

ADDRESSING COMMON BARRIERS TO ACCESS AND SUCCESS (THE PATHWAYS TO COLLEGE NETWORK ACADEMIC AND SOCIAL SUPPORTS MODEL)

**WICHE College Access Challenge Grant Network Meeting
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OVERVIEW

- Academic and social support as a unifying framework; importance to lower income, first-generation and other students underrepresented in higher education
- Categories of academic and social support
 - Emotional support
 - Instrumental support
 - Informational support
 - Appraisal support
 - Structural support
- Pathways to College Network Recommendations for Policy and Practice
- Idea Generation and Planning



ACADEMIC AND SOCIAL SUPPORTS AS A UNIFYING FRAMEWORK TO ENSURE COLLEGE READINESS AND SUCCESS

- Pathways to College Network – a partnership of organizations and funders working together to promote and improve college readiness and postsecondary success for all underserved populations– commissioned a research paper to better understand “**academic and social support**”: Removing Roadblocks to Rigor, Linking Academic and Social Supports to Ensure College Readiness and Success” (Savitz-Romer, M., Jager-Hyman, J. and Coles, A. , 2009).



ACADEMIC AND SOCIAL SUPPORT ALIGNED WITH ACADEMIC RIGOR

“Comprises intentional strategies that enable students at all levels to benefit from academically rigorous curricula”

- Interrelated and interdependent
- Supports learning strategies, persistence, motivation to learn
- Developmentally appropriate and encourage healthy behaviors, positive mental health, resilience, sense of purpose, social competence, and creativity
 - Five categories: emotional informational, instrumental, appraisal, and structural
 - Not mutually exclusive in categories

Based on Social Support Model of J. S. House.



ACADEMIC AND SOCIAL SUPPORT

ACADEMIC: Formal and informal strategies that build, strengthen, and promote students' mastery of subject matter and skill development through deliberate activities, structures, policies and expectations (Savitz-Romer, et. al. p. 6)

SOCIAL: Strategies that foster and fortify social networks, school-connectedness, self-confidence, and academic motivation through intentional services, behaviors, structures, and expectation



KATHY

Kathy, a low-income, first generation parent at a two-year college in Colorado completed a HACU internship in Washington, DC last fall and has now transferred to a 4-year school.



IMPORTANCE OF SUPPORT SYSTEMS FOR LOW-INCOME AND FIRST-GENERATION STUDENTS

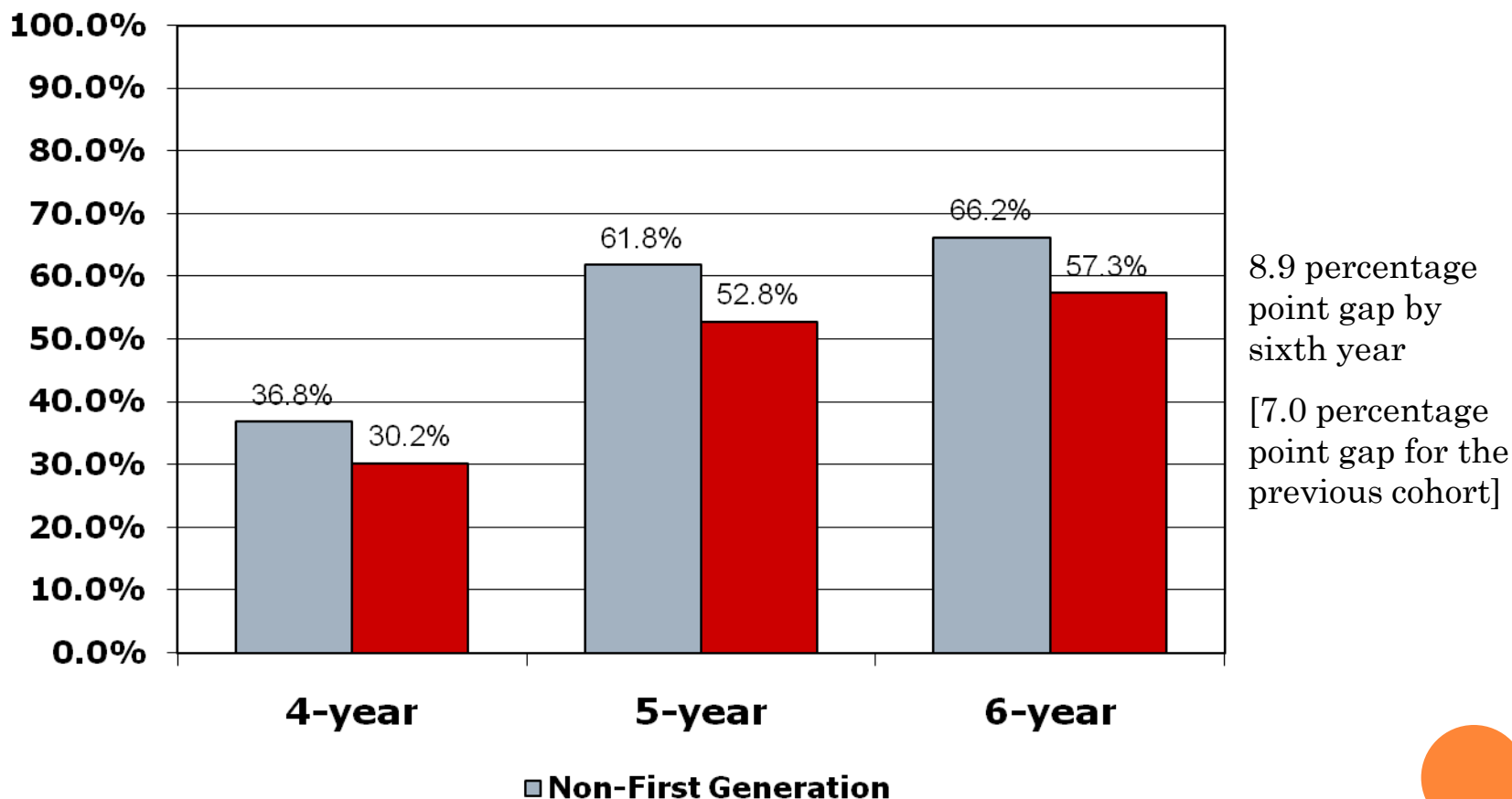
The Numbers...

- 4.5 million low-income, first generation students enrolled in postsecondary education (24% of all undergrads)
- At Colorado State University (2008)
 - 6,000 (29%) first generation
 - 4,701 (23%) low-income (150% of poverty)
 - 2,129 (10%) are both low-income and first-generation
 - 8.9 percentage difference persistence /graduation by sixth year first-generation vs. non-first generation (2001 cohort)
 - 10.6 percentage difference persistence /graduation by sixth year Pell Grant recipients vs. non-Pell-recipients (2001 cohort)

Demographics: more likely than advantaged peers to:

- Be older
- Be female
- Have a disability
- Come from minority backgrounds
- Be non-native English speakers or born outside of US
- Have dependent children and be single parents
- Have a GED
- Be financially independent from parents
- Have unmet financial need
- Be enrolled at a community/two year college
- * Engle, J. & Tinto, V. (2008). Moving Beyond Access: College Success for Low-Income, First-Generation Students. Washington, D. C., Pell Institute.

FIRST GENERATION STUDENTS: CUMULATIVE GRADUATION RATE (FALL 2001 COHORT, THROUGH 2007)



From CSU Institutional Research data

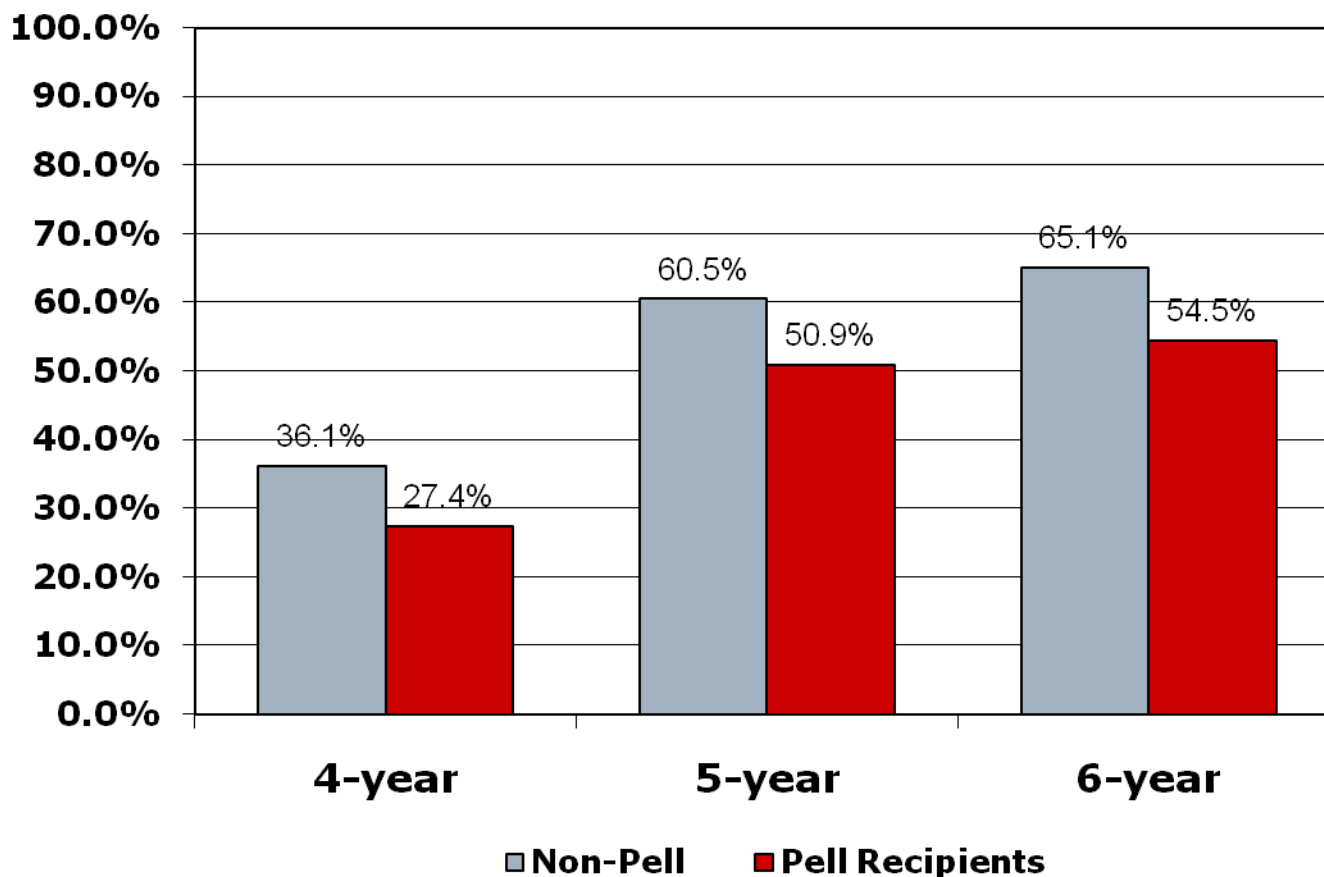


RACHEL

Rachel is a low-income, first-generation student from Denver. She participated in the AAC—SSS TRIO program at CSU. She stated that her biggest challenges were her bi-racial background and the need to balance continuing parental needs with studying and college activities. Rachel graduated in May and will attend the CSU College of Veterinary Medicine beginning September.



PELL RECIPIENTS: CUMULATIVE GRADUATION RATE (FALL 2001 COHORT, THROUGH 2007)



10.6 percentage point gap by sixth year

[8.2 percentage point gap for the previous cohort]

From CSU Institutional Research data



USING SOCIAL SUPPORTS – NEW APPROACH;
NOT SEPARATE FROM ACADEMIC RIGOR

DYNAMIC INTERACTION

Social support builds the networks, connectedness,
and motivation that support students'
willingness and capacity to take advantage of
academic support strategies

INCORPORATES DEVELOPMENTAL THEORY

Children, adolescents, young adults

SOCIAL SUPPORTS build psychological comfort
allowing students to take risks and ask for help



FEATURES OF ACADEMIC RIGOR

- **Vertical alignment** of courses from pre-school through college (P-16) with content and skills mastery and communication of curricular alignment at transition points (43% of students at two-year and 29% at four-year colleges are placed in developmental courses!)
- **Curriculum content:** English-4, social studies-3, math-4 (geometry, algebra I-II, 1 advanced), lab science-3, foreign language-2.
- **Acquiring skills and knowledge:** not just content mastery, includes readiness to succeed in college and work (Standards for Success project)
- **Assessment:** constructive and consistent feedback.
- **Requiring challenging courses for all students:** belief that all students can meet high academic expectations if provided with opportunities to learn. Networks of academic and social support is critical to success of all students.



EMOTIONAL SUPPORT

Fosters self-esteem, trust by providing empathy, caring, love, respect, concern and communication

Students need a network of adults and peers who support their academic success; help students develop capacity for strategic thinking, problem-solving, information seeking, experimentation, optimism

Examples

- Individual counseling
- Group and peer support
- Mentoring
- Social-emotional standards
- Proactive advising
- Activities that develop strong interpersonal connections among students, staff, families, faculty
- Student engagement



EMOTIONAL SUPPORT

**WHAT ARE
YOU
CURRENTLY
DOING ?**

**BRAINSTORM
NEW
ACTIVITIES:**



INSTRUMENTAL SUPPORT

Assist students with meeting academic goals

Delivery can be in many forms and structures (outreach programs, transition programs, supplemental academic support, extended learning); all promote rigorous course standards by providing students with tools to meet those standards.

Examples

- Teaching meta-cognitive strategies
- Bridging programs
- Supplemental Instruction
- Tutoring
- Group Study, forms of learning communities
- Extended orientation
- Developmental guidance curriculum
- College credit for high school students (IB, AP, dual enrollment)
- State and National career development standards
- Need based financial aid
- Fee waivers



MARLON

Marlon will be a senior this year at CSU. He is a low-income, first-generation student; the youngest of seven children. His biggest transition challenges included moving from Mississippi to Colorado and becoming over-extended with activities his first year. He attributes his current academic success to intrusive instrumental support from his AAC retention specialist. Marlon is completing an internship this summer as a NASPA fellow at the University of Illinois and plans to attend graduate school in student personnel .



INSTRUMENTAL SUPPORT

**WHAT ARE
YOU
CURRENTLY
DOING ?**

**BRAINSTORM
NEW
ACTIVITIES**



INFORMATIONAL SUPPORT

Provide helpful knowledge, information needed to succeed academically, enter and succeed in college

Institutional policies are critical in providing the framework for college planning, financial assistance, career exploration, parent outreach, education plans, graduation plans and promoting a college-going culture. At the college level extended orientation and bridging programs provide valuable information about succeeding in the college culture.

Examples

- Education plans
- Academic advising
- Freshman orientation, seminars
- Statewide academic college information systems
- Going to college financial aid, admissions process
- Family involvement college and financial planning
- Career exploration, job shadowing, internships
- Early college awareness programs and campus visits



INFORMATIONAL SUPPORT

**WHAT ARE
YOU
CURRENTLY
DOING ?**

**BRAINSTORM
NEW
ACTIVITIES**



APPRAISAL SUPPORT

Importance of assessment, affirmation, feedback, social comparison and self evaluation

Raises student awareness of interests, abilities, progress towards meeting rigorous standards and readiness for mastering new subjects, knowledge and skills. Includes assessment of individual and aggregated student progress with appropriate interventions.

EXAMPLES

- Student progress assessment
- School, district, state and national data systems
- College admissions and placement exams
- Early warning and feedback systems
- Mid-term grade reports (families, advisors, students)
- Early testing for potential
- Career assessments
- Activities to recognize academic achievement



APPRAISAL SUPPORT

WHAT ARE
YOU
CURRENTLY
DOING ?

BRAINSTORM
NEW
ACTIVITIES



STRUCTURAL SUPPORTS

Are a range of supports embedded into systems designed to assist students engage in academic experience and meet academic challenges

Both practice and policy implement strategies to provide strong, consistent structure for student learning and engagement

EXAMPLES

- Full service schools (Communities in Schools)
- Culturally relevant practices and strategies
- Learning centers
- 9th grade academies; transition years
- Learning communities
- Collaboration b/w student and academic affairs
- School district offices of postsecondary planning
- Dropout prevention and recovery programs
- Extended learning (block scheduling)



STRUCTURAL SUPPORT

**WHAT ARE
YOU
CURRENTLY
DOING ?**

**BRAINSTORM
NEW
ACTIVITIES**



SUPPORTS, POLICY AND PRACTICE

- Integrated – Collaborative – Aligned Systems
- Supports cross policy and practice
- Importance of state and institutional culture
(what students are you serving?)
- Policymakers and practitioners as partners
- Holistic approach to working with students
- Other:



OTHER RESOURCES

www.pellinstitute.org

publications

www.pathwaystocollege.net



