

# PROMOTING STUDENT SUCCESS IN COLLEGE AND BEYOND

READY BY 21, CREDENTIALIZED BY 26

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## Outline

- Community College Policy Context
- Review of Opening Doors Demonstration
- Overview of Performance-based Scholarship Demonstration
- Future Directions

## Community College Policy Context

- ❑ In 2001, MDRC began exploring what community colleges could do to help low-income youth and adults acquire skills and advance in the labor force.
- ❑ Research revealed the promise and the pitfalls of community colleges
  - On the one hand:
    - Provide access to higher education for millions of students
    - Offer multitude of academic and occupational programs
  - On the other hand:
    - Have unacceptably low rates of academic achievement and persistence
    - Possess little to no rigorous evidence on what works to improve student achievement
- ❑ MDRC's work to date focuses on initiatives that are designed to increase persistence and academic achievement among students at these institutions.

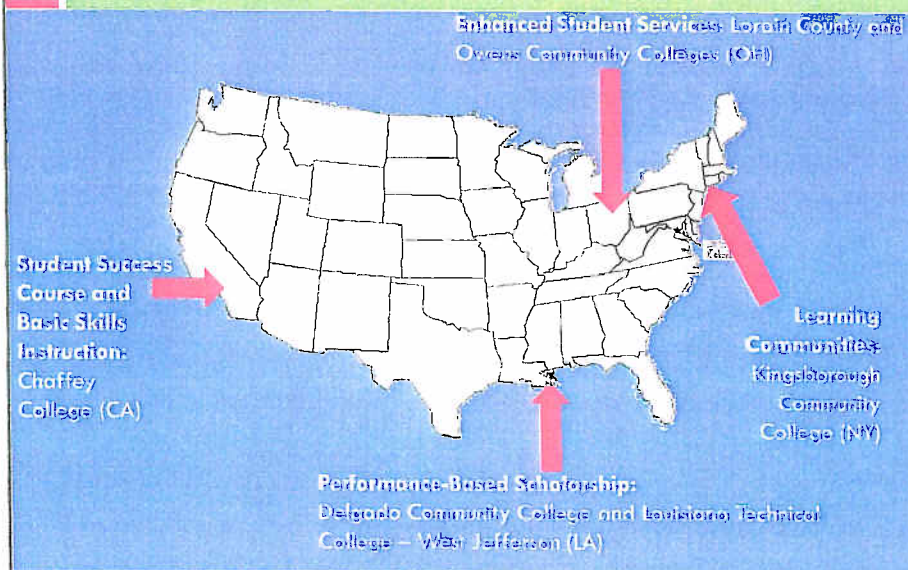
## MDRC Project Portfolio

- ❑ Opening Doors Demonstration
- ❑ Achieving the Dream
- ❑ National Center for Postsecondary Research
  - Learning Communities Demonstration
  - Texas Summer Bridge
- ❑ Performance-Based Scholarship Demonstration
- ❑ Dreamkeepers & Angel Fund Emergency Financial Aid
- ❑ Student Support Partnership Integrating Resources & Education (SSPIRE)

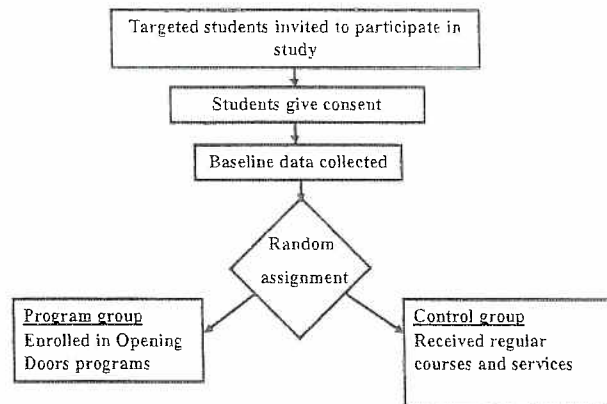
## Purpose of Opening Doors: To Test Programs Designed to Increase Success

- Program strategies
  - Reforms in curricula and instruction
  - Enhanced advising and support services
  - Increased financial aid
  
- Desired results
  - Increased course completion and persistence
  - Higher rates of graduation or transfer
  - Increased employment and better jobs

## Opening Doors Sites and Program Strategies



## Effects Measured with Random Assignment Design



## Ohio:

### Enhanced Student Services Program

- Program Model
  - Two semesters of intensive counseling, in which counselors had greatly reduced caseloads (160 vs. 1000 students); small stipend attached to completing counselor visits
- Compared to control group, students who received Enhanced Student Services:
  - Were more likely to register for college in the second and third semesters of the program.
  - Did not do better on college credits earned or long-term measures of persistence.

## Chaffey:

### Program for Students on Academic Probation

- Program Model:
  - ▣ Student Success Course combined with intensive, individualized help in reading, writing, or math
  
- Compared to Control Group, Students in the Program:
  - ▣ Were almost twice as likely to get off probation
  - ▣ Were more likely to get GPA above "C"
  - ▣ Completed more college credits

## Kingsborough:

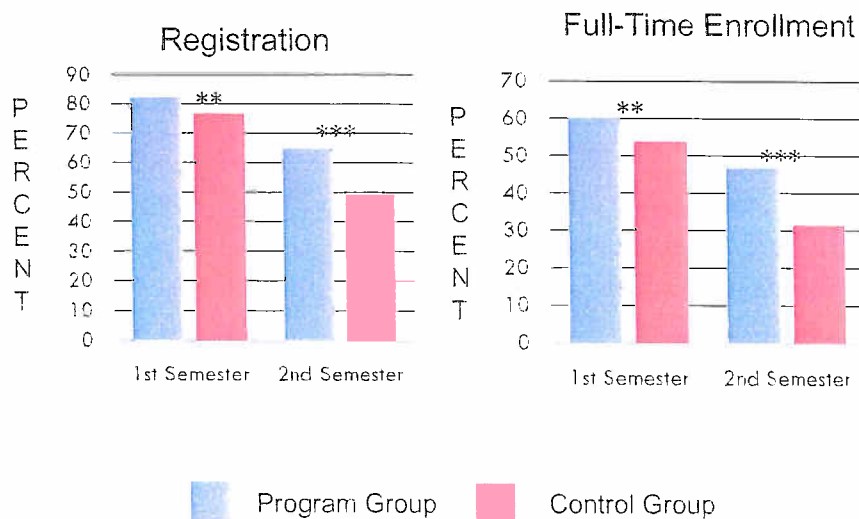
### Learning Communities

- Program Model:
  - ▣ Three linked courses, including an English course (usually developmental), that students took together as a group
  
- Compared to the Control Group, Students in Learning Communities:
  - ▣ Were more engaged in school
  - ▣ Passed more courses and earned more credits during their first semester
  - ▣ Moved more quickly through developmental English requirements, including CUNY exam
  - ▣ May be more likely to persist

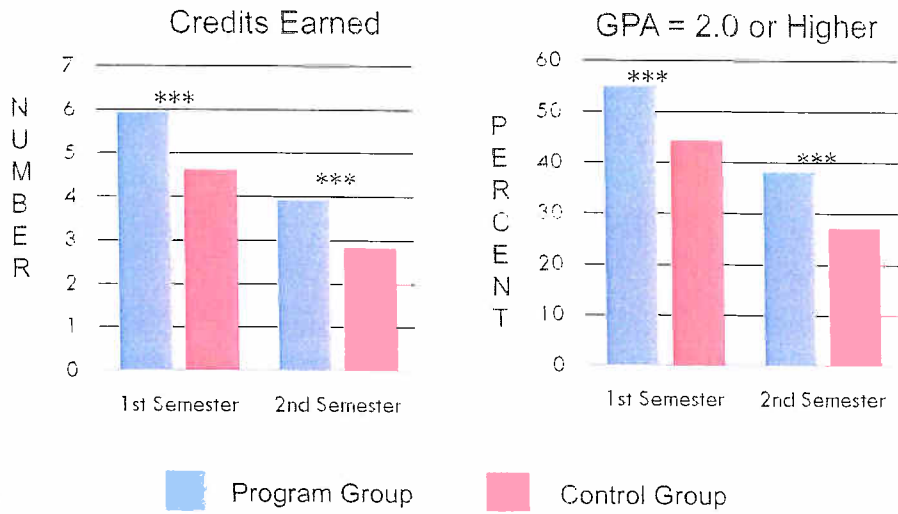
## OD Louisiana: Performance-Based Scholarship Program

- Program Model:
  - \$1,000 scholarship for each of 2 semesters (\$2,000 total), contingent on half-time enrollment and "C" grade point average
  
- Compared to Control Group, Scholarship Recipients:
  - Were more likely to enroll in college and go full-time
  - Were more likely to persist, even after scholarship ended
  - Earned more college credits
  - Felt greater confidence they would accomplish their personal goals

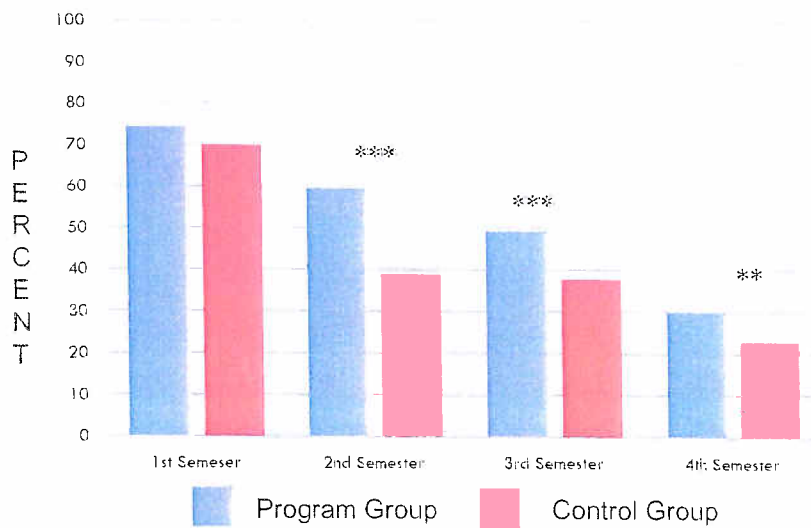
## OD Louisiana: Increased Enrollment Overall and Full-time enrollment, in particular



## OD Louisiana: Increased Credits Earned and GPA



## OD Louisiana: Effects on enrollment continue after program largely ended



## Funders for Opening Doors Demonstration

- The Joyce Foundation
- Lumina Foundation for Education
- The Annie E. Casey Foundation
- Ford Foundation
- William T. Grant Foundation
- The George Gund Foundation
- The William and Flora Hewlett Foundation
- The James Irvine Foundation
- KnowledgeWorks Foundation
- The John D. and Catherine T. MacArthur Foundation
- MacArthur Research Network on Socioeconomic Status and Health
- MacArthur Research Network on the Transition to Adulthood
- Charles Stewart Mott Foundation
- National Institutes of Health
- Princeton University, Industrial Relations Section
- Robin Hood Foundation
- The Spencer Foundation
- U.S. Department of Education
- U.S. Department of Labor

## Learning Communities Demonstration

	Core:	Linked with:
Onondaga Community College	Developmental math	Various college-level courses
Hillsborough Community College	Developmental reading	Student success course
Kingsborough Community College	Integrative seminar	Two courses required for an occupational major: (accounting; business administration; mental health and human services; early childhood education; and pre-nursing/allied health)  Recently added liberal arts majors.
Macedon	Developmental English	Developmental reading; developmental math; or guidance course
Hauschka	Developmental math	Student success course
Community College of Baltimore County	Developmental English or reading	College-level health; psychology; speech; history; computer information systems; or sociology

16

## Performance-Based Scholarship Demonstration

	New York	Ohio	New Mexico	California
Eligible Population	Age 22 – 35 Live away from parents Requires developmental education	Age 18 or older Must be a parent No Expected Family Contribution	Age 16 – 26 Freshman	Age 16 – 26 High school seniors applying for financial aid
Scholarship Amount Per Term	\$1,300	\$300 - \$900	\$1,000	\$500 - \$1,000
Scholarship Duration	2 full semesters plus 1 summer semester	2 semesters or 3 quarters	4 semesters	1 - 4 terms
Performance Criteria	Complete 6 credits with "C" or better in each course	Complete 6 credits with "C" or better	Complete 12 credits (1 <sup>st</sup> semester) or 15 credits (subsequent semesters) with a "C" or better overall	Complete 6 credits with "C" or better overall
Funding Partners	Robin Hood Foundation	ODJSF & OBR Joyce Foundation	University of New Mexico	College Access Foundation

## Future directions

- Strategies to increase acceleration through developmental education
  - Accelerated Learning Program (Community College of Baltimore County)
  - Accelerated Study in Associate Programs (City University of New York)
- Innovative financial aid approaches
  - Loan forgiveness (The Institute for College Access and Success)
  - Financial aid as a paycheck (The Institute for College Access and Success)