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COMMITMENTS TO ACTION ON COLLEGE OPPORTUNITY

The Executive Office of the President

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remediation.

Arkansas has established the College and Career Coaches program which provides college and career counselors in low-income school districts to better prepare students to enter college or a career. From January of 2010 through August of 2012 the program increased the college going rate by 16.95 percent and reduced the remediation rate of those students by 3.5 percent in the districts served by the program.

Through the Completion Challenge Grant from CCA, six four-year colleges have developed a quantitative literacy course as an alternative to college algebra for students not pursuing STEM-related degrees. The necessary state policy changes have been put in place to allow this course to serve as a system-wide transfer course.

Augsburg College (Minneapolis, MN)

Augsburg commits to recruit additional low-income students from both new and existing College Possible high school program sites. Augsburg anticipates that its enhanced recruitment efforts will result in the enrollment of an additional 20 students beyond the 173 currently enrolled Augsburg students who are College Possible alumni. Augsburg will also increase support, meeting space, and integration opportunities for two College Possible AmeriCorps members serving as on campus "College Coaches." Augsburg will share retention and progression data with College Possible and will collaborate with College Possible leaders to identify and implement efforts designed to improve retention among low-income students.

Augsburg will reduce financial barriers for low-income community college transfer students to complete bachelor's degrees by eliminating out-of-pocket tuition costs for targeted student populations and offering a dual-admission, fast-track nursing degree program to support Minneapolis' diverse community college nursing student population.

Building on Existing Efforts: Augsburg College has worked in partnership with College Possible since 2006, when the College reaffirmed its mission-driven commitment to an intentionally diverse campus community by increasing its engagement with college readiness programs and creating a scholarship for program participants. Since that time, Augsburg's traditional day program population of 2,000 students has become one of the most diverse in Minnesota.

Augustana College (Rock Island, IL)

Augustana's "Close the Gap" program – announced in December in response to the President's call to action – will improve access to high-quality, private, higher education for students with financial need that exceeds 80 percent of the cost to attend (\$36,000 and above). Augustana College will address under-matching by cutting these students' unmet financial need by \$2,500 to \$7,500 annually. To date \$800,000 has been raised from private donors toward the \$1 million the College estimates will be needed in order to reach its goal of positively impacting 10 percent of the class entering in fall of 2014 (70 students) for each of the next four years.

Building on Existing Efforts: This new commitment builds on Augustana's existing efforts to support success for low-income students. Augustana invested more than \$39 million in financial aid grants and scholarships last year, and 96 percent of its enrolled students received some type of financial assistance. Augustana incents students with a \$500 Early Filers Award encouraging Pell- and near-Pell-eligible students to complete the FAFSA in time to avoid early cut-offs in the State of Illinois' Monetary Award Program; last year only 4 students failed to meet the deadline for MAP eligibility.

Barnard College (New York, NY)

Barnard seeks to reach 25 percent more students – increasing from 80 to 100 – through its "Barnard Bound" program, which offers low-income high school seniors a chance to visit the Barnard campus and get a sense of college life before the application process begins. Barnard also commits to extending campus visit opportunities for students and their families to help ensure it reaches a large number of New York State young women who are eligible for the Higher Education Opportunity Program (HEOP). Furthermore, Barnard will expand its outreach to low-income families from New Jersey, Connecticut, and Pennsylvania. It will admit up to three additional students per year to the "Barnard Opportunity Program," which offers non-New York State students the HEOP experiences of a summer "bridge" session before freshman year as well as ongoing tutoring and advising support.

Barnard will increase its marketing outreach within local area community colleges to inform students about Barnard and

process of whichever institution they choose to attend.

Amherst also commits to close the gap between the percentage of low-income students and the student body as a whole who major in STEM fields. Amherst will work with academic departments in these majors and draw on programs in biology and math.

Amherst also commits to working to close the participation gap for low-income and disadvantaged students and students as a whole in study abroad programs, internships, senior thesis writing, and independent research with faculty supervision. Amherst will close this gap by offering more assistance through their Writing and Quantitative Skills Centers and expanding mentoring. Amherst intends to track participation in these programs so that their effects can be assessed and disseminated more broadly.

Building on Existing Efforts: Sixty percent of Amherst students receive financial aid, and 23 percent are Pell Grant recipients. Low-income students graduate from Amherst at about the same rate as other students—95 percent. Of the students who transferred to Amherst College since 2007, 65 percent came from community colleges, 85 percent of whom are low-income students. The percentage of low-income students who graduated with a STEM major increased from 9 percent in 2008 to 32 percent in 2013. Programs that have helped increase access and success at Amherst include need-blind admission, full-need financial aid, no loan financial aid packaging, Telementors, QuestBridge, Diversity Open Houses, Diversity Interns, and the Summer Science and Humanities Institutes.

Arkansas

Arkansas commits to developing a statewide system for students to access courses and programs offered online in the state. The system will allow current students as well as adults seeking to finish a degree the opportunity to view new opportunities for them to take courses in different formats and times to meet their needs from an Arkansas institution that will provide a greater degree of transferability due to the work already done to streamline transfer at Arkansas institutions. Arkansas is also working to develop a statewide Prior Learning Assessment process to encourage adults to return to college by identifying and certifying knowledge and experience that could lessen the courses needed to complete a degree.

Arkansas commits to building more accelerated, structured career and technical education (CTE) programs, by eliminating program credit hours, compressing courses, creating more prescriptive degree plans and course schedules (e.g. block schedules) and providing intrusive advising and support services. The Arkansas Association of Two-Year Colleges (AATYC), through its Center for Student Success, has applied for a Kresge Foundation grant to deepen this emerging institutional pathways work with a select group of two-year and four-year colleges, using a Completion by Design-like process and the primary consulting team for CBD. AATYC and the Arkansas Department of Higher Education (ADHE) intend to use these pioneering colleges to teach others how to undertake similar work. AATYC and ADHE also have been invited to learn from a CCA initiative funded by the Lumina Foundation to support several state higher education systems to build better institutional and system pathways.

Building on Existing Efforts: Arkansas is currently implementing the Common Core State Standards which will provide a more rigorous college preparation curriculum for K-12 students aimed at supporting postsecondary student success. In partnership with the Southern Education Foundation, Arkansas's Council on Postsecondary Education and Career Readiness has begun work to improve the collaboration between K-12 and higher education to remediate students before they graduate from high school. Arkansas, as part of the Transformative Change Initiative managed by the Office of Community College Leadership and partly funded by the Gates Foundation, has also committed to developing alternative assessment methods to further improve accurate placement of students in remedial and college-level courses and Arkansas colleges and universities now are considering other academic methods and measures in addition to the national exam scores for student placement in college courses or simultaneous enrollment in developmental and college courses in accordance with state law and policies.

The ADHE and ADE (Arkansas Department of Education) have worked with the Southern Regional Education Board (SREB) on a Gates Foundation funded project to develop transition courses for the senior year of high school to better prepare student for college-level work and develop a greater understanding of the expectations of college faculty. Successful completion of these transition courses will allow students to enroll in college courses without further

underrepresented students.

University of Arkansas (Fayetteville, AR)

The University of Arkansas is committed to establishing a six week summer bridge program that will allow transitioning low-income freshmen to take two credit-bearing classes and experience an in-depth introduction to college life and learning. Selected students will live in learning communities and have special opportunities to more speedily acclimate to campus life.

The University of Arkansas will also enhance the educational experiences of first generation/low income Arkansas students and to better ensure their successful matriculation with a recently received a 2.1 million dollar gift from the Walton Family Foundation. Selected students will participate in an academic enrichment program, receive peer and faculty mentoring, and have access to financial resources designed to afford them opportunities to Study Abroad and to close the financial gap related to their costs of attendance.

The University of Arkansas is committed to establishing a first-year experience course that will focus on the special concerns of first generation/low income students. The course will be replete with a curriculum that utilizes intensive advising and career coaching. It will also address topics such as financial aid literacy and cultural sensitivity. In addition, students will be able to receive enhanced tutoring support for select academic areas.

Building on Existing Efforts: ACT Academy serves low-income, underrepresented students with a five-day residential summer program that provides participants with the opportunity to improve their readiness for the ACT and the college admissions process and to experience a college-like experience on the UA campus. iBridge is a two week academic program designed to ease the transition to college for low-income and underrepresented incoming freshmen who experience an intensive orientation to college-level literacy and STEM courses. The Academic Enrichment Program in the Center for Multicultural and Diversity Education is designed to support the academic experience of low-income and underrepresented UA students through tutoring, workshops, early intervention advising, peer and faculty mentoring and experiential learning opportunities.

University of California, Berkeley (Berkeley, CA)

University of California, Berkeley Chancellor Dirks has committed to visit 10 middle or high schools with elected officials in 2014 to encourage early college awareness. This is an expansion of Achieve UC, a University of California system wide program aimed to help low-income, first-generation-college students understand how to prepare for higher education and to encourage them to get on and stay on a path to college. In 2012, more than 10,000 students were reached through this event and there was a more than 10 percent increase in applications to the University of California from participating schools.

Additionally, UC Berkeley will contribute \$500,000 to support Destination College Advising Corps and Transfer Alliance Project services for low-income, first-generation-college and underrepresented students. Destination College, part of the nationwide College Advising Corps since its inception, places highly trained recent college graduates in under resourced high schools to provide college advising and foster college-going culture. The Transfer Alliance Project provides intensive one-on-one advising, academic enrichment opportunities and application assistance to prospective transfer students at community colleges throughout California.

Building on Existing Efforts: Berkeley has a higher percentage of undergraduate students (33 percent) receiving Pell Grants than the combined Ivy League (17 percent) and nearly the same number of Pell Grant recipients as the eight Ivy League schools combined. Eighty-four percent of these Pell recipients graduate in six years (Fall 2006 cohort). More than 25 percent (Fall 2010) of Berkeley students are first in their family to go to college and 66 percent (2009) have one parent born outside the U.S. Overall, 40 percent of Berkeley students receive grants and scholarships in excess of UC system-wide tuition and fees thus effectively pay no tuition. Berkeley graduates students with among the lowest debt levels of public AAU universities. In 2012 only 40 percent of Berkeley undergraduates graduated with any loan debt and the average for those who borrowed was just under \$18,000 – well below the average of four year public universities nationally where 57 percent of students borrowed with an average of \$25,000. One-third of Berkeley's students transfer into UCB, and have a 90 percent four-year graduation rate. Since the 1970's UCB has implemented a variety of approaches to increase college access and success for low-income, first generation college students. Berkeley's primary