to campus resources, emergency financial aid, and emotional support.

Plan for Capacity-Building

Organizations engaged staff members at all levels as well as board members and community partners in planning for expansion. They combined their needs assessment data with testimony from direct service staff and partners to make the case to board members and funders for adding success services. Not only would doing so increase the likelihood of their high school graduates persisting in college, but the organization also would realize a greater return on their investment of resources. In every case, boards agreed and supported the staff to go forward with the expansion plans.

Develop a Logic Model

Every organization constructed a logic model that mapped out the strategies it would use to fulfill its expansion goals. In developing their logic model, organizations started with the outcomes they wanted students to achieve and mapped backward, describing the activities they would provide to help students to achieve each outcome and the resources needed to offer these activities. An example of a logic model based on the models developed by several of the organizations is in Attachment B.

Secure Resources to Support Expansion

Most of the organizations secured funds from external sources to build out and implement their success services. One organization received a grant to engage a consulting firm that facilitated a four-day theory of change workshop to help staff and board members develop a model that would deliver measurable student outcomes. Several others received one- and two-year grants to pilot their success services. In another case, a foundation approached the organization about replicating at public colleges a success model the organization had developed for students attending private colleges. The foundation subsequently awarded the organization a five-year grant to do so.

Lessons Learned

- Capacity building needs to start with an analysis of data to understand the types of challenges students face in college. Findings from focus groups with program alumni attending college, their parents, and mentors are rich information sources.
- Direct service and operations staff, the organizational leadership team, board members, and partners all need to be involved in the planning process. They have valuable insights and ideas to contribute, and their buy-in is essential to the successful implementation of the new services. External experts also can be useful to challenge the thinking of staff and board members who may be too close to see all the issues clearly.
- It is important to take time to make decisions that will have a long-term financial impact, such as the need for additional staff, space, and scholarship dollars. The organization's board needs to understand the cost of serving students in college and determine how to raise the funds to support and sustain success services.

Tracking and Using Data for Student Success

Tracking and using data to measure student success and inform decisions is essential to programs achieving their goals. Having this information enables programs to monitor individual student progress and tailor support to students' particular needs. It also allows staff to understand the effectiveness of different program activities and make needed improvements. Most importantly, looking at data enables staff and board members to understand the organization's impact on student achievement and the degree to which it is successfully fulfilling its mission.

NCAN has produced several valuable tools to help organizations use data effectively to assess student outcomes. Common Measures is a set of research-based indicators for assessing students' progress toward the goals of postsecondary enrollment and degree completion. The Data and Evaluation Toolkit consists of resources that organizations can use to develop systems for tracking and using data, including a roadmap for tracking student achievement, a guide for selecting the right data system, and a program evaluation primer.

What Organizations Measured

Organizations measured the impact of their services on students against short-term, intermediate, and long-term goals (Attachment C.) Long-term goals included completion of a postsecondary credential, full-time employment, graduate school enrollment, and community leadership. Intermediate goals involved students demonstrating behaviors and completing steps necessary to persist year to year in college, fulfill degree requirements, and secure a job related to their career interests. Short-term goals focused on what students need to do to be prepared for starting college.

Sources of Data

Organizations compiled data from various sources, including students' intake forms, records of services they received while participating in the program, results of assessments and surveys they completed, copies of financial aid offers and college transcripts, and NSC data about enrollment patterns (Attachment D.) How organizations secured and managed student data varied, depending on

their staff capacity and resources. They maintained an electronic file for each student with three types of information: 1) records of the student's engagement in program activities; 2) self-reported information about the students' educational experiences and achievements; and 3) information from higher education institutions regarding students' academic progress. Advisers recorded their interactions with students online, including issues discussed, referrals, and frequency and types of contact as well as students' use of electronic resources such as newsletters, text messages, and webinars. Programs tracked students' progress towards completion of their degree requirements using students' academic transcript data if available.

Organizations placed a high value on data from third-party sources, such as the NSC and students' college transcripts. One program obtained transcripts by executing data-sharing agreements with the higher education institutions its students attended. (Attachment E.) Another organization awarded a $500 scholarship to students for submitting a transcript along with the completion of some other tasks. The other organizations secured transcripts from institutions by having students sign FERPA waivers (Attachment F) permitting colleges to release their transcripts.

Managing and Analyzing Student Data

Organizations used online systems to manage student data. Staff with data management expertise oversaw the collection and integration of data into student files and analyzed the data to determine student progress. They built dashboards, designed reports, and discussed the results of their analyses with staff and board members. Reports and dashboards generally focused on three areas: monitoring student progress, assessing and improving the effectiveness of program activities, and measuring the impact of programs and services on student outcomes.

Lessons Learned

- Developing a data management system should involve a work group of staff from across the organization to consider the benefits of tracking student data and identify what the organization wants to learn. This approach allows the organization to secure buy-in regarding the roles various staff members have to play in building, managing, and maintaining the system.
- A central database that can integrate student data from multiple sources, alert staff to students who may be encountering challenges, and generate reports on a variety of topics is a huge advantage. It allows staff to understand the effectiveness of specific activities in helping students achieve program goals, intervene with students before they fall off track, and make decisions about changes needed to improve their performance.
- Academic transcripts are the best source of data on students' progress toward meeting degree requirements. They provide information on credits attempted/credits earned, course grades, and GPAs, and give staff a concrete understanding of students' academic progress, problems they may be experiencing, and where they need support.
- Because of concerns about student confidentiality, information being misused, and the staff time involved, colleges are reluctant to execute data-sharing agreements with external organizations. The first step in securing such an agreement, therefore, is to establish a trusting relationship with a senior decision-maker.

Developing Impactful Higher Education Partnerships

Partnerships between college access and success organizations and higher education institutions can significantly enhance students' persistence and degree completion rates.[2]

Partnership Models

The higher education partnerships that organizations developed took different forms. Some featured formal arrangements described in a memorandum of understanding (MOU), outlining the roles and responsibilities to which each partner agreed, and signed by organization and college leaders. Others involved informal relationships with individual college staff members who took an active interest in the success program's students and helped them in a variety of ways.

Mutual Benefits of Partnerships

Both the formal and informal partnerships organizations developed involved the shared goal of supporting student success with each partner contributing and substantially benefiting.

Organizations benefited from higher education partnerships in different ways. In the formal partnerships, colleges designated a staff member to serve as a liaison to program staff and provide introductions to key campus offices such as financial aid, academic advising, and career services. They arranged for space on campus where program staff could meet students, worked with program advisers to resolve financial aid issues, and let advisers know when students were missing classes or having other problems. In the informal partnerships, the college staff member with whom an organization's adviser had established a working relationship functioned in much the same way.

College partners valued the individualized help success programs gave students with completing the financial aid application and verification processes, the funds they provided students for books and emergencies, and their knowledge of public benefits programs and housing assistance for which students were eligible. Institutions also appreciated the support students received from success programs through one-on-one check-ins, helping develop self-advocacy skills, and referrals to campus resources, such as writing centers and career services. Such support contributed to increasing colleges' retention rates, which added to their bottom line and made them more attractive to prospective students.

Developing Effective Partnerships

Effective partnerships are based on a common understanding of students' needs and a belief in the potential of all students to achieve their college goals. Partners recognize and respect the differences in their organizational cultures and are committed to listening to, learning from, and supporting one another. Each partner understands the expectations of the other and takes responsibility for meeting

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[2] Fishman, Tiffany,Ludgate, Allan, & Jen Tatak. Success by Design: Improving Outcomes in American Higher Education," *Deloitte Insights*, March 16, 2017; Nickel, Rich. "Collaborative Higher Ed Partnerships Are the Key to Student Success," *EdSurge Newsletter*, May 20, 2018.

them. They respond to student and organizational needs as they change over time, and their relationship is not overly codified. The steps in developing effective partnerships are outlined below.[3]

Identify College Partners

Potential partners likely to be most valuable are those institutions attended by at least five of a program's students and are institutions where students report having positive experiences. Colleges that meet students' financial needs, those with targeted support services for first-generation students, and institutions where the persistence and degree completion rates for Black, Latinx, and American Indian students are similar to those of Asian and White students also are good options.

Approach Someone About Partnering

The easiest people to approach are college staff members with which program staff, students, or board members have existing relationships. Staff of campus programs designed to support first-generation students are also valuable resources, as are admissions officers responsible for recruiting students from the program's geographic area. Initial contact should be made by email, introducing the organization's success program and the students served, and requesting a meeting.

Develop a Partnership Proposal

Exploratory conversations involve familiarizing the prospective partner with how the organization supports students, the help students need from the college, and its hopes for the partnership. Assuming this conversation goes well, organization staff can then provide the college with a short written proposal to serve as the tool for negotiating a partnership. The proposal summarizes the key points of the conversation, how the organization envisions the partnership working, and the ways in which it will benefit both students and the college. It also outlines possible next steps and a timeline for establishing the partnership.

Nurture the Partnership

The most important part of caring for a partnership, like any relationship, is maintaining regular communication with key individuals about how students are doing and whether they have problems with which the organization needs to intervene. Initially meeting these individuals on campus helps to build trust and facilitate the development of a productive ongoing relationship. Making sure students have FERPA waivers on file at the college is essential for staff to be comfortable sharing information. Showing frequent appreciation for everything college staff are doing for students is also important.

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[3] See Portland State University's Guide to Reciprocal Community Campus Partnerships for a detailed description of the how to initiate and develop a partnership that can be found at http://www.auburn.edu/outreach/facultyengagement/colloquia/scott/Portland_State_Guide.pdf. Portland State also developed comprehensive compendium of resources for building community-higher education partnerships. See *Community-Higher Education Partnerships* found at https://communityengagement.uncg.edu/wp-content/uploads/2014/08/PSU_Partnerships_Literature_Review.pdf.

Impact of the COVID-19 Pandemic on Students and Services

Internally, each organization has navigated the challenges created by the pandemic remarkably well. They have been able to continue their success services without interruption and adjust the support they provide to the new or exacerbated barriers confronting students. The federal Paycheck Protection Program loans each organization received allowed them to keep all their employees working full time. Increased support from corporate and foundation funders covered organizations' other operational costs, and funds contributed by board members and mentors allowed them to help students with basic needs. Organizations gave staff members paid time off to deal with personal issues and decompress from helping students and their families with unusually difficult challenges. One reduced the workweek from 40 to 32 hours so that people got some relief from the intensity of working on-screen full time.

Keeping Students Engaged

Organizations have worked hard to keep their students engaged in pursuing their higher education goals during the pandemic. They offered support to all students, whether or not they were attending college. In the early months of the pandemic, case managers and advisers checked in weekly with students by text and email, focusing first on basic needs and later on mental health and isolation issues. They moved workshops and group meetings onto Zoom, and encouraged mentors to phone and email their mentees regularly. Organizations found that workshop participation dropped somewhat compared to attendance at in-person sessions. Communication between students and their mentors,

however, increased with mentors alerting staff about problems students were having with which they needed help.

Meeting Students' Financial Challenges

Financial struggles were the single biggest challenge students faced as a result of the pandemic. Many lost jobs or had their hours cut. Students who had been using computers on campus needed laptops and hot spots to access online courses and homework assignments. Students living away from home had no money for transportation and so had to stay on campus. With campus dining halls closed, students needed money for groceries. Those who lived in off-campus apartments had no money for rent. Their parents faced similar challenges because of loss of employment and so could not help them. In many instances, families needed students' help with household expenses. Needless to say, not having a job or another source of money to cover their basic needs took an emotional toll on students.

Organizations played a critical role in helping ease students' financial burdens, making it possible for them to finish the spring semester. They helped students secure funds through the federal CARES (Coronavirus Aid, Relief, and Economic Security) Act that campuses received. They raised money for their emergency funds and increased the amounts students could receive. They amended the purposes for which these funds could be used to include groceries, rent, utilities, medical costs, hot spots, and in one case, a desk. One organization secured donated Chromebooks for students without laptops, while another purchased laptops to loan to students. Organizations also created directories of resources where students and their families could find help with basic needs, hired a housing attorney to help students exit apartment leases, and helped students find jobs.

Living at Home

Students living at home also faced challenges that made it difficult for them to keep up with their coursework. A lack of a reliable internet connection was a huge problem, especially with siblings attending school who needed to be online at the same time. Taking care of younger children and supervising their online learning while parents were working took time away from students' studies. Many students did not even have a quiet place to study and were burdened with earning money to help their families.

Organizations could help with basic needs by connecting students to local sources of assistance, providing gift cards to cover the cost of food and gas, and helping them apply for public benefit programs, such as food stamps. Because their offices, public libraries, and local college campuses were closed, however, organizations had little success solving the problem of finding a quiet place for students to study.

Changes in Enrollment Patterns

The enrollment patterns of students attending college during the pandemic-related campus closures and recent high school graduates who planned to begin college in September 2020 differed somewhat. Most students already enrolled in college had finished the spring semester. The following fall, while some attending four-year residential colleges returned, many others did not. They did not like virtual learning, they had safety concerns, and they needed to work to help support their families. Community

college students often could not get into career programs they wanted because the programs were full, and they did not want to take more general education courses. Some found that courses they needed were not being offered because of budget cuts.

Enrollment rates for first-time college students dropped 10-15% from the organizations' 2019 rates. Their reasons for not starting college were similar to the reasons continuing students chose to stop out. Students also realized that the campus experience would not be what they had anticipated and so decided to wait until colleges resumed in-person classes.

Impact of Pandemic on Organizations' Future Plans

Based on their experiences during the pandemic, organizations are planning to make several changes in their success programs. One change is moving to a hybrid service model. Staff found that some of the activities they previously offered in-person can actually reach and serve students, families, and staff more efficiently online. Attendance at parent workshops has improved because parents no longer have to arrange childcare or travel to participate. More students are using online tutoring because they can schedule sessions more easily around their work hours and do not have to spend time on public transportation getting to a tutoring location. Staff members also find it easier to participate in professional development sessions for similar reasons.

In response to the economic stress students and their families faced as a result of losing jobs, another change organizations are making involves an increased focus on career readiness. Organizations are taking different approaches to incorporating a greater emphasis on career preparation into their programs.

One received permission from its funder to shift the focus of its success program from college persistence to career preparation and employment. The centerpiece of the new focus is an online career accelerator designed to enable students from low-income backgrounds and first-generation students to transition from college to jobs that lead to fulfilling careers. Braven encompasses 10 weeks of workshops after which students get a career mentor and an internship.

Another organization is using the Xinspire mentorship and community engagement platform, which expands students' mentoring opportunities by connecting them with volunteer professionals working in fields related to their career interests. This organization also is pivoting from offering internships to virtual externships, with students observing professionals at their jobs for a week at a time rather than working at an organization. Virtual externships offer students the flexibility to opt in and out based on their availability and the opportunity to spend time at employers that would be hard for them to travel to.

A third organization has hired a staff member with a strong background in youth employment and career preparation. She spends lots of time coaching students, helping them learn about jobs they have never heard of, and placing students who have left college in paid employment training programs. In all cases, organizations are adding securing a job with long-term career prospects as one of the long-term goals against which they measure their success, whether or not a student has completed a degree or certificate.

All the organizations are adding employment with career advancement opportunities as a long-term goal after students complete their postsecondary studies.

Conclusion

The National College Attainment Network's primary goal is to close the equity gaps in postsecondary attainment between students by income and race/ethnicity by promoting policies and practices to support all students' postsecondary success. These gaps have existed for decades, despite substantial public and private sector investments. In 1970, the bachelor's degree attainment rate by age 24 was close to seven times higher for students in the highest income quartile than for students in the lowest income bracket. By 2018, while this gap had shrunk, high-income students were four times more likely to earn a bachelor's degree than low-income students.[4] Significant gaps also exist in college completion rates by race/ethnicity. Seven of every 10 white students who started at a public college in 2014 earned a bachelor's degree six years later, compared with five of every 10 Black students and six of every 10 Latinx students.[5]

This report summarizes the experiences of five NCAN member organizations that participated in a grant-funded project to increase their capacity to help students they served in high school overcome the challenges often faced by students from low-income backgrounds and students of color once they enroll in college. It describes the processes organizations went through to incorporate college success services into their programming, the ways in which they tracked and used student data to inform their practice, and how they developed partnerships with higher education institutions to support their students. The paper also describes the challenges organizations faced and the lessons they learned through their efforts to help students attain postsecondary degrees and certificates.

Closing the equity gaps in postsecondary attainment by race/ethnicity and income is critical to our nation's economic and social well-being. It is a moral imperative if we are to fully realize the ideals on which our democracy rests. Hopefully, the knowledge generated through the experiences of the organizations whose work this paper features will inspire and encourage others to undertake similar efforts to support the success of all students regardless of income, race, or ethnicity and, in doing so, provide all students an equitable opportunity to access and succeed in postsecondary education.

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[4] Cahalan, Margaret W., Perna, Laura W., Addison, Marisha, Murray, Chelsea, Patel, Pooja R., & Jiang, Nathan. (2020). Indicators of Higher Education Equity in the United States: 2020 Historical Trend Report. Washington, DC: The Pell Institute for the Study of Opportunity in Higher Education, Council for Opportunity in Education (COE), and Alliance for Higher Education and Democracy of the University of Pennsylvania (PennAHEAD).
[5] National Student Clearinghouse. (2020). Completing College: National and State Reports. Signature Paper 19. Herndon, VA: National Student Clearinghouse.

List of Attachments

Attachment A: Descriptions of Organizations Studied for This Paper

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Attachment A: Descriptions of Organizations Studied for This Paper

Capital Partners for Education
Washington, D.C.
https://www.cpfe.org

> Capital Partners for Education (CPE) provides one-to-one mentoring and college and career success programming to students from low-income backgrounds who are in the academic middle and seeking a bachelor's degree. CPE helps students from high school through college develop the soft skills and complete the steps necessary for education and workplace success.

DC Prep, PrepNext
Washington, D.C.
https://www.dcprep.org/Our_Program/PrepNext

> PrepNext provides holistic support to graduates of DC Prep's preschool – eighth grade charter schools as students pursue success in high school and higher education. Postsecondary staff serve as advisers and provide technical expertise helping students navigate the academic, financial, and social realities on their journey to college completion.

Operation Jump Start
Long Beach, CA
https://operationjumpstart.org

> Operation Jump Start (OJS) helps low-resourced, high-potential first-generation students get in, stay in, and graduate from a four-year college. OJS does this by providing academic support, mentoring, and exposure to a broader world.

Project GRAD Houston, Aspiring Young Adults
Houston, TX
https://www.projectgradhouston.org

> Project GRAD Houston's Aspiring Young Adults program helps 16 – 24 yr. olds from low-income backgrounds who neither work nor attend school re-engage in education. It does so by helping them develop an action plan for securing a postsecondary credential that will connect them to a career and navigate obstacles that might derail their success.

Ready to Rise Tacoma, Degrees of Change
Tacoma, WA
https://www.readytorise.org/tacoma/

> Ready to Rise supports the development of young leaders from diverse backgrounds on their journey to a college degree and leadership in their home communities. Working with 2- and 4-year public colleges in Washington, the program uses a cohort-based model to help students successfully achieve their goals.

Attachment B: Sample Logic Model

INPUTS	ACTIVITIES	OUTPUTS	SHORT-TERM OUTCOMES	LONG-TERM OUTCOMES
Youth development staff

Volunteer mentors

Technology – video conferencing, texting platform

High school, corporate, and community partnerships

Curriculum – workshops, college retreat, special events

Emergency grant funds

Data collection and storage tools | Match students with one-on-one mentors

Provide college knowledge workshops and counseling for 11th and 12th graders

Text college students regularly to check in and remind them of events and deadlines

Survey college students monthly asking about challenges, successes, and their need for help

Phone college students quarterly to assess/provide guidance regarding their on-track degree completion status

Provide up to $4,000 per college student in scholarships and emergency funds | 100% of students matched with a mentor

75% of high school students participate in workshops; 90% complete college counseling

100% of college students receive at least eight texts and a monthly survey

100% of college students receive guidance regarding persisting and meeting degree requirements

Over 80% of students seeking emergency funds receive them within two weeks | Over 70% of students and mentors report satisfaction with their mentoring relationship

At least 60% of students respond to text nudges and monthly surveys

At least 90% of 12th graders complete the college application process

At least 85% of 12th graders enroll in college within one year of high school graduation

Over 80% of students demonstrate increased knowledge of resources and requirements to access and persist in college

80% of students receiving emergency grants complete the semester | 85% of college freshmen persist to their sophomore year

80% of college students earn a bachelor's degree within six years of matriculation |

Attachment C: Types of Measurable Goals

	Short-term goals	Intermediate goals	Long-term goals
Capital Partners for Education (CPE)	-College matriculation within one year of high school graduation	-Completion of steps needed to persist year-to-year: FAFSA renewal, meeting satisfactory academic progress (SAP), using career services and other campus resources -Development of fundamental knowledge, skills, and diverse experiences essential for career success	-Completion of a bachelor's degree -Demonstrated knowledge, skills, and networks to succeed in the workplace
PrepNext	-College matriculation -Financial aid received	-Academic progress -Year-to-year persistence	-College graduation
Operation Jump Start (OJS)	-Reduce summer melt for the class of 2021 -Academic progress -Complete one-on-one individual college readiness in the summer	-College persistence	-Degree completion -Employment related to degree
Project GRAD Houston (PGH)	High school students -Increased competency in five core areas: college and career planning, leadership, academic excellence, soft skills, and grit Opportunity youth -Defined personal career, education goal -Completed FAFSA and college application	High school graduates -Postsecondary enrollment, persistence, and completion -Career readiness Opportunity youth -College orientation completed -Completed plan for achieving postsecondary goal	High school graduates -Degree completion -Employment in career-related field Opportunity youth -Achievement of education and employment aspirations
Ready to Rise (RTR)	-Changes in attitudes and knowledge related to psycho-social and leadership development, college fit, understanding how to navigate college systems	-Changes in behavior related to completing enrollment tasks, deciding on a major early, assuming a campus leadership role, college persistence -Degree completion	-Employment -Graduate education -Leadership in/service to home community

Attachment D: Sources, Types, and Use of Data

Source	Types of data collected	How staff uses data
Program application	-Family background, socio-economic status (SES) -High school attended -Basis for accepting students into the program	- Understand student's background: family, language spoken at home, neighborhood, high school preparation for college - Assess student's need for program services
High school program files	-Access services student received -Issues discussed with student -College applications and acceptances -Completed financial aid application and aid offers	-Predict student's need for support in college -Understand fit of student's college choice with their interests, academic readiness, and needs -Determine student's financial aid eligibility and unmet need
Student program records	-Results of pre- and post-assessments related to goals, need for support -Services provided – types, number, frequency -Completion of checklist tasks -Financial assistance received from program	-Understand student's concerns and support they want -Develop student's plan for achieving goals -Identify problems the student is/may encounter and help needed to overcome -Develop a sense of impact of specific services on student's progress -Student accountability
Student surveys	-Satisfaction with program services -Types of problems students are having -Satisfaction with college experience	-Assess value of program services to students -Identify common student problems -Determine services in need of improvement
National Student Clearinghouse (NSC)	-Enrollment status – full-time/part-time, stopout/dropout, semester to semester	-Determine student's progress toward completing degree -Identify students who have transferred, dropped to part-time, or stopped out
College transcripts	-Enrollment status -Credits attempted vs. credits earned -GPA -Major	-Track persistence toward meeting degree requirements -Identify academic problems student may be encountering -Determine student's need for academic assistance - Identify whether student is maintaining aid eligibility