
The Virginia College Access, Success and Completion Promising Practices Guide



State Council of
Higher Education for Virginia

The Virginia College Access, Success and Completion Promising Practices Guide is a compilation of tried approaches from higher education institutions from across the commonwealth. The philosophy behind it is simple: There is no need to reinvent the wheel.

Campuses across the state are challenged with many of the same issues, as student demographics, technology, workforce demands and educational pedagogies change. This guide was created to share the great works and ideas that are already in practice in Virginia and to help further develop effective programming. From first-year-experience programs to academic advising and finish-in-four campaigns, Virginia institutions have implemented creative and data driven programs to support students.

The guide provides an opportunity to not only showcase our institutions' great works, but to also virtually share ideas and connect professionals who are working towards the same purpose of better supporting students. Be sure to check out listings under "Collaboration" to learn about nonprofit community access provider organizations in the state and opportunities for partnership.

Each entry of the Promising Practices Guide includes: key components for implementation, leadership and partner roles, methods and data use to track success, lessons learned and program contacts for more information.

We will continue to update the guide with new entries, categories and search tools. Return to the site to see what new practices have been added that can support student access, success and completion at your organization or institution.

Virginia College Access, Success and Completion Promising Practice Guide

Institution Name: The College of William & Mary

Practice Name: Midterm Grading System

Contact: Jeremy P. Martin (Assistant to the President and Provost)
(757) 221-1258

jpmartin@wm.edu

Categories:

- ✓ Collaboration
- ✓ Communication and Branding
- ✓ Data analytics and data-driven policies
- ✓ Instructional / Academic Support for Gatekeeper Courses

William & Mary has among the highest six-year graduation rates (90%) of any public university in the United States. Its retention rate (95%) is also among the highest nationwide. To build from these successful baseline levels, in September 2015, the Provost appointed the Working Group on Retention and Graduation consisting of campus leaders from Academic Advising, Admissions, the faculty of Arts & Sciences, Athletics, Dean of Students Office, Financial Aid, Institutional Research, Residence Life, and University Registrar.

William & Mary, which uses a faculty advising model supported by a small office of professional advisors, has long had a midterm grading system whereby faculty could submit grades indicating marginal (D-range) or unsatisfactory (F-range) performance. No midterm grade, the default status, is intended to indicate satisfactory standing. Prior to the spring 2016 semester, faculty participation in the system was optional, and a common complaint among faculty was an apparent lack of university response for midterm grades submitted.

The working group recognized the midterm grading system as critical to early identification of and intervention with students not meeting academic expectations. Institutional data analysis found:

1. Students who earn less than a 2.00 GPA in their first year are half as likely to graduate from William & Mary as their peers who earn a 2.00 GPA or better. The former group is nearly eight times more likely than the latter to transfer within the first two years.
2. Students in the bottom quartile of first-year GPA account for nearly as many total transfers (not just in the first year) out of William & Mary as the other three quartiles combined.
3. Students receiving a midterm grade improved performance substantially before final grades were issued. In 2014-15, only 14% of students receiving a midterm grade ultimately failed the course. More than half passed the course with a C or better.

Collaboration between Academic Advising, the faculty of Arts & Sciences, Dean of Students Office, and the University Registrar resulted in a newly developed system in which each student receiving a midterm grade was contacted by a professional advisor as well as the assigned faculty advisor, who was automatically notified of the student's midterm grade. Through email correspondence, phone calls and in-person meetings, these students were made aware of the academic resources available, including the Tribe Tutor Zone (a peer tutoring program).

The working group was welcomed at meetings of Arts & Sciences leadership, including faculty committees, to present the data supporting the need to increase faculty participation in the midterm grading system. With an improved system in place, the Dean of Arts & Sciences made faculty participation mandatory beginning in the spring 2016 semester. *The number of midterm grades*

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submitted increased by 31.1% in the first semester of implementation. Assessment based on final grades is ongoing.

Office(s) or department(s) providing leadership for the initiative:

The Working Group on Retention and Graduation, which includes campus leaders representing Academic Advising, Undergraduate Admissions, Office of the Dean of the Faculty of Arts & Sciences, Athletics, Dean of Students Office, Financial Aid, University Registrar, and Residence Life.

Partners and roles:

- University Registrar – provides a list of all students receiving a midterm grade.
- Academic Advising – notifies each faculty advisor of assigned students receiving a midterm grade, also has a professional advisor follow up with each of these students.
- Office of the Dean of the Faculty of Arts & Sciences – publicly supported the initiative, including requiring faculty participation in the midterm grading system; administers academic resources, including the Writing Center. (Note: The Dean’s Office also supervises Academic Advising.)
- Dean of Students Office – administers the Tribe Tutor Zone as well as other student resources.

Method(s) and data used to track success and impact:

- Descriptive analyses of the 2008, 2009, and 2010 entering cohorts and the associated retention and graduation outcomes. The dataset included student characteristics, financial aid information, academic performance, and, if applicable, withdrawal information.
- Descriptive analyses of the 2014-15 midterm grading system, including outcomes for students receiving a midterm grade; tracking studies expand this dataset to current semesters.
- Descriptive analyses of the 2014-15 low grades (D/F/W), including if the student received a midterm grade; tracking studies expand this dataset to current semesters.

Keys to success:

- A midterm grading system provides a highly effective means of early identification of at-risk students, which is critical to successful intervention. In addition, poor academic performance is often an indicator of other student issues.
- Partnerships, particularly between faculty and student support offices, are key to ensuring student success in the classroom and beyond. Establishing the positive impact of the work on student outcomes provided shared motivation.
- A formal working group convening various facets of the university has proved helpful in identifying gaps in existing systems, understanding institution-specific data and applying data in decision-making, and spurring broader conversations around retention and graduation throughout the university.

Virginia College Access, Success and Completion Promising Practice Guide

Institution Name: Ferrum College

Practice Name: Scholars in Residence

Contact: Gail Summer

(540) 365-4208

gsummer@ferrum.edu

Categories:

- ✓ Collaboration
- ✓ Learning/Living Communities

Scholars in Residence is retention program for students excelling in their college experience, but who might not have begun college aware of their potential. Students who achieve a 3.2 GPA in their first semester of their freshman year are invited to participate in the Scholars in Residence program. Student live together in one of the residence halls, and must agree to participate in monthly activities that encourage enjoyment of “life of the mind.” Students plan the activities with the objective being to learn how to successfully incorporate the intellectual gifts one has within the total being of the developing young adult.

Being surrounded by others who also are working to integrate the life of the mind into everyday being allows the beginning college student to fully celebrate their gifts over hiding them as might have been practiced in high school in order to not be “different.” Monthly activities may include viewing a movie, but engaging in a probing conversation afterward; reading a book together with discussion, attending a student theatrical production followed by a discussion with the faculty director, travel, service in the local community which has been preceded by needs assessment to reveal greatest needs, or preparing cultural foods together along with research about why selected foods are common within a culture. Students do receive a pin upon graduation as a reminder of their membership in the program.



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Office(s) or department(s) providing leadership for the initiative:

Academic Affairs

Partners and roles:

Given the living-learning aspect, Residence Life is an essential partner. Beds are put aside while students decide to accept the invitation to join the group. Academic Affairs oversees the monthly events, but truly as oversight—students are told the program is theirs to run.

Method(s) and data used to track success and impact:

Retention data revealed that students who were in good academic standing were among those who did not persist. The main outcome of the program was to increase persistence into the sophomore and junior years. Providing students with support where it is OK to be studious was believed to lead to increase retention. Membership in the program has been tracked with a goal to grow the program. Success has come with increased retention, as well as program growth. The first year, 13 students accepted the invitation, the second year, 24 did so, and the third year, 26 accepted the invitation. Success was evident in another way as well. Initially, it was thought that students would be involved only during the sophomore year, after which they would want to “move on” to other living settings on campus. Instead, many students have requested to remain in the program and in the same residence hall such that 54 students were actively engaged in the 15-16 year.

Keys to success:

Collaboration between Student Affairs and Academic Affairs is a must and was evident from planning phases, which was important. The growth has been wonderful, but has also created challenges, as needs are different between students who are just beginning to integrate the life of the mind and those already having experienced that ethos—even for just one year. Students have suggested there might be need for returning to only providing the program in the sophomore year. Leadership has to believe in students being able to “run the show” and must give students room to plan activities and struggle with how to integrate their intellectual selves with their social selves.

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Institution Name: Ferrum College

Practice Name: Brother4Brother Peer Mentoring

Website: http://www.ferrum.edu/academics/student-centered_learning/
<https://www.facebook.com/Bother4Brother/>

Contact:

Tom Steele (specific info on B4B)
540-365-4443
tsteele@ferrum.edu

Dr. Gail Summer (general info about mentoring)
540-365-4208
gsummer@ferrum.edu

Categories:

- ✓ Collaboration
- ✓ Communication and Branding
- ✓ Data analytics and data-driven policies
- ✓ Experiential Learning
- ✓ First-Year Experience
- ✓ Learning/Living Communities

Peer mentoring is a pervasive aspect of Ferrum College’s completion agenda. Peer mentoring programs exist in a variety of initiatives from Freshman Seminar, College Skills (students not making satisfactory academic progress) to the Boone Honors Program. Particular focus has been added in the past few years with the addition of Sister4Sister, Broher4Brother, and most recently, Ask ME First (for first generation college students)

Ferrum College’s Brother4Brother (B4B) program is an exemplar of all our mentoring programs, and has had positive retention impacts. This particular mentoring program was suggested as an outcome of topical research a group of students conducted in their research-based first-year English composition course. In B4B, incoming, minority men are partnered with a successful, upperclassman male to learn to conduct themselves in a mature manner, discover ways to engage themselves in the Ferrum community and beyond, and develop the skills and attitude required to be successful – both at Ferrum and in their chosen career.

During the summer months, Ferrum’s incoming minority males are invited to participate in B4B. Contact is made in person at our summer orientation events, via e-mail, and by direct mail. Upon arrival at Ferrum, freshmen indicating an interest to partner with a mentor are assigned to their “brother.” Pairings are made based on shared major, participation in a common sport, and/or on prior relationships.

Upperclassmen mentors in B4B have a group meeting every two weeks to discuss the program in general and share concerns and celebrations. On the “off” weeks, the mentors meet with their B4B faculty/staff advisor to receive support and mentoring for their own success. Mentors and mentees meet at least once per week.

Mentor/mentee meetings are to have an academic success tone, while developing a connection that leads the freshmen to involvement in the campus.

Office(s) or department(s) providing leadership for the initiative:

The Office of Academic Affairs

Partners and roles:

Dr. Gail Summer, Vice-President for Academic Affairs, Financial and Academic Support; Dr. John Kitterman, English Department, B4B Founder & Coordinator; Tom Steele, Director of Academic

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Outreach, B4B Program Coordinator; John Hollemon and Todd Holmes, Residence Hall Educators and B4B Advisors.



Method(s) and data used to track success and impact:

Academic goals are set each semester for both the mentor and mentee groups. Mid-term and final semester grades for both mentors and mentees are tracked. Retention of mentees and mentors is also tracked. Currently, data regarding course difficulty is being reviewed to identify subjects which pose consistent challenges so that plans for future success will be implemented.

Keys to success:

Retention data indicates an increase in B4B mentees enrolling for their sophomore year at Ferrum. In fall 2014, B4B retained 42% of the mentees from the previous year. In fall 2016, the percentage of retained freshman mentees increased to 62%. Semester grades and academic standing have been tracked for the past 5 semesters. While B4B is experiencing growth and retention success, average GPA from fall to spring semesters has not experienced similar steady increase. Involving mentors in early alert support and intervention will be crucial to balancing our average GPA across semesters. B4B will be developing plans to increase the academic focus in our mentoring relationships.

B4B advisors have learned that academically-focused students and/or strong campus leaders do not always have the patience and giving spirit required to be a supportive mentor. So one important lesson is that leaders must be intentional when selecting mentors. Also, it has become apparent that formalized support in developing mentoring skills is needed.

With the growth in numbers in the program - from 18 members in fall 2013 to 79 members in spring 2016 – B4B it was decided to survey students to get their thoughts on improving the program. This information is currently being compiled; however, two items of note seem consistent – 1) the desire to have more activities involving both mentors and mentees (community building), and 2) the improvement of communication among advisors, mentors, and mentees.

Virginia College Access, Success and Completion Promising Practice Guide

Institution Name: George Mason University

Practice Name: Patriot's Promise Summer Program

Website: <http://retention.gmu.edu>

Contact: Kimberly M. Holmes (Director of Retention and Student Success, Center for Academic Advising, Retention and Transitions)

(703) 993-9080

kholme10@gmu.edu

Categories:

- ✓ Affordability and FAFSA Completion
- ✓ Collaboration
- ✓ Finish in Four / College Completion Campaigns
- ✓ First-Year Experience

The **Patriot's Promise Summer Program** is a supplemental grant program to assist first-year students with financial need in reaching the credit hour requirements needed to graduate within 4 years. The program is also intended to reinforce behaviors associated with timely degree completion, including academic planning, financial planning, developing study skills and time management, and completion of at least 30 credits each year. Linking these behaviors with Financial Aid is the conceptual foundation of the Patriot's Promise program. Participants receive full tuition and fees for up to two summer courses.

Particularly for students with the greatest financial need, deciding how to invest time during the summer months can be challenging. Many students must choose between pursuing summer coursework that creates an additional expense, or working for additional money. Patriot's Promise is intended to minimize the financial burden associated with summer coursework for Pell-eligible students who could otherwise make progress toward their degrees during the summer months.

Summer of 2016 is a pilot year for the program, and includes students who met the following criteria:

- First-year, in-state, full-time undergraduate student at Mason.
- Earned between 24-30 credits by the end of the spring 2016 semester.
- Have a cumulative Grade Point Average (GPA) above 2.0 at the end of spring semester.
- Received a federal Pell grant during the 2015-16 academic year, and accepted and utilized all other aid offered (including Federal Direct Subsidized and Unsubsidized loans).

Students in the program agree to engage in long-term planning with academic advisors and peer Patriot's Promise Summer Advisors (PPSAs). They also agree to file their FAFSA before beginning summer classes and meet with a Financial Aid Counselor to review their aid for the coming academic year. Participants must also register for Fall courses during their priority registration window to ensure that they are able to access the courses they need to stay on track. Finally, Patriot's Promise students must engage in at least one academic enrichment activity of their choosing to help support their success in their courses. This can range from participating in a Learning Services workshop, to visiting the Writing Center, or visiting office hours with their professor(s).

Office(s) or department(s) providing leadership for the initiative:

- Student Academic Affairs – Advising, Retention and Transitions (StAAART)
- Office of Student Financial Aid

Partners and roles:

- Office of Student Financial Aid. Staff from the Office of Student Financial Aid provide information about eligible students, and meet with students to discuss their aid packages and

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funding for the next academic year.

- Academic Advisors. Academic Advisors in participants' majors/colleges meet with Patriot's Promise students to identify summer courses that will support their academic goals, and engage in long-term planning in the form of four-year plans with each participant (See 4yearplans.gmu.edu).
- Learning Services/University Libraries/Office of Scholarship, Research, and Creative Activities (OSCAR). Offers workshops and individualized academic support for students throughout the summer months; presented at Patriot's Promise information sessions to make students aware of programs/resources offered. Provide opportunities to engage in summer employment or undergraduate research with work-study funding.

Method(s) and data used to track success and impact:

The first group of students engaged in the Patriot's Promise program are enrolled in classes this summer (2016). We will not have specific outcome measures until the Fall 2016 semester. However the success of the Patriot's Promise program will be assessed by comparing participants with other eligible non-participants across a variety of measures including:

- FAFSA submission rates
- Credit accumulation (summer and cumulative)
- GPA (summer and cumulative)
- Retention
- Graduation rates (4 year and 6 year)
- Student engagement/awareness of campus resources
- Advising Notes (frequency of engagement with advisors)

Keys to success:

Several guiding principles and practices influenced the development of the program:

- Regular communication with students. The pace of summer courses is faster than those offered in the academic year. Participants are required to engage with PPSAs and Academic Advisors regularly to identify any challenges that may arise and address them quickly.
- Comprehensive/holistic advising. Participants create academic success plans with their assigned PPSAs to identify a range of potential obstacles to their success, and strategies to overcome them.
- Long-term planning (financially and academically). Students' summer engagement (and financial incentive) is an opportunity to push them to plan for the future and anticipate needs/challenges that might arise.
- Flexibility in course options, advising, and academic support services. Many eligible students expressed a need to work to earn money, or return home to live with family to save during the summer. We allowed Patriot's Promise students to take online courses and engage in a variety of formats (via phone, Skype, e-mail).

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Institution Name: George Mason University

Practice Name: iPASS2 - Innovative Planning and Advising for Student Success

Website: <http://www.educause.edu/grants/ipass-grant-challenge>
<https://www.eab.com/technology/student-success-collaborative>

Contact: Jeannie Brown Leonard (Dean, Student Academic Advising, Retention & Transition)
703-993-8741
jleonarc@gmu.edu

Categories:

- ✓ Collaboration
- ✓ Finish in Four / College Completion Campaigns
- ✓ Data analytics and data-driven policies
- ✓ Innovative Use of Technology

George Mason University won an iPASS2 grant in fall 2015. This grant is funded by the Bill and Melinda Gates Foundation and managed by EDUCAUSE. The purpose of iPASS2 is to expand campus engagement in selected technologies to support institutional change around three areas: educational planning, advising and coaching, and interventions for at risk students (early alert). The overarching initiative includes three components: 1) Student Success Collaborative – Campus, 2) Student Educational Planner, and 3) a mobile-friendly interface from which students can access key university services and through which student success messages can be sent. The focus of this description is on the Student Success Collaborative. Mason has been using the Student Success Collaborative (SSC) product for two years. With iPASS2 we are expanding to SSC-Campus. We have extensive predictive analyses that offer insights into what course taking and performance patterns are predictive of degree completion. These insights guide academic programs in designating success marker courses-- those courses that when taken at a certain time and at certain grade/performance level are predictive of graduation. SSC is also an advising Platform that includes the predictive analytics performed by EAB researchers on Mason-specific data. SSC-Campus includes student-facing views as well as options for student services/student life to have distinct roles in a coordinated care network.

A powerful feature of SSC is the use of a robust search/filter feature to identify students for outreach efforts. These “targeted campaigns” can be designed at the department or school/college level. Examples of successful targeted campaigns include: 1) undeclared students with over 60 earned hours are invited into advising for guidance on major choice, 2) students with cumulative GPAs above 2.0, but a semester GPA below 2.0 are invited to meet with advisors to review performance and create plans for future academic success; 3) students who have not registered for a key success marker course are advised via email about changing their registration to include the course. All of these outreach efforts identify students who may be at risk for not completing their degree in a timely fashion, but none is “at risk” by conventional metrics. Ideally SSC gives academic advisors the tools to support students before they are in crisis; this approach allows for proactive, developmental advising conversations rather than reactive problem solving.

Implementation requires cooperation with Information Technology Services and the Registrar to ensure the integrity of the data being shared with SSC from the Student Information System (SIS). Colleges and Schools are also critical partners. The academic units must review the predictive analyses to identify success marker courses and academic advisors must use the system for it to be effective. Evidence from experienced users that the SSC Platform can improve academic advisor workflow and effectively identify students for targeted campaigns creates a powerful incentive for adoption. Central recognition of promising practices and frequent utilization also promotes engagement in the tool.

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Office(s) or department(s) providing leadership for the initiative:

A leadership team representing several offices oversees iPASS2. Another leadership team coordinates the SSC-Campus implementation. Overarching coordination for both teams is managed by Student Academic Affairs – Advising, Retention, and Transitions (StAAART). StAAART is part of the Provost’s Office.

Partners and roles:

StAAART partners with Institutional Research and Reporting (IRR), the Registrar, the academic units and academic advisors (Mason has a decentralized advising model), Career Services, and other University Life offices in implementing SSC-Campus.

Method(s) and data used to track success and impact:

We have a robust data collection and evaluation model. In addition to retention and graduation rates, we are capturing a range of intermediate progress markers as well as evidence of the end-user experience. Progress markers include ratio of hours attempted to hours earned, term-to-term persistence, proportion of students in academic difficulty who return to good standing, and the number of targeted campaigns.

Keys to success:

Frequent communication about the project with opportunities for key stakeholders to ask questions contributes a great deal to trust. Change is hard and adopting a new technology can be stressful, so having trust is essential to success. A shared sense of urgency of a problem or goal that needs attention (e.g., improving retention and graduation rates) and some confidence that the proposed tool is effective promotes buy-in. Senior leadership that publicly supports the initiative coupled with grassroots engagement can produce success stories that can be shared widely to support adoption.

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Institution Name: Germanna Community College

Practice Name: Student Success Coaching for Academically At-Risk Students

Contact: Mark Haines (Assistant Dean of Student Development)

(540) 891-3026

mhaines@germanna.edu

Categories:

- ✓ First-Year Experience
- ✓ Instructional / Academic Support for Gatekeeper Courses

GCC employs seven Student Success Coaches to work one-on-one with an assigned caseload of students. Each caseload is approximately 200 students; made up primarily of students who have placed into a developmental English or math class. Students' participating in the Great Expectations program for foster care youth are also assigned to a success coach as part of their program.

Success Coaches focus on non-cognitive skill development including: academic mindset, academic goal development, time management, student engagement, motivation, perseverance, self-advocacy, and personal accountability.

Success Coaches are referred to as college "Navigators" as they assist in connecting students to essential resources such as tutoring, financial aid, counseling, and faculty advising.

Success Coaches develop and implement events and workshops designed to enhance the first year experience such as Welcome Day, Student Success Day, and GRIT workshops.

Success Coaches work closely with developmental course instructors. They visit developmental classrooms and collaborate with instructors to develop success plans for students.

Office(s) or department(s) providing leadership for the initiative:

The Success Coach program is supervised by the Assistant Dean of Student Development under the Student Development division. The program is part of the Student Success Department.

Partners and roles:

Dean of Student Development, Assistant Dean of Student Development, Lead Success Coach, Developmental Mathematics Department Chair, Developmental English Department Chair, Developmental Instructors

Method(s) and data used to track success and impact:

- Measure 1: % of students enrolled in SDV who successfully complete course
- Measure 2: % students placed in developmental English who successfully completed ENF course
- Measure 3: % students completing developmental math requirements within one year
- Measure 4: % students completing college-level English
- Measure 5: % students completing college-level Math
- Measure 6: % students completing at least 24 credits with at least 2.5 GPA
- Measure 7: % students earning post-secondary, credit-based award
- Measure 8: % students graduated or retained in following term
- Measure 9: % students graduated or retained in following year
- Measure 10: % students transferring to a 4-year institution

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Keys to success:

- Assign students to Coaches as soon after application as possible to enhance early connection.
- Align closely with developmental math. Developmental math is a barrier.
- Insert Success Coaches into approval process for repeating courses.
- Involve Success Coaches in the SAP appeal process.
- Use Success Coaches to enhance student engagement by having them advise clubs and encourage activity participation.

Virginia College Access, Success and Completion Promising Practice Guide

Institution Name: Hampton University

Practice Name: Student Success Center

Contact: Dr. Barbara Inman (Vice President for Student Affairs)

757-727-5264

Barbara.inmna@hampotnu.edu

Categories:

- ✓ Instructional / Academic Support

The Student Success Center provides the supportive resources needed for furthering the academic success, persistence, retention and graduation of all HU undergraduate students. Using a case management, outcomes-driven approach, students are assessed and learning diagnoses are determined. Moreover, this center strengthens and promotes the counseling services, and academic student support services determine student challenges and match students with the resources and courses that they need to excel.

The case management approach used for advising pairs students with an advisor who works with them on a regular basis throughout the semester. Case management advising has the advantage of creating a closer relationship between the student and the advisor, who may be able to determine if factors other than academics are affecting the student's performance.

Office(s) or department(s) providing leadership for the initiative:

The Office of Administrative Services provides leadership for the initiative

Partners and roles:

All new students will be assigned to an academic coach by School according to their majors (School of Business, School of Pharmacy, School of Nursing, School of Science, School of Education, School of Engineering and Technology, School of Liberal Arts, School of Journalism and Communication and Undecided students). Therefore, the Student Success Center partners with all academic programs.

Method(s) and data used to track success and impact:

The center collects and uses high-quality data to accurately identify student needs, make effective diagnostic decisions, and appropriately allocate resources. Data analysis helps the center know who its students are, how they fare, and where there may be gaps in services or support. The evaluation/assessment data leads to the development of an individual plan for academic success leading to graduation. This plan equips students with specific, long range, and accurate plans for the completion of their academic goals. The plan includes a specific, measurable, and attainable recommendation/prescription for student success.

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Institution Name: James Madison University

Practice Name: Valley Scholars

Website: <http://www.jmu.edu/valleyscholars/>

Contact: Shaun Mooney (Director)

540-568-7232

mooneyms@jmu.edu

Categories:

- ✓ Collaboration
- ✓ Outreach

The Valley Scholars program serves first-generation, financially eligible students, who are motivated and show academic promise in middle school and throughout high school. Current partner school districts include Augusta County, Harrisonburg City, Page County, Rockingham County, Shenandoah County, Staunton City, and Waynesboro City Schools. After completing the application and interview process, students are selected in the spring of the 7th grade year, with program participation beginning in the 8th grade.

The program offers educational and cultural enrichment opportunities with twelve program days occurring throughout the academic year. Students attend a week long summer camp for the summers between 8th and 11th grades. The central focus of the program is to foster and encourage a desire to learn, while also building skills that will help students achieve the academic success necessary for college attendance. This includes high school course schedule advising, mentoring, and academic support in core academic subjects. The Valley Scholars program provides outreach activities, engaging them in educational enrichment activities designed to increase awareness and access to institutions of higher education with the goal of providing scholarship support for students admitted to and attending James Madison University.

Vision: To provide educational opportunities that inspire, motivate and educate, while producing Valley Scholars who will be both leaders in the classroom and community.

Office(s) or department(s) providing leadership for the initiative:

Valley Scholars, Division of Access and Enrollment Management

Partners and roles:

Principals, and guidance counselors from Augusta County Schools, Harrisonburg City Schools, Page County Schools, Rockingham County Schools, Shenandoah County Schools, Staunton City Schools, and Waynesboro City Schools; respective school boards and administrative offices; JMU Colleges; JMU students; local donors, businesses, corporations and families.

Method(s) and data used to track success and impact:

An assessment tool has been developed, in conjunction with other instruments, to determine resiliency, self-confidence, and purpose. Academic performance is tracked along with school attendance and program participation. In addition, the students keep logs of their experiences and learning.

Keys to success:

- Support and collaboration from school systems
- Institutional support

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- Sufficient staffing to provide appropriate communication, follow-up, support, and encouragement with students, families and schools
- Donors to provide scholarship support
- Grants/institutional resources to support the program
- Development plan to support the program
- Involvement from university students and offices/departments
- Commitment from families of students

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Institution Name: James Madison University

Practice Name: Centennial Scholars

Website: <https://www.jmu.edu/centscholars/>

Contact: Diane Strawbridge (Executive Director)

540-568-2803

strawbdl@jmu.edu

Categories:

- ✓ Collaboration
- ✓ Outreach

Financing the cost of higher education is a major barrier that has kept qualified and deserving students from under-served backgrounds from attending college. To meet this challenge, James Madison University (JMU) developed a program to lower this barrier for qualified under-served students who would not be able to enroll at a four-year institution.

The Centennial Scholars Program (CSP) was established in March 2004 and recently celebrated its 10th Anniversary in Fall 2014. The program was and is still rooted in JMU's commitment to serving the citizens of the Commonwealth of Virginia in a fair and equitable manner.

The program provides a financial aid package in the form of grants. These funds cover tuition, standard room rates and board for a maximum of four years for freshmen and two years for transfer and graduate students. A key component of this program is developing a sense of belonging and support for these students. They are required to participate in large group and small group meetings, attend study hall, and participate in community service. In addition, many of them are employed on campus. A Family Network and Alumni Impact Program also support the students and connect families to share successes and challenges in helping their students to be successful and provide opportunities to network to better understand career paths.

Office(s) or department(s) providing leadership for the initiative:

Office of Admissions, Office of Financial Aid & Scholarships, and University Business Office, Office of Residence Life, Centennial Scholars Program, Access and Inclusion

Partners and roles:

Community Service-Learning, Professors-In-Residence, Partnership for the Future, Dean of Students Office, Counseling & Student Development, Multicultural Student Services, Integrated Science and Technology, and Psychology Graduate programs Hire Graduate students from a variety of Graduate programs

Method(s) and data used to track success and impact:

- Lower SES, degree attainment, persistence, retention, CSP removes financial barriers for students & families, track GPA's, 3.0 required for compliance
- Focused Mentoring Programs
- All centennials meet weekly in a small group and have individual meeting with Graduate Assistant mentor
- Big Buddy Program –Upper-class centennials volunteer to be a Big to a freshman or transfer centennial
- Alumni Impact Program – CSP alumni are paid with an undergraduate student with similar major

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and/or career interests

- Academic Progress and Feedback Reports from faculty – Review of mid-term grades and other information such as academic skill level, participation, attendance, grade and comments
- Family Network – most family members are first generation that lack the tools and information to be an active motivator and supporter. Family Network co-chairs reach out to provide answers to concerns, questions and to provide appropriate role modeling.

Keys to success:

- Sufficient staff to support, encourage and challenge students to succeed
- Scholarship/grant dollars to cover institutional costs
- Graduate Students to serve as facilitators/mentors



Virginia College Access, Success and Completion Promising Practice Guide

Institution Name: James Madison University

Practice Name: Learning Strategies Instruction (LSI)

Website: jmu.edu/lisi

Contact: Diane I. Secord (Learning Strategies Coordinator, Office of Disability Services)
540-568-6705
secorddi@jmu.edu

Categories:

- ✓ Guided Academic/Career Pathways

Our mission is to increase students' academic success by building academic and personal self-efficacy through applied learning strategies. LSI accomplishes this mission by being very intentional about building relationships with students through reoccurring appointments, being knowledgeable about best practices and creating a student-centered learning environment for undergraduates and graduate students.

- One to one academic coaching- Since each student is unique, the LSI coordinator or peer educator works directly with the student to develop a customized coaching experience by teaching effective learning strategies such as time management, study skills, note taking, test taking and more that are relevant to each student's unique strengths, challenges and academic coursework.
- Cross campus workshops-Workshops allow for a small or large group to be involved in learning a strategy that can be applied to various courses and academic years. Students learn together by sharing ideas and concerns and can later follow up with one to one appointments.

Faculty Partnerships

- Co-planning- The instructors provide the content and learning objectives to LSI staff who partner with instructors to determine how learning strategies can help students access the curriculum. The co-planning gives the LSI team specific content examples to use during the workshop that provides relevancy for the students. The LSI coordinator or peer educator leads the strategy workshop, and the instructor may provide additional comments for emphasis.
- Co-teaching- Instructors collaborate with the LSI team to explain their learning objectives and how learning strategies can help students access the curriculum. The pre-planning involves the instructor and LSI team blending learning strategies within the content. During class, the instructor and the LSI team member present the information together. After class the instructors and LSI team discuss the strengths and areas of improvement for the lesson that have been provided by student feedback and the teaching experience.

Office(s) or department(s) providing leadership for the initiative:

Office of Disability Services

Partners and roles:

- Faculty - Refer students for one to one coaching. Collaborate on learning strategy workshops, co-planning and co-teaching of content area.
- Campus Organizations such as ROTC, Residence Life, or Sororities Initiate and provide space for small or large group workshops.
- Freshman and Major Advisors - Refer students
- Campus resources such as the Counseling Center or Career Academic Advising- Refer students for one to one coaching.

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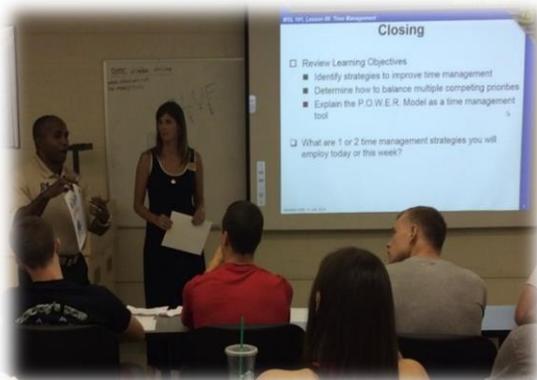
- Athletics - Initiate and provide space for small group workshops.

Method(s) and data used to track success and impact:

- Learning and Study Strategies Inventory
- Qualtrics Survey
- Database to record, aggregate, and report on student LSI visits and information
- Lecture and Workshop evaluations (paper and pencil)

Keys to success:

- One to One Academic Coaching: build relationships with students, implement empirical learning strategies, provide strategies that can be implemented immediately
- Workshops: specifically target the delivery of workshops to be relevant to the academic calendar
- Co-planning and Co-Teaching: understand the demographics of the students, learn about specific content, integrate strategies with content, applicable strategies, establish clarity of shared time acquired to plan and teach the strategies and create learning objectives.



Virginia College Access, Success and Completion Promising Practice Guide

Institution Name: James Madison University

Practice Name: JMU-VCCS Advising Partnerships

Website: www.jmu.edu/transfer

Contact: Anna Lynn Bell (Director, University Advising)

540-568-7350

bellal@jmu.edu

Categories:

- ✓ Collaboration
- ✓ Guided Academic/Career Pathways
- ✓ Outreach

State initiatives to increase the access and affordability of a college degree for in-state students coupled with increasing complexities in the curriculum at two-year and four-year institutions led JMU to develop clear transfer pathways for students. Over the past several years, JMU has worked closely with community colleges to develop and refine specific articulation agreements with individual community colleges that best serve a student's progression from a two-year school to JMU. This specialized approach has allowed JMU to recognize the unique needs/strengths of each two-year institution. In addition, the university has successfully placed three full-time transfer academic advisors on select community college campuses to advise students interested in transferring to JMU. As a result, admitted transfer students are better prepared to enroll at JMU and experience a smoother transition into their declared major.

Goals of the JMU –VCCS partnerships include the following:

- Provide prospective transfer students with accurate information about JMU major requirements to assist students in their academic planning at the two-year schools
- Admit more transfer students to JMU under the Guaranteed Admission Agreement
- Support VCCS schools in graduating more degree completers
- Build partnerships with community colleges

JMU Transfer Advisor Responsibilities

Three full-time JMU transfer advisors hold office hours on the campuses of Blue Ridge, Germanna, John Tyler, Lord Fairfax, Piedmont, Northern Virginia (all 5 campuses), and Reynolds Community Colleges. Their advising activities include the following:

- Advise individual VCCS students about JMU course requirements so they can more effectively plan and prepare for transfer
- Provide curriculum updates for VCCS transfer counselors
- Facilitate curriculum discussions between VCCS faculty and JMU faculty to aid students' preparation and transition
- Partner with JMU Admissions staff at recruitment fairs to inform students about the VCCS pathway to a college degree at JMU
- Review and sign all Letters of Intent for the JMU Guaranteed Admission Agreements
- Prepare JMU advising guides and other resources for VCCS students
- Conduct workshops for students admitted to JMU to explain next steps in the matriculation process
- Help facilitate the reverse transfer degree process

More recently, the JMU transfer advisors have partnered with the JMU Office of Admissions to facilitate on-site admissions where community college students can sign up to meet with a representative of the

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JMU Admission Office on their community college campus or on the JMU campus. The JMU Admissions staff review student application materials and either make an offer of admission on the spot or review with students the steps they need to take to be a competitive applicant. The JMU transfer advisor is also present to support the students. On-site admission events occur a few times during the year and have been highly successful.

Resources

JMU provides the following resources: salaries for the full-time transfer advisors, travel funds, cell phones and computers. VCCS schools provide a contact person for the partnership, physical space where the advisor can meet with students, and access to current student information. Some community colleges add the JMU transfer advisors to their appointment scheduling system to allow students to make an appointment directly with the JMU advisor.

Office(s) or department(s) providing leadership for the initiative:

University Advising

Partners and roles:

- JMU Office of Admissions (Transfer Admissions)
- Blue Ridge, Germanna, John Tyler, Lord Fairfax, Piedmont, Northern Virginia (all 5 campuses), and Reynolds Community Colleges.

Method(s) and data used to track success and impact:

- Annual student advising contacts
- Numbers of VCCS transfer students admitted to JMU via the Guaranteed Admission Agreement
- Number of new transfer students who matriculate to JMU
- VCCS schools provide input for the performance evaluation of the JMU transfer advisors

Keys to success:

- Establish strong collaboration between the Office of Admission and the Academic Advising Program at the 4-year school.
- Explore interest in the partnerships with VCCS campus leadership; this can be initiated via a letter from the four-year school's President to the two-year school's President. Follow up with face-to face discussions.
- Develop a Memorandum of Understanding outlining the nature of the partnership and each institution's responsibilities.
- Identify a main point of contact at the two-year school and the four-year school.

Virginia College Access, Success and Completion Promising Practice Guide

Institution Name: James Madison University

Practice Name: Professor-in-Residence program

Website: <https://www.jmu.edu/diversity/programs-and-events/pir.shtml>
<http://www.jmu.edu/pir/>

Contact: David Owusu-Ansah, PhD
540-568-6743
owusuadx@jmu.edu

Categories:

- ✓ Collaboration
- ✓ Outreach

The PIR program is designed for the purpose of providing academic support to a select number of participating Virginia Middle and High Schools. Host schools are usually diverse, have a high percentage free lunch student population, and desire support for educating students and parents about post-secondary educational opportunities.

JMU Defining Characteristics to which the PIR Program Contributes:

- The university will be innovative in programs and services.
- The university will be a diverse community whose members share in, and contribute to a common JMU experience.
- The university will serve our state, region and nation, and will be recognized on a national basis.
- The university will maintain our heritage of nurturing and cultivating enduring relationships with its constituencies.

Office(s) or department(s) providing leadership for the initiative:

Division of Access and Enrollment Management

Partners and roles:

Provost Office, Deans of all the colleges, Richmond City Schools, Waynesboro Public Schools, Harrisonburg Public Schools, Fairfax County Public Schools

Method(s) and data used to track success and impact:

Work with the respective high school to get data on number of students who apply and matriculate to an institution post high school. Evaluations conducted with principal/guidance counselor at respective high school on ways the PIR faculty member has impacted their school.

Keys to success:

- Support of faculty (preferably tenured faculty participation in the program)
- Support of Provost Office to provide funds to hire coverage for faculty released to participate
- Coordination with city/county school administration, principals, and guidance counselors

Virginia College Access, Success and Completion Promising Practice Guide

Institution Name: John Tyler Community College

Practice Name: Social Sciences Research Expo

Website: www.jtcc.edu/researchexpo

Contact: Michael Rutz

804-594-1467

mrutz@jtcc.edu

Categories:

- ✓ Collaboration
- ✓ Experiential Learning

For three years, the JTCC Social Sciences Research Expo has presented student research projects in a variety of disciplines, including Sociology, History, English, Philosophy, and Psychology. In addition to focusing attention on social sciences research completed at John Tyler, students who make inquiries about the Expo seem excited for an opportunity to gain additional recognition for their work. The students who participated this year directed that excitement into research projects that were unique, thoughtful, and innovative. In addition to the projects, the participants showcased critical thinking and writing skills as well as an ability to discuss complex ideas with others. We feel the participants gained confidence to speak in front of groups of strangers and answer unexpected questions. Participants reported feeling a sense of accomplishment and shared their achievements with friends, family, and fellow students. Faculty reported that their students who participated were more engaged inside and outside the classroom. Some students reached out for services provided by JTCC such as the Academic Resource Center, the Library, and the Student Success Center.

Office(s) or department(s) providing leadership for the initiative:

The Division of Arts, Humanities, and Social Sciences

Partners and roles:

- College Relations provided extensive assistance on promotional materials, outreach efforts, and media coverage.
- Student Activities provided funding and assistance for coordination of facilities and catering.
- The Academic Resource Center provided support for participating students to edit research and create effective research displays.

Method(s) and data used to track success and impact:

We have mainly looked at number of projects and attendees. The number of projects have varied over the first three years, starting with 13 the first year, 30 the second, and 14 this year. One comment we heard consistently this year – the number of projects was smaller, but the quality of the projects was higher overall. We have printed over 200 programs each year, which also include a voting ballot for the fan favorite award. Every year, we are left with just a few programs, suggesting around 200-300 people have attended (since some do not use a program or return it). As mentioned below, we could easily increase attendance if there was more widespread coverage in the classroom.

Keys to success:

College Relations have been invaluable partners for getting to word out to the JTCC community about submissions and attendance, including the use of flyers, social media, postcards, e-boards, and signage. We may consider putting out a call for entries earlier in Fall semester so students are aware they can submit their research from either Fall or Spring semesters. We must also send out a Facebook invite on

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the JTCC homepage at an earlier date in order to build excitement and get the Expo on more people's calendars. We had great support from 5 faculty members at the most recent Expo who acted as judges and volunteers to ensure the event ran smoothly. This also helped streamline the judging process. However, we must gain support from a greater amount of faculty so that their students are aware of the call for entries as well as encourage them to submit any research they are doing in those particular classes. We would also like to see more faculty in attendance. Finally, we should make the due date much closer to the event, since we had several students not participate because they missed the due date, even though I tried to work with them to get a display created in time.

Virginia College Access, Success and Completion Promising Practice Guide

Institution Name: John Tyler Community College

Practice Name: The Virginia Rosenwald Schools Initiative

Website: <http://dig.library.vcu.edu/cdm/landingpage/collection/goo>

Contact: Dr. Alyce Miller (Associate Professor, History)

(804) 897-4179

amiller@jtcc.edu

Categories:

- ✓ Collaboration
- ✓ Experiential Learning
- ✓ Outreach

The Virginia Rosenwald Initiative is a partnership between John Tyler Community College, Preservation Virginia, and local communities (as well as many other institutional supporters and collaborators throughout the state) dedicated to the preservation of Virginia's Rosenwald Schools and their associated community histories. The goal of the Virginia Rosenwald Initiative is to locate, assess, and assist with the rehabilitation of Rosenwald schools in the commonwealth and to use this process to foster community engagement and learning opportunities. It seeks to connect with local communities, in order to enable and support the rehabilitation of schools. It seeks to be a practical interdisciplinary model for the preservation of such histories. This is a story worth preserving, about people and the transformative power of education, a story that is embodied in these sacred spaces and that breathes in these communities.

The role of the community college as an anchor within communities and as an institution focused on increasing educational access and opportunities to traditionally underserved populations makes John Tyler's involvement in this statewide Rosenwald initiative a natural fit. In the building of Rosenwald schools throughout Virginia and the South, local communities organized and actively fought to increase educational access and quality for the children of their communities. Themes of increased educational access, quality, and opportunity that are so integral to this story of educational activism are fundamental to the mission of the community college.

Office(s) or department(s) providing leadership for the initiative:

Division of Arts, Humanities & Social Sciences

Partners and roles:

The project provides networking opportunities for our students with faculty and staff from Virginia Commonwealth University, Preservation Virginia, Virginia Association of Museums, Virginia Historical Society, Virginia Foundation for the Humanities, Department of Historic Resources, architectural firms and professionals from other related industries, interested community members, etc.

Method(s) and data used to track success and impact:

Student surveys. Student success in their classes. Increases engagement.

Keys to success:

Preparation, build relationships with community in advance of interviews or even asking for interviews, get faculty buy-in.

Virginia College Access, Success and Completion Promising Practice Guide

Institution Name: New River Community College

Practice Name: Graduation Acceleration Program (GAP)

Website: <https://www.nr.edu/gap/>

Contact: Jill Williams (Director, Accountability in Student Learning Program)

540-674-3647

jwilliams@nr.edu

Categories:

- ✓ Finish in Four / College Completion Campaigns
- ✓ Learning/Living Communities

The Graduation Acceleration Program (GAP) is an accountability program designed to improve college completion rates for students who successfully complete at least one developmental math or English course and who have demonstrated financial need. GAP seeks to accomplish this goal by offering short-term financial incentives for students who complete a rigorous application process – including a personal reflection essay, two college references and the completion of a student success plan that maps out a student’s pathway to graduation.

Students accepted into the GAP program receive \$50/month if they meet the following expectations:

- Maintain at least a 15 credit hour schedule including no more than one distance education course per semester (exceptions are made for extenuating circumstances),
- Attend at least four prescheduled monthly meetings with assigned group,
- Attend weekly tutoring if referred to tutoring and if enrolled in any developmental classes,
- When requested, respond to a Connection Specialist within 48 hours, and
- Prior to registering for courses, meet with an advisor to review schedule and graduation plan.
- An additional incentive is offered to those who successfully complete 30 credit hours in one calendar year.

Office(s) or department(s) providing leadership for the initiative:

Accountability in Student Learning Program

Partners and roles:

- Developmental English and math instructors recommend students for the program and assist with recruitment.
- Connection Specialists and Career Coaches intentionally engage students who are eligible for the program and encourage them to apply.
- Advising Center and faculty advisors work with applicants to complete their “student success plans” and also meet with GAP students during the course of the semester to prepare for registering for subsequent semester classes.
- Connection Specialists lead the monthly small group meetings and track GAP students’ compliance with the rigorous program requirements.
- Business office and financial aid office staff process and track monthly incentive payments.
- Identify method(s) and data used to track success and impact:

Method(s) and data used to track success and impact:

- Withdrawal and course completion rates for GAP participants compared to general student population and to population of other students who completed developmental courses.
- Director of Institutional Effectiveness and Research conducts focus groups with students to

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evaluate the program's effectiveness.

Keys to success:

- The financial incentive is critical to getting students engaged.
- The greatest value of the process may be the socialization that occurs in the small groups once the students are engaged.
- The student success plans are useful if the student is required to return to it periodically and if the plan is made available electronically to all instructors and staff involved in advising.

Virginia College Access, Success and Completion Promising Practice Guide

Institution Name: Norfolk State University

Practice Name: Learning Communities

Website: <https://www.nsu.edu/student-affairs/living-learning/about>

Contact: Dr. Andrew Arroyo, Co-Director of the Office of Learning Communities
(757) 823-2878

atarroyo@nsu.edu

Categories:

- ✓ Experiential Learning
- ✓ Finish in Four / College Completion Campaigns
- ✓ First-Year Experience
- ✓ Guided Academic/Career Pathways
- ✓ Instructional / Academic Support for Gatekeeper Courses
- ✓ Outreach

Norfolk State University (NSU) practices a four-tier admission model that allows for the enrollment of students from a variety of academic levels. Our student population contains highly competitive students alongside students requiring additional assistance. This model, therefore, allows the institution to contribute to a heterogeneous student population that upon successful completion of a degree program is ready for the workforce.

Key stakeholders from across the University are engaged in providing a supportive environment to better ensure student success that includes intrusive academic advising, tutoring, mentoring, experiential learning and outreach activities. Because of these strategies, we anticipate seeing improvements in students' achievement as measured by retention, GPA, and progression on a four-year graduation timetable.

Office(s) or department(s) providing leadership for the initiative:

At NSU, learning communities are a partnership between Student Affairs and Academic Affairs, with a co-director representing each division. A team of 2-5 faculty members, with assistance from student affairs educators and professionals, leads each learning community. In contrast to activity-based models, the curriculum is interwoven into all NSU learning communities. For first-year communities, we utilize a paired course model that places participating students in the same Introduction to University Life (IUL 101) course, English 101 and 102 courses, and at least one other course of the faculty members' choosing. Second-year communities require participation in two courses. Many learning communities are selecting Principles of Speech (SCM 285) as a paired course as well. All learning communities are firmly grounded in the liberal arts. An average of three co-curricular activities per semester reinforce all classroom learning.

Partners and roles:

We anticipate reaching a large number of the NSU student population. In the 2015-2016 academic year we had 14 learning communities with over 200 students enrolled, and for the 2016-2017 we will have 22 learning communities with a targeted participation of 400 students. The goal is to institutionalize learning communities, with every freshman being part of a learning community by 2020.

Also, it is worth noting that retention rates for learning community students are higher than non-learning community students. Specifically, the learning communities' fall 2013 cohort retention rate was 81%, compared to the University's retention rate of 74%, while the 2014 cohort's retention rate was 75%, three percentage points higher than the University's. Higher retention rates and GPAs are critical for increasing the number of first-time, full-time freshmen who stay in school and are able to compete

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for jobs upon graduation.

Method(s) and data used to track success and impact:

An annual assessment report is completed on the Learning Communities (LC) Program. The assessment report includes measurable outcomes, key performance indicators, expected targets and plans for improvement. The LC outcomes are demonstrable critical thinking and collaborative problem solving skills by students that are measured with the Proficiency Profile Examination with a benchmark of LC students performing above the University's mean score on the Proficiency Profile Examination. Additionally, an increased academic achievement of LC participants is reflected by the retention rate, grade point average, and course credits completed. Student satisfaction with the LC Program is gauged through focus groups and survey tools with a satisfaction rating above 85% for each LC.

Keys to success:

Two essential units on the campus that contribute to the success of the Learning Communities initiative are the Dr. Patricia Lynch Stith Student Success Center and the Office of International Studies and Service Learning. Advisors in the Student Success Center provide an array of tutoring services to all students, as well as training programs to build skills pertaining to time management, financial aid, and studying. Further, the Office of International Studies and Service Learning is involved in learning communities by promoting study abroad (an important determinant of a competitive global career) and by service learning requirements that are embedded in all IUL 101 Introduction to University Life courses, which are also paired with learning communities, to close the loop.

Virginia College Access, Success and Completion Promising Practice Guide

Institution Name: Old Dominion University

Practice Name: Major GPS (guided plan for success)

Website: <http://odu.edu/success/programs/finishin4>

Contact: Sandra M. Waters (Exec. Director, Advising and Transfer Programs & Student Success Center)
757-683-6485

smwaters@odu.edu

Categories:

- ✓ Data analytics and data-driven policies

Using data analytics, top courses and the average grades earned in those courses are identified and listed on a one-page document for students and their families to view. The GPS sheets include top majors that students who may have started in one discipline switched to and ultimately graduated from, based upon 10-years' worth of data on graduates from ODU. Then, a variety of occupations for the major are listed with a chart that indicates the average salaries earned for graduates with that degree over the course of a career in the field.

Office(s) or department(s) providing leadership for the initiative:

Advising and Transfer Programs

Partners and roles:

EAB's SSC Campus software served as the tool to collect the information presented for each major. Faculty for each discipline provided input into the decision on the courses listed, the average grades needed to be successful in the major, and the lists of careers.

Method(s) and data used to track success and impact:

The goal of the program is to assist students in making informed decisions about their major course of study sooner than they have in the past. The EAB software allows us to track major-change patterns. Therefore, a measure of success is that we reduce not only the time-to-degree, but shorten the time it takes for students to select the major from which they ultimately graduate. Our baseline data indicates that students, on average, selected the major they ultimately graduated with after four semesters (rising juniors). Early data indicates that the average change is now at the end of the third semester.

Keys to success:

Using professional advisors who are trained to work with first-year students in particular is one key element for success. Taking the time to talk with each student and help them make decisions about their educational and career paths is a key element. Additionally, it is important to note that this type of change takes time to implement and that processes and procedures need to be re-evaluated.

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Institution Name: Old Dominion University

Practice Name: First Class

Website: <https://www.odu.edu/life/gettinginvolved/programming/welcome/schedule-of-events>

Contact: Don Stansberry

757-683-3442

dstansbe@odu.edu

Categories:

- ✓ First-Year Experience

First Class is a required academic orientation program designed for incoming first-year students, which takes place during the Week of Welcome on the Saturday before school starts. This collaborative effort between Student Engagement & Enrollment Services (SEES) and Academic Affairs provides our newest Monarchs with the opportunity to not only get more acquainted with the expectations of college life, but to also learn success strategies both inside and outside of the classroom. During this program, the students participate in four unique sessions, each facilitated by an ODU faculty or staff member. These sessions include:

College Learning

This session will discuss the differences between high school and college, provide suggested resources for academic success, as well as give an overview of the co-curricular opportunities available to students.

Toolbox for Student Success

This interactive session provides students with important tips on how to manage their time well, take effective notes, as well as how to master their approach to reading in college.

Title IX

This session will discuss resources for the prevention and intervention of sexual assault and dating violence. Participants will receive information on how and where to report such lived or witnessed experiences

Diversity and Inclusion

This session is designed to create an opportunity for students to consider what it means to be in a welcoming community, reflect on their previous experiences with diversity and inclusion, and consider who they are as new members of the community and the diverse identities and experiences they bring to the ODU family.

Office(s) or department(s) providing leadership for the initiative:

Student Engagement & Enrollment Services and Academic Affairs

Partners and roles:

Student Engagement & Enrollment Services – Coordinates the overall event in regard to scheduling, materials, and facilitating participation of students.

Academic Affairs – Faculty determine curriculum for Toolbox and Learning sessions. In addition, faculty volunteers lead those sessions.

Method(s) and data used to track success and impact:

Assessment to all first-year students is conducted the second week of school, which includes student learning outcomes associated with First Class.

Keys to success:

- The time of each session is 30 minutes – after 2 hours the students are ready to move on.
- A snack is part of the sessions to keep students focused.

Virginia College Access, Success and Completion Promising Practice Guide

Institution Name: Old Dominion University

Practice Name: Living-Learning Communities

Website: <http://www.odu.edu/life/housing/on-campus-housing/living-learning> ;
<https://youtu.be/X34nRtEJKKM>

Contact: Dan Zimmerman (Assistant Director for Academic Initiatives, Housing & Residence Life)
757-683-5881
jdzimmer@odu.edu

Categories:

- ✓ Learning/Living Communities

Living-Learning Communities in Housing & Residence Life at ODU provide a high-impact opportunity for students to engage with faculty, staff and peers in an effort to increase multiple factors of student success, including sense of belonging, accessibility and approachability of faculty and academic advisors, classroom/content confidence, and awareness and access to campus student-success resources. Living-Learning Communities at ODU are categorized by Academic Major-Focused LLCs (4), Program-Specific LLCs (3), and Exploratory/Affinity LLCs (4).

Leaders for each LLC community put on series of student success events/initiatives including:

- Meet & Greets: opportunities for students, faculty and staff to build relationships.
- Speakers/Faculty Chats: opportunities for faculty, alumni and employers to share their experiences or lead discussions on specific topics.
- Field Trips/Experiential Learning Opportunities: opportunities for students, staff and faculty to travel to off-site locations and apply content knowledge.
- Study Groups: RAs help facilitate study groups for students taking similar courses.
- Peer Advising: Every first-year building was provided opportunities to attend peer advising to learn how to set up an appointment with their advisor, register, and navigate DegreeWorks.



Health Professions Meet & Greet with faculty within the College of Health Sciences

Office(s) or department(s) providing leadership for the initiative:

- Engineering Community: Housing & Residence Life (HRL) and Career Development Services
- Health Professions LLC: HRL and College of Health Sciences (CHS)
- Honors College LLC: HRL and Honors College
- Sciences Community: HRL and Career Development Services (CDS)
- ODU Explorers LLC: HRL and Center for Major Exploration (CME)
- Spectrum LLC: HRL, Safe Space Committee, and Office of Intercultural Relations (OIR)
- Business LLC: HRL and Strome College of Business
- MonarchTeach LLC: HRL and MonarchTeach Teacher Preparation Program

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- Service-Learning LLC: HRL, Center for Service-Learning & Civic Engagement, and School of Public Service
- ROTC LLC: HRL, Army ROTC, Naval ROTC and Military Connection Center

Partners and roles:

- For All (Housing & Residence Life): Dan Zimmerman (Assistant Director for Academic Initiatives, Coordinator for LLCs), Brandon Jones (Graduate Assistant for Academic Initiatives, LLC Program Support)
- Engineering Community: Beverly Forbes (CDS Liaison to Batten College of Engineering & Technology)
- Health Professions LLC: Leanne White (Director of Advising & Instructor for Shared Courses in CHS), Jacob Tousignaut & Beth Armstrong (Academic Advisors & Instructors for Shared Course in CHS), Janice Hawkins (Faculty and Chief Academic Advisor for Nursing), Dr. Jonathan Lopez (Faculty for Shared Course, Sociology), Erin Colwell (CDS Liaison to the CHS)
- Honors College LLC: Dr. David Metzger (Dean of the Honors College), Casey Guditus (Administrative Assistant, Honors College)
- Sciences Community: Erin Colwell (CDS Liaison to the College of Sciences)
- ODU Explorers LLC: GW Thompson (Director for CME)
- Spectrum LLC: Joe Ritchie & Meghan Harr (Co-Chairs of Safe Space Committee), Lesa Clark (Executive Director of OIR), Dexter Gore (Graduate Assistant for OIR)
- Business LLC: Jennifer Usis (Director of Advising & Instructor for Strome College of Business), Adam Hanson (Academic Advisor & Instructor for Strome College of Business)
- MonarchTeach LLC: Debra Duffy (Program Director for MonarchTeach)
- Service-Learning LLC: Dr. Emily Eddins (Assistant Director for Service-Learning), Meg Jones (Program Manager & Instructor for School of Public Service)
- ROTC LLC: LTC Mark Rea (Outgoing Coordinator & Instructor for Army ROTC), MAJ Mathsto (Matthew) Kingsada and CPT John Wilmoth (Incoming Coordinators & Instructors for Army ROTC), LT Christopher Osborne (Coordinator & Instructor for Navy ROTC), Bill Brown (Director for Military Connection Center)

Method(s) and data used to track success and impact:

1. Retention & Progression Data (Fall and Spring Semester Grade Reports, Enrollment Info)
2. Focus Groups conducted for each Living-Learning Community
3. Pre- & Post-Test Surveys
4. Artifacts (Pictures, Videos, etc.)

Keys to success:

Must Do's:

- Explore shared course offerings for each community, and/or continue to develop annual curricular/co-curricular plan for each community
- Expand LLC offerings as there are some students who may not identify with current LLC offerings.

Must Haves:

- Expand HRL's Academic Initiatives staff to accommodate growth and workload of LLCs
- At least one teaching faculty should be the point person for each LLC – working to recruit these in the coming year.
- More conducive learning spaces in the residence halls – need future residence halls to include classroom spaces and collaborative learning spaces, and potentially faculty offices, if funding permits.

Virginia College Access, Success and Completion Promising Practice Guide

Institution Name: Old Dominion University

Practice Name: First Year Theme Months

Contact: Don Stansberry

757-683-3442

dstansbe@odu.edu

Categories:

- ✓ First-Year Experience

Old Dominion University's First Year Experience (FYE) is coordinated out of the division of Student Engagement & Enrollment Services and oversight is provided by the Student Success Committee (members encompass a broad representation across campus) which created a master plan for first-year programming.

We know what factors impact retention at Old Dominion University. Engagement on campus, academic performance, and the ability to problem solve/critical thinking are essential for students to succeed. The FYE programs are established based on a developmental model to address these and other student success factors at times that are developmentally appropriate for students. The programs build upon what students receive during freshman orientation and the first week of programming on campus.

Each month we have a theme for programming for first-year students. Here are the months and themes:

August – Welcome!

Welcome to Old Dominion and the start of your college career! This is your time to begin setting your academic, personal, and career goals. Make the most of your college years, meet new people and explore the many new opportunities ODU offers to help you succeed.

September – Get Involved

It's time to dive in and get involved! Getting involved is a great way to meet people, enhance your leadership skills, find your niche, and make a difference. Join an organization, go to programs, participate in activities, volunteer, and be a leader. Students who seek out experiences outside the classroom gain skills for the workforce, have higher average GPA's, and graduate on time. So, get involved, and become a success.

October – Be Smart

This is the month to make academics a priority! Study for midterms, ensure success in all your classes, and make use of the Writing Center, the Math & Science Resource Center and individual tutoring. In addition, meet with your academic advisor to plan what classes to take in the spring and summer terms. Stay focused, and make smart academic decisions.

November - Take Responsibility

Remember to take responsibility for your actions. Be a Monarch Citizen that supports the campus, community, and others. Take advantage of all the co-curricular activities and support services such as Counseling, Health Promotions and other related services.

December- Finish Strong

You are almost done with your first semester. Finals can make or break your grade in a class. Keep to your academic routine, and manage your time wisely in order to finish strong.

Virginia College Access, Success and Completion Promising Practice Guide

January – Reconnect

January starts a new semester. Reconnect with other students, friends, activities, and re-engage your school spirit. If you haven't yet, think about getting involved in a student organization or co-curricular activity; now is the perfect time.

February – Go to Work

It's never too early in your college career to begin thinking about your professional future and the steps you should take toward success. Now is the time to solidify your major by attending the Majors Fair. You can also explore possible internships or summer job opportunities at the Career Management Center's Job Fair. Take the time to meet with a career counselor to have your resume reviewed, and learn tips about how to enhance your marketability for future jobs.

March – Healthy Choices

It is important to make smart, healthy choices especially as you plan your first spring break. As the weather warms, you can study outside and reward yourself for completing assignments with outdoor fun. Avoid procrastination and skipping class as these weeks really count!

April - Be Global

Celebrate diversity, and immerse yourself in the intercultural opportunities at Old Dominion. April blooms with events and celebrations such as the International Festival that can provide a study break during the final months of the semester. Take the time to volunteer on campus or in the local community, and make a difference in the world around you.

May – Celebrate Success

May is the culmination of all your hard work. Celebrate your success, sail into the summer, and come back prepared for your second year as a full-fledged citizen of the Monarch Community

Office(s) or department(s) providing leadership for the initiative:

Student Engagement & Enrollment Services

Method(s) and data used to track success and impact:

Data is collected on students involved in the FYE programs and assessment of persistence and academic performance will be conducted. Student learning outcomes will be developed for each major involvement initiative and assessed overall for the year.

Keys to success:

- Make the calendar about quality not quantity. It doesn't need hundreds of programs, just those that actually fit the months.
- Market the calendar to first-year students in a variety of ways – Residence halls, e-mails, website, through departments, etc.

Virginia College Access, Success and Completion Promising Practice Guide

Institution Name: Old Dominion University

Practice Name: Utilizing incoming student factors to target success initiatives

Contact: Jane H. Dané (Associate Vice President for Enrollment Management)
757-683-6937

jhdane@odu.edu

Categories:

- ✓ Data analytics and data-driven policies

As a framework of ODU's commitment to completion, a campus-wide model focuses on student success from the first contact with a prospective student through graduation and beyond. The approach is based on data-informed strategies which include predictive models, identified risk factors, collaborative planning, targeted interventions and assessment.

The Student Retention Predictor (SRP) was instituted in 2012 to identify student risk factors and use data strategically to increase freshman success. Over 150 factors were examined to develop a model used to predict each entering freshman's risk for retention. Risk scores are established prior to their arrival and distributed to teams to direct interventions. As examples, vulnerable students are encouraged to choose classes with supplemental instruction, learning communities or participate in summer institutes.

The SRP is the basis for ODU's targeted retention plan that includes academic preparation, financial need, social integration and educational aspiration. While there are many collaborative initiatives, a few examples by risk category include:

- Academic preparation – Supplemental instruction was provided for 314 College Algebra students. The intervention reduced the DFWI rate by 24%.
- Financial need – We know meeting 64% of a student's need will increase retention and first generation students are also at risk. Accordingly, we transformed our financial aid packaging plan to reach that benchmark and introduced an educational program, "Money Matters Boot Camp" to 300 students and parents.
- Social integration - Factors such as distance from campus and residence hall assignment pointed to a need for greater engagement. One popular program for students living beyond 150 miles from campus, "All Roads Lead to ODU", was designed for freshmen to build stronger relationships through a "Southern style" kickoff dinner and other activities.
- Educational aspiration - Students who enter later in the admission cycle have lower ambition and require extra attention and are often first generation. A Freshman Summer Institute was devoted to 40 students in this group to help them set goals and navigate the university.

To address retention further, ODU established a success coach pilot program which later expanded through reallocations to seven coaches. There will be 1200 freshmen coached throughout the 2016-17 academic year. The goal is to help students become independent problem solvers and set them on a trajectory for success.

Office(s) or department(s) providing leadership for the initiative:

The Enrollment Management Unit manages the data collection, modeling and distribution of student risk factors to supportive units on campus.

Partners and roles:

Virginia College Access, Success and Completion Promising Practice Guide

ODU's Institutional Technology Services provided data historical data on incoming student attributes and retention outcomes to create the predictive model. The Associate Vice President for Student Engagement and Enrollment Services identifies the cohort and their relevant attributes associated with the students' risk scores. The CRM manager connects targeted marketing messages promoting resources. Leaders of the numerous initiatives implement programs and deliver resources.

Method(s) and data used to track success and impact:

The following outcomes correspond with retention programs and the high level goal to increase retention. Each specific support program's retention rate will also be evaluated separately.

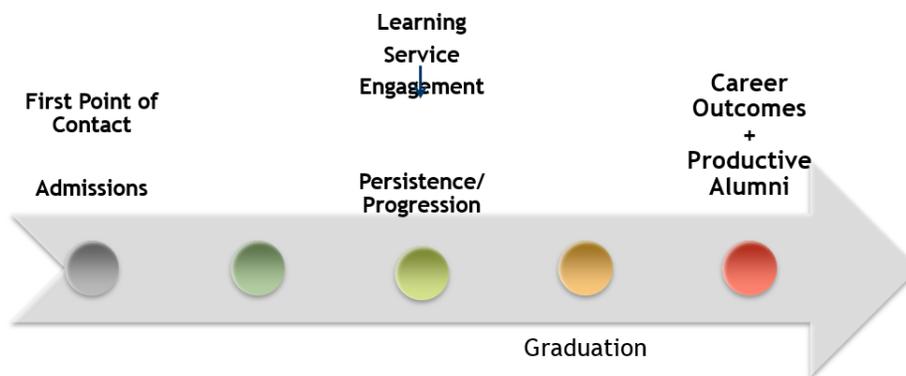
The retention rate increased to the highest level in ODU history. The 2013 class returned at 81% and fall 2014 at 82%. ODU outpaced retention of its 35 Carnegie high research peers by 3% for fall 2013 freshmen. In addition, ODU recorded the highest 4, 5 and 6 year graduation rates.

Since fall 2012, retention rates increased each year by 1% rising to 80, 81, and 82 percent. This generated \$1.5M in the past two years with 77 more students returning.

Additionally, ODU does not have an achievement gap. The 2014 cohort's African- American freshmen represented 33% of the class (N=901) and 84% were retained. This rate is 12 points higher than the average ten-year rate for 70 "moderately selective institutions" as defined by the Consortium for Student Retention Data Exchange (CSRDE).

Similarly, Pell recipients comprised 37% of the 2014 freshman class and persisted at 78.5%, just three points lower than non-Pell eligible freshmen.

Success continuum



Risk factors: Freshmen

Model Variable	Risk Category
High School GPA	Academic Preparation
Percent of Need Met	Financial Need
No. of Days as Admit	Educational Aspiration
Distance from Campus	Social Integration
Residence Hall type	Social Integration
First Generation Flag	Direction

Keys to success:

To benefit from having rich pre-enrollment data for incoming freshmen, it is important to assess the enrolling students early in the process. Once predictive indicators are available in May or June, new freshmen can be invited to participate in summer leadership programs, Living Learning Communities, enroll in supplemental instruction courses, and other programs. The Constituent Relationship Management (CRM) is used as a tool to store the predictive data student information. Communications are built in advance to automatically target students most in need of intervention and support.

Virginia College Access, Success and Completion Promising Practice Guide

Institution Name: Old Dominion University

Practice Name: Data-driven outreach to STEM-H students

Website: <http://odu.edu/success/programs/finishin4>

Contact: Sandra M. Waters (Exec. Director, Advising and Transfer Programs & Student Success Center)
757-683-6485

smwaters@odu.edu

Categories:

- ✓ Data analytics and data-driven policies
- ✓ Instructional / Academic Support for Gatekeeper Courses

Using key courses as success markers in specific STEM-H majors such as nursing, psychology, mechanical engineering, and biology, advisors in the Student Success Center’s Advising and Transfer Programs unit identify students who are struggling academically or whose overall grade point average is above 2.0 but who are not meeting minimum grades in these courses in the major and thus, have a major GPA below 2.0. Individual advising sessions are held with students in different populations to help them either explore and identify other majors in which they can be more successful, or to connect them with support resources that will help them improve their major grade point average.

The following are a few samples of campaigns:

1. Students struggling in a specific success marker course for Psychology and Biology majors (two disciplines with the largest number of majors):

Psychology Major List (22 students identified)	Biology Major List (24 students identified)
Major: Psychology Cumulative GPA .01-2.99 Courses: STAT 130M, grade C- to F from Fall 2014 to Fall 2015 Student Classification: Freshman and Sophomore	Major: Biology Cumulative GPA .01-2.99 Courses: BIOL 121N grade C- to F from Fall 2014 to Fall 2015 Student Classification: Freshman and Sophomore

Results:

Psychology Major – 11 students scheduled advising meeting	Biology Major – 12 students scheduled advising meeting
37% Changed Major (Switched to: Human Services, Elementary Education) 13% Developed Plan B major (Human Services or Sociology) 50% Stayed in major and developed a success plan	22% Changed Major (Switched to: Exercise Science, International Studies) 11% Developed Plan B major (Psychology or Human Services) 67% Stayed in major and developed a success plan

2. Approximately 1500 students in the Strome College of Business are considered Intended Business majors because they may or may not have met the minimum requirements to formally declare their major. Using an outreach campaign during the spring 2016 term, an advisor identified a group of 330 students who qualified for BSBA Declaration Fast Track Program. Of this group, 150 students responded to an email and 120 were actually declared in their chosen major. In order to be declared, intended business majors must complete a two-step application process and meet the 2.0 minimum overall and BSBA Core GPA. These students excelled in their business courses and received a B or better in Step 1 required courses (Accounting 201, Economics 202S, Business 110, English 110 and Math 162), completed at least 12 credits at ODU and received a 3.0 overall GPA or higher. They were able to skip Step 2 of the application

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process and be declared right away. This potentially allows freshman to be declared by their sophomore year versus their junior year. For transfer students who received a B or better in the courses at their previous institution, to be declared by the end of their first semester (pending that they are full time students).

Office(s) or department(s) providing leadership for the initiative:

Advising and Transfer Programs

Partners and roles:

College/discipline academic advisors and department chairs, and staff in the Office of the Registrar.

Method(s) and data used to track success and impact:

Using EAB's SSC Campus software, advisors are able to track students' change of major and subsequent academic success. In addition to tracking overall grade point averages, the major grade point average and progress towards degree completion are also used as measures.

Success Marker Courses *Data derived from ODU's EAB partnership.
The majority of students who successfully graduated with the Bachelor of Science in Nursing degree earned the following grades or higher in the identified semesters:

COURSE	GRADE	SEMESTER
CHEM 105N/106N	B	1
SOC 201S	A-	2
STAT 130M	B+	3
BIOL 250	B-	3
BIOL 103	B	3

Minimum requirements for admission to the program:

- Complete all General Education and non-Nursing courses
- Earn 3.0 Grade Point Average
- Complete the pre-admission aptitude test (Health Education Systems Inc. A2)
- Healthcare related experience (minimum of 25 documented volunteer hours) recommended

Areas of Employment:

Nurse Case Manager	Patient Advocate / Liaison
Health Educator	Registered Nurse
Healthcare Administrator	Intensive / Critical Care Nurse
Clinical Nurse Specialist	Nursing Instructor / Professor
Nurse Educator	Clinical Analyst / Clinical Documentation and Improvement Specialist
Nursing Manager / Supervisor	
Director of Nursing	

Parallel Plans (areas of study) for those interested in this major are:

Psychology	Criminal Justice
PRTS-Therapeutic Recreation	Health Sciences
Human Services	Biology

Keys to success:

Although a large number of hours were needed to do the front-end work to validate the success marker courses, once done, the information is very useful in identifying students who can be at-risk for dropping out or not being successful in the major. Being able to have excellent academic advisors who know how to help students set realistic goals and create relationships with identified students is key to this program's success. It can be difficult to convince students who need to change majors to do so when they are in good academic standing overall, but are not progressing in the chosen major or most likely won't be accepted in a competitive program. Using this tool to identify high achieving students is also beneficial in connecting them to their faculty in the discipline and recognizing them for their hard work.

Virginia College Access, Success and Completion Promising Practice Guide

Institution Name: Old Dominion University

Practice Name: Learning Communities

Website: <http://odu.edu/success/programs/learningcommunities>

Contact: Dr. Brian Kurisky (Director of Academic Initiatives)

757-683-3121

bkurisky@odu.edu

Categories:

- ✓ First-Year Experience
- ✓ Learning/Living Communities

The Learning Communities program at ODU is designed to aid first-year students in their transition to the college campus. The students have the opportunity to take between two and four courses with the same 19 to 30 students in the same semester. Faculty are recruited and have a vested interest in participating in the learning communities program.

In the fall of 2015, ODU had 18 learning communities with 344 students in the classes. In the assessment done at the end of the semester, students in learning communities felt more connected to their peers, teachers, the material, and were more engaged in and out of the class.

The Center for High Impact Practices built upon the success of the learning communities in the fall of 2015 by expanding the number of learning communities from 18 to 31 so that 700 students could be involved with the initiative. Each learning community also has a peer mentor who is familiar with the learning community focus.

What has made implementation of learning communities successful thus far includes: faculty who are invested in learning communities, Associate Deans who actively support the program, having a dedicated staff member helping organize the learning communities program, a faculty liaison to aid in the connection of classes, and support of Academic Affairs for the learning communities program. Students enrolled in a learning community also have the opportunity to engage in out-of-class experiences that aid them in connecting the work in class to experiences out-of-class.

Office(s) or department(s) providing leadership for the initiative:

Center for High Impact Practices

Partners and roles: Associate Deans in each college, Academic Affairs (Provost, Associate Vice-Provost), Departmental Chairs, Faculty – who helped develop the individual learning communities. Parking Services (Rob Grandon) – who aided in arranging transportation to the off-campus experiences. Peer Educator Program – trained the Peer Mentors used in the learning communities

Method(s) and data used to track success and impact:

All students in the learning communities are given an attribute in Banner, which allows us to track them throughout their time at ODU. At the end of the semester, the students are also encouraged to take the FYES survey again. Their responses are compared to the FYES survey they took prior to starting classes. Throughout the semester, qualitative data are obtained from the students through direct quotes/comments to peer mentors/faculty, pictures from out-of-class experiences, and reflections from class assignments. In some classes, ePortfolios are used, which allows for more assessment of the students. The data are run again at the end of the first-year to track the retention of students to the

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institution. For faculty, reflection is done regarding their experience through an online survey sponsored by the Center for High Impact Practices.

Keys to success:

For learning communities to be successful, the leadership of each college must be actively engaged (Associate Deans, Deans). Without their support, the program will not take root. Faculty should volunteer for the program rather than be told they are teaching in the program as they become invested in the program. Initial and on-going training is vital for the program to succeed. Finally, a dedicated staff to help oversee the program is vital for it to be successful.

Virginia College Access, Success and Completion Promising Practice Guide

Institution Name: Old Dominion University

Practice Name: Affordability and Outreach Designed to Improve Student Access

Website: <https://www.odu.edu/success/careers/experience/part-time#tab750=2>
https://www.odu.edu/cds/news/2013/2/odu_leap
https://www.odu.edu/announcements/student/2013/9/18/firstyear_freshman_g/_jcr_content/par/attachment/leap_8x11.pdf
https://youtu.be/4jrBm_vFalo

Contact: Ebonie Robinson (Student Employment Program Planner)
757-683-6502
ecouter@odu.edu

Categories:

- ✓ Affordability and FAFSA Completion
- ✓ First-Year Experience
- ✓ Guided Academic/Career Pathways

As an institutionally supported program for access and affordability, the Learn, Earn, Advantage Program (LEAP) provides campus employment and training for first and second year students. The program is a self-help program directed toward students who demonstrate financial need just above the criteria for Federal Work Study. Research shows that students should have some “skin in the game” supporting their educational costs. To enhance their success, the first year students are required to participate in a 10 week professional development course (UNIV 130 LEAP class) that addresses team work, work ethic, and introduces Career Development Services resources.

The program helps prepare LEAP students for work in academic and administrative departments on campus. Second year students most often return to their campus jobs with more experience and seniority which serves as a gateway for internships during their third year.

The following testimonials highlight the program’s benefits.

Coming in as a freshman, I wasn't just looking for employment but a way to grow and develop so I could be ready for future opportunities. Being accepted into the LEAP Program is definitely one of the highlights of my ODU career as it set me on path to success by helping me financially, develop as a professional, and enhance my career readiness skills. LEAP provided me with the opportunity to test myself out with a position as a program assistant in Leadership & Student Involvement where I've grown in every facet from leadership to being an effective communicator and organizer.

- Zach Schuhart, Monarch to Monarch Mentorship Program Coordinator, 2012 LEAP Freshman

What's not to love about this class? The assignments help each individual discover things about themselves and bring out the good in them that relates to the world of work. And besides, we get paid! Three examples of how I will utilize what I've learned in the world of work: 1) dress appropriately for the job setting, 2) be punctual for everything I do, 3) treat every day as an interview because I never know who I'll meet or who's watching.

-Dai'Shaneak Martin

I see myself as a worker who could go far in the world of work. I'm not scared to ask questions or ask for help. I am willing to learn and I've been told that I'm teachable. These experiences have impacted me to strive for greatness in everything that I do.

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After two years in the LEAP program working in an ODU lab, I was awarded a prestigious Ernest Hollings Scholarship from the National Oceanic and Atmospheric Administration (NOAA). The award provides a generous two year stipend and a paid summer internship at a NOAA laboratory.

- Amanda Tumminelli, Ocean and Earth Sciences, 2013 LEAP Sophomore

A promotional flyer for the LEAP program. The background is a blue sky with white clouds. On the right, a man in a grey suit and blue shirt is jumping joyfully. The text is in white and blue. The main headline reads "First Year Undergraduate Student? Need a Job?.... LEAP". Below this, it says "Learn and Earn Advantage Program (LEAP)". A paragraph describes the program: "The LEAP program offers 1st year undergraduate ODU students the opportunity to be selected for part time on campus jobs with ODU departments. Jobs last entire freshman year and average 10-15 hours per week, with students making \$8.00 per hour. Limited positions are available, so inquire immediately at the ODU Career Management Center!". There are two columns of smaller text: "More Information: CMC Walk In Hours Monday - Friday 12:00PM - 3:00PM Contact the Career Management Center at (757) 683-4388 for dates/times of upcoming LEAP information sessions." and "Job Categories: • Event Assistant • Office Assistant • Academic Assistant • ODU Support Services". A small crown logo is in the bottom right corner.

Office(s) or department(s) providing leadership for the initiative:

The Financial Aid Office awards aid packages based on family income while the leadership for the LEAP program is in the Career Development Services Department within the Division of Student Engagement and Enrollment Services.

Partners and roles:

The Office of Student Financial Aid awards campus employment based on family income data. The Career Development Services Department develops jobs across campus departments and supports onboarding students and provides a training program for participants. The CRM manager targets candidates with messages to guide job seekers through next steps. Employers in Academic and Administrative departments mentor new student employees and enhance their campus connections as they develop job related skills.

Method(s) and data used to track success and impact:

The following outcomes correspond with the institutional goal to increase retention. LEAP program participants are evaluated on their retention and satisfaction.

Program details quantify 124 freshman students participated in the LEAP1 program this fall. Five UNIV 130 LEAP classes were offered in the fall and 68 departments employed LEAP students on campus. Students who complete the two year program are retained at higher rates than those who do not participate. 80% are retained from the freshmen to sophomore year while 71% were retained from the sophomore to junior year and 62% returned from the junior to senior year.

Keys to success:

Good coordination is needed between the Office of Financial Aid, the Career Services Department, the Student Payroll Office and the hiring departments to manage the offered funding and pay earned over the course of the year. Adequate job development is needed to align the supply of campus positions with the demand from qualified candidates. Finally, communications should provide content to eligible students to assist with the job matching process.

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Institution Name: Old Dominion University

Practice Name: Service-Learning

Website: <https://www.odu.edu/life/gettinginvolved/service#tab2070=1>

Contact: Dr. Emily Eddins (Assistant Director for Service-Learning Leadership & Student Involvement)
757-683-3065
eeddins@odu.edu

Categories:

- ✓ Experiential Learning

Service-learning has expanded greatly over the last two years, as the first year a full time administrative professional position was hired to lead, coordinate, and support service-learning at ODU started in January 2014. While great strides have already been made, there is much to be accomplished to fully achieve a strong, sustainable, service-learning program that is woven throughout the fabric of ODU culture and pedagogy. Below is an overview of accomplishments achieved in the last two academic years, 2014-2016.

SERVICE-LEARNING MINI-GRANTS

First awarded Spring 2015, the initiative offers financial support for faculty in service-learning. Service-learning courses are awarded between \$500 and \$1000 to develop or expand academic service-learning opportunities for ODU students addressing critical community needs.

The first three semesters of Service-Learning Mini-Grants have supported 27 faculty in 17 academic departments to guide more than 4,500 students in 32 courses in deepening their academic learning and creating real positive change in our communities, in collaboration with 38 community partners from diverse nonprofit organizations, governmental agencies, and private entities, and 15 on-campus partnerships with ODU centers, offices, interdisciplinary partnerships, and departments.

These data refer only to the courses supported by the mini-grants, and are not exhaustive of the many other service-learning courses on campus being implemented without mini-grant support. ODU offers an estimated 50 service-learning courses across all academic colleges each year. We're still finding (and developing) new ones.

GRANTS AWARDED TO SUPPORT SERVICE-LEARNING

- US Fish & Wildlife Service awarded \$110,000 to support and develop curriculum, service-learning, and research in the areas of conservation, sea level rise and climate change, and biodiversity, and community resilience at ODU. From this project, we already have a major accomplishment to report: **A new Conservation Leadership Minor was approved for Fall 2016. This interdisciplinary minor is ODU's first academic program to require service-learning - at least 3 credits of this minor are dedicated to taking a service-learning course and is open to undergraduate students of all academic majors.
- National Oceanic and Atmospheric Administration (NOAA) and Virginia Sea Grant (VSG) have awarded \$20,000 to support faculty and professional development to build regional coastal resilience engagement in underserved urban neighborhoods through service-learning.

SERVICE-LEARNING THEME OF ODU'S SUMMER FACULTY INSTITUTE

In May 2015, ODU's annual two-day internal conference was themed service-learning, at which approximately 200 faculty and staff presented, shared, and learned about diverse service-learning topics and issues.

SERVICE-LEARNING FACULTY WORKSHOPS

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Workshops provide monthly opportunities for faculty development, in-depth learning, and implementation strategies for service-learning. In partnership between the Center for Learning & Teaching and Leadership & Student Involvement, these workshops focus on special topics relevant to faculty interested in service-learning.

Additional Support and Resources for Faculty in Service-Learning

- Service-learning project preparation, planning, and management strategies
- Community partnership development and management
- Training and networking opportunities to connect with ODU and community initiatives
- Programs and initiatives that enhance recognition, promotion, and understanding of service-learning at ODU and in our community
- Provide available research and best practice resources for specific disciplines and course content
- Course construction and development: Connecting course theory and themes to service project; Reflection facilitation strategies and integrated assignment application; Course evaluation
- Identify what office or department provides leadership for the initiative: Leadership & Student Involvement



Photos above: Community Garden Construction & Design – ENGN 110 Explore Engineering and Technology

Students build a solar powered tool shed and raised beds for a community gardens in Virginia Beach and Chesapeake. Explore Engineering and Technology is divided into two parts: the recitation class and the studio class. This course introduces the various disciplines of engineering and to provide the knowledge and tools to become a successful engineering student. This semester, we worked with Virginia Supportive Housing and Virginia Beach Community Gardens (VBCG) to design and build raised beds for the community garden at the new Crescent Square homeless shelter on Diamond Springs Road.

Partners and roles:

Office of the Provost/ Academic Affairs – With the support of Academic Affairs, I've had access to key meetings and councils. In addition to these opportunities, the dissemination of the Service-Learning Mini-Grant RFP comes from the Office of the Provost, demonstrating service-learning has support and recognition from our upper-level academic administration.

Center for Learning and Teaching (CLT) – CLT is a key partner as they schedule, support, and promote the monthly Service-Learning Faculty Workshops. They also chose service-learning as the theme for their annual Summer Faculty Institute, which has been the greatest opportunity for fostering understanding and recognition of service-learning on ODU's campus. See above for details of the Institute, held May 2015.

Office of Community Engagement – ODU's OCE and LSI's service-learning/community service cohort

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meet monthly to insure information and resource sharing to support each other's efforts.



Photos above: HLSC 405/705 Interprofessional Study Abroad on Global Health (Guatemala)

The interprofessional study abroad on global health based in Antigua, Guatemala, opens discussions with health care leaders on modern issues in Guatemala and learn how health, nutrition and disease related issues are addressed in the surrounding barrios of Antigua. Service-learning projects include health science education (such as hand hygiene, oral hygiene and nutrition teaching modules), in partnership with Proyecto Corazón de los Niños as well as other community projects requested by our partner organization (such as delivery of vegetables for nutritional wellness or installation of water filtration kits).

Method(s) and data used to track success and impact:

1. Service-Learning Student Course Evaluation – 80 point survey adapted from University of Georgia's design
2. Faculty Report Form – Required by each faculty receiving a Service-Learning Mini-Grant
3. Ideas for the Future: Institutional Strategic Plan for Service-Learning with associated outcomes, priorities, and assessment strategies; Community Partner Evaluation Tool

Keys to success:

Personal connections with faculty, administration, and key campus offices are a necessity for success. Developing and implementing service-learning from the classroom to the community to institutional culture is highly dependent on upholding close relationships with many people, so ability to communicate and collaborate effectively is key, as well as the ability to stay organized, foresee challenges, access resources, and be creative in problem solving and developing solutions.

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Institution Name: Old Dominion University

Practice Name: Innovative Use of Technology in the Office of Distance Learning

Website: <https://online.odu.edu/bin/atsdemovideos/index.php>

Contact: Andy Casiello (Associate Vice President for Distance Learning)

757-683-3726

acasiell@odu.edu

Categories:

- ✓ Innovative Use of Technology

The various uses of technology are as follows:

- Teams of instructional designers, technologists, and engineers are available to assess and analyze the needs of faculty and programs, and use those needs to drive the design and application of technology.
- A Personalized Learning Environment uses the framework and resources of BlackBoard and consolidates and provides a consistent framework for guiding the look, feel and design of online classes.
- Live web conferences blend mobile devices with classrooms to create video and audio interactive online learning environments, anywhere and on nearly any device,
- All produced video for online delivery is transcribed through an automated system that can deliver a computer generated transcript of completed classes, seminars, and campus events within minutes. These transcripts increase access and enable both closed captioning and a keyword search feature; students, faculty, and staff can use this feature to search for specific words or phrases in the video.
- Portable video production systems can be quickly deployed throughout the campus to capture and stream events, seminars, and conferences from anywhere on campus.
- The use of studio produced video content in online classes enhances the professional presentation of material and develops immediacy. For instance, the use of virtual sets can transport the instructor into a virtual environment to further enhance and provide context for their subject matter.
- Live technical and operational support is available for all online and on-campus instructors, especially during those classes using web conferencing or TelePresence services; instructors can focus on dialog, discussion, and pedagogy and not the technology.
- All enterprise level technology applications and systems are designed to be centrally supported, scalable, reliable, cost-effective, and available to all faculty, staff, and students to support online learning.
- Other developing innovations include the integration of 4K Ultra HD resolution to allow for virtual camera pans, tilts, and zooms to enhance online video production, in-video-quizzes to increase engagement during asynchronous video, and hyper-video which will allow for the integration of video within video.

Office(s) or department(s) providing leadership for the initiative:

ODU's Office of Distance Learning

Partners and roles:

Old Dominion University's College of Education, Arts and Letters, Health Sciences, Engineering, Business, Science, Continuing Education and Professional Development, and Information Technology Services

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Method(s) and data used to track success and impact:

- Student and faculty surveys, focus groups, and policy advisory committees.
- Tracking and reporting of system technical trouble tickets and resolutions, to identify key areas that require improvement.
- Formalized, experimental research into student perception, satisfaction, and learning effectiveness related to the design of online learning environments.



Figure above. The University uses several technologies to meet the needs of faculty and students and to create engaging online learning environments. The innovative use technology in ODU's Office of Distance Learning is based on a philosophy that stresses student support, faculty support, learning effectiveness, cost effectiveness, and access.

Keys to success:

- Dedicated technical and operational staff and resources available 24x7 to support online faculty and students.
- Have hybrid cloud and on-premise technology resources that can scale for growth, and have built-in disaster recovery options.
- Have options available for faculty, that include anytime asynchronous as well as live online synchronous options and elements to meet their learning objectives.
- Plan for the inclusion of professionally produced video to enhance immediacy, engagement, and foster motivation for learning.
- Create instructional design teams available to take faculty concepts and develop online learning environments.
- Do not subscribe to any one technology, analyze the needs of students and faculty first, then select the best technology to meet those needs.

Virginia College Access, Success and Completion Promising Practice Guide

Institution Name: Old Dominion University

Practice Name: Lecture Capture System

Website: <http://www.odu.edu/ts/labs-classrooms/technology-classrooms>

Contact:

Terri Mathews (College of Sciences, data analysis)

757-683-5201

tmmathew@odu.edu

Dwayne Smith (Classroom Central)

757-683-5940

dsmith@odu.edu

Categories:

- ✓ Innovative Use of Technology
- ✓ Instructional / Academic Support for Gatekeeper Courses

The Lecture Capture system has been installed in a variety of classrooms in the University. This technology records all data being projected through the classroom projector including the feed from a desktop computer, laptop, tablet, document cameras and others. In some rooms a High Definition Camera feed can be recorded showing what happens in the room or everything that is written on the whiteboard. The system also records the instructor's voice through microphones. Once recorded, the video is loaded into the Blackboard system so that students can review the classroom lecture using a user device.

Office(s) or department(s) providing leadership for the initiative:

The Classroom Central office is responsible for the system.

Partners and roles:

The Classroom Central Office works with faculty across the University for training and implementation. The Associate Dean of Sciences has partnered with Classroom Central for data collection and analysis.

Method(s) and data used to track success and impact:

Student usage of the system and their review of the class videos is tracked through the Blackboard system and compared to the course grades and DFWI rates. The results for Chemistry are shown in the chart below and illustrate that students who use the system earn significantly higher grades and post significantly lower DFWI rates.

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	Number students	Average Chem grade	Total DFWI Rate
Chem 105	595		
Did not watch	504	2.0	36%
Watched videos	91	2.5	24%
Chem 121	841		
Did not watch	669	2.1	50%
Watched videos	172	2.3	29%
Chem 211	295		
Did not watch	148	2.2	43%
Watched videos	147	2.5	18%
Chem 441	63		
Did not watch	44	2.4	39%
Watched video	19	2.5	21%

Average Course Grade and DFWI rates by use of Course Capture in Chemistry

Keys to success:

Several lessons can be taken from the analysis of the effectiveness in Chemistry:

- This system has shown its effectiveness. It is currently available in only certain classrooms and could be expanded to include more classrooms.
- The teaching style of the faculty impacts the success of this system. Faculty who use telestrators on a tablet or laptop tend to be more effective.
- The system is easy for faculty to use.
- The system is effective at 100 through 400 level courses.
- Students and faculty need to be encouraged to take advantage of the Lecture Capture system.

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Institution Name: Old Dominion University

Practice Name: eP3 Faculty Professional Development

Website: <https://www.odu.edu/success/programs/eportfolios>
<http://sites.wp.odu.edu/ep3ws/>

Contact: Lisa Mayes (Executive Director for Academic Enhancement Academic Enhancement)
757-683-6746
lmayes@odu.edu

Categories:

- ✓ Instructional / Academic Support for Gatekeeper Courses

Launched in May 2015, “eP3: Praxis, Process, and Production,” a three day faculty development workshop, introduces faculty to ePortfolio as pedagogical tools, helps to foster a community of practice related to ePortfolios among faculty, and helps programs design and implement curricula that incorporates ePortfolios.

Based on ODU’s successful Quality Enhancement Plan: the Writing Across the Curriculum workshop, each eP3 workshop trains 20-25 faculty instructors. By creating a digital archive of their experiences in the professional development event, participants practice participating in a portfolio pedagogy that promotes active and integrative learning as well as digital literacy skills. Within the workshop, participants design and develop their own professional portfolio and portfolio curriculum for a course the following semester. Through monthly meetings, monthly newsletters, workshops, and appointments with the ePortfolio Faculty Support Coordinator, the participants are supported throughout their initial semester of implementation and beyond. This support is offered in tandem with Academic Enhancement’s Academic and Digital Coaches, peer mentors responsible for supporting students participating in courses and programs using ePortfolios.

Office(s) or department(s) providing leadership for the initiative:

Center of High Impact Practices (CHIP) and the Office of Academic Enhancement

Partners and roles:

ODU’s Center for Learning and Teaching, Information Technology Services, Interdisciplinary Writing, and Office of Institutional Effectiveness and Assessment.

Method(s) and data used to track success and impact:

Faculty workshop participants are required to implement ePortfolios within at least one course during the following semester. Upon the semester’s completion, participants grant the workshop facilitators access to their course materials and student portfolios, so that the facilitators may assess the impact of the workshop upon the course design and student learning, using AAC&U’s Integrative Learning VALUE Rubric.

First Line of Assessment: Evidence of Student Integrative Learning

On May 10- 11, 2016, CHIP conducted an initial assessment summit with 10 raters examining 150 student reflective pieces drawn from the first cohort of eP3 participants. These raters used AAC&U’s Integrative Learning VALUE Rubric to determine how successfully archived ePs added in creating connections between their course work, course objectives, and personal goals. Integrative Learning, as outlined by AAC & U, is key to student success, as it encourages students to move beyond the “check the box” process of learning, with a focus on Experience, Discipline, Transfer, Integrated Communication,

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and Self Assessment and Reflection. Students are urged to archive and reflect on all aspects of their learning process, both within and outside of the classroom, allowing them to acknowledge their own skill sets and knowledge. Such acknowledgement is fostered by encouraging students to draw explicit connections between their coursework, within and across disciplines, and beyond the academy, into the professional and personal realm. As a result, the student, through consistent reflective practices that are integral to effective ePortfolio pedagogy, should come to view their university experience as part of a larger process, allowing them to transfer their knowledge and skills into new contexts.

However, the lofty goals of integrative Learning cannot be achieved by accident; they must be systemically reinforced throughout course work and across the curriculum. In order for more consistent, Integrative Learning practices to occur, professional development opportunities, such as eP3, train instructors in pedagogical theory and best practices. In the case of eP3, the ePortfolio format becomes the vehicle for Integrative Learning, providing a medium for students to save the material, then draw on it to craft digital representations of their professional or academic identity, displaying their knowledge and skills so that they may market themselves in the future.

CHIP is in the process of assessing the impact of the professional development workshop, eP3, and its related on-going support during participants' implementation efforts. To do so, CHIP uses a survey with frequency analysis and will conduct focus groups in Spring 2016. Instructors referenced enjoying the innovative nature or creative element in designing and implementing eP assignments. At least two spoke to marketability and future employment as a valuable aspect of ePs. Three instructors praised shared digital repositories enabled an ease of exchange and collaboration. Three referenced students building on previous knowledge or transferring skills.

Faculty responses from the End-of-Semester survey suggest that ePortfolios are not simply a one-way transaction, from student to instructor or other audiences. Rather, the instructors' response suggest that with students building in their archives, a sense of shared knowledge and exchange arises, creating a classroom community that captures the learning process while looking ahead to the students' future.



Above is an image of one of our Screenside Chats, monthly gatherings offered online and in-person to continue professional development and support efforts.

Keys to success:

Currently, we have Digital Coaches (peer mentors) to support student use of ePortfolios. As student use increases, a position dedicated to overseeing the evolution of the digital coaches and other possible

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student support mechanisms (workshops, in-class visits, embedded ePortfolio mentors, on-line tutorials) would be of use. In addition, graduate programs are also beginning using ePortfolios. As such, our support efforts for graduate students will need to be consider their unique needs and use for ePortfolios as this initiative moves forward.

Further, instructors in large courses (100 students and up) have stated ePortfolios are difficult without the support of Teaching Assistants. This constraint has prevented some instructors from using ePortfolios again, though they valued the project in smaller classes. In the future, it would be ideal to be able to select eP3 alumni as department ePortfolio Coordinators. These Coordinators would be able to set up training and support within their departments, as well as collaborate with the CHIP eP Training and Support Coordinator, keeping the university at large abreast of progression within the departments. These individuals would need compensation in either the form of additional pay, course releases, or possibly a combination of both.

Finally, CHIP is under pressure to provide admin specific training and support, as many programs, certificates, and departments consider using ePortfolios at a higher level. At this time, we do not have the staff or resources to dedicate to creating, running, supporting, and assessing such efforts. In the future, such a position would ease the attempts to scale up.

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Institution Name: Old Dominion University

Practice Name: Peer Assisted Study Sessions (PASS)/Supplemental Instruction

Website: <http://odu.edu/peereducator#tab151=2>

Contact: Lisa Mayes (Executive Director for Academic Enhancement Academic Enhancement)
757-683-6746

lmayes@odu.edu

Categories:

- ✓ Instructional / Academic Support for Gatekeeper Courses

The Peer Educator Program partners with course instructors to provide a series of weekly review sessions, called Peer Assisted Study Sessions (PASS), for students enrolled in historically difficult courses. A trained PASS leader facilitates these sessions and utilizes a variety of strategies to help students master the concepts of the course.

As goals of the PASS program, students will 1) acquire content-specific learning techniques that will increase their success in the course, 2) develop study strategies that are transferable to other courses, and 3) experience effective group study environments with their peers.

Implementation of the PASS program includes outreach to college faculty to identify course sections that need support (historically difficult courses, gatekeeper courses, courses requested by faculty/students), the oversight and training of PASS leaders by the PASS coordinator (currently a part-time faculty position), and administrative support of the PASS program by a graduate assistant.

Office(s) or department(s) providing leadership for the initiative:

Peer Educator Program, Office of Academic Enhancement

Partners and roles:

The Peer Educator Program partners with the College of Business, College of Sciences, and the College of Arts & Letters to identify, prioritize, and market support for course sections. The Peer Educator Program staff coordinate the logistics regarding recruitment, hiring, training, supervision, and evaluation of PASS leaders, scheduling of PASS sessions, and assessment of PASS student performance and learning outcomes.

Method(s) and data used to track success and impact:

The Peer Educator Program uses summative and formative measures of assessment to track the impact of PASS. Course Grade Averages and DFWI Rates are compared between the PASS Group (students in PASS-supported courses who have attended 3+ PASS sessions for the course) and Non-PASS Group (students in PASS-supported courses who have attended 0-2 PASS sessions for the course). In fall 2015, the PASS Group had a higher course grade average than the Non-PASS Group by an average of 0.37 on a 4.00 scale. The rate of DFWI for the PASS Group was 16 percent lower than the Non-PASS Group.

Additional regression analyses were conducted with fall 2015 PASS data to determine a significant positive correlation between PASS attendance and course grade, after controlling for students' SAT scores and high school GPA and the course type ($b = .04$, $p < .001$, 95% CI [.03, .05]). For every session a student attended, his/her grade increased by .04 on a 4.00 scale, after controlling for other covariates. This means that students who attended PASS once per week, or 12-13 times a semester, earned a half letter grade higher in the course (or a 0.48-0.52 increase) after controlling for prior achievement.

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Contact hours between PASS leaders and attendees are also tracked. In fall 2015, 30.0 percent of students in PASS-supported courses (282/941 students) regularly attended PASS (3+ times during the semester) for a total of 3,251 student contact hours with 11 PASS leaders supporting 7 different course instructors.

In addition, in-class surveys are distributed to students in PASS-supported courses at the middle and end of the semester to gauge student perceptions of the program. Students who attended PASS in fall 2015 reported the following benefits: understanding the material more clearly, learning techniques that help them study on their own, and having the opportunity to meet and study with their peers.



Keys to success:

Success of the PASS program relies on the following factors: faculty buy-in to the program; instructors encouraging students to attend PASS; marketing of the PASS program in a non-remedial way (e.g., “PASS can benefit everyone who attends”); recruitment and low turnover of PASS leaders who have strong course content knowledge and effective group facilitation skills; intensive initial and continued training for PASS leaders; continuous program evaluation and assessment; and institutional resources (e.g., salaries, physical classroom spaces, session materials) to support PASS program staff and activities.

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Institution Name: Old Dominion University

Practice Name: Finish-in-Four and Finish-on-Time

Website: <http://odu.edu/success/programs/finishin4>
<https://www.odu.edu/newtransfer/advising>

Contact: Sandra M. Waters (Exec. Director, Advising and Transfer Programs & Student Success Center)
757-683-6485
smwaters@odu.edu

Categories:

- ✓ Finish in Four / College Completion Campaigns

Marketing materials and websites were developed to encourage and educate students and their families about the steps needed and services available to support first-year and transfer students in completing degree requirements in a timely manner. A video was produced by students to highlight the importance of finishing in four and this was linked to a full website that includes four-year curriculum plans for each major and videos about each major that includes information about careers, extra-curricular activities, and expectations. The site also includes Major GPS sheets with information about success marker courses, parallel majors, and possible career opportunities.

The Finish on Time initiative is geared towards transfer students. This program includes a website with links to four-year curriculum plans for Virginia Community College (VCCS) students who complete an associate's degree and transfer coursework to one of the many majors at ODU. This program offers transfer students a variety of support services including transfer mentors, social and informational events for prospective and new transfer students, and website links to transfer articulated programs for applied associate degrees with the VCCS.

Office(s) or department(s) providing leadership for the initiative:

Advising and Transfer Programs

Partners and roles:

Center for Major Exploration, college advising centers, admissions, registrar, financial aid, Student Transitions and Family Programs.

Method(s) and data used to track success and impact:

Success measures include tracking of the average of total credits earned each semester by student level, time-to-degree completion rates for first year cohorts and transfer-student entry terms, participants in special programs and services.

Keys to success:

Ensuring that transfer students are included in initiatives designed to encourage degree completion is a must. All too often, transfer students are not included in institutional discussions on completion rates. However, they are more likely to persist because of successes experienced at their prior institution.

Establishing a committee with the responsibility for oversight of the Finish-in-Four and Finish-on-Time initiatives that encompasses members from a variety of academic and student affairs offices is critical to the success of these programs. Everyone needs to take ownership and be involved in the decision-making process in order for this to become part of the culture of the institution. Establishing subcommittees responsible for different aspects of the initiatives also provides the opportunity for everyone to take part.

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Institution Name: Old Dominion University

Practice Name: First-year experience (FYE) study abroad program in Greece

Website: <http://www.odu.edu/academics/international-learning-opportunities/study-abroad/interested/programs/fye>

Contact: Steve Bell (Director, Office of Study Abroad)
757-683-5378
sdbell@odu.edu

Categories:

- ✓ Experiential Learning
- ✓ First-Year Experience

ODU's FYE (first-year experience) study abroad initiative is designed to increase interdisciplinary, cross-cutting academic inquiry; student retention; student academic performance; and study abroad participation among non-traditional study abroad populations. The FYE program is specifically for incoming first-year students, offers two General Education courses that all students can use to satisfy degree requirements, and program enrollments are kept small in order to maximize faculty-to-student and student-to-student interactions. In our program, we offer a 4-credit Geology course (which includes a lab) and a 3-credit Art History and Architecture course – both General Education courses – focused on the land formations and antiquities of Greece. The pedagogical design of the courses includes instruction delivered through online, face-to-face classroom, laboratory, field-based, and experiential modalities. Students complete individual, pair, and group activities and assignments as well as reflective and applied learning. Students start the courses online, then spend three days in intensive course sessions on-campus, then travel to Greece together for a 10-day field-based sojourn, before returning home to synthesize their online, on-campus and study abroad learning into a culminating final project.

In summer 2016 we are implementing the third year of the ODU FYE study abroad initiative. Among participants in the first two years of the program, retention from first to second year is at 88 percent; student academic performance is much better than that of non-participants; and participants have hailed from all colleges and a wide variety of majors across the university.

Another noteworthy outcome of the FYE program is the interest and participation of FYE program alumni in additional study abroad programs during their academic careers. To date, one student from the 2014 FYE program has already studied abroad a second time, and a few other FYE program alumni are currently researching study abroad program options for semester study. We hope that this pattern of “repeat study abroad program participation” grows.



Office(s) or department(s) providing leadership for the initiative:

The FYE study abroad program is led and implemented by the Office of Study Abroad in collaboration with the Office of Undergraduate Admissions, Office of the Provost, College of Arts and Letters, and the College of Sciences.

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Partners and roles:

Office of Study Abroad

- Project lead, administrator, implementer, and evaluator
- Designs and develops program
- Promotes program in affiliation with the Office of Undergraduate Admissions
- Advises students and manages student enrollment and payment
- Prepares and manages program budget
- Contracts with program partner in Greece

Office of Undergraduate Admissions

- Assists Office of Study Abroad with promotion of program

Office of the Provost

- Provides university support and publicity for program
- Approves Associate Vice Provost for Graduate Studies participation in program
- Pays faculty to teach program courses

College of Arts and Letters

- Provides financial underwriting to program through Hellenic Studies Foundation

College of Sciences

- Approves Associate Dean of Sciences participation in program
- Identify method(s) and data used to track success and impact:
 - Student evaluations
 - Faculty evaluations
 - Retention tracking
 - Academic performance tracking
- Tracking of participation in other study abroad programs by FYE program alumni

Keys to success:

To succeed, first-year study abroad programs must be widely supported, publicized, and embraced by the university community in both the academic and administrative sides of the institution. Finding and devoting internal (and hopefully, external) funding to the initiative is also critical. It is also important to devote considerable and focused time to the outreach and planning phases of the project, and

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especially in outreach to collaborating offices and departments across the institution. I think it is also wise to be methodical in designing the program operations as well as taking the long-view in terms of continuity and sustainability of the program over many years. The first year that we tried to run the program, we didn't draw sufficient students. Yet, we stayed the course, examined what we could do to increase the likelihood of success, implemented those ideas, and now have been successful three years running.



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Institution Name: Old Dominion University

Practice Name: UNIV Student Success Courses

Contact: Sandra M. Waters (Exec. Director, Advising and Transfer Programs & Student Success Center)
757-683-6485

smwaters@odu.edu

Categories:

- ✓ Data analytics and data-driven policies
- ✓ Finish in Four / College Completion Campaigns
- ✓ Guided Academic/Career Pathways

ODU offers a series of 1 credit courses and 0 credit workshops to help students adjust to college life. The 1 credit courses include the following: University Orientation (UNIV 100), UNIV 110 Academic Success, UNIV 111 Sophomore Seminar, and UNIV 112 Transfer Seminar. The UNIV 100 course is offered to new students in their first semester to help them connect learn study strategies and to help them connect with University resources. The UNIV 110-111-112 courses are 0 credit workshops, led by professional advisors and other campus administrators who volunteer to help students who are in academic difficulty. The UNIV 110 Academic Success course is required of all first-year students who complete their first semester in academic difficulty (below 2.0). UNIV 111 is a continuation of UNIV 110 for students who are still on academic probation after their first year. Students in UNIV 111 are at the highest risk of being academically suspended. Therefore, more intrusive advising techniques are used to help them make decisions regarding their future plans and efforts are made to connect them to resources that are typically issues beyond academics. UNIV 112 is offered to transfer students who complete their first semester in academic difficulty. This 0 credit course is available to second semester transfer students and connects them with transfer student mentors who guide them to support resources.

Office(s) or department(s) providing leadership for the initiative:

Advising and Transfer Programs

Partners and roles:

Partners include residence hall directors, staff in Student Transitions and Parent Programs, Career Management Services, Counseling Services, Educational Accessibility, Women's Center, Peer Educator Program (tutoring), Student Support Services, Student Outreach Services, Office of Student Leadership and Involvement, and Financial Aid. Most of these are offices to which students are referred based upon specific issues that arise.

Method(s) and data used to track success and impact:

At the end of each semester, data on academic performance of those who participated in each of the UNIV courses is reviewed and analyzed. Over the years, the results have provided data need to make adjustments in the curriculum, the number of hours required to meet each class and the delivery mode. Specific data points include average GPA at the end of the term, overall number of students in good standing vs. academic difficulty, impact on student financial aid, and number of repeated courses.

Keys to success:

The data have helped us learn that individual sessions in conjunction with the classroom activities are essential to improving student success. However, we have also learned that only students who are truly engaged in their success will be successful and no matter how much we attempt to improve student outcomes, success ultimately rests with each student.

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Institution Name: Randolph College

Practice Name: Local Educational Access Program (LEAP)

Website: www.randolphcollege.edu/LEAP

Contact: Mike Quinn (Vice President for Enrollment Management)
434.947.8000 or 434.238.4133
mquinn@randolphcollege.edu

Categories:

- ✓ Affordability and FAFSA Completion
- ✓ Outreach

The Local Educational Access Program (LEAP) provides students from the City of Lynchburg as well as the neighboring counties of Amherst, Bedford, Campbell, Appomattox, and Nelson the opportunity to attend a nationally-ranked private, liberal arts college for tuition of \$10,000 per year before applicable Federal financial aid for which they may be eligible. Students taking advantage of LEAP are able to receive the benefits of Randolph's small, personal learning environment, and the resulting cost can be far below that of many Virginia state institutions.

Office(s) or department(s) providing leadership for the initiative:

Enrollment Management

Partners and roles:

Randolph College Student Financial Services' financial aid counselors present LEAP seminars throughout the catchment area for college-bound students and parents. The *Randolph College Office of College Relations* ensures that news and information about LEAP is disseminated to the local area via traditional and social media, produces communications materials, and produces the College's website. *Beacon of Hope Future Centers* at E.C. Glass High School and Heritage High School in Lynchburg, and close collaboration with 19 other public and private high schools in the LEAP-eligible area that coordinate information sessions for students and parents.

Method(s) and data used to track success and impact:

Randolph College uses application and enrollment deposit data to track the success of the program. The first full year of LEAP's implementation, during which the Class of 2018 was recruited, brought 53 applications and 15 enrollment deposits to the College from the LEAP catchment area. As news about the cost-effective LEAP program spread throughout Lynchburg and the counties, the Class of 2019 recruiting cycle saw LEAP-area applications and enrollment deposits nearly double to 100 and 29, respectively. This year, as the College finalizes the Class of 2020, the number of applications has risen to 142 and enrollment deposits have increased again to 33. Over a three-enrollment-cycle period, applications have increased more than two-and-one-half times and deposits have doubled. We also track students' success stories. Maria Abowd, a student at Jefferson Forest High School in Forest, Virginia, wanted to specialize in equine dentistry but feared that the high cost of college would prevent her from doing so. She wrote to President Obama expressing her concern, but as the National Decision Deadline approached, she still had no school. One morning, her chemistry teacher told her about Randolph College and the LEAP program. She hand-delivered her transcripts and letters of recommendation, was reviewed and admitted on the spot, and decided to attend during an open house the following Saturday. The day before she moved onto campus to start her college career, Marie received a call from one of the President's consultants and asked to include her story about LEAP in the White House newsletter.

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Keys to success:

Randolph College has learned myriad lessons from the development and implementation of LEAP including 1) a college's presence in an area or region does not guarantee an immediate and positive response; 2) publicizing a program such as LEAP requires extensive media (news articles), social media, on-campus promotion, word-of-mouth, and advocates in the field (pastors, college counselors, community members); 3) an access and affordability program exposes secondary challenges for families, such as strategies to plan for paying for college, access to financial resources, and lack of familiarity with the process of going to college—especially in first-generation families; 4) a college must be prepared to provide more intensive academic and financial aid counseling to first-generation students and families; and 5) a program such as LEAP takes time to develop and grow. As is the case with many other programs designed to improve access, there are no “quick fixes.”

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Institution Name: Randolph-Macon College

Practice Name: The Patrick John Higgins Academic Center

Website: <http://www.rmc.edu/academics/academic-support/resources-for-parents>

Contact: Lauren Bell (Dean of Academic Affairs and Staff Supervisor, Higgins Academic Center)
804-752-7268
lbell@rmc.edu

Categories:

- ✓ Collaboration
- ✓ Data analytics and data-driven policies
- ✓ Experiential Learning
- ✓ Finish in Four / College Completion Campaigns
- ✓ First-Year Experience
- ✓ Innovative Use of Technology
- ✓ Instructional / Academic Support for Gatekeeper Courses
- ✓ Other: Early Intervention for New Students

Through the Higgins Academic Center, Randolph-Macon College demonstrates a commitment to academic excellence by providing academic support for all students. All of the services described below are free of charge to all students.

- **Tutoring** is available in most subjects. It can be received on a drop-in or appointment basis (via e-mail to the individual tutor). Schedules and Higgins Academic Center staff rosters are posted around campus
- **Mentoring** is available upon request, through referral, and through the Macon Academic Progress program (see #4). Mentors conduct group workshops as well as work with individual students throughout a semester or year. During individual sessions, mentors may assist students with social, emotional, and/or academic concerns. When appropriate, mentors will refer students to other campus resources.
- **Macon Academic Progress (MAP)** is an early intervention program designed for first-year students and is administered by the Higgins Academic Center in conjunction with the Provost's Office. In addition, students on probation and others in need of structured academic support may be placed in MAP by the Provost of the College at any time. Students in MAP are required to meet with academic peer mentors to fulfill the terms of a contract written to meet each student's individual needs.. Entering students may be enrolled in a related program, known as Early MAP, which supports students to transition successfully to Randolph-Macon College.
- **The Communication Center** supports the college's effort to improve student speaking and group work through tutoring. The Center also provides practice spaces and one-on-one consultation and feedback for oral communication assignments. In addition, the Communication Center supports the college's efforts to improve student writing and to use writing as a tool to aid learning. The center offers students tutoring as they work on writing assignments or on specific writing problems.
- **The Office of Instructional Technology** assists students with various needs related to using computer and media technology in their academic work.

Office(s) or department(s) providing leadership for the initiative:

The Higgins Academic Center is its own office/department within Randolph-Macon's Academic Affairs division.

Method(s) and data used to track success and impact:

Student usage rates for the services offered at the Higgins Academic Center

Keys to success:

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The ability to recruit, train, and manage a large staff of student peer tutors and mentors. Randolph-Macon's are certified through the College Reading and Learning Association and National Association of Communication Centers.

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Institution Name: Randolph-Macon College

Practice Name: LAUNCH pre-orientation initiative for new students

Website: <http://www.rmc.edu/news-and-calendar/current-news/2015/09/01/retreat-for-new-students-teaches-teambuilding-skills>

Contact: Lauren Bell (Dean of Academic Affairs and Staff Supervisor, Higgins Academic Center)
804-752-7268

lbell@rmc.edu

Categories:

- ✓ Data analytics and data-driven policies
- ✓ Experiential Learning
- ✓ First-Year Experience
- ✓ Other: Early Intervention for New Students

Many new students arrive at college worried about whether they have what it takes to succeed, and worried about whether they'll "fit in" or make friends. The LAUNCH pre-orientation retreat allows students to participate in an off-campus retreat, where they will meet other members of their incoming class, while learning about themselves and Randolph-Macon College in a setting that is designed to encourage and support their transition to college. LAUNCH is a 4-day pre-orientation retreat designed to be fun and engaging, while also preparing students for college life — BEFORE it even begins. Between 30-35 Randolph-Macon students will begin their college journey working together in high and low rope adventures, zip lining, and water trampoline challenges — and even cooking their own meals. The Program offers the opportunity to unplug from devices, and plug into nature, people, and the life-of-the mind. LAUNCH is led by the Director of the Student Transitions and a staff of four CRLA-nationally accredited upperclassman mentors.

Office(s) or department(s) providing leadership for the initiative:

LAUNCH is supported by the Director of Student Transitions.

Method(s) and data used to track success and impact:

Proportion of students retained from Fall to Spring, and from Fall to Fall.

Keys to success:

Financial resources sufficient to support an off-campus retreat for new students.

Virginia College Access, Success and Completion Promising Practice Guide

Institution Name: Randolph-Macon College

Practice Name: Early MAP initiative - priority access to academic support

Website: <http://www.rmc.edu/academics/academic-support>

Contact: Lauren Bell (Dean of Academic Affairs and Staff Supervisor, Higgins Academic Center)
804-752-7268

lbell@rmc.edu

Categories:

- ✓ Data analytics and data-driven policies
- ✓ Instructional / Academic Support for Gatekeeper Courses
- ✓ Other: Early Intervention for New Students
- ✓ Guided Academic/Career Pathways

Beginning in 2011, Randolph-Macon expanded its successful midterm academic intervention program, to provide priority academic support to students who were identified by Admissions officers as “at risk,” academically or socially. Prior to beginning this “Early MAP” program, our retention analyses consistently showed that R-MC’s first year students with a 2.0 grade point average (GPA) or higher retained at approximately 85 percent, but that first year students with below a 2.0 grade point average retained at a substantially lower 47 percent rate. Because first term GPA is so important to year-long success, our focus in Early MAP is both on retention generally but also on student academic success in the first semester. In each year of the program, students enrolled in the program retained at or near the College’s historical average retention rate of 75 percent. In addition, and as expected, students earning a 2.00 GPA or above during the combined Fall and January terms retained substantially above the College’s historical average, in the low-to-mid 80 percent range.

Office(s) or department(s) providing leadership for the initiative:

The Early MAP program is administered by the Higgins Academic Center, in consultation with the Provost’s Office and Admissions Office

Partners and roles:

The College’s Early MAP program was supported in its initial implementation by a generous grant from the Jessie Ball duPont Fund.

Method(s) and data used to track success and impact:

Cohort freshman GPAs and retention/persistence rates.

Keys to success:

Use of Admissions data to identify students who would benefit from early academic support; ability to hire, train, and supervise peer mentors for new students.

Virginia College Access, Success and Completion Promising Practice Guide

Institution Name: Reynolds Community College

Practice Name: The Reynolds Advance College Academies (ACA)

Website: www.reynolds.edu/aca

<https://www.youtube.com/watch?v=iTCGephA5E8>

Contact: Dr. Miles S. McCrimmon (Director, Reynolds Advance College Academies)

804-523-5606

mmccrimmon@reynolds.edu

Categories

- | | |
|--------------------------------------|-----------------------------------|
| ✓ Affordability and FAFSA Completion | ✓ Guided Academic/Career Pathways |
| ✓ Collaboration | ✓ Outreach |
| ✓ Communication and Branding | ✓ Learning/Living Communities |
| ✓ First-Year Experience | ✓ Structured Schedules |

The Reynolds Advance College Academy (ACA) recently graduated its second cohort of 39 twelfth-graders with an Associate of Science (A.S.) degree in Social Sciences in May, 2016, having seen its first cohort of 34 twelfth-graders graduate with the same A.S. degree in May, 2015. Now established with cohorts in six high schools in four school divisions in our service area, the Reynolds ACA is slated to confer 150-200 A.S. degrees annually by 2019.

The ACA has become a laboratory of innovation in several areas of emphasis germane to our college's and system's core mission of student access, success, and completion:

- career coaching featuring earlier interventions and **guided academic pathways** at key stages of progression and decision points before, during, and after the completion of the curriculum;
- programmatic assessment based on longitudinal studies of a stable **learning community** of full-time, degree-seeking students;
- professional development and **collaboration across secondary and postsecondary educational sectors** built on a shared, collegial, visible collection of pedagogical tools and teaching resources in several core disciplines
- **cohort-based structured scheduling** of linked courses leading to the completion of an associate degree program;
- **outreach into middle schools** to identify candidates for admission into the program;
- **communication and branding** efforts that promote consistent standards of quality across school divisions and high school sites;
- components of postsecondary **first-year (and second-year) experience programs** transposed into the final two years of high school;
- **affordable college access** through a shared financial model that keeps the costs of the first two years of college to a fraction of even a traditional community college degree.

As a comprehensive degree program, the ACA ensures that dual-enrolled students will amass more than a mere "bag of credits." It elevates Virginia's skilled workforce by identifying and accelerating an infusion of young talent. It provides educational access to promising high school students who might otherwise have fallen off the college track. It reinvents student success by intervening in that process more than four years in advance of the time horizon of a typical first-year college student. It connects diverse educational opportunities through a sustained secondary/post-secondary partnership that brings out the best of both the high school and college experience.

Virginia College Access, Success and Completion Promising Practice Guide

This landscape-altering trend puts Reynolds at the forefront of a movement that is transforming cultural assumptions about when, how, where, why, and with whom higher education takes place. Rather than positioning ourselves passively as the “second choice” or “fall back option” for high school graduates, we are proactively shifting the temporal and spatial points of contact through the ACA to identify and recruit a population of full-time students more than two-and-a-half years prior to their matriculation in our courses in eleventh and twelfth grade. Further, we are using student success strategies to cultivate, retain, and graduate these program-placed students fully two years earlier than the youngest age of a typical full-time graduate from a VCCS institution. Functioning as both a “college within a college” and a “high school within a high school,” the ACA manages to create an optimal academic and extracurricular high school and college experience simultaneously for the students and faculty members involved in the program. All the while, we are leveraging the established strengths of the VCCS High School Career Coaches Program to help high school students reach key milestones earlier in their academic careers.

Office(s) or department(s) providing leadership for the initiative:

The full-time Director of the Advance College Academy (ACA) reports to the Office of the Executive Vice President of Reynolds Community College.

Partners and roles:

The Reynolds ACA currently partners with four local public school divisions (Henrico County, Goochland County, Powhatan County, and Hanover County) to offer associate degree programs to cohorts of students in six area high schools (J.R. Tucker, Highland Springs, Goochland, Powhatan, Lee-Davis, and Patrick Henry).

Method(s) and data used to track success and impact:

- Two-Year Graduation Rate of First Two Cohorts: 93.6% (73 A.S. degrees earned of 78 students initially enrolled)
- First Cohort Graduate Performance on ETS Proficiency Profile of General Education Core Competencies: 84th percentile (nationally normed against 550,000 college sophomores); 86th percentile in Writing and Mathematics
- University Placement and Persistence Rate of First Cohort of Graduates: According to the one-year follow-up survey of ACA alumni, 100% are continuing their education at a four-year college or university; 83% intend to pursue post-baccalaureate credential.

Keys to success:

Producing such an unprecedented volume of early completers of A.S. degrees constitutes a dramatic shift in higher education. As such, the ACA must meet stringent standards in order to continue to be seen by at least four key stakeholders as equivalent: by school division partners, as a viable alternative to other forms of advanced secondary education; by ACA students and their families, as a worthwhile leap of faith into uncharted territory; by four-year institutions, as an associate’s degree with the same level of rigor as any conferred elsewhere; and by members of our own college community, as a central part of our mission. The daily exercise of seeing ourselves as others see us has led the ACA from achieving mere equivalency to striving for excellence. We have learned how to combine academic rigor with multifaceted support in a program that graduates students equipped for success at the next level.

Virginia College Access, Success and Completion Promising Practice Guide

Institution Name: Richard Bland College of William & Mary

Practice Name: Predictive Analytics and Student Retention

Website: <https://www.youtube.com/watch?v=Df-i3dvUc8I>

Contact: J. Tyler Hart (Dean of Enrollment Services)

804-863-2107

jhart@rbc.edu

Categories:

- ✓ Collaboration
- ✓ Learning/Living Communities
- ✓ Communication and Branding
- ✓ Data analytics and data-driven policies
- ✓ First-Year Experience
- ✓ Guided Academic/Career Pathways
- ✓ Innovative Use of Technology
- ✓ Instructional / Academic Support for Gatekeeper Courses
- ✓ Structured Schedules

Richard Bland College of William & Mary is implementing a new program--The Exceptional Student Experience--which is powered by powerful predictive analytics, allowing RBC to identify at-risk students and to assess their level of dropout risk even before they arrive on campus. Incoming students are paired with a Learner Mentor (LM) at orientation. The LM serves as a single point of contact for a caseload of students. The LM's role is to connect students with the appropriate resources on campus to ensure student success. LM's have a shopping cart of interventions to prescribe to students based on the students situation and circumstances. Based on a propensity to drop out score, with 75% confidence, students are coded high, medium or low risk before they arrive to start their semester. LM's begin developing relationship and focusing resources based on the student's risk. Once the semester starts, additional performance and engagement data is collected and utilized by the LM to assign interventions and track success for the students. After implementing this program in the Fall 2015, RBC experienced a 5% increase in Fall-to-Spring retention. The key point of consideration for implementation was the necessary data points throughout the learner journey. Implementation required reconstruction of our advising and students support model but taught us a tremendous amount about our students through the process.

Office(s) or department(s) providing leadership for the initiative:

This project was implemented by a cross-functional ESE@RBC project team. Although all areas of campus are impacted by this project, the leadership comes from Enrollment Services and Academic Affairs primarily. As a result of the project, the college created an academic support unit that oversees the Learner Mentors.

Partners and roles:

RBC has partnered with multiple partners and vendors to implement this model. The end goal of the partnerships is to produce a predictive model that is built on artificial intelligence using data analytics. Any data point we provide can factor into the predictive model and the more data you have the more accurate the prediction becomes. Our LMS, Canvas, allows faculty to input grades, attendance, and notes on student behavior. This feeds a dashboard created in dropout detective (a reactive analytic tool in the LMS) that tells LM's what students are at risk based on current academic performance. LM's use these various data tools to get a clear understanding of the students at the high to moderate risk levels and suggests interventions accordingly. LM's are evaluated based on the number of interventions as well as the number face-to-face meetings.

Method(s) and data used to track success and impact:

The metrics we are focused on improving are: Fall-to-Fall Retention, completion rates and increased

Virginia College Access, Success and Completion Promising Practice Guide

student GPA. We experienced a 5% increase in Fall-to-Spring retention and a significant increase in the number of students on Dean's List and President's list's. Other indicators we are on track to our goals include positive results from the Community College Survey of Student Engagement, Student Satisfaction Surveys, and Transfer Rates.

Keys to success:

This project started as a pilot to implement predictive analytics to improve student services. The predictive part of the project ended up being a small part of what we needed to improve outcomes for students. By mapping out our "Learner Journey" (the students interactions with the college from prospect through the enrollment funnel to graduation), we learned what data points we needed, what we did not need, and what processes worked and did not work. One thing RBC prides itself on is being outcomes driven and by looking at what data we needed to improve the predictive model, we had to look at processes from the student point of view. Regardless of how other institutions implement data drive strategies, we would encourage them to step back and evaluate the data points, student interactions, and the business processes related to student interactions from the time students first become prospects through to graduation or transfer.

Virginia College Access, Success and Completion Promising Practice Guide

Institution Name: Tidewater Community College

Practice Name: Summer Bridge Programs

Contact:

Lisa Rhine
(757) 822-5202
lrhine@tcc.edu

Michelle Woodhouse
(757) 822-2241
mwoodhouse@tcc.edu

Categories:

- ✓ First-Year Experience
- ✓ Outreach

Summer bridge programs providing intensive, short-term academic and social activities are one possible means to increase access and success for at-risk students that are traditionally underrepresented in higher education. The summer bridge allows access to college for students who need an academic boost, and supply academic and cultural tools intended to assist students with long-term success. This session presents two different summer bridge models delivered at different campuses of Tidewater Community College. Both are designed to ease the college transition for at-risk students. The comprehensive summer bridge programs' primary objective is to orient participants to college life while helping them develop skills to successfully navigate the collegiate environment. The programs aim to develop study and time management skills and incorporate utilization of college support services (e.g., library, tutoring), while providing exposure to college course work, faculty and activities. The key features of the program are those that foster engagement with the college experience. These features include students attending class together and required learning support time in learning communities, developing close relationships with faculty and staff, and attending social and co-curricular programming to attend to affective issues as well as academic ones.

Office(s) or department(s) providing leadership for the initiative:

Student Services Office of the Dean
Coordinator of First Year Success

Partners and roles:

- Area High Schools
- Faculty
- First Year Success Programs Staff
- Academic Support Services
- Student Activities

Method(s) and data used to track success and impact:

Measures have been identified to capture incoming student cohorts into the summer bridge program that will document student progress and outcomes at the start of the fall semester, by the end of their first term and subsequent enrollment in the next term and outcomes by the end of second year.

Measures to be captured for the summer bridge cohort include:

- summer to fall retention rate
- fall to spring retention rate
- fall to fall retention rate
- engagement levels fall and spring

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The short term effects are clear: Both male and female students who attend a summer bridge are more likely to be engaged in their first year of college and are more likely to return to college after the first college semester and after that first crucial year. Strong relationships with faculty and peers, high academic standards coupled with strong support structures, and students' perception that a college education is relevant to their personal goals, are included in the summer bridge program structure. Critical to this successful structure is a design that engenders the engagement necessary to lead to student success.

Keys to success:

- The most important effects of summer bridge participation are indirect, in that students are thus connected to social and academic support networks that will sustain them beyond the summer experience
- Institutions planning to initiate a bridge program should take an internal inventory to identify if they already have the necessary components to make summer bridge work and consider the following: effective instructors, staff, and tutors and student activities. Pulling these resources together under the umbrella of one program is neither as difficult nor as costly as creating new programs during the academic year, but the long-term gains of such an effort can be meaningful
- The summer bridge provides the social and intellectual engagement and initial academic success necessary to help students believe that they do belong in college
- Bridge programs may provide a way of quickly resolving skill deficits without losing academic momentum
- Summer bridge is not a panacea that can overcome all challenges experienced by at-risk college students, but it may make an important positive difference in their transition and ultimate success in college

Virginia College Access, Success and Completion Promising Practice Guide

Institution Name: Tidewater Community College

Practice Name: Integrating Co-Curricular, General Education and Soft Skill Employability Competencies into a Model for Improving College Student Success

Contact: Lisa Rhine (Provost, Chesapeake Campus)

757-822-5202

lrhine@tcc.edu

Categories:

- ✓ Collaboration
- ✓ First-Year Experience

The success of postsecondary students is becoming even more critical to the economic well-being of the U.S. It's clear that we do not have enough educated students in the workforce pipeline. Increasing calls for postsecondary accountability and a movement toward performance based funding require colleges to make informed, reasoned decisions on what we do to promote academic success and degree attainment behavior. Allen and Robbins's (2010) integrated model for college and workplace success demonstrates that a combination of cognitive, behavioral and career development are predictors of both educational and career success. Utilizing this model, Tidewater Community College identified comprehensive set of competencies for all outside-the classroom co-curricular learning. Following the Integrated Model, TCC identified intersections among the co-curricular competencies, general education competencies and the soft skill employability competencies. This resulted in a comprehensive model of student success by which intervention strategies may be aligned or developed to address key factors that research has determined impact academic performance and academic retention. By defining the competencies and focusing on efforts that promote academic success and degree attainment behavior we expect to improve student success and better understand the multivariate interplay among the types of success interventions offered and academic outcomes.

Office(s) or department(s) providing leadership for the initiative:

Provost's Office

Partners and roles:

- Student Affairs
- Academic Affairs
- General Education Director

Method(s) and data used to track success and impact:

Once a comprehensive set of interventions, activities and interventions are identified and competencies determined, an alignment of interventions with those competencies result in a focused action plan for impacting behaviors that promote academic performance and academic retention. Identifying outcome measures for the interventions are underway.

Keys to success:

- College-wide participation in an institutional scan to identify a comprehensive set of interventions, activities and services currently offered to support student success and retention
- College-wide participation to identify co-curricular competencies and intersections with general education and employability skills
- Alignment of interventions with competencies that predict success in college and work
- Outcome measure of interventions identified or created

Virginia College Access, Success and Completion Promising Practice Guide

Institution Name: University of Mary Washington

Practice Name: Resources Inspiring Student Excellence (RISE) Peer Mentoring Program

Website: <http://students.umw.edu/multicultural/rise/>

Contact: Dr. Marion Sanford (Director)

540-654-1044

msanford@umw.edu

Categories:

- ✓ First-Year Experience

During the year, several workshops and activities were sponsored for the students' academic, cultural and social development. Topics for the workshops included time management and study skills, effective writing skills and presentation skills, class schedule building, the importance of networking and mentoring, and effective communication and conflict resolution skills. In addition, there were several cultural and social activities for the participants. Those included cultural and historical trips to Washington, DC and Richmond, VA, outings to bowling lanes or movie theaters, parks, and special social activities on campus.

Based on the evaluations, the mentees (first-year students) felt that the RISE Program was beneficial to their personal and academic development. In addition, their feedback indicated they were satisfied with their participation in RISE and the program made them feel more confident in their ability to succeed at UMW and more connected.

Office(s) or department(s) providing leadership for the initiative:

The James Farmer Multicultural Center provides the leadership for this initiative.

Partners and roles:

Various campus offices, departments and alumni served as partners to this program by providing support and resources (workshop facilitators, tutoring assistance, etc.) throughout the year.

Method(s) and data used to track success and impact:

At the end of each semester, participants were given evaluations to complete that assessed the mentors' and the overall programmatic impact with their transition to the University. In addition, we determined their academic success by reviewing the grade point averages for the mentees and mentors each term. We compared their collective average grade point averages to the grade point averages of all first-year undergraduate students.

To measure retention rates, we monitored the enrollment of the participants for each term. Likewise, we compared their retention rates to those of all first-year, undergraduate students.

Keys to success:

- Having full commitment and engagement of the peer mentors was critical to the success of the program and the mentees' success. They were the "front line" agents for identifying early at-risk issues, as well as helping to encourage the new students to become involved on campus.
- Being flexible with the schedule and topics for the workshops in order to accommodate and maximize attendance for the mentees
- Soliciting constant feedback from the participants throughout the year was very helpful in ascertaining what was working and what adjustments needed to be made, especially regarding planning activities
- Stressing the importance of being actively engaged in the program throughout the year and holding program participants accountable for their level of engagement was vital
- Matching mentees with mentors who could best meet and support their personal and academic success

Virginia College Access, Success and Completion Promising Practice Guide

Institution Name: University of Mary Washington

Practice Name: The First-Year Experience at the University of Mary Washington

Website: academics.umw.edu/fye/ and academics.umw.edu/qep/

Contact: Keith E. Mellinger (Director, Quality Enhancement Plan)

(540) 654-1333

kmelling@umw.edu

Categories:

- ✓ Collaboration
- ✓ First-Year Experience
- ✓ Innovative Use of Technology

The First-Year Experience at UMW is designed to support students' transition to the rigor of college-level learning. At the heart of the program is the First-Year Seminar (FSEM), a small seminar-style course whose learning outcomes target the skills necessary for success in a rigorous academic community, including quality writing, oral communication, and information literacy. Starting with June Orientation and continuing throughout their first year on campus, students experience personalized advising through their seminar instructor (who doubles as their academic advisor), a student peer mentor, and a professional advisor. Residential students live with their FSEM classmates so that the learning can continue beyond the classroom. A common read distributed in June brings the class together for an initial common academic experience. Together, the pieces of the First-Year Experience at UMW combine to ease the transition into our university community.

Office(s) or department(s) providing leadership for the initiative:

While the University has long had components of a first-year experience, the Quality Enhancement Plan (QEP) adopted as part of the 2013 reaffirmation of accreditation provided an opportunity to enhance and refine these efforts through the first-year seminar. The QEP director, now known as the Director of the First-Year Seminar Program, oversees the management of the seminars, while the office of the Associate Provost for Academic Engagement and Student Success oversees the larger program and coordinates with the other offices identified below.

Partners and roles:

The Director of the FSEM Program collaborates with the directors of the University Speaking Center and Writing Center, and with librarians in Simpson Library, to create online learning modules designed to solidify foundational skills of our first-year students. The centers also provide enhanced peer consultant training and engagement with the individual FSEM instructors/courses through in-class programming. The broader program pulls together partners in the Offices of Residence Life and Student Engagement.

Method(s) and data used to track success and impact:

There are several methods used to track the success and impact of this effort. First, the University is tracking persistence, academic standing, and retention for each cohort. Second, the University has developed a comprehensive assessment plan for each of the learning outcomes associated with the first-year seminar. Third, the University comprehensively surveys students using both institutionally developed and nationally normed assessments. .

Thus far, results appear promising. For example, Fall 2015 (the first cohort) responses indicate that the program is perceived by first year students as beneficial. 66% agreed or strongly agreed that, because of their FSEM, they are more comfortable finding appropriate resources to support their work. About 60%

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agreed or strongly agreed that the FSEM helped them to improve their oral presentations, while 53% agreed or strongly agreed that they developed skills to edit and revise their written work. An impressive 80% of students agreed or strongly agreed that they had a positive experience with their faculty academic advisor, and 65% said they would recommend the on-campus living arrangement to an incoming first-year student next year.

Keys to success:

We have learned much during the early implementation of this robust program. Planning and marketing of the FSEM offerings needs to occur very early—a full year prior to students actually arriving on campus. Peer mentors need extensive training, and Residence Life needs time to arrange housing. More than anything else, we have learned that a program of this size requires a dedicated person to lead the efforts and serve as a resource for the FSEM instructors.

Virginia College Access, Success and Completion Promising Practice Guide

Institution Name: University of Mary Washington

Practice Name: Domain of One's Own

Website: <http://umw.domains>

<https://www.youtube.com/watch?v=ZlKnBOOFeig>

Contact: Jesse Stommel (Executive Director, Division of Teaching and Learning Technologies)
540-654-1997

jstommel@umw.edu

Categories:

- ✓ Communication and Branding
- ✓ Experiential Learning
- ✓ Guided Academic/Career Pathways
- ✓ Innovative Use of Technology
- ✓ Learning/Living Communities
- ✓ Outreach

Domain of One's Own (DoOO) is a project at the University of Mary Washington managed by the Division of Teaching and Learning Technologies (DTLT). DoOO allows UMW students, faculty, and staff to register their own domain name and associate it with a hosted web space, free of charge, while at UMW. With their domain and corresponding web space, participants have the opportunity and flexibility to design and create a meaningful and vibrant digital presence.

Our approach to the project is unique in that we focus our energy on development as much as support. The project is aimed at creating a sense of shared agency among faculty and students working together at the institution. While we have built a technical infrastructure to help enable this work, the project is bolstered also by a philosophical perspective that students should be empowered to take ownership of their learning and the spaces they build for that learning on the web.

Office(s) or department(s) providing leadership for the initiative:

The Division of Teaching and Learning Technologies is a group of creative, reflective educators and technologists who foster community around and drive advances in teaching, learning, and research, by developing pedagogical partnerships with faculty and academic units.

DTLT works with faculty and departments to integrate DoOO into their classroom practices and programs in order to ensure that students are gaining varied and valuable digital experiences during their time at UMW. In addition, DTLT supports members of the UMW community to use DoOO to cultivate a digital profile for their professional work.

Partners and roles:

The Digital Knowledge Center provides peer tutoring to all University students on digital projects and assignments. Domain of One's Own figures prominently in the Center's mission, with peer tutors offering one-on-one or group tutorials for students who are grappling with using DoOO for curricular or extracurricular purposes. During tutorials, our goal is not merely to provide answers to students' questions about working on the Web, but rather to help students become more confident, adaptive learners and creators on the Web.

The Center for Teaching Excellence and Innovation (CTE&I) provides faculty with professional support and mentoring on teaching and learning, pedagogical innovation, the scholarship of teaching and learning, and leadership. CTE&I supports the Domain of One's Own project by collaborating with DTLT on targeted faculty development activities. Specifically, we collaborated on the Domain of One's Own

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Faculty Initiative from 2013 until 2015, and we are now exploring additional development models to engage faculty.

Method(s) and data used to track success and impact:

We constantly track data about the usage of DoOO. The project involves over 125 faculty and staff and has engaged over 1900 UMW students. We have supported over 100 courses in 16 programs and departments, including arts, humanities, business, education, and STEM fields. We have also begun to survey students formally about the impact of the project, and we are working closely with faculty on assessing the impact of DoOO in particular departments and programs. However, the more important data we've gathered has been anecdotal -- the voices of students and faculty, both in their direct responses to the project and through the myriad examples of sites they've built on the web.

From the start of the project, we have worked to document our own processes by writing about them and engaging the larger community (of scholars and technologists) in a conversation about the hows and whys of projects like Domain of One's Own. Our biggest marker of success has been the way the project has proliferated across the country and around the world, being a model for similar projects at over 25 other institutions including Oklahoma University, Davidson College, Emory University, and Middlebury College.

Keys to success:

- Faculty and students should be co-creators of learning environments.
- Innovative learning environments, such as Domain of One's Own, rather than being scripted too strictly in advance, should be allowed to develop organically as faculty, students, and staff discover how to use them together.
- The development of these kinds of projects should be spearheaded by a team that values process over product, ideas over the purely instrumental.
- In order for projects such as these to succeed, the Information Technology administration must be willing to create space (time and resources) for experimentation.
- Ideally, a project like Domain of One's own should be squarely positioned within the academic wheelhouse of the Institution.
- UMW was able to turn Domain of One's Own into a success through an investment in people not just technological systems. This included a serious commitment of time, energy, and money.

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Institution Name: University of Mary Washington

Practice Name: 1+2+1 pre-nursing to BSN program

Website: <http://cas.umw.edu/bsn-program/years-1-23-4-explained/>

Contact: Richard Finkelstein (Dean, College of Arts and Sciences)

540.654.1052

rfinkels@Umw.edu

Categories:

- ✓ Collaboration
- ✓ Experiential Learning

Through an arrangement with Germanna Community College and Mary Washington Healthcare, students may enter the University of Mary Washington where, according to a structured plan, they largely take courses at UMW during their first year; largely take courses at Germanna CC during their second and third years, after which they sit for the RN licensing exam; and then take all their courses at UMW during their fourth year at the end of which they receive their BSN. They can live in UMW housing during all four years and fully participate in activities on the 4-year campus. The UMW Office of Financial Aid and the same office at Germanna CC have collaborated to develop processes that insure that students receive financial aid, as necessary, for all their courses.

There is a significant shortage of seats in Virginia for students who want to become nurses. There is also a significant shortage of nurses in the marketplace. This makes use of existing resources to address both needs.

Office(s) or department(s) providing leadership for the initiative:

UMW College of Arts and Sciences

Partners and roles:

University of Mary Washington, Germanna Community College, Mary Washington Healthcare (See above description for roles).

Method(s) and data used to track success and impact:

assessment data for learning outcomes, reviewed for each course; program assessment data; recruitment and retention data; student satisfaction surveys.

Keys to success:

With a complicated program such as this we have discovered many small issues during the first year of operation: the need for dorm residency during the few days when the schedules of the two institutions don't match; permission for first-year student cars, not usually permitted; seamless interface between Registrars' and Financial Aid offices; and estimating admissions yield for a new program that cannot exceed a maximum enrollment. The only "must haves" are constant communication and a willingness to collaborate, which have happily been the case.

Virginia College Access, Success and Completion Promising Practice Guide

Institution Name: University of Virginia / Virginia College Advising Corps

Practice Name: Virginia College Advising Corps

Website: <http://vcac.virginia.edu/>

<https://www.facebook.com/Virginia-College-Advising-Corps-385918530012/>

Contact: Joy Pugh (Program Director)

434-982-3993

joypugh@virginia.edu

Categories:

- ✓ Affordability and FAFSA Completion
- ✓ Data analytics and data-driven policies
- ✓ Collaboration
- ✓ Innovative Use of Technology

The University of Virginia launched the Virginia College Advising Corps (VCAC) in the fall of 2005 as a public service program to address the widening gap in college access for low income, first generation, and under-represented students. Our mission is to increase the number of these students entering and completing higher education.

The Corps places recent U.Va. graduates in high schools throughout the Commonwealth to work alongside counselors and other college access organizations. These near-peer College Advisers assist high school students and their families with college searches, essay writing, SAT/ACT prep, college applications, FAFSA completion, scholarship searches, college visits, and successfully transitioning to post-secondary education.

College Advisers serve full-time in their placement sites for two years. They become mentors within the school setting, and are often the key person providing encouragement for students to persist in their education beyond high-school. The program became the model for the national College Advising Corps, now present in 14 states and 534 high schools.

Program Model:

The VCAC model is a targeted approach that integrates recent college graduates into the secondary school to address non-academic barriers to post-secondary matriculation:

1. VCAC is a "near-peer" mentoring model. The program recruits recent college graduates who are near in age and have similar backgrounds to the high school students they serve.
2. VCAC College Advisers attend a 4-week comprehensive summer training program before entering their school sites.
3. VCAC College Advisers serve the whole school, rather than a cohort of particular students, in order to foster a school-wide college-going culture.
4. VCAC focuses on best-fit and best-match colleges. College Advisers help students identify and apply to postsecondary programs that will serve them well academically and socially--thus increasing the likelihood that these students will earn their degrees.
5. VCAC participates in a national, external evaluation conducted by Evaluation and Assessment Solutions for Education, a research group at Stanford University, to quantitatively measure outcomes and qualitative results.

Office(s) or department(s) providing leadership for the initiative:

At U.Va., we are housed in the Executive Vice-President and Provost's office.

Virginia College Access, Success and Completion Promising Practice Guide

Partners and roles:

- University of Virginia - Home institution of the program. Central Staff (Director, Assistant Director, Fiscal/Administrative Assistant) are based at U.Va. Many offices (President's Office, Provost's Office, Student Affairs, Office for Diversity and Equity, etc...) provide support.
- National College Advising Corps - Leading programmatic partner. Maintains College Advising Corps program model across 14 states and multiple higher education institutional partners. Sets Corps-wide standards for outcomes and data collection. Continually innovates and improves practices for program staff and College Advisers.
- AmeriCorps - National Service partner. All College Advisers are AmeriCorps Members. Requires data-driven Performance Measures and ongoing reporting.
- Partner High Schools - In academic year 2016-2017 we will have 26 partner high schools across the Commonwealth of Virginia. Each school provides office space for the Adviser, and an on-site supervisor, usually the Director of School Counseling.
- Funding Partners - Funding from AmeriCorps and the College Advising Corps is matched by private sources, including foundations and corporations. Typically these private sources designate that an Adviser serve in a certain area and/or school district.

Method(s) and data used to track success and impact:

We utilize a web-based student tracker created by a team of researchers at Stanford University in collaboration with the College Advising Corps. Called GRACE (Getting Results and Creating Equity), the system is a reporting tool to document progress toward achieving program goals, provide self-assessment data for Advisers to promote continuous professional development, identify technical assistance needs, and collect information for distribution to program stakeholders. Since 2005, our Advisers have done the following:

- 143,093 one-on-one appointments with students
- 25,711 classroom visits and workshops
- 11,248 meetings with parents
- 4,147 campus tours
- 7,995 assisted on SAT preparation
- 11,043 FAFSAs completed
- Over 15,000 students enrolled in post-secondary institutions

In addition to service-level data points, we also track our outcomes using data from the National Student Clearinghouse (NSC). According to NSC, our partner high schools have seen an average increase in post-secondary enrollment of 9.7 percentage points.

Virginia College Access, Success and Completion Promising Practice Guide

Institution Name: University of Virginia

Practice Name: Undergraduate Student Opportunities in Academic Research (USOAR)

Website: <http://www.virginia.edu/cue/usoar.html>

Contact: Brian Cullaty (Director of Undergraduate Research Opportunities)
434-924-3306
brc7q@virginia.edu

Categories:

- ✓ Experiential Learning

USOAR is a program that matches *first-, second- and transfer* undergraduate students who do not have previous significant experience in research with a paid research position funded by the Federal Work Study program and the Center for Undergraduate Excellence. Students spend 5-10 hours per week during the academic year working with their faculty supervisor in research-related tasks or projects. USOAR strives to not only introduce students to the enriching experiences surrounding research, but also provide students with the chance to build strong relationships with faculty. The program seeks to attract students with financial need and from underrepresented populations and provide them with a path into research. Once in the program, the students take a one credit course for the fall and spring semesters in which they discuss their experiences, compare notes, assess the program's impact on their undergraduate experience, and receive other programming on topics related to research. In the spring, the program hosts a symposium showcases the student's research.

Modeled in part on UROP at the University of Michigan, USOAR grew out of pilot project developed in 2013 by the Provost's Office and Student Financial Services, at the request President Teresa Sullivan, who sought to increase scholarly paid work opportunities for undergraduate students.

Key components for implementation include an institutional process to identify Federal Work-Study students, the recruitment of faculty to serve as supervisors, a student application and selection process, and the creation of a one credit course. While the Federal-Work study program pays 70% of the students' wages, the institution must commit to funding the other 30% of the wages. The program also requires human resources support to manage the payroll process for the selected students.

Office(s) or department(s) providing leadership for the initiative:

Center for Undergraduate Excellence, University of Virginia

Partners and roles:

Student Financial Services (identifies work-study eligible students), School of Engineering (helps with setting up the students on payroll), Office of the Vice President for Research (two staff members have taught a section of the USOAR course), Institutional Assessment and Studies (helps with assessment of the program)

Method(s) and data used to track success and impact:

The USOAR program experience is evaluated through learning objectives set for each position, learning objectives for the one-credit course, and data from participant responses to the Student Experience in the Research University (SERU) Survey. Every student participating in USOAR is asked take the SERU survey. The USOAR participants' responses to the SERU instrument can be compared to those of UVA students who have not participated in USOAR and to those of students from other universities.

Virginia College Access, Success and Completion Promising Practice Guide



Keys to success:

Demand for student research positions is high at UVa and it has been important to define what makes this program distinct from other research positions. This program, targets rising first-, second- and transfer undergraduate students who do not have previous significant experience in research, seeks to attract students with financial need and from underrepresented populations and provide them with a path into research, and beginning in 2016-17 will only be open to Federal work-study eligible students. In addition, it is important to have clear faculty guidelines for hosting a USOAR student. The intent of the program is not to provide a “pair of hands” but rather to commit to mentoring and supervising a student on an ongoing research from for an entire academic year.

Virginia College Access, Success and Completion Promising Practice Guide

Institution Name: Virginia Commonwealth University

Practice Name: VCU Summer Scholars

Website: go.vcu.edu/summerscholars

<https://www.youtube.com/watch?v=oS3wpZJasyk&feature=youtu.be>

Contact:

Daphne Rankin

804-827-8204

drankin@vcu.edu

Sybil Halloran

804-827-8204

schallor@vcu.edu

Sofia Hiort-Wright

(804) 828-2184

shiort@vcu.edu

Categories:

- ✓ Collaboration
- ✓ Finish in Four / College Completion Campaigns
- ✓ First-Year Experience

Introduced in summer 2015, VCU's Summer Scholars is an exciting 5-week program which offers incoming first-year students the opportunity to get a head-start on their path to graduation by taking university classes, earning course credits, and building community and class unity prior to their first full semester on campus. The program is also a wonderful opportunity to become better acquainted with Richmond and the VCU community.

Students enrolled in the program stay in a residence hall and in this living/learning environment, they begin to build a sense of community in their new school and their new home. During their time on campus, students take part in a number of activities including New Student Orientation where they will register for their fall classes. Participants are enrolled together in 2 courses and experience the resources offered by the Campus Learning Center and the VCU Writing Center. Following the last week of the program, they have the opportunity to participate with several hundred other incoming first-year students in RAM Camp, a university immersion program designed to build unity and future university leaders. Summer Scholars have the opportunity to:

- Earn 6 college credits
- Enjoy small, personalized classes
- Receive individualized learning support, including Writing Center, tutoring and groups sessions
- Meet new and returning VCU students
- Experience life in the residence halls
- Become familiar with VCU's campus
- Get to know Richmond through:
 - Whitewater rafting on the James River
 - Visiting the Virginia Museum of Fine Arts
 - Walking tours of the neighborhoods surrounding the campus
 - Attending a Richmond Flying Squirrels baseball game and Summer Sendoff party with VCU alumni

Office(s) or department(s) providing leadership for the initiative:

Division of Strategic Enrollment Management

Virginia College Access, Success and Completion Promising Practice Guide

Partners and roles:

Strategic Enrollment Management	Student Affairs	Academic Affairs	Athletics
New Student and Family Programs	Housing	Dept. of Focused Inquiry	Advising Office
Admissions	Dining	Dept. of Sociology	Student Support Services
Records and Registration	RAM Camp	School of Business	
Financial Aid / Student Accounting			
Advising			
Marketing			
Learning Support			

Method(s) and data used to track success and impact:

- Course and program evaluations
- Anecdotal evidence from student interviews
- Tracked the grades and retention rates of the Summer Scholars and will continue to do so over time and compare them to their cohort.

Keys to success:

Challenges:

- Summer 2015 was the first time Summer Scholars was offered. Therefore, there was an unknown level of interest and/or yield.
- Some students, especially those from outside Virginia, found the program to be cost prohibitive.
- In the summer 2015 session of Summer Scholars, RAM Camp was included in the program. Some students reported “program fatigue” – they wanted to go home for the week following Summer Scholars and asked to be released from RAM Camp. For summer 2016, RAM Camp is an optional experience – students must apply to participate in this opportunity.
- Collaboration among divisions, schools, and departments is key to the development and implementation of a program such as this at a large university. A strong advisory board comprised of key stakeholders from each of these areas is critical to program success.

Virginia College Access, Success and Completion Promising Practice Guide

Institution Name: Virginia Commonwealth University

Practice Name: Do the Math

Website: dothemath.vcu.edu

Contact:

Joanne Jensen (Director of Marketing and Communications)

804-828-6007

jejensen@vcu.edu

Daphne Rankin, PhD (Associate Vice Provost for Strategic Enrollment Management)

804-827-8204

dlinkin@vcu.edu

Categories:

- ✓ Communication and Branding
- ✓ Data analytics and data-driven policies
- ✓ Finish in Four / College Completion Campaigns

In 2013, VCU's Division of Strategic Enrollment Management launched the "Do the Math" campaign which serves as the university's umbrella initiative for creating a culture of student success. These programs continue to grow and work to bring the university community together with one common mission: embracing student success.

Office(s) or department(s) providing leadership for the initiative:

Strategic Enrollment Management

Partners and roles:

Strategic Enrollment Management	Division of University Relations
SEM Communications	Marketing
Records and Registration	Public Affairs
New Student and Family Programs	
Financial Aid / Student Accounting	
Advising	
Summer Studies	

Virginia College Access, Success and Completion Promising Practice Guide

Institution Name: Virginia Commonwealth University

Practice Name: Beyond Orientation: Partnering for Success in Today's University

Website: <https://www.youtube.com/watch?v=kgmuqWoVa3M&feature=youtu.be>
<http://nsfp.vcu.edu/families/beyondorientation/>

Contact: Daphne Rankin, PhD (Associate Vice Provost for Strategic Enrollment Management)
804-827-8204
drankin@vcu.edu

Categories:

- ✓ Collaboration
- ✓ First-Year Experience
- ✓ Innovative Use of Technology

Beyond Orientation: Partnering for Success in Today's University is an online course that provides a network for parents, family members, and VCU faculty and administrators. The course takes the students (parents) beyond what they learn in orientation, giving them a closer look at the first-year experience and what it means to be a student in today's university. Each week during the semester, they hear from university leaders who discuss some of the key topics and issues in education today. They continue their discussion throughout the week in an online forum on the class Blackboard site. Parent participants report that their experience in the virtual classroom helps them relate to their students' university experiences.

Office(s) or department(s) providing leadership for the initiative:

VCU's Division of Strategic Enrollment Management

Partners and roles:

Course Facilitators:

- Dr. Daphne Rankin, Dr. Luke Schultheis

Course Instructors:

- Dr. Charles Klink, Interim Vice Provost for Student Affairs – Topic: Empty Nest Parents and Homesick Students
- Mr. Marc Vernon, Executive Director of Financial Aid – Topic: Money Matters: Financial Literacy 101 for Students
- Dr. Cathy Howard, Vice Provost for Community Engagement and Stephanie Tignor, Director of Education Abroad – Topic: Local and Global Community Engagement
- Chief John Venuti, VCU Police – Topic: Empowering the University Student to be a Smart Urban Dweller
- Dr. Linda Hancock, Director, Wellness Resource Center – Topic: Freak-Out Factors: Coping with Stress and Supporting Student Wellness
- Ms. Michal Coffey – Director, Campus Learning Center – Topic: How Students Learn
- Ms. Patricia Strong, Associate Chair, Department of Focused Inquiry – Topic: Assuming the Stance of the College Writer
- Mr. Gordon McDougall, Associate Vice President for Alumni Relations – Topic: The Value of Networking for the University Student
- Dr. Maggie Tolan, Assistant Vice Provost, Strategic Enrollment Management – Topic: The Importance of Academic Advising for the first-year student
- Dr. Danielle Dick, Professor – Topic: Research and the Undergraduate Student
- Ms. Joslyn Bedell, Associate Director, Career Services – Topic: Career Planning and the First-Year Student

Virginia College Access, Success and Completion Promising Practice Guide

Technology Support

- Colleen Bishop, Director of Academic Technologies

Method(s) and data used to track success and impact:

- Course evaluations
- Final exam – reflective writing by the students in the course (parents) on what they learned about being a student in today's university and how they will use this knowledge to help their students.
- Tracked the grades and retention rates of the first-year (first semester) students whose parents were in the course

Keys to success:

- First generation students whose parents took the course had a higher GPA at the end of their first semester than the first generation students whose parents did not take the course. (3.0 GPA compared to 2.7).
- Students whose parents took the course were more likely to visit their advisors and register early for their second semester.
- First-year retention rates did not vary between students of course participants and their cohort. However, a higher percentage of students whose parents took the course were in good academic standing at the end of their first year (87% compared to 80%).
- The demographics of the parent participants do not match the demographics of the first-year class. For example, 33% of VCU's first-year class is first generation but only 15% of the Beyond Orientation class is first generation. Marketing strategies for the fall 2016 class will focus more on this population.

Virginia College Access, Success and Completion Promising Practice Guide

Institution Name: Virginia Commonwealth University

Practice Name: Campus Learning Center

Website: <http://clc.vcu.edu/>

Contact: Michal Zivan Coffey (Director, Campus Learning Center)

(804) 827-8108

mzcoffey@vcu.edu

Categories:

- ✓ Instructional / Academic Support for Gatekeeper Courses

The Campus Learning Center provides support for students in a variety of introductory and “gatekeeper” courses. Services are provided in three areas, Supplemental Instruction, tutoring and academic coaching. Supplemental Instruction (SI) is peer-led group study. The focus in this program is on working with classroom peers, led by a leader trained in learning strategies. Students are offered three facilitated study sessions each week, all sessions are voluntary. SI leaders attend course lectures and directly match the sessions to the current class material. Tutoring is offered to students in three formats: individual appointments, small groups and drop-in. Tutors are trained in learning strategies. Students can have one per subject appointment with a tutor each week, all semester. Drop-in tutoring services are unlimited and offered six days a week. Academic coaching is offered to students at all undergraduate levels. Coaching is done individually with a learning specialist/academic coach. Students typically meet weekly for up to a semester with their coach. Emphasis is placed on time management, learning strategies, note-taking and reading strategies. Many of the students seen in coaching are struggling in gatekeeper courses.

The major key component here is housing all of these services under one roof to allow easy referrals. A student struggling in chemistry may attend SI for the class, their SI leader notices the struggles and recommends tutoring, the tutor additionally suggests coaching for better note taking. The student is now connected to a tight web of services and supported all semester.

Office(s) or department(s) providing leadership for the initiative:

Division of Strategic Enrollment Management

Partners and roles:

The Campus Learning Center collaborates with faculty and departments to ensure adequate learning support for gatekeeper courses.

Method(s) and data used to track success and impact:

The Campus Learning Center tracks: headcount number of students served, total number of contact hours, and impact of services on course grade and GPA. For the 2014-15 academic year, 5,962 unique students received services through the Campus Learning Center for a total of 60,686 student contact hours. The impact of Supplemental Instruction on course grade is consistent for all gatekeeper classes. For example, the A-B-C rate for students who attended SI sessions for BIOL 101 (Introduction to Biology) in fall 2014 was 58.7% compared to 42.7% for non-SI attendees. Students who attend SI consistently earn a half letter grade higher than their peers who never attend. Drop-in hours of tutoring for BIOL, CHEM and MATH combined represented 6,352 contact hours. Individual appointment tutoring hours for BIOL, CHEM and MATH combined represented 4,791 contact hours.

Virginia College Access, Success and Completion Promising Practice Guide

Keys to success:

Lessons learned include the importance of training and supervision of the peer tutors and SI leaders. Leader/tutors all have a minimum of 16 hours of training. Additionally regular supervision with feedback is given through peer observation, supervisor observation and student feedback. Other key components include, building the program slowly, adding classes and services to meet demand saves resources. Create a student fee funding stream to allow services to be provided at no additional costs to students. A central campus location and evening and weekend hours also help remove barriers to student access.

Virginia College Access, Success and Completion Promising Practice Guide

Institution Name: Virginia Commonwealth University

Practice Name: Transfer Recruitment and Student Success

Website: www.transfer.vcu.edu

<http://www.ugrad.vcu.edu/apply/transfer/index.html>

Contact:

Sybil C. Halloran (Associate Vice Provost,
Division of Strategic Enrollment Management)
804-828-6125
schallor@vcu.edu

Artis Gordon (Director, Transfer Center)
804-828-6277
ajgordon@vcu.edu

Shanee Crews (Senior Assoc. Director, Office of Admissions)

804-828-6211

srcrews@vcu.edu

Categories:

- ✓ Collaboration
- ✓ Data analytics and data-driven policies

This practice entails:

- Full-time VCU transfer counselors with offices at Reynolds Community College (12 month) and Northern Virginia Community College, Annandale (10 month)
- Recruitment events for prospective and admitted transfer students, held on VCU's campus and on targeted VCCS campuses, which include representatives from Admissions, Transfer Center, Financial Aid and advising and recruitment areas within academic units
- Pre-admission advising sessions for prospective transfer students, encouraging community college students to earn an associate degree and providing incoming transfer students with a clear path to degree completion
- Community college campus visits to engage prospective students and to collaborate with transfer advising and counseling teams
- Creation of Transfer Center Transfer Pathways documents which outline a path to degree completion by means of an associate degree
- Transfer student orientation
- Collaboration with faculty to create and revise articulation agreements between VCU and targeted VCCS schools
- Transition workshops offered to incoming transfer students, assisting them with navigating their transition to VCU
- UNIV 101: Introduction to the University, Transfer Success Course, 1-credit course which provides a successful transition to VCU
- Student transition leaders and members of Phi Alpha Kappa Transfer Society assist the Transfer Center in the implementation of programming and events for new transfer students.

Office(s) or department(s) providing leadership for the initiative:

Division of Strategic Enrollment Management

Virginia College Access, Success and Completion Promising Practice Guide

Partners and roles:

- Transfer Center
- Office of Admissions
- departmental advising offices within academic units
- departmental recruitment offices within academic units
- targeted VCCS schools

Method(s) and data used to track success and impact:

- Number and percent of incoming transfer students with associate degrees
- Number and percent of incoming transfer students with 30 or more credits
- Retention and graduation data for incoming transfer students
- Academic performance of transfer students who attend transition programming

Keys to success:

- Communication among departments is crucial, especially within a large, complex university
- Spend time building strong working relationships with partners, especially those outside of your college or university. It is important to gain trust and buy-in as it relates to information being disseminated about transfer admission, credit evaluation and course recommendations.
- Don't be afraid to try new ideas, programs, events, etc. Not everything will work, but it is often work trying.

Virginia College Access, Success and Completion Promising Practice Guide

Institution Name: Virginia Commonwealth University

Practice Name: VCU ASPIRE

Website: <http://aspire.vcu.edu/>

Contact: Catherine Howard, PhD (Vice Provost, Division of Community Engagement)
(804) 828-8790
choward@vcu.edu

Categories:

- ✓ Collaboration
- ✓ Communication and Branding
- ✓ Experiential Learning
- ✓ Learning/Living Communities

VCU ASPIRE is the first of four living/learning communities established at VCU, creating student and faculty communities of engagement focused on critical areas of learning. ASPIRE's 200+ students follow a 4-semester custom-designed curriculum focused on community engagement. They work in collaborative teams with faculty and community partners in a series of seminars focused on community needs, and develop hands-on projects to bring about community change. Key components of the program include:

- Community Engagement Certificate Program consisting of nine credit hours spread across five courses. These specially designed courses focus on community engagement and service, activities and projects. The courses emphasize community engagement across academic disciplines and complement all majors and minors at VCU. Students commit to at least 100 co-curricular hours, with the majority of the hours coming from service.
- Dedicated living/learning environment with classrooms, meeting and recreation space, and full apartments
- Advisory Council comprised of campus partners, community partners, community leaders and others who promote community engagement. The Council advises ASPIRE program staff on program goals, initiatives and development
- Community Partner Advisory Board consists of representatives from the local community to guide and inform community engagement initiatives. Board members are drawn from non-profits, government agencies, faith-based groups, educators, and other community resources.
- Student Fellows Program provides outstanding ASPIRE students the opportunity to reside in the living/learning hall for a third year (post-certificate completion) and to fill student leadership roles within the ASPIRE program. Up to six student fellows are appointed each academic year.
- Faculty Fellows Program engages VCU faculty from a broad range of disciplines in purposeful and ongoing interactions with ASPIRE students, community partners and staff. Fellows commit to mentoring at least two ASPIRE students and provide a minimum of twelve hours of specially designed programming for students, community partners and/or staff.
- Community Fellows Program purposefully engages Richmond-region nonprofit leaders with ASPIRE students, faculty and staff. Fellowships are nine-month appointments, with three to six fellows funded annually. Fellows are nominated by the Richmond Community Foundation.

Office(s) or department(s) providing leadership for the initiative:

Division of Community Engagement, which reports to the Provost and Vice President of Academic Affairs

Virginia College Access, Success and Completion Promising Practice Guide

Partners and roles:

- Advisory Council and Community Partner Board as described above
- Nonprofit community partners that offer student service learning experiences (20 sustainable; 13 episodic)
- Richmond Community Foundation nominates individuals for Community Fellow Program

Method(s) and data used to track success and impact:

- ASPIRE Annual Report
- High Impact Practice Assessment Model – Uses institutional and program data to inform assessment across: (1) the degree to which diverse and under-represented minority students participate; (2) the impact on retention and graduation; and (3) impact on student learning and development
- Civic-Minded Graduate Narrative – Launched fall 2015 to measure progress on (3) above
- Service learning metrics: hours completed, student demographics

Keys to success:

- Critical components of success include: close collaboration with Student Affairs and faculty; support of senior leadership; ensuring students have a voice and leadership role in the program; extensive and ongoing collaboration with broad range of community partner organizations, leaders and members

Virginia College Access, Success and Completion Promising Practice Guide

Institution Name: Virginia Commonwealth University

Practice Name: Student Success Collaborative Targeted Outreach Campaigns

Contact: Inta “Maggie” Tolan (Asst. Vice Provost)

(804) 827-8648

imtolan@vcu.edu

Categories:

- ✓ Collaboration
- ✓ Data analytics and data-driven policies

In fall 2014, VCU started implementing the Student Success Collaborative (SSC) technology across the university. SSC was developed by the Education Advisory Board to not only display the results of predictive analytics of VCU student data but also enable academic advisers to identify students needing support. SSC puts data analytics in the hands of advisers so they can intervene strategically to support student persistence. Using this data, advisers develop targeted outreach campaigns. The campaigns are targeted because they use data to identify specific groups of students needing particular interventions. For example, the Department of Psychology targeted students who had not yet completed the required statistics sequence need for graduation. The School of Business targeted students on academic warning. The Department of Kinesiology targeted seniors who had not yet applied for graduation. Once identified, advisers contacted those students to invite them to meet with an advisor to discuss their academic progress. The number of campaigns per semester, the size of population targeted, and the timing of the campaign(s) vary by staffing available to the department. However, the campaigns are designed to go above and beyond the normal work routine of the department and have clearly-defined, measureable goals. A senior administrator in the provost’s office coordinates the departmental efforts in order to assess the effectiveness of the campaigns in supporting the retention efforts of the university.

Office(s) or department(s) providing leadership for the initiative:

University Academic Advising, Division of Strategic Enrollment Management

Partners and roles:

Strategic Enrollment Management partners with departmental academic advisers.

Method(s) and data used to track success and impact:

SSC provides a mechanism to: create a group of students needing the intervention; track the advising interventions provided to students in that group; and demonstrate the impact of the intervention. For example, in the case of the fall 2014 Psychology campaign, advisers used SSC to: create a group of psychology students needing statistics in the upcoming semester; document which students met with an adviser by type of intervention (email, telephone call, advising session); and track whether the student registered for statistics in the next semester.

Keys to success:

Although the SSC technology makes it easier to implement targeted outreach campaigns and evaluate their effectiveness, the technology is not necessary for other institutions to develop similar proactive advising interventions. The important lessons to be learned from VCU’s experience are: 1) analyze data to identify barriers to student success; 2) determine the size of the targeted population and timing of the intervention on the basis of the staffing resources available to the unit; 3) establish realistic and measureable goals for evaluating the success of the intervention; 4) coordinate multiple efforts across the university; and 5) document the results.

Virginia College Access, Success and Completion Promising Practice Guide

Institution Name: Virginia Union University

Practice Name: Student Support Services Program

Website: http://www.vuu.edu/academics/center_for_student_success/student_support_services.aspx

Contact: Dr. Darius Beechaum (Program Director)

804-342-6758

debechaum@vuu.edu

Categories:

- ✓ Affordability and FAFSA Completion
- ✓ Collaboration
- ✓ Communication and Branding
- ✓ Data analytics and data-driven policies
- ✓ Experiential Learning
- ✓ Finish in Four / College Completion Campaigns
- ✓ First-Year Experience
- ✓ Guided Academic/Career Pathways
- ✓ Innovative Use of Technology
- ✓ Outreach

Virginia Union University offers an exceptional opportunity for student program participants in the Student Support Services Program (SSS). Student Support Services is a TRIO program federally funded by the US Department of Education. The program provides opportunities for academic development; assists students with basic college requirements; and motivates students toward the successful completion of their postsecondary education.

The overall purpose of the Student Support Services Program is to strengthen and increase the retention and graduation rates of the 140 program participants. The program fosters a supportive climate which provides continuous quality academic support to low income and first generation college students and individuals with disabilities.

The program further fosters students' success through:

- Tracking and monitoring their academic progress
- Providing personal and social support
- Providing academic advising
- Providing assistance with obtaining adequate and prudent financial resources

Students in SSS will achieve the goal of completing their undergraduate degree within 6 years.

Office(s) or department(s) providing leadership for the initiative:

- Vice President for Academic Affairs provides adequate facilities for SSS; funding for some supplies, equipment, furniture, and renovation as needed, and support of SSS functions.
- Enrollment Management provides assistance with recruitment and enrollment.
- Financial Aid provides financial aid/statistical/demographic information, full cooperation in assisting SSS participants with financial aid and avoidance loans.
- Office of Sponsored Programs provides grants financial and program management support of the SSS activity.
- Institutional Research provides statistical and demographic information for SSS reports and grant proposals.

Partners and roles:

- Upward Bound partners to collaborate on the identification of eligible participants, assistance with workshops and speakers.
- Career Services provides career information and assessment, workshops, and speakers.

- Student Activities and Leadership partners with SSS to provide participant referrals, workshops and speakers, support for SSS functions.
- Human Resources partners to oversee University employment, classification and compensation, payroll, benefits and faculty/staff assistance.
- The office of the Registrar partners to provide SSS with access to Jenzabar and the authority to place holds on student registration accounts and SSS participants with priority registration.
- Center for Student Success provides assistance with the Summer Bridge Program, scholarship information, workshops and speakers identification of students with disabilities, tests accommodations, assistance with ADA compliance issues, and support of SSS functions.
- Department of Information System and Technology (IT) provide service of SSS computers and all computer software that is used campus-wide and with on-line instruction regarding its use.

Method(s) and data used to track success and impact:

Quantitative data collected to track student success:

- Number and eligibility percentages of active participants (Demographics and Eligibility Report), calculated on a weekly basis
- GPA's and retention data of first-year and continuing participants, calculated at middle and end of each semester
- Six-year graduation rates, calculated at the end of each semester
- Numbers of participants with "C" or better in tutored courses, calculated at the end of each semester
- Number of students who have a 2.5 or lower GPA, calculated at the midpoint and end of each semester.

Keys to success:

Tinto's model for retention is 1) Academic Success; 2) Social Integration, at Virginia Union we change this model just a little bit to focus on Early Academic Success.

- Students will achieve a 2.75 GPA or better the first semester.
- All incoming freshmen will attend 3 tutoring sessions
- All students will create or update academic success plans each semester
- All students will receive financial counseling each semester
- Staff must treat all students with respect
- Staff will create a home away from home atmosphere (developing relationships)
- Providing an inclusive community environment for academic coaching/mentoring

Institution Name: Virginia Wesleyan College

Practice Name: Guided Pathways

Website: <http://www.vwc.edu/academics/the-lighthouse/>

Contact: Dr. Sara A. Sewell (Executive Director, The Lighthouse and the QEP)
(757)455-3237
ssewell@vwc.edu

Categories:

- ✓ Guided Academic/Career Pathways
- ✓ Experiential Learning

As part of our Quality Enhancement Plan (QEP) (2015-2020), Virginia Wesleyan has launched a major initiative to improve advising through our Pathways to See Change Program. As we developed our QEP, we realized that many students do not complete internships, study away, or undergraduate research largely because they did not prepare sufficiently to undertake such capstone experiences.

Pathways to See Change aims to show students how to plan for academic, personal, and professional success. It focuses on encouraging students to undertake experiences that will help them to discover their interests and talents; it also teaches students how to draw up clear plans to integrate such experiences into their college experience.

Our Pathways to See Change Program works in tandem with our Curriculum Mapping Project (CMP). Funded largely by a grant from the Teagle Foundation, the CMP encourages faculty to lay out major curricula and core requirements in transparent developmental pathways that culminate in successful capstone projects. The CMP pays special attention to the specific curricular experiences that cultivate the knowledge, skills, and dispositions that are essential for academic, personal, and professional success.

Office(s) or department(s) providing leadership for the initiative:

The Lighthouse: Center for Exploration and Discovery

Partners and roles:

The Pathways to See Change Program relies on close collaboration between faculty/advisors and the Lighthouse. In particular, the Lighthouse collaborates with Virginia Wesleyan's First-Year Experience Program to integrate Pathways to See Change into the student experience.

Method(s) and data used to track success and impact:

Beginning this academic year, we have been collecting data on student participants in internships, study away, and undergraduate research in order to identify successful pathways and obstacles to participation. In addition, we have been tracking student participation in the Lighthouse programs that focus on these experiences. Our goal is to identify underserved populations and to develop programs to reach out to them. We plan to share our data and analysis with faculty members in order to improve advising and the curricular pathways.

Keys to success:

A guided pathways program is highly dependent upon buy-in from academic advisors. Advisors need to know about it, support the philosophy, and promote it. In this year's pilot of our **Pathways to See Change Program**, faculty support has ranged from strong enthusiasm and commitment to ignorance of the program. Significant outreach is needed to integrate the program fully into the culture of the College.

Institution Name: Virginia Wesleyan College

Practice Name: Study Abroad

Website: <http://www.vwc.edu/academics/the-lighthouse/>

Contact: Dr. Sara A. Sewell (Executive Director, The Lighthouse and the QEP)

(757)455-3237

ssewell@vwc.edu

Categories:

- ✓ Experiential Learning

As part of our Quality Enhancement Plan (QEP) (2015-2020) and Strategic Plan, Virginia Wesleyan has launched a major initiative to increase study away. In 2014-15, 5% of our graduates participated in semester study abroad and 4% participated in a study away domestic or international course. This new initiative aims to increase the number of students in all majors who study abroad. To achieve this goal, Virginia Wesleyan is dedicating substantial resources to students. Since 2012, we have awarded on average 15 grants annually to students for semester study abroad through our Global Scholars Program, which is funded by an anonymous donor. Beginning in 2016-17, we will also offer grants to enable students to participate in short-term study away courses. In addition, as of the current year, we have provided funds to faculty both to lead and to develop study away courses. We are also providing significantly more logistical support to faculty. Lastly, we have begun to raise the profile of study away on campus through a peer mentoring program (called Crew), a revamped webpage, and an array of study away promotional events.

Office(s) or department(s) providing leadership for the initiative:

The Lighthouse: Center for Exploration and Discovery – Study Away Program

Partners and roles:

Virginia Wesleyan currently has 5 study abroad exchange programs for semester study abroad. We also work with a variety of study abroad providers for both semester study abroad and study away courses. We currently are exploring additional study abroad partnerships, including exchanges and consortia.

Method(s) and data used to track success and impact:

We have been collecting program data on study away for the past few of years. We've focused on participant numbers, majors, destinations, and cost. This year, we are also tracking participant demographic data to identify underserved populations and to develop programs to reach out to them.

Keys to success:

Study away/abroad is highly dependent upon funding, particularly when recruiting first-generation students. Without funding, it's difficult to develop a robust study away program. With the QEP, Virginia Wesleyan dedicates itself to inclusive excellence, allowing for more students to be offered the opportunity to study away. However, increased funding alone will not result in higher participation rates. Indeed, internationalization of the curriculum, support for faculty to develop study away programs, and intentional

Institution Name: Virginia Wesleyan College

Practice Name: Internships

Website: <http://www.vwc.edu/academics/the-lighthouse/>

Contact: Dr. Sara A. Sewell (Executive Director, The Lighthouse and the QEP)
(757)455-3237
ssewell@vwc.edu

Categories:

- ✓ Experiential Learning

As part of our Quality Enhancement Plan (QEP) (2015-2020) and Strategic Plan, Virginia Wesleyan has launched a major initiative to increase the number of students who complete internships. For the past decade, approximately 40% of our graduates completed an internship. Our new initiative aims to increase not only the number of students who undertake an internship but also the range of majors that offer internships. To achieve this goal, Virginia Wesleyan College is dedicating substantial resources to help faculty to develop internship programs. This includes significantly more logistical and curricular support. In addition, we are integrating internship planning more intentionally into our advising program. Lastly, we have begun to raise the profile of our Internship and Career Development Program (CDIP) on campus through a peer mentoring program (called Crew), a revamped webpage, and an array of workshops and support services.

Office(s) or department(s) providing leadership for the initiative:

The Lighthouse: Center for Exploration and Discovery – Career Development & Internship Program (CDIP)

Partners and roles:

Virginia Wesleyan's CDIP works with academic departments to create and support internships. The CDIP has also established relationships with a variety of employers to offer internships.

Method(s) and data used to track success and impact:

We have been collecting program data on internships for the past couple of years. We've focused on participant numbers and majors. This year, we are also tracking participant demographic data to identify underserved populations and to develop programs to reach out to them.

Keys to success:

A successful internship program hinges on close collaborative relationships between individual faculty and the CDIP. This means that the CDIP must have a good understanding of major programs and the role of internships in them. It also means that faculty need logistical support from the CDIP, especially with developing students' professional materials, external partnerships, and site visits.

Institution Name: Washington and Lee University

Practice Name: Intensive/Immersive Spring Term

Website: <https://www.wlu.edu/academics/the-wandl-difference/spring-term-immersion>

Contact: Marc C. Conner, Interim Provost

540-458-8702

connerm@wlu.edu

Categories:

- ✓ First-Year Experience
- ✓ Innovative Use of Technology
- ✓ Structured Schedules
- ✓ Collaboration
- ✓ Experiential Learning

The Spring Term Project at Washington and Lee is an intensive and immersive four-week term, running from mid-April to mid-May, after the two 12-week terms of fall and winter conclude. In the Spring Term, students take one and only one course, and that course is meant to be fully engaging and transformative in its educational outcomes. Each ST course should occupy a student for between 30-50 hours per week; 10 hours/week in formal classroom experiences, and an accompanying 25+/week in course-related activities and projects (group projects, site visits, visiting lecturers, reading and writing, lab work, rehearsal, performance, and much more). Because the students are only taking this single course, the faculty member has the freedom to program multiple activities and assignments that would be impossible in a conventional term. Each ST course is unique to the Spring Term—they are not offered during the longer terms, as their pedagogies are specifically designed for the ST format. The central and defining learning outcome for the Spring Term is the very heart of a liberal arts education: to enhance students' critical (or creative) thinking skills. This learning outcome takes different forms in different disciplines and departments, even in different courses within departments; this flexibility allows us to assess its success across all the 120 or so Spring Term courses offered each year. A key component of our ST courses is the Spring Term Abroad offerings, about 15-20 courses each year in which a W&L faculty member leads 10-20 students to a key global location for an immersive study of some aspect of that culture: Ireland, Italy, Germany, China, Nepal, South Africa, and many more are the areas of study we feature.

Student response to the Spring Term has been overwhelmingly positive. A remarkable 98% of students say that are satisfied with the class they take in the Spring; over 85% say that their critical/creative thinking skills were enhanced through their ST course; the faculty experience is also positive, with nearly 80% of faculty saying they are able to accomplish all they hope to accomplish in their ST course. The Spring Term is our best location for new, experimental pedagogies, including digital humanities, flipped classrooms, project- and inquiry-driven learning, and community-engaged learning. These pedagogies have now carried over into the fall and winter terms, enhancing our learning efforts throughout the school year. A key part of the student success with the Spring Term is that for those four weeks, students focus on one thing—their course and its related learning. Given how busy and divided students are these days, this experience of single focus is a crucial learning moment for them, preparing them well for the sorts of intensive projects they can expect to be assigned in their professional lives. As one student has explained it, "Spring Term is one of the best things about Washington and Lee and allows the students to focus in-depth on one subject, which greatly enhances the ability to learn."

Office(s) or department(s) providing leadership for the initiative:

Office of the Provost; Academic Affairs (Dean of the College and Dean of the Williams School of Commerce, Politics, and Economics).

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Partners and roles:

Provost: chief academic officer, oversees entire Spring Term project; Associate Provost: director of the Spring Term, oversees logistics and funding; Spring Term Abroad coordinator, International Education office: manages logistics and support for Spring Term Abroad courses.

Method(s) and data used to track success and impact:

We employ substantial assessment methods and tools to chart the fundamental learning outcome of the Spring Term project: to enhance students' critical and creative thinking skills. Indirect measurements include surveys of students and faculty at the end of each Spring Term; direct measurements include the Spring Term Scholars project (assessment committee using rubrics to assess individual student assignments, projects, and course products); the Faculty Focus Groups (select faculty performing embedded assessment of student course work; discipline-specific); and department-level assessment of discipline-specific learning outcomes in each course. Assessment ongoing 2010-2016, making possible longitudinal understanding of the development of the project.

Keys to success:

The "must-dos" would include intensive focus on a single course for students and faculty; support for pedagogical innovation, including funding faculty workshops, best practices training, and teacher-training-teacher modes; and cost support for travel courses to ensure accessibility for all students to all programs.



ACCESS College Foundation

www.accesscollege.org

Contact:

Cheryl L. Jones, Program Director
ACCESS College Foundation
757.962.6113
cjones@accesscollege.org

Mission: Our mission is to provide students, who may not have the opportunity, the path to attend and complete college.

Categories:

- ✓ Collaboration

Target service population(s):

- ✓ College students (18 - 24 yr. old)
- ✓ High school students
- ✓ Middle school students

Service(s) provided:

- ✓ Career counseling/placement service
- ✓ College application assistance
- ✓ College preparatory advising
- ✓ College tours
- ✓ Financial aid guidance
- ✓ Parent engagement
- ✓ Scholarships/grant aid
- ✓ Staff Professional Development and Training

Goals and Outcomes:

As of the 2014-15 school-year, through the Early College Awareness Program, 10,000 7th and 8th graders participate in early college awareness activities, taking their first step in pursuit of higher education. Each year, over 6,000 9th and 10th grade graders meet with ACCESS Advisors and participate in Assemblies, Lunch promotions, Classroom Presentations, Small group sessions, and One-on-one sessions. In the High School Program, each year more than 12,000 11th and 12th graders receive college advising services and 4,000 of these 12th graders are assisted with finding funding for college, which leverages \$50 million in financial aid. Nearly \$1 million in ACCESS “Last Dollar” Scholarships are awarded to ACCESS Scholars attending college each year. The College Success of Program is able to assist 90% of ACCESS Scholars who graduate within six years compared to the 56% current national average. Currently, the Virginia four-year graduation rate is 26%, but 65% of ACCESS Scholars are graduating within four years. Of the graduates assisted by the College Success Program 76% reside in Southeast Virginia. As the 2015-16 school-year concludes, updated goals and outcomes will be available.

Example of Effective Partnerships:

Our partnership extends to 13 different college/universities across Virginia (Christopher Newport University, Hampton University, George Mason University, Longwood University, Norfolk State University, Old Dominion University, Virginia Commonwealth University, Virginia State University, Virginia Wesleyan College, and all four campuses of Tidewater Community College), where ACCESS College Success Advisors work with Scholars to ensure their success after high school graduation – including working with these students to file their FAFSA each year. In our area, we work closely with Tidewater Community College (TCC) on a variety of projects. Within the city of Norfolk, we have an established relationship with Old Dominion University (ODU). ODU is currently home to the highest number of ACCESS Scholars and

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we work closely with the Director of Financial Aid to ensure our Scholars' success. This working relationship provides us with a valuable informational resource. ACCESS and ODU have also established a process for incoming ODU freshman who are also ACCESS Scholars. During Summer Transition sessions, these students have the opportunity to meet with Financial Aid representatives, various professors, and other Administrators from ODU. This will help the students understand the resources available to them as they begin their college careers. Additionally, in December, Old Dominion University Office of Financial Aid will meet with ACCESS Scholars on the upcoming financial aid process and procedures. Beyond the student centered events, ODU will collaborate with ACCESS College Foundation's Program Management Team and Advisors twice a year to discuss upcoming changes in Financial Aid processes.

Partnership Opportunities/Practices:

As an organization, ACCESS believes that working together with other nonprofits is also a vital component to ensuring student success. Hampton Roads Community Foundation—the 55th largest community based foundation in the country – has brought together eight different area nonprofits to form the Transition Affinity Group. Communities in Schools, ForKids, Military Child, Sinkinson Dyslexia Foundation, Together We Can, 200+ Men, United for Children: Booker T. Washington, and ACCESS College Foundation all focus their efforts on children and young adults in our area. The group meets on a quarterly basis. At our meetings, we communicate the importance of college tours, college application assistance, career counseling/placement services, parent engagement services, scholarship/grant aid services, and FAFSA completion. Each nonprofit represented helps ACCESS ensure our students take the right steps to pursue various post-secondary education options.



George Mason University Early Identification Program

<http://eip.gmu.edu/>

Contact:

Khaseem Davis/Director
703-993-3120
kdavisi@gmu.edu

Mission: EIP empowers students to achieve their goal of attaining higher education, and succeeding. Our aim is to educate the whole student. We provide year-round academic enrichment, personal and social development, civic engagement, and leadership training opportunities. EIP ensures that students are equipped with the knowledge, skills, and intellect to become lifelong learners, leaders, and responsible global citizens.

Categories:

- ✓ Collaboration

Target service population(s):

- ✓ Middle school students
- ✓ High school students
- ✓ College students (18 - 24 yr. old)

Service(s) provided:

- ✓ Academic advising
- ✓ After-school activities
- ✓ Career skills development
- ✓ College application assistance
- ✓ College preparatory advising
- ✓ College tours
- ✓ Experiential learning opportunities
- ✓ Financial aid guidance
- ✓ Math support STEM enhancement
- ✓ Mentoring
- ✓ Parent engagement
- ✓ Reading/Writing support
- ✓ Scholarships/grant aid
- ✓ Study skills development
- ✓ Summer/holiday break camps
- ✓ Tutoring

Goals and Outcomes:

EIP provides services to students who will be the first in their family to attend college. We currently serve 156 8th grade students and 433 students in grades 9-12. Our students are diverse, they identify as Latino (60%), African American (20%), Asian/Pacific Islander (8%), Euro-American (4%), Multi-racial (4%), and other (5%). **100%** of our seniors graduate high school, with **over 90%** enrolling in a post-secondary institution. EIP has over **1200 alumni**, with over 600 students that have attended and graduated from Mason. The remaining students have attended colleges and universities throughout the United States.

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EIP is distinguished by its holistic methodology to Educate the Whole Student. Our unique style of providing academic, career, leadership, and personal/social resources produces students who avow the notions of life-long learning, ownership of education, respect for self and others, leadership ethics, and social advocacy. Our goal is to improve the quality of life of our students and their families by being a reliable source for academic and personal development. That's why we have strategically designed our programs to enrich our students academically, develop them personally and socially, and engage them with their communities. As a result, we ensure each student is equipped with the right knowledge and skill-set to become productive and responsible global citizens.

Example of Effective Partnerships:

Annually, approximately 600 enrolled students actively pursue higher education due to funding from our corporate alliances, individual donors, and our partnership with seven local public school systems in Northern Virginia. They include **Fairfax County, Prince William County, Alexandria City, Arlington County, Falls Church City, Manassas City, and Manassas Park City**, with whom we collaborate to nominate, select, support, retain, and graduate students each year.

Partnership Opportunities/Practices:

Higher education institutions can work with community based and grant funded college access programs by providing funding, access to faculty, and research to further enhance services and expand the reach of community-based and grant funded access program whose purpose is to better prepare and support students for success in postsecondary education.



GRASP (Great Aspirations Scholarship Program, Inc.)

www.grasp4va.org

Contact:

Paula Buckley

Organization/Program:

804-527-7705

pbuckley@grasp4virginia.com

Mission: GRASP will help students and their families, regardless of their financial resources and at no charge to them, develop an educational plan by:

- Assisting them with the financial aid process;
- Awarding and administering scholarships;
- Inspiring them to believe that secondary and post-secondary education are attainable; and
- Supporting them during the completion of their educational goals.

Categories:

- ✓ Collaboration

Target service population(s):

- ✓ High school students
- ✓ College students (18 - 24 yr. old)

Service(s) provided:

- ✓ College application assistance
- ✓ College preparatory advising
- ✓ Financial aid guidance
- ✓ Mentoring
- ✓ Scholarships/grant aid

Goals and Outcomes:

- GRASP advisors provide free, one-on-one, financial aid counseling for post-secondary education (career school, community college, 4-year college) at 76 Virginia schools/venues. Approximately 7,000 students are served each year.
- GRASP awards scholarships at GRASP-served schools (124 awards totaling \$125,000 for 2014-2015 school year.)
- GRASP provides financial aid programs at libraries and schools throughout the year.
- The GRASP College Success Program provides financial aid assistance and mentoring to GRASP students during their college years. College Success scholarships are also awarded each year.

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Example of Effective Partnerships:

GRASP's key partners are public high schools. Without their support, advisors could not reach students in classroom and/or one-on-one sessions. School systems provide internet access, a confidential location, and scheduling assistance for advisors. We work in collaboration with libraries and other organizations to present financial aid seminars and we also attend community events.

- The Virginia Department of Education and Virginia's Public Schools
- The State Council of Higher Education for Virginia
- The Hispanic Chamber of Commerce
- AmeriCorps – GRASP provides the coordinator for the AmeriCorps program with the Richmond Public Schools in the city's five high school Future Centers.
- Bridging RVA
- Virginia529 College Savings PlanSM - GRASP advisors implement the SOAR Virginia program at GRASP schools that have the SOAR Virginia program.
- Virginia College Access Network
- Virginia Association of Financial Aid Administrators
- Dominion Virginia Power

Partnership Opportunities/Practices:

GRASP focuses its efforts on the financial aid process for postsecondary education (technical/career school, community college, four year university.) Our partnerships and collaborations typically are with entities with which we each complement the other (i.e., career coaches/college guides/AmeriCorps workers focus on career interests/plans and GRASP advisors assist with the funding plan to reach those goals.) Collaborations like this allow students to benefit from multiple mentors.



TRiO Programs at Virginia Tech / Talent Search

<https://www.ubts.vt.edu/>

Contact:

Sarah Umbarger-Wells
Organization/Program:
Phone: 540-915-8404
saumbarg@vt.edu

Mission: The TRiO Program at Virginia Tech –Talent Search – is dedicated to providing cultural and academic support to participants in greater southwest Virginia to assist them in pursuing and obtaining post-secondary education. The program brings new and creative ideas that aid low income, first-generation high school students, military veterans, adult learners and other underrepresented populations in increasing confidence, building skills, and making informed decisions that will put them on the path to successful entrance into and matriculation through the college of their choice.

Categories:

- ✓ Collaboration

Target service population(s):

- ✓ Middle school students
- ✓ Out of school adults (18+)
- ✓ High school students

Service(s) provided:

- ✓ Academic advising
- ✓ Career counseling/placement service
- ✓ Career skills development
- ✓ College application assistance
- ✓ College preparatory advising
- ✓ College tours
- ✓ Financial aid guidance
- ✓ Mentoring
- ✓ Parent engagement
- ✓ Scholarships/grant aid
- ✓ STEM enhancement
- ✓ Study skills development

Goals and Outcomes:

Talent Search serves 680 middle and high school participants in the communities of Lynchburg, Martinsville and Galax cities in addition to the counties of Franklin, Giles, Floyd, Henry, Wythe, Grayson and Tazewell. During the 2014-15 academic year, 99.5% of participants were promoted to the next grade level, 100% of high school seniors graduated from secondary school or receive a high school equivalency and completed the FAFSA and 81% of “college-ready” participants enrolled in a program of postsecondary education.

Example of Effective Partnerships:

Talent Search has effectively partnered with Virginia Tech for over 40 years in an effort to support student access. Several of the school districts have been in partnership with Talent Search since the grants preliminary award. Community partners have included the school districts served, the Barter Theatre, the Salem VA Hospital, NRV Community Foundation, the Target Corporation, among others.

Partnership Opportunities/Practices:

The Talent Search program would be open to discussing potential areas of collaboration with interested LEAs or higher education institutions regarding best practices in recruiting and retention of first-generation and low income students and/or veterans.



Northern Virginia Community College/College and Career Pathway Initiatives (Pathway to the Baccalaureate, Pathway Connection, Adult Career Pathways, Dual Generational Pathways)

www.nvcc.edu/cpi

Contact:

Kerin Hilker-Balkissoon
703-425-5350
khilker@nvcc.edu

Mission:

To ensure that students in Northern Virginia with barriers to post-secondary and career attainment, who demonstrate the desire and capacity to achieve one or more college credentials, are provided with the individualized, structured resources and support they need to pave their own pathway to college and career access, success, and excellence.

Categories:

- ✓ Collaboration

Target service population(s):

- ✓ College students (18 - 24 yr. old)
- ✓ College students (25+)
- ✓ Criminal justice system-affiliated youth and adults
- ✓ Disconnected youth
- ✓ Elementary students
- ✓ First-generation college students
- ✓ GED/ELL/Adult High School
- ✓ High school students
- ✓ Homeless and unaccompanied homeless youth
- ✓ Immigrant populations
- ✓ Low-income
- ✓ Middle school students
- ✓ Military-affiliated
- ✓ Out of school adults (18+)
- ✓ Parenting students
- ✓ Pre-K
- ✓ Racial and ethnic minorities
- ✓ Single-parent families
- ✓ Students with disabilities
- ✓ TAA
- ✓ Unemployed/underemployed
- ✓ Youth in foster care

Service(s) provided:

- ✓ Academic advising
- ✓ Career counseling/placement service
- ✓ Career skills development
- ✓ College application assistance
- ✓ College preparatory advising
- ✓ College readiness/remediation prevention
- ✓ College tours
- ✓ Experiential learning opportunities
- ✓ Financial aid guidance
- ✓ Math support
- ✓ Mentoring
- ✓ Parent engagement
- ✓ Reading/Writing support
- ✓ Scholarships/grant aid
- ✓ Staff Professional Development and Training
- ✓ STEM enhancement
- ✓ Study skills development
- ✓ Summer/holiday break camps
- ✓ Tutoring

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Goals and Outcomes:

The College and Career Pathways seek to leverage its collective impact model to achieve the following objectives, with statistically significant increases compared to regional and national data for similar populations:

1. To facilitate successful college transition, retention, and completion of one or more college credentials.
2. To facilitate retention and completion in high attrition programs of study (e.g. STEM-H).
3. To facilitate successful transfer, post-secondary, and career outcomes, including university retention and baccalaureate completion of transfer students.
4. To enhance college and career awareness and readiness for underserved populations utilizing a cradle to career
5. To enhance social capital through targeted family, peer, experiential learning, and community-based programming and external, wrap-around services.

Pathway Initiatives participants significantly exceed college and national benchmarks in college transition, retention, academic success, completion, and transfer. Of Pathway to the Baccalaureate participants in cohorts 1-10 (2006-2015), 97% graduated from high school on time, and 88% successfully transitioned into post-secondary education. Over 98% of Pathway students earned transferable college credit in the first year, and 73% of Pathway students were in good academic standing after the first semester. 90% of participants persist from the first-to-second semester, and 81% persist on an annual basis. The associate's completion rate for Pathway participants is more than 50% above the college's completion rate, and participants who transfer to George Mason University demonstrate a 93% retention rate, with over 80% completing a baccalaureate degree within three years. More than 25% are placed in a STEM-H degree. Adult Career Pathways, launched in 2011, also demonstrates strong outcomes, with over 85% successfully transitioning into post-secondary education, over 80% successfully completing the first semester of course work or training, and over 80% persistence from semester to semester. Over 40% are placed in one or more STEM-H credentials. Early completion data suggests that ACP participants are more than twice as likely to complete one or more college credentials. Additional outcomes by initiative/program are updated regularly, and are listed on the websites of the individual initiatives, which can be accessed through the Pathway Initiatives landing page at www.nvcc.edu/cpi.

Example of Effective Partnerships:

- *Pathway to the Baccalaureate*: Strategic Partnerships with 9 LEAs, Northern Virginia Community College and George Mason University to provide seamless, high-touch baccalaureate pipeline for traditional-aged, underserved populations with academic and/or navigational barriers on-site at more than 60 locations across Northern Virginia.
- *Pathway Connection*: Strategic Partnerships with LEAs and Northern Virginia Community College to enhance college and career readiness for underserved students with demonstrated access and completion barriers in elementary, middle, and high schools. Includes "Parent Connections" programming for PK-16 parents, leveraging partnerships with financial literacy and other community programs. Also includes college visits and summer bridge programming.
- *Adult Career Pathways*: Strategic partnerships with community non-profit and social service agencies, adult literacy, GED, and adult education programs, to provide pipelines to credit and/or workforce development credentials. Includes co-enrollment of CBO training programs to offer concurrent college credit, including Year Up, Goodwill, Hopkins House, and NVFS Training Futures. Further leverages partnerships to provide benefits/wrap-around services.
- *Dual Generational Pathways*: Partnerships with local head start agencies to support pipelines to credit/workforce development for lower-income parents and wage child care workers, while providing college and career awareness programming to preschool-aged children. Also provides financial literacy and supports to parenting students.
- In addition to the external partnerships, these programs partner with internal departments, and with one another to support common goals (for example, Pathway Connection and Pathway to the Baccalaureate parents are provided information and support with pursuing credit and workforce credentials through Adult Career

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Pathways. Pathway Connection financial literacy programming for parents is open to all parenting students across the initiatives).

Partnership Opportunities/Practices:

Communication is key. Too often programs are built in silos, to support small, specific populations and without the ability to leverage impact and lessons learned more widely across colleges and communities. Engaging stakeholders across the college and community in a series of conversations to collaboratively develop goals to support college access and completion will allow for development of common goals, metrics, and programming. This enhances overall impact, broadens available resources, and enhances student outcomes.



Partnership for the Future, Inc.

www.partnershipforthefuture.org

Contact:

Liah J. Johnson/ Outreach Coordinator
(804) 527-3837
LiJohnson@Partnershipforthefuture.org

Mission: Partnership for the Future’s mission is to provide high-potential high school students from challenging circumstances in the metro-Richmond area with tools and experiences necessary to attain a college degree.

Categories:

- ✓ Collaboration

Target service population(s):

- ✓ High school students
- ✓ College students (18 - 24 yr. old)

Service(s) provided:

- | | |
|---------------------------------------|----------------------------|
| ✓ Career skills development | ✓ Internship experience |
| ✓ College application assistance | ✓ Mentoring |
| ✓ College preparatory advising | ✓ Parent engagement |
| ✓ College tours | ✓ Scholarships/grant aid |
| ✓ Experiential learning opportunities | ✓ Study skills development |
| ✓ Financial aid guidance | |

Goals and Outcomes:

Every year Partnership for the Future (PFF) consistently strives to maintain our high level of programming and opportunity for students and hopes to exceed these important goals:

- Increase the number of student participants. PFF currently denies one out of every three qualified applicants because there are not enough internships;
- Increase the number of students retained in the program for all three years, recognizing that due to circumstances in the students’ lives and environment, 100% retention is unlikely;
- Increase the selectivity of the colleges attended by PFF students;
- Develop strategic business partners who will (a) provide internships for all qualifying students in the region and (b) provide program funding to ensure the viability of the program;
- Maintain a 100% yearly college matriculation rate for PFF graduates;
- Increase overall outside scholarships received by PFF students; and
- Ensure that at least 85% of our alumni students are graduating from college.

Program Accomplishments:

- PFF maintained a 100% success rate of college matriculation. 100% of the Class of 2015 matriculated to college.

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- The Class of 2015 (34 students) earned over \$7.2 million dollars in scholarships.
- The Class of 2015 included three Valedictorians (to include the Citywide Valedictorian for Richmond Public Schools), two Salutatorians, and two Gates Millennium Scholarship Winners (a full-ride scholarship to any college/university in the country for both undergraduate and graduate school).
- Over 150 students interned for seven weeks at area businesses, government agencies, and nonprofits during the summer months. They worked in a variety of professional capacities Monday through Thursday. Fridays were devoted to personal development with PFF staff and volunteers on the 8 Sectors of Life Curriculum. During the school year, students participate in PFF's expanded Year-Round Program and continue to develop their life skills during scheduled Cultural Capital Sessions.

PFF is pleased to report that we have a retention rate of 80%. Often, children who have a number of challenging family scenarios, including limited resources, are unable to continue with programs. Establishing an 80% rate shows the commitment of our students, our parents, and the overall value of programming that our students receive. Additionally, PFF also awarded an additional \$15,000 in scholarship money to three Kirshner Scholars. Earning the title of Kirshner Scholar is the highest honor a PFF student can receive.

Example of Effective Partnerships:

Several colleges partner with PFF to ensure that our students have a quality experience during their campus tours. James Madison University and VA Tech University host overnight visits for our students and provide additional summer staff support to PFF. Randolph-Macon College also hosts our weeklong overnight institute for the new PFF students.

Partnership Opportunities/Practices:

Higher education institutions who partner with community-based organizations through funding support of the organizations would be a great model to follow (similar to the model instituted by the POSSE Foundation). It allows the organization to focus on sending students to those institutions in cohorts and creates a model for success.



Project Discovery of Virginia, Inc.

www.projectdiscovery.org

Contact:

Jeffrey L. North, Executive director
540-389-9900
jnorth@projectdiscovery.org

Mission: To prepare under-represented students with an appropriate academic plan and life skills to access post high-school educational opportunities.

Categories:

- ✓ Collaboration

Target service population(s):

- ✓ High school students
- ✓ Low-income and first generation students.

Service(s) provided:

- ✓ Study skills development
- ✓ Mentoring College tours
- ✓ College preparatory advising
- ✓ College application assistance
- ✓ Financial aid guidance
- ✓ Scholarships/grant aid
- ✓ Curriculum development

Goals and Outcomes:

100% of Project Discovery participants graduated from high school on time. 51% for the graduating class from 2014 went on to enroll in post secondary education. Of those, 99% are still enrolled after their second semester.

Example of Effective Partnerships:

Project Discovery is in partnership with 19 Community Action Agencies all across the Commonwealth. These 19 partners operate Project Discovery programs in 22 different communities and 105 schools. We are a partner with Radford University to provide access to the Radford Summer Bridge Program, a week long, residential summer STEM camp for young women. We are a partner with Virginia 529 and have over 200 SOAR Scholars working to build financial resources for college.

Partnership Opportunities/Practices:

LEAs can help by recognizing the support that Project Discovery can provide to their population of low-income and first generation college going students. Project Discovery can supplement the work of overburdened school councilors and provide direct assistance to the student population most in need. Schools can support us by providing space to meet, access to computer labs, access to student data (with proper permission) and regular announcements.

IHE can support first generation students by providing special outreach and support to those with no family knowledge of the college experience or for those who may lack support from home. Peer group support and counseling and build a community of first generation students that will aid in persistence and build the structures upon which success can be built.



VirginiaTech
Invent the Future®

Virginia Tech College Access Collaborative

<http://www.edm.provost.vt.edu/>

Contact:

Dr. Karen Eley Sanders, Associate Vice Provost for College Access
(540) 231-4925
kasande1@vt.edu

Mission: The Virginia Tech College Access Collaborative aims to increase academic preparation, access and affordability for first-generation, low-income, underrepresented minorities (Black, Latino, and Native American), women and students from rural and inner city communities.

Categories:

- ✓ Collaboration

Target service population(s):

- ✓ Elementary students
- ✓ Middle school students
- ✓ High school students
- ✓ College students (18 - 24 yr. old)
- ✓ College students (25+)

Service(s) provided:

- | | |
|---------------------------------------|---|
| ✓ After-school activities | ✓ Mentoring |
| ✓ Career counseling/placement service | ✓ Parent engagement |
| ✓ Career skills development | ✓ Reading/Writing support |
| ✓ College application assistance | ✓ Scholarships/grant aid |
| ✓ College preparatory advising | ✓ Staff Professional Development and Training |
| ✓ College tours | ✓ STEM enhancement |
| ✓ Curriculum development | ✓ Study skills development |
| ✓ Experiential learning opportunities | ✓ Summer/holiday break camps |
| ✓ Financial aid guidance | ✓ Tutoring |
| ✓ Math support | |

Goals and Outcomes:

Year 1, ending June 30, 2017

- Increase the number of scholarship awards to Pell-eligible recipients by 30%
- Increase community-based STEM-H experiential learning opportunities by five in an effort to serve 200 additional middle and high school students
- Enhance middle, high school and college access counselor knowledge about the college application and financial aid processes (+50)
- Host two professional development workshops for middle and high school teachers to improve English, Math, and Science curricular alignment with academic expectations of the first-year of college
- Increase engagement with prospective VCCS transfer students (+250); Increase the offer rate to prospective VCCS transfer students by 5%; Increase the yield of prospective VCCS transfer students by 5%

Year 2, ending June 30, 2018

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- Increase the number of scholarship awards to Pell-eligible recipients by 15% (for a total increase of 45% over 2015-2016)
- Increase the number of applications received from underrepresented (Black, Latino, Native American, and first-generation students) students by 10%; Increase the offer rate to Black, Latino, Native American, and first-generation students by 5%; Increase the yield of underrepresented students by 5%

Year 3, ending June 30, 2019

- Add two community-based STEM-H experiential learning opportunities in an effort to serve 75 additional middle and high school students
- Increase the number of applications received from underrepresented (Black, Latino, Native American, and first-generation students) students by 3%; Increase the offer rate to Black, Latino, Native American, and first-generation students by 2%; Increase the yield of underrepresented students by 2%

Example of Effective Partnerships:

The CAC joins forces with numerous schools, community-based programs and non-profit organizations to provide support and assistance to help individuals complete education beyond high school. Virginia Latino Higher Education Network, An Achievable Dream Academy, Newport News; ACCESS College Foundation; PEARLS (Partnership for Excellence, Access, Retention, Leadership and Success), funded by the Jessie Ball DuPont Fund; Virginia Indians Pre-College Outreach Initiative, funded by the Terry Lynn Poerner Charitable Foundation Fund of the San Antonio Area Foundation; Altria Inc. & Virginia Tech Presidential Scholarship Initiative Partnership; Coca-Cola First Generation Scholars Program; Partnership for the Future, Inc., Glen Allen.

Partnership Opportunities/Practices:

Virginia Tech has effective partnerships with schools, community-based programs and non-profit organizations that enhance our collective ability to provide outreach, engagement and support to students, parents, teachers and counselors.



CollegeAdvantage
College Advantage
globaltruth.us/college-advantage/

Contact:

Rita Thompson, Director
UMW and Global Truth Ministries/ College Advantage
540-654-1670
Thompson@umw.edu

Mission: Provide each student and their family with everything they need to select, apply to, and pay for, the school of their choice.

Categories:

- ✓ Collaboration

Target service population(s):

- ✓ Middle school students
- ✓ High school students

Service(s) provided:

- ✓ Academic advising
- ✓ Career skills development
- ✓ College application assistance
- ✓ College preparatory advising
- ✓ Curriculum development
- ✓ Financial aid guidance
- ✓ Mentoring
- ✓ Parent engagement
- ✓ Scholarships/grant aid
- ✓ Study skills development

Goals and Outcomes:

Goal One is for College Advantage (CA) to collaborate with Fairfax County Schools College Partnership Program (CPP) to increase the number of students, particularly first generation and minority students, to enroll, and succeed at college. In 2014 and 2015 CA worked with two CPP high schools, students at Lake Braddock Secondary Schools and West Springfield High School.

Goal Two is working with students at Accotink Academy and its focused on twelve seniors (9 African American males, 1 Hispanic male and 2 African American females). The students are the first in their families to graduate from high school and to continue on to post secondary school. They are the most at risk because environmental challenges of being homeless, in foster care, and living in drug infested communities and some of the students were court order to attend Accotink.

Goal Three is to train volunteers to be advisors in the CA programs

Results

Lake Braddock Secondary School

- 70 students in the 9-12 grades.
- 15 seniors in the program.
- 95% of CPP seniors reported applying to at least one 2- or 4-year college

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- 75% of Black and Hispanic CPP seniors reported completing the FAFSA (Free Application for Federal Student Aid)

West Springfield High School

- 60 students in the program.
- 15 students were seniors.
- 95% of CPP seniors reported applying to at least one 2- or 4-year college
- 75% of Black and Hispanic CPP seniors reported completing the FAFSA (Free Application for Federal Student Aid)

Accotink Academy

- Ten students in the program.
- Eight applied to four-year college.
- Six were accepted in a four-year college.
- Two students will attend community college.
- Two will enroll at Training/trade School.
- 100 % completed the FASFA

College Advantage Program was able to recruit 8 and train 6 and retain 6 volunteers.

Example of Effective Partnerships:

College Advantage has established relationship with other community group, Fairfax County Public Schools, Fairfax County College Partnership Program and College Access Fairfax, Fairfax County Department of Neighborhood and Community Services. The volunteers believe by working together that services to the students will be more efficient, effective and many more students will have the opportunity for a college education.



Rappahannock Scholars

academics.umw.edu/rappscholars/

Contact:

Rita Thompson, Director
540-654-1670
Thompson@umw.edu

Mission: The mission of the Rappahannock Scholar Program is to support the University's mission of being a nexus for engagement among diverse communities by recruiting, retaining, and supporting underrepresented, first generation, and economically disadvantage students in high schools from the Northern Neck of Virginia.

Categories:

- ✓ Collaboration

Target service population(s):

- ✓ High school students
- ✓ College students (18 - 24 yr. old)

Service(s) provided:

- ✓ Academic advising
- ✓ Career skills development
- ✓ College application assistance
- ✓ College preparatory advising
- ✓ College tours
- ✓ Curriculum development
- ✓ Financial aid guidance
- ✓ Mentoring
- ✓ Parent engagement
- ✓ Reading/Writing support
- ✓ Scholarships/grant aid
- ✓ Staff Professional Development and Training
- ✓ STEM enhancement
- ✓ Study skills development
- ✓ Tutoring

Goals and Outcomes:

Goal One - To support students and families in the college admissions process.

Goal Two - To mentor and provide opportunities for underrepresented students to graduate from high school and enroll in college.

Goal Three - To recruit and retain underrepresented students for post-secondary education.

Goal Four - To coach the scholars for success the scholars who attend to UMW from the first year college experience to graduation.

Results

Goal ONE

1. Maintaining regular contact with students and overall keeping a 92% attendance rate for monthly meetings at the high schools.
2. Creating individual plans for scholars and monitoring the student progress through surveys
3. For example, in 2015 95% of the students surveyed said they can see themselves succeeding in college as opposed to only 68% from last year. In 2014, 81% of Scholars said they know how to access information on the college admissions process while only 45% made them same statement last year.

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4. Through transcript evaluation and one-on-one meetings, students reevaluate their post-secondary education plan with the RSP and high school counselors. If students are not within our academic parameters by second semester of their junior year, RSP and high school counselors meet with them individually to assess other options for post-secondary training/education.

Goal TWO

RSP senior statistics explain how well the senior scholar participants succeed in the program.

1. The RSP program maintains 100% high school graduation rate among its scholars since its 2008
2. 91% of the senior students applied to at least one, four year college
3. 86% of seniors were accepted into a four year college, while others elected to join the military and attend community college.
4. 60% of the seniors attended UMW in the fall of 2015
5. 96% of the seniors who were accepted into college completed the FAFSA.
6. 96% of the seniors took the ACT or SAT.

Goal THREE

1. RSP Alumni to speak the ninth grade class and encourage them to consider college and the rapp scholars program
2. 50% of schools toured the UMW campus making students more aware of opportunities offered by UMW.
3. Students are nominated to the RSP by their high school counselors and interviewed by RSP staff members. 71% of applicants were accepted into the program. 81% are from underrepresented populations, 73% qualify for free/reduced lunch, and 97% are classified as first generation students.
4. With monthly visits/students' meetings at the member schools, RSP counselors make a personal connection and really get to know the students well. Keeping parents connected through monthly phone and email correspondence also helps with retention as informed parents help keep students engaged within the program.

Goal FOUR

1. RSP provides coaching and mentoring to help scholars achieve their graduation goal.
2. Monthly meetings are offered to the scholars on study skills and time management, financial literacy, scholarship search, leveraging the college "village" to help them connect to their professors and other staff members in the community as well as helping them to develop academic self-management/critical thinking skills.
3. 40 collegiate scholars are enrolled at UMW
4. 88 % retention rate.
5. 3.0 grade point average as a group.
6. 10 % of the scholars are participating in the Honors Program.
7. 33% senior scholars graduate in three and a half years.
8. 50% senior scholars continue on to graduate schools

Example of Effective Partnerships:

The University of Mary Washington collaborates with six high school (Essex, King & Queen (Central) Lancaster, Northumberland, Rappahannock and Washington & Lee high schools, in the Northern and Middle Neck regions of Virginia to improve access and student success in postsecondary education through its college admission and financial aid program.



Adult Career Coach Program

<http://www.vccs.edu/workforce/career-coaches/>

Contact:

Celeste Hall/Career Coach Specialist
804-819-4974
chall@vccs.edu

Mission: To assist adult students in developing career and post-secondary education and training plans. Adult Career Coaches assist with identifying a career and training pathway. They also provide or refer to support services both within and outside of the college to support persistence and completion.

Categories:

- ✓ Collaboration

Target service population(s):

- ✓ College students (18 - 24 yr. old)
- ✓ College students (25+)
- ✓ Dislocated workers
- ✓ First generation students
- ✓ Out of school adults (18+)
- ✓ SNAP recipients (low income)

Service(s) provided:

- ✓ Career skills development
- ✓ College application assistance
- ✓ College preparatory advising
- ✓ Experiential learning opportunities
- ✓ Financial aid guidance
- ✓ Job seeking skills

Goals and Outcomes:

The goals of adult career coaching are to increase enrollment and persistence in and completion of credential programs at the college level. Career Coaches provide career exploration and planning services through the process of developing a written academic and career plan and by providing support and referral to services to address participant challenges. Participants include both community college students and adults served in collaboration with the workforce system as a part of a variety of grant funded programs. As a result of a federally funded Trade Act Assistance Community College Career Training (TAACCT) grant 22% of displaced workers who participated in coaching services enrolled at the Community College. These students had no history of prior community college enrollment. 77 percent of participants persisted in their coursework. 66% of participants either completed a credential or were persisting in coursework by the end of the grant period. Participants were 2% more likely to obtain a Career Studies Certificate and 3% more likely to obtain an Associate's Degree than non-participants.

Example of Effective Partnerships:

Workforce Centers and Community College based Adult Career Coaches worked together to connect displaced workers and other qualified adult participants with credit and non-credit programs leading to credential attainment and employment. Career Coaches connected with local employers to connect participants to internship, on the job training and employment opportunities.

Partnership Opportunities/Practices:

Career Coaches can work with high schools and local workforce programs to provide career services and wrap around support in a collaborative model through which each partner provides the services that they are the most able to provide effectively.



Great Expectations

<http://greatexpectations.vccs.edu/>

Contact:

Rachel Mayes Strawn/Program Director
804-819-4690
rstrawn@vccs.edu

Mission: To help young people who have experienced foster care gain access to a community college education, achieve success in college, and transition successfully to living independently.

Categories:

- ✓ Collaboration

Target service population(s):

- ✓ College students (18 - 24 yr. old)
- ✓ College students (25+)
- ✓ Middle school students
- ✓ Out of school adults (18+)
- ✓ High school students

Service(s) provided:

- ✓ Academic advising
- ✓ Career counseling/placement service
- ✓ Career skills development
- ✓ College application assistance
- ✓ College preparatory advising
- ✓ College tours
- ✓ Experiential learning opportunities
- ✓ Financial aid guidance
- ✓ Mentoring
- ✓ Scholarships/grant aid
- ✓ Staff Professional Development and Training
- ✓ Study skills development
- ✓ Tutoring

Goals and Outcomes:

Goals

- Reach ½ of all eligible college age youth in Virginia
- Increase retention of these students
- Increase % of credentials earned by 20%
- Reach eligible students at all 23 community colleges
- Maintain accurate and consistent data

In 2015-2016

- 1325 students served at 18 colleges
- 89 students earned 99 credentials

Example of Effective Partnerships:

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Partners include Department of Social Services, Voices for Virginia's Children, Virginia Poverty Law Center, CASA, Project Life, Virginia Mentoring Partnership, local Community Service Boards, WIBs, Virginia Interagency Partnership to Prevent & End Youth Homelessness

Partnership Opportunities/Practices:

Great Expectations is funded primarily through grants and donations at the state level through the Virginia Foundation for Community College Education. On the local level, each college's private foundation raises funds to support programming.



High School Career Coach Program

<http://www.vccs.edu/workforce/career-coaches/>

Contact:

Scott W. Kemp/Director of College Access and Success
804-819-4968
skemp@vccs.edu

Mission: To increase the number of high school students pursuing post-secondary training on a path to credential attainment and degree completion.

Categories:

- ✓ Collaboration

Target service population(s):

- ✓ High school students

Service(s) provided:

- ✓ Career counseling/placement service
- ✓ Career skills development
- ✓ College application assistance
- ✓ College preparatory advising
- ✓ Experiential learning opportunities
- ✓ Financial aid guidance
- ✓ Parent engagement
- ✓ Scholarships/grant aid

Goals and Outcomes:

In January 2005, Virginia's Community Colleges (VCCS) launched a groundbreaking statewide initiative to respond to the startling numbers of students whose educational needs go unmet. The VCCS began the program in January 2005 with 11 coaches based at 13 high schools. Today, more than 120 Career Coaches serve students in more than 180 high schools throughout Virginia. The program is expanding capacity in high need areas through the *Rural Virginia Horseshoe Initiative* (see additional partnership profile).

High school career coaches are community college employees housed in local high schools to help the "middle majority" students, the mainstay of the emerging workforce, prepare for college and careers. High school career coaches offer unique benefits to students that school counseling may not, such as direct access to college programs and services, postsecondary faculty, and business and industry.

In 2014-15, High School Career Coaches:

- Provided individual or small group services to more than 29,000 students.
 - Over 14,000 were graduating seniors
 - Over 83% planned to pursue postsecondary training
- Provided assistance with developing written career plans for more than 18,000 students.

For high schools that had a Career Coach:

- 71% of students without plans for higher education now plan to enroll in higher education.
- Community college enrollments are 8% higher.
- 94% of principals report a stronger relationship with their community college.
- 87% of students report satisfaction with the Career Coaches' interest in the student's career needs

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For more information, see these YouTube videos:

- High School Career Coaches - <https://youtu.be/tl6Lcqvs3k4>
- Rural Virginia Horseshoe Initiative - <https://youtu.be/sarw6xYtzZQ>
- VCCS at 50: A College Graduate in Every Virginia Household - <https://youtu.be/csep3RFIXeM>

Example of Effective Partnerships:

High School Career Coaches partner with 180 high schools throughout Virginia to address the need for more career assessment, career planning and preparation for post-secondary training options. Career coaches partner with other college access providers within the schools, such as GRASP, GEAR UP, TRIO, and Virginia’s College Advising Corps to provide comprehensive college access services in high-need schools. In two regions, career coaches partner with WIOA to provide in-school youth services. They partner with Great Expectations programs at the community colleges to help foster youth transition from high school to the community college. Finally, they partner with Virginia 529 to provide services through the SOAR Virginia program.

Partnership Opportunities/Practices:

Local Education Agencies have a mandate to provide Academic and Career Plans (ACP) to all students. By partnering with college access programs, those ACPs can be maintained and include elements of external business and industry partners through work-based learning opportunities. One unique element of the high school career coach model is the career consulting component, which involves partnering with others in the field, such as financial aid officers or business leaders to be “experts” for students and convey information that they need to make informed decisions.



Virginia Latino Higher Education Network (VALHEN)

<http://valhen.org/>

Contact:

Maricel Quintana-Baker, PhD – Past President and Founding Member
804-543-1946
maricelqbW@gmail.com

Elda Stanco-Downey, PhD – Operations Director
540-904-8126
elda@valhen.org

Mission: Ensure that Hispanic community is college & career ready and that there are individuals at the institutions which will ensure they feel welcomed and successful.

Categories:

- ✓ Collaboration

Target service population(s):

- ✓ College students (18 - 24 yr. old)
- ✓ High school students

Service(s) provided:

- ✓ Academic advising
- ✓ Career skills development
- ✓ Financial aid guidance
- ✓ Mentoring
- ✓ Parent engagement
- ✓ Scholarships/grant aid
- ✓ STEM enhancement
- ✓ Summer/holiday break camps

Goals and Outcomes:

The goals of our programs are to encourage our high school students to attend and succeed in college; to provide them with financial assistance through our Scholarships; and to encourage and support those academics who are either Latino or who work with the culture and our students in order that they are successful and provide a nurturing environment in our colleges and universities. Our largest program -- the HCI -- provides its high school participants with the tools to apply to college and to consider careers and paths in which other Latinos have succeeded. This is done through instruction (which is mostly delivered by other Latinos); through interaction with role models, who as successful Latino professionals attend as “Hispanic Stars” to discuss their paths to success and share ideas about their journeys; through experiencing an actual college campus; and through exposure to HCI alumnae who are now college students.

A survey of HCI participants from the 2012, 2013 and 2014 programs was conducted in 2015. A total of 265 surveys were sent via email and 85 responses came back, for a response rate of 32%. The purpose was to attempt to track the academic activities of the HCI participants for those three years, especially to determine if they had graduated high school and what their plans were for college: 28% were currently enrolled in a college/university on a full-time basis and 37% (of those scheduled to graduate in 2015) said they would be enrolled in college full-time in fall of 2015. Of the 29% who said that they were not currently enrolled in college, 93% said they were still in high school and working towards

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graduation (2016 and 2017), with a small number in the military and a couple working towards earning money for college. Of all the students who responded who were currently enrolled in college, 44% were enrolled at a four-year institution and 21% at a two-year institution; 34% said they planned to pursue a Master's after college. In addition, it appears from their answers that these students are entering career paths in high demand (and STEM) occupational fields such as engineering, business, health sciences and biological sciences.

Last year, the HCI was selected as a "Bright Spot" by the White House Initiative on Educational Excellence for Hispanics (WHIEEH). Only 250 were named in the entire country with only two in Virginia. For a list of winners, see <http://www2.ed.gov/about/inits/list/hispanic-initiative/bright-spots.html>. For additional photos & visuals, see <https://www.youtube.com/watch?v=l38ako2h3VM>; <https://www.youtube.com/watch?v=swxm-3eOWSs>, www.valhen.org/hci; www.valhen.org/scholarships; and www.valhen.org/encuentro.

Example of Effective Partnerships:

VALHEN's programs have a number of partnerships/collaborative relations. Please note:

1. Hispanic College Institute-HCI: Virginia Tech, NASA, Virginia Center or Inclusive Communities, VA529 Program
2. Annual "Encuentro": 2017 @ VCU; 2015 @ JMU; 2014 @ODU; 2013 @ Reynolds CC; 2012 @ Regent U; 2011 @ NVCC; 2010 @ VT; 2009 @ VCU.
3. Lecture Series: Institutions which have hosted VALHEN Lectures in the past several years include: VCU; ODU; CNU; UMW; JMU; VSU; W&M; Regent U; Marymount U; NVCC; VMI; Hampden-Sydney; So. VA University; MBC; VT.
4. We also recently partnered with GEAR UP Virginia and MBC and VCU, for a day of college access for Hispanic middle school students and their parents.

Partnership Opportunities/Practices:

We have approached this as a relationship building process. Each volunteer and each organization, corporation and/or institution with which we work is an integral part of our journey . . . a true partner who shares the vision and agrees to work towards the goals. Some contribute money, others volunteers, and others in-kind things which VALHEN could never afford.

It's all about the mission; about how we help our students and the community to be the best citizens and community members that they can be. And for many involved, it's the act of "paying it forward", of remembering that someone was there when we needed guidance and help and that now we simply need to pass that that gratitude forward. So far, it's worked beautifully. Today, with the HCI and its other programs, VALHEN with its partners and volunteers has created a true "pathway" to education and growth for its community -- from middle school thru to the professional level.



College Access Fairfax
OPENING DOORS TO THE FUTURE

College Access Fairfax

<http://collegeaccessfairfax.org/>

Contact:

College Access Fairfax
571- 308-3230
info@collegeaccessfairfax.org

Mission: College Access Fairfax is committed to helping Fairfax County Public School students with the daunting and complex task of acquiring financial aid for post-secondary education.

Categories:

- ✓ Collaboration

Target service population(s):

- ✓ Middle school students
- ✓ High school students

Service(s) provided:

- ✓ Financial aid guidance
- ✓ Parent engagement
- ✓ Project Discovery
- ✓ Scholarships/grant aid
- ✓ Staff Professional Development and Training

Goals and Outcomes:

Our primary mission is to provide parents and student with information pertaining to financing post-secondary education. We do that through a variety of methods. In certain selected schools, we place trained Financial Aid Champions to work with students and parents to complete the FAFSA and CSS Profile, aid in scholarship searches and interpret financial aid award letters. We also hold between 12 and 15 FAFSA completion clinics where students and parents can come in with their personal financial data and obtain one on one help to complete the FAFSA. Parent/student seminars are also conducted on completing the FAFSA and CSS Profile, looking for scholarships, general financial aid information, and interpreting financial award letters. We also offer general financial aid information, in cooperation with the VA 520 Plan, for middle school parents.

Our goals are to increase the number of completed FAFSAs each year and to increase the knowledge basis of parents and students. We use the USDOE data (FAFSA completion by high school) to track our progress. Exit surveys are also used for all events to measure increased knowledge and the effectiveness of our speakers.

Example of Effective Partnerships:

College Access Fairfax has a Memorandum of Understanding with Fairfax County Public Schools. All of our programs are joint undertaking between the school system and College Access Fairfax. FCPS provides space for our events and FCPS personnel usually volunteer as well. In addition, College Access Fairfax has a strong partnership with the Pathways program of Northern Virginia Community College and co-sponsor some parent events and field trips to visit college campuses (through our Project Discovery program). We have also partnered with the VA 529 Plan to conduct our middle school parent seminars.

Partnership Opportunities/Practices:

We continue to look for opportunities to support and work with our LEAs.



Virginia Tidewater Consortium for Higher Education's Educational Opportunity Center

www.vtc.odu.edu

Contact:

Dr. Lawrence G. Dotolo
757-683-3183
lgdotolo@aol.com

Mission: To provide postsecondary academic, career, and financial aid information to low-income adults who are potential first generation college students.

Categories:

- ✓ Collaboration

Target service population(s):

- ✓ College students (18 - 24 yr. old)
- ✓ College students (25+)
- ✓ Out of school adults (18+)
- ✓ High school students

Service(s) provided:

- ✓ Academic advising
- ✓ Career counseling/placement service
- ✓ College application assistance
- ✓ College preparatory advising
- ✓ College tours
- ✓ Financial aid guidance
- ✓ Mentoring
- ✓ Parent engagement
- ✓ Scholarships/grant aid

Goal:

To provide 2,913 low-income adults over the age 18 in the Tidewater Region who are potential first-generation college students with academic, career, and financial aid information. Of the college ready adults, 45% of them will enroll in postsecondary education.

Example of Effective Partnerships:

The Virginia Tidewater Consortium's Educational Opportunity Center (EOC) has partnerships with all the institutions of higher education in Eastern Virginia, social service agencies, redevelopment and housing authorities, school divisions, adult learning services, anti-poverty agencies (i.e. the Urban League), workforce development centers, military bases, prisons and jails, churches and state and federal apprenticeship agencies. The EOC operates in Chesapeake, Hampton, Newport News, Norfolk, Portsmouth, Suffolk, Virginia Beach, Williamsburg and James City County and on the Eastern Shore in the counties of Accomack and Northampton.

Partnership Opportunities/Practices:

The Virginia Tidewater Consortium's Educational Opportunity Center provides in-depth academic, career and financial aid information to thousands of adults to encourage them to participate in postsecondary education. The Consortium's EOC is the premiere organization in the Tidewater area that interacts with higher education and local agencies to encourage individuals from low-income backgrounds to participate in postsecondary education.



Virginia Community College System/Rural Virginia Horseshoe Initiative

<http://www.vccs.edu/giving/rural-horseshoe-initiative/>

Contact:

Caroline Lane/Project Director, Rural Virginia Horseshoe Initiative
804-819-1695
clane@vccs.edu

Mission:

1. To increase the number of high school students pursuing post-secondary training on a path to credential attainment and degree completion.
2. To decrease the number of adults lacking a high school diploma or its equivalence in order to enable them to pursue postsecondary education and training.

Categories:

- ✓ Collaboration

Target service population(s):

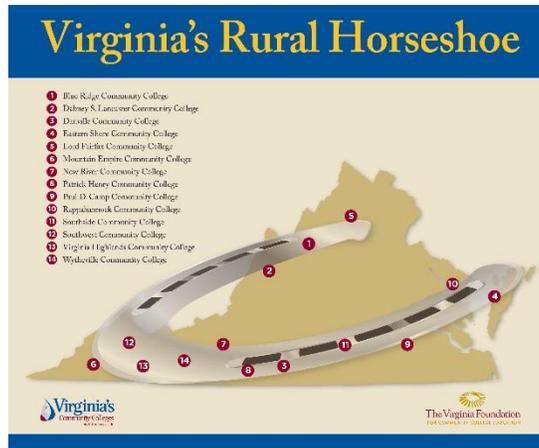
- ✓ Out of school adults (18+)
- ✓ High school students

Service(s) provided:

- ✓ Career counseling/placement service
- ✓ Career skills development
- ✓ College application assistance
- ✓ College preparatory advising
- ✓ College tours
- ✓ Experiential learning opportunities
- ✓ Financial aid guidance
- ✓ Parent engagement
- ✓ Scholarships/grant aid
- ✓ Staff Professional Development and Training
- ✓ STEM enhancement
- ✓ Summer activities for successful postsecondary transition
- ✓ Summer/holiday break camps

Goals and Outcomes:

Begun in 2014, the Rural Virginia Horseshoe Initiative (RVHI) is a 10-year project designed to address an alarming trend: Rural Virginia's comparative deficiency in overall educational attainment versus the Urban/Suburban Crescent. In the Rural Horseshoe, 19% of our fellow citizens have less than a high school equivalency compared to 10% of our more urban neighbors. Additionally, only 27% of rural Virginians have an associate's degree or higher, while the rate for the rest of the commonwealth is 47%.



10-Year Measurable Outcomes – Close the Gap and Double the Number of Graduates in the pilot college service regions:

1. Cut the number of residents of the Rural Horseshoe region without a high school diploma in half (from 1 in 5 to 1 in 10).
2. Double the population in the Rural Horseshoe with an associate degree or other college certification or higher (from 26% to 52%).

Project Strategies

1. **Full-time high school career coaches** target “middle majority” (2.0-3.0 GPA), first-generation and underrepresented students. These coaches are community college employees housed in local high schools to help the “middle majority” students, the mainstay of the emerging workforce, prepare for college and careers. High school career coaches offer unique benefits to students that school counseling may not, such as direct access to college programs and services, postsecondary faculty, and business and industry. Since fall 2014, 21 full-time high school career coaches have:
 - Provided individual or small group services to more than 9,000 students
 - Provided assistance with developing written career plans for 6,950 students
 - Provided experiential learning opportunities for 1,174 students
 - Connected with the parents’ of 1,180 students
 - Provided summer postsecondary transition services to 940 graduates
2. **\$1,000 GED incentives** are awarded by community colleges to adults to incentivize them to attain a high school credential and return to education and training. They are offered to recent GED recipients who are deemed college-ready (50 \$1,000 incentives per pilot colleges per year).

Links to YouTube Videos:

- High School Career Coaches - <https://youtu.be/tl6Lcqvs3k4>
- Rural Virginia Horseshoe Initiative - <https://youtu.be/sarw6xYtzZQ>
- VCCS at 50: A College Graduate in Every Virginia Household - <https://youtu.be/csep3RFIXeM>

Example of Effective Partnerships:

RVHI High School Career Coaches partner with 34 high schools throughout Virginia to address the need for more career assessment, career planning and preparation for post-secondary training options. In addition, career

coaches partner with other college access providers, such as GRASP, GEAR UP, TRIO, Virginia's College Advising Corps and others to provide comprehensive college access services in high schools with high needs.

GED Incentives: Community colleges work with local adult education providers, WIOA staff, Department of Social Services, etc. to attract adults lacking a high school diploma or its equivalency and to shepherd them into enrollment at the college.

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