New Jersey Student Success Programs: An Inventory and Report of Promising Practices
Prepared for the New Jersey Office of the Secretary of Higher Education

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I. Executive Summary

A. Background

"Student success" can be defined many ways, but the core purpose of student success programing is to ensure students get their desired degree or credential in a timely manner. Postsecondary success programs can address academic shortcomings, such as not being adequately prepared for college-level coursework; non-academic factors like social support and finances; or integrative approaches that combine academic and non-academic success strategies. Employing only academic support or only non-academic support strategies is seemingly less effective at achieving success than an integrative strategy, which recognizes the student as having competing obligations and varied barriers to success.

B. Methodology

Survey results regarding student success programs obtained from thirty-six New Jersey higher education institutions during the spring of 2013 were analyzed and combined with phone interviews conducted by the research team with ten institutions during the spring of 2015.

C. Student Success

While institutions described a variety of indicators used to identify student success, a few words and phrases were offered repeatedly among colleges surveyed, including: retention, graduation, completion, and academic progress. The most common success strategy employed by the thirty-six institutions surveyed is academic development. Within this there are two major types of academic support programs: EOF and SSSP. Nonacademic programs, including career advising services, extracurricular activities, and freshmen support programs, are also very popular among New Jersey institutions as they help students adapt to college life quickly and facilitate success overall.

D. Financial Assistance

Institutions across the state support students financially in a variety of ways to aid in their successful completion. Programs like EOF and the Federal Pell grant are supplemented by additional programs at individual institutions that support students in need. The implementation of such programs is reported to improve retention and graduation rates. In addition to simply providing additional need-based aid, some New Jersey schools have come up with creative solutions to make school more affordable. Postsecondary institutions are also addressing the problems associated with the lack of financial aid during the summer, when students who have fallen behind on credit hours can be prohibited from catching up if they cannot afford to pay out-of-pocket tuition expenses.

E. Program Assessment

Postsecondary institution student success programs use assessment tools to measure whether or not they are reaching their program goals and actually helping students achieve success. Assessments used by programs can fit into eight broad categories: student tracking, treatment group/control group comparison (using non-random assignment), program or course evaluation, testing, student feedback, teacher/faculty feedback, academic assessment. Despite the use of these assessment tools, there are many obstacles that may impede progress to achieving student success at institutions of higher education in New Jersey. In general, these difficulties can be grouped into

two categories: obstacles to individual student success and challenges to institutional-level success goals. Many students enrolled in New Jersey colleges and universities face obstacles to success, including financial burdens, academic and general college preparedness, and competing work and family priorities. Institutions reported facing challenges in funding success programs and support services, in tracking student performance, and in increasing student support needs.

F. Promising Practices for Student Success: Recommendations

Based on our review of the literature and interviews with representatives of 10 institutions we recommend that New Jersey Colleges and Universities consider the following strategies:

Support Students Holistically, Improve Retention and Facilitate Timely Degree Completion

In order to ensure students are given the best opportunity to succeed, they must be supported holistically and given the ability to complete their desired degree in a timely manner. This report recommends the following to achieve this goal:

- Recognize that students have many competing obligations and barriers to success
- Integrate elements of both academic and non-academic support to help students progress and complete their degrees
- Explore options for making developmental coursework less of a barrier to timely degree completion

Improve Student Success Program Assessment Practices

While institutions use practices that are presumed to be promising in terms of impact on student success, few have proven the value of those practices. In order to develop and analyze institution-specific data that will determine those practices that are most effective, this report recommends the following:

- Pursue opportunities to improve on and invest in the tracking of student performance

Reduce Barriers Associated with Finances and Financial Aid

An overwhelming majority of New Jersey institutions identify financial difficulties as the major barrier their students face to successful degree completion. This report recommends the following to ease the burden:

- Promote close collaboration between retention offices and financial aid offices to make student appeals for reinstatement of financial aid simpler
- Explore options for garnering additional support to sponsor students in-need
- Consider reducing tuition costs, particularly during the summer and/or shifting to a flat-rate tuition system
- Re-evaluate developmental courses

II. Background

Student success can be defined in many different capacities, though all definitions have within its core helping students to obtain their desired degree or credential in a timely manner. While the aim of this report is to provide a summary of student success practices at the postsecondary level, it is impossible to provide one clear definition of "success" because it varies between each individual institution and program. If one were to define success very simply, as completing a bachelor's degree in six years, then New Jersey would be considered "successful" in comparison with the national average. The Chronicle of Higher Education reports that in 2013, greater than sixty-seven percent of New Jersey's first-time, full-time degree seeking students graduated with a bachelor's degree from a four-year public institution in six years (The Chronicle of Higher Education, 2014a). The 2012 national average for this same group of students was fifty-nine percent (National Center for Education Statistics, 2014). However, "success" is a multidimensional concept and simply looking at one aspect of it, even one aspect of graduation, may not give a complete picture of how students are doing. The Chronicle of Higher Education also reports that in 2013, only about sixteen percent of New Jersey's first-time, full-time degree seeking students graduated with an associate's degree from a two-year public institution (this group had varying completion times) compared to the national average of about nineteen percent (The Chronicle of Higher Education, 2014b).

Despite the many potential variations in definition, the importance of actively promoting student success is immense. Most often, programs that are aimed at promoting success will focus on more than just graduation to include academics overall. However, some success initiatives will use non-academic outcomes, like student satisfaction, as an indicator that the program is serving

students well, while still others will represent some combination of the two, representing more of an integrative approach.

Academic, non-academic, and integrative approaches for promoting student success must be tailored to student barriers. When students struggle– to get good grades, to become engaged in the college environment, or to persist towards their degree– there are a variety of reasons. Particularly at risk for failing to achieve postsecondary success are disadvantaged students, namely those that are economically disadvantaged, minorities, and first-generation college students (Engle & Tinto, 2008; Jenkins & Weiss, 2011). These struggles are consequences of factors beyond the college environment, like their pre-college experiences and disadvantages and family and work obligations, as well as inadequate student services or financial aid (Engle & Tinto, 2008).

It is important that college success programs recognize that there are many differing factors affecting a student's ability to succeed in the classroom and graduate in a timely manner. Everything from poor study skills to a feeling of disconnection with peers can lead students to leave school. In response, programs that promote college success must range the gamut of addressing academic and non-academic barriers. Many models for promising student success practices already exist, some of which are available to students at New Jersey's postsecondary institutions. The following review will outline some of the ways that postsecondary institutions around the country seek to achieve student success by addressing both academic shortcomings and other non-academic factors that matter for postsecondary success.

A. Academic Support Strategies

Students who struggle to complete a postsecondary degree may enter college with an academic disadvantage (Engle & Tinto, 2008). Bailey (2009) finds that more than half of U.S. students who begin their postsecondary education at a community college take at least one developmental course. The survey responses support this assertion and indicated that the lack of college preparedness of students—in terms of both academic and general college readiness—may be a factor for many students. Placement in such courses is an indication of poor academic preparation for college level classes and is problematic because students enrolled in these courses do not receive academic credit for completing them, which may significantly lengthen the time it will take them to obtain a degree (Bailey, 2009). Having a student "spin their wheels" in this way can create a negative experience that causes a student to leave before they have completed their postsecondary degree. To overcome the issues associated with developmental education, high school students must be adequately prepared for college-level work. This requires the creation of a continuum of success from secondary school through college, achieved through collaboration

Spotlight: Re-evaluating Developmental Education at New Jersey Colleges

Recognizing that it is one of the biggest barriers to student success, colleges around the state are changing their approach to developmental education in order to facilitate timely degree completion for students.

Developmental Math

Innovative approaches to developmental math education such as the Math Boot Camp testing replacement at Union County College and the use of Adaptive Math Software in developmental courses at Essex County College allow students to progress through their coursework in an individualized, self-paced manner. At Essex County College, the first pilot of the Adaptive Math Software was given to 20% of students in developmental math at the college which, when compared to students in traditional developmental math, succeeded in raising the pass rate about 10%.

Grading and Elimination

Other improvements being made to reduce the impediment on student progression presented by developmental education include the elimination of failing grades at Essex County and the elimination of the courses all together at Bloomfield College. Bloomfield reports an improvement in course completion rates of 20 percentage points as a result of the institution's decision to eliminate developmental courses.

among educators and the alignment of curriculum. Collins (2014) notes the importance of this collaboration for "the creation, scale, and sustainability of innovative [success] pathways" (p. 24).

Summer bridge programs can bring together high school teachers and college faculty for the benefit of rising college freshman. Such programs are delivered the summer between senior year of high school and freshman year of college to teach students deemed to be "at-risk" for poor academic performance and/or because they lack the social capital skills they will need (Cuseo, 2012). Academic preparation of high school students should not be limited to already low-performing students; there is evidence that summer bridge strategies can be universally beneficial. Cuseo (2012) notes that students who are poorly prepared for college academics often includes those who did exceptionally well in high school. In fact, an important barrier to postsecondary success is when students who are used to excelling suddenly find themselves struggling, leading them to become discouraged.

Beyond high school, there are many strategies implemented with already admitted college students. Once a student has gotten to college, adequate academic or educational planning can be important for promoting academic success. Karp (2011) notes, "helping students to clarify the utility of college and to increase their use of concrete planning and goal-setting has been shown in some instances to be related to improved persistence and transfer rates" (p. 12). As a success intervention, academic planning often takes the form of some enhanced academic advisement. Students are not only assisted with choosing classes, but also advised on when those classes should be taken (planning for future semesters so as to finish school in a timely manner), as well as assisted in setting and maintaining long-term goals (Center for Community College Student Engagement, 2012; Ford et al., 2013). A holistic advisement strategy such as this incorporates

elements of career advising and also helps students who begin at a community college plan for their eventual transfer to another institution (Ford et al., 2013).

Additional strategies for promoting student success offer more opportunities for learning outside of the classroom. Lloyd and Eckhardt (2010) find that when community college students in the sciences are given additional academic support, they receive noticeably better grades than students who do not participate. The authors describe a Peer-Led Team Learning (PLTL) framework that includes faculty-designed workshops led by peers and flexible peer tutoring. PLTL shifts "the focus of education away from lecturing and toward active student learning, developing student leadership skills, and democratizing learning" (p. 38). Using a real world learning environment and presenting course materials through relatable peers is shown in this instance to be instrumental in improving academic performance and ultimately improving persistence and transfer rates for community college students.

B. Non-academic Support Strategies

Though academics are important to addressing the gap in student success, often the biggest barriers to success lie outside the college. There is evidence to suggest that when academic support is provided in isolation from the provision of or connection to social support networks, students will be less successful (Cabrera, Miner, & Milem, 2013). Non-academic aspects are positively related to academic success because student engagement—their involvement in co-curricular activities and participation in campus events— may help students connect to an "affinity group that is achievement oriented" (Ford et al., 2013). Studies also find that students' ability to feel connected to faculty, peers, and their college environment is incredibly important for persistence, especially in the first year. Postsecondary institutions can help students develop a "sense of belonging" that contributes to their academic performance (O'Keeffe, 2013).

Institutions often begin promoting student engagement with an orientation for new students. The Chronicle of Higher Education (2015) finds that in a sample of postsecondary institutions from around the country, ninety eight percent of private not-for-profit schools and ninety four percent of public schools use new student orientation as a part of their success strategy, making it the most commonly used of success approaches. Knowing that it is an important component of success, institutions use orientation programs to urge student engagement. Using a similar model to many others around the country, Kent State University's new student orientation includes a First-Year Experience course held during the school's welcome weekend. The course provides a "foundational experience for first-year students to connect with the University and their peers." During this time special emphasis is placed on informing students about co-curricular activities, providing an opportunity to network with students and faculty, and dispensing information on student life organizations and leadership opportunities (Kent State University, 2015).

Particularly for disadvantaged students, social integrative strategies can be instrumental in helping them navigate the college environment, which is something that they often lack the appropriate cultural and social capital to understand. Students that lack college know-how need an introduction to "the unwritten 'rules' of the postsecondary environment" (Karp, 2011, p. 14). It may be difficult for students not used to the college culture to understand how to interact with peers and faculty or to even know what useful resources are available to them and how to access these resources. This is because the culture of college is based on the norms of upper-middle class White society, which can be vastly different from the norms of another group, such as low-income minorities (Karp, 2011). An evaluation of the Latino Educational Equity Project (LEEP), an intervention that incorporates elements of both social integration and college know-how, shows

some promising results. The project emphasizes building a community, increasing critical consciousness, and increasing an awareness of cultural congruency; in other words, it attempts to reconcile a disconnect in the ability of Latino students to fully engage in the college environment. The results of the evaluation show a definite improvement in ability to adjust to the college environment during freshman year, proving that an intervention like this can be beneficial if tailored to specific group needs (Cerezo & McWhirter, 2012). Facilitating this adjustment for disadvantaged students enables them to feel more comfortable in the college environment, which is related to doing well academically and eventually obtaining a degree.

Building friendships, becoming involved in college activities and groups, finding mentors, and learning the "unwritten rules" of college are all-important non-academic predictors of student success. However, one major barrier to success missed by these indicators is financial need. Engle and Tinto (2008) find that "unmet financial need – need that remains after applying all financial aid – is a major problem for low-income, first-generation students." Despite having the most financial need, students that are both low-income and first-generation (median income of $12,100 per year) receive only slightly more financial aid than students who are either low-income or first-generation (median yearly income of $44,000) and students who are neither low-income nor first-generation (median yearly income of $70,500). In fact, the authors place the mean amount of unmet need for low-income, first-generation students around the country at around $6,000, which is half of the median income for this group of students (p. 22). With the mean amount of unmet need for low-income, first-generation students being so high in proportion to median income, students leave school because they might view school as an unaffordable opportunity cost. For this high financial need group, the combination of insufficient financial aid and unfamiliarity with the long-term benefits of degree completion could make college seem like it costs more than it is worth.

Students need assistance in understanding these long-term benefits and the impact on career opportunities. A qualitative analysis of two career focused degree programs at a large urban community college finds that student success, defined as graduation, is greatly enhanced by a career oriented framework even in the face of many other institutional challenges (Nitecki, 2011). As was briefly mentioned above, career advisement may also be beneficial when integrated with academic planning so that students can clearly see the path their educational endeavors lead to and ultimately avoid becoming disillusioned (Ford et al., 2013).

Institutions have shown in their responses about success programs that finances place a significant burden on many of their students. Although it is not very widely implemented yet, the Chronicle of Higher Education (2015) reports that in a sample of colleges and universities from around the country, financial distress monitoring is the most desired program that respondents want to implement: twenty-six percent of private not-for-profit schools and thirty-eight percent of public schools. Ironically, finances also prove to be a barrier for institutions in providing greater financial monitoring of their students. Only twenty-three percent of the Chronicle's respondents report having a detached budget for student success strategies, meaning that the lack of "financial resources are an impediment to pursuing new initiatives" such as establishing a financial monitoring system (p. 10).

C. Financial Assistance

Access to Success is a national initiative that primarily focuses on closing the gaps on college going, retention and graduation rates for low income/minority students. In their article published in the Harvard Educational Review, Long and Riley (2007) argue that "low-income students and students of color are especially likely to face substantial unmet need even after taking into account all available grants and loans, as well as family contributions" and "call for a greater emphasis on

need-based aid, especially grants, to reduce the role of cost as a barrier to college access" (Long and Riley, 2007). In a report published by The Pell Institute for the Study of Opportunity in Higher Education, Engle and Tinto (2008) note that "[w]ith adequate resources, more low-income, first-generation students could afford to enroll in four-year institutions or attend full-time, both of which would increase their chances of completing college with four-year degrees."

D. Integrative Support Strategies

It is important that strategies for promoting student success address both academic and non-academic barriers, including those associated with finance assistance. Integrative approaches quite simply combine much of the strategies listed in the above sections into one comprehensive program or intervention. To implement an integrative approach is to understand the student holistically, often with many competing obligations and barriers to success. A recent evaluation of the City University of New York (CUNY) Accelerated Study in Associate Programs (ASAP) by policy research organization MDRC highlights the impact that integrated approaches can have on student success. Implemented in 2007 to serve students at six of CUNY's seven community colleges, ASAP is a "comprehensive and long-term program designed to help more students graduate and help them graduate more quickly" (Scrivener et al., 2015, p. iii). ASAP provides students with a truly integrative approach to student success. The program requires that students maintain full-time enrollment status—defined as attempting 12 credits or more—and offers a host of academic, non-academic, and even financial support services to students. Academic support offered through ASAP includes developmental education courses with other ASAP students, tutoring services reserved for ASAP students, and ASAP seminar classes covering such topics as study skills and goal setting. ASAP also offers non-academic support services including ASAP-dedicated academic advisors and career and employment advisors, as well as early registration for

ASAP students. In addition, ASAP students also receive financial support in the form of a tuition waiver given to those students for whom there is a gap between financial aid and college tuition and fees, the free use of textbooks, and free MetroCards.

MDRC conducted a three-year study and found that ASAP had a profound and positive impact on student success. Over the period of study, forty percent of ASAP students received a degree by the end of the study period, while just twenty-two percent of non-ASAP students received a degree in that time (Scrivener et al., 2015, p. 51). In addition, ASAP impacted persistence, as ASAP students were consistently found to have a higher enrollment rate than were students not participating in the ASAP program (Scrivener et al., 2015, p. 50). ASAP students also earned more credits and enrolled in four-year institutions at a higher rate than non-ASAP students during the study period (Scrivener et al., 2015, p. 50-51).

The MDRC report proposes that fundamental to the success of the ASAP program is the coupling of the requirement for full-time enrollment status with the integration of academic, nonacademic, and financial student success strategies. It is possible that simply requiring students to enroll in college full-time without providing adequate support services could lead to some increases in student success. MDRC contends that more significant increases in student success could be made by supporting students by giving them the academic, non-academic, and financial tools to succeed as full-time students. Thus the integrative approach to student success may offer a more comprehensive and effective answer to student success.

In their responses about success programs most institutions have shown their awareness of the need to integrate strategies by making an effort to integrate departments across campus. Whereas in past times, institutions seemed to delegate responsibilities for retention, graduation, and individual student success on the shoulders of academic departments and faculty, they have

really made an effort recently to promote institution-wide success, investing a great deal in success programs and "coordinat[ing] efforts that bring together academic affairs, student affairs, and faculty members" (Chronicle of Higher Education, 2015, p. 5). This effort to break down silos can be interpreted as an understanding of the need to support students holistically, combining academics and non-academics, in order to adequately support them to succeed.

III. Methodology

The aim of this study was to determine promising practices for helping students to succeed in their postsecondary education through a qualitative analysis of current success programs being implemented in New Jersey higher education institutions. Thus, the first step was to identify these programs. During the spring of 2013, the New Jersey Office of the Secretary of Higher Education (OSHE) conducted an online survey on student success programs for selected personnel at New Jersey's postsecondary institutions. In addition to asking about their definition of student success and any established programs focused on increasing completion and retention rates at the schools, the survey covered other topics such as the barriers that students faced to finishing their coursework on time.

Thirty-six of New Jersey's sixty-one post-secondary institutions, including public research universities, state colleges and universities, community colleges, independent four-year colleges and proprietary institutions with degree-granting authority responded to this survey. Information collected from surveys was combined with that obtained from phone interviews with key informants identified by OSHE at ten institutions that it selected for follow-up. The interviews were conducted from March through April 2015 with staff who were responsible for Student Support Services, Student Affairs and Academic Affairs. The survey results were analyzed using

the NVivo[1] software for qualitative analysis. The analysis covered the following general themes: student success, approach to college completion, and program process and interaction with staff. For a complete list of the survey questions, the interview protocol and the codebook used to guide the analysis, please refer to the annexes.

IV. Student Success

A. Defining Success: Indicators of Promising practices for Student Success

While respondents offered a diverse number of strategies that they use as indicators of student success, a few words and phrases were offered repeatedly among colleges surveyed, including retention, graduation, completion, increased graduation rates, and academic progress. Figure 1 portrays the most common responses from colleges all over the state of New Jersey when asked to describe the indicators they use to evaluate student success within their programs. A word cloud is often useful to understand key words used more frequently. The largest words in figure 1—retention, graduation, and rates—give a frame for the way most schools define student success programs. (See Spotlight on page 17 for other definitions)

[1] "NVivo enables you to collect, organize and analyze content from interviews, focus group discussions, surveys, audio, social media, videos and webpages" (http://www.qsrinternational.com/products_nvivo.aspx)

Figure 1. Student Success Key Words

When survey respondents were asked to select a statement from a list of options to best describe the level of priority that completion had on their campus, almost all those who answered indicated that it was of the highest priority. A few acknowledged that although it was a priority, other priorities were also important. Many of the institutions that were surveyed, included completion and retention as part of their schools' strategic plans and some exclusively direct their attention towards improving these outcomes. Consequently, schools like William Paterson University target issues such as transparency and accountability and require administrative offices to report annually on how they are contributing to the achievement of their strategic objectives.

As most of the survey respondents are establishing and have established a long-term strategic plan, ranging from 2 years to 5 years, several of them have set tough targets of

Spotlight: New Jersey colleges and universities define student success as more than just graduation rates

Most colleges and universities around New Jersey define student success under similar parameters: academic completion and retention rates. However, a few institution definitions stand out because they touch on students' personal growth and development.

Atlantic Cape Community College

"For Atlantic Cape, student success means that students can attain or achieve academic, personal, and/or career goals. Student success is not just the work of academic affairs, but also a holistic approach in which academics intercept with personal and/or career life."

Essex County College

Essex County College wants to "[s]ee students grow, change, and adapt when they encounter other people."

New Jersey Institute of Technology

NJIT stated that student success cannot be "measured by GPA," but rather it should be a process of self-efficacy and the ability to continue to learn who the student is, and what he/she wants.

- Self-discovery is a big part of being able to look inward and not compare themselves to others
- Ability to accomplish their own goals
- Students should come to understand that failure is a part of growth, improvement and where their strengths are

New Jersey Council of Community Colleges

At the "micro-level, [it's about] helping a student meet his or her goal; [at the] macro-level, we look at completion of certificate programs, graduation and transfer rates. Community colleges are there to 'open the door to anyone.'" Defining student success, NJCCC said that graduation and transfer rates are usually used to define student success, "but this is a grey area for community colleges."

- For some students, success means learning English while for others it may mean "some college," and for others it could be different
- Success is when students meet their goals
- Student-defined success is more important at community colleges
- "Some college is better than none" according to labor wage data, so why not count that as a success?

percentages to achieve within a certain period. For example, Salem Community College claimed that their goal is to "[i]ncrease completion rate by 16% over 4 years," while Essex County College aims to "increase [their] three-year graduation rate from 5% to 10%." While some colleges are focus on the specific student body in their student success programs, it seems to be more effective to target on the overall student population, that is, to implement university-wide programs. For example, Essex County College has historically had a very low retention and completion rate. The school is currently in the process of implementing institution-wide strategies to improve

completion for all students. Based on their student population, nearly every student is low-income, minority, and underprepared academically, so their philosophy is that implementing small programs that serve a limited amount of students will not do enough good. They will generally pilot a program on a portion of the student body, fix the kinks, then scale up to the entire school, so everyone benefits from the program.

The survey responses from New Jersey colleges and universities and the literature on student success programs lead us to an understanding of promising practices for student success. Strategies for student success should have the following in their forefront: support toward increase in academic results, higher retention rates, more graduating students, and better coursework completion, among others.

Table 1 presents a range of strategies that institutions of higher education use to assess student success in New Jersey.

Table 1. Summary of New Jersey Institutions of Higher Education Student Success Strategies

Educational Institutions	***Student Success Indicators***	***General Description of Student Success Strategy/Goal***
Public Research Universities	• Retention rates, graduation rates	• First year retention rates, 6-year graduation rates • Achieve an retention rate of 86% and a graduation rate of 60%
State Colleges and Universities	• Retention, graduation rates and graduate placement • Semester-to-semester retention rates and graduation rates are key. • Attract and retain more full-time students, first-time undergraduate, transfer and graduate students • Information collected from the graduate and her/his employers • Placement in graduate or professional school programs • Evidence of career advancement and awards/recognitions received	• Improve ability to retain students and help them finish on time • Develop a comprehensive program for first-year students that tie academics, student affairs, and non-academic activities • Work with academic and administrative units to introduce success metrics, course mapping, career exploration and career planning • Establish a strategy to regularly acquaint our several public institutions with evidence of the success of our graduates. • Develop methods to contribute to a university-wide effort to evaluate student success after graduation • Decrease the student-to-counselor ratio • Increase financial resources to aid students in meeting the cost of attendance
Community Colleges	• Educational goal attainment • Number of student completing	• Develop and implement a comprehensive completion

	degrees and certificates • Fall to spring and fall to fall retention rates and two, three and four year graduation rates • Attainment of key retention/completion goals • Increase course completion rates • Increase retention rates	program for first time degree and certificate seeking students that increases educational goal attainment • Increase the number of degree and non-degree programs that incorporate service learning, internships or co-ops prior to graduation • Increase the progression rates of first-time, full-time students from developmental to college-level education • Monitor demographic and economic changes to provide quality educational opportunities responsive to the changing needs of the community • Increase the number of students successfully completing developmental courses and reduce the time students spend in developmental education • Have students achieve their personal educational aspirations that will help them in future endeavors • Develop a Mission and Strategic Plan • Identify and employ a core model for recruiting, admitting, retaining, and graduating African American male students • Obtained membership in the nation-wide Achieving the Dream (ATD) cohort of colleges that are focused on promoting greater student success. • Remove late registrations • Flat rate tuition
Independent Four-Year Colleges	• Retention and completion rates • Quality of the academic and social experience • Retention rate, graduation rate, employment rates and other measures	• Develop a comprehensive strategic enrollment management plan for the College with a goal of increasing retention of all students and leading to higher graduation rates • Retention and graduation rates are reviewed and published using both quantitative (e.g., student satisfaction surveys, surveys of withdrawn students, the NSS, etc.) and qualitative (e.g., regular interviews with area Vice Presidents) assessment measures built into the strategic plan for retention • Develop Student mentorship programs • Assign a Dean of Student Success • Create multi-year strategic plan on academic and non-academic support
Proprietary Institutions With Degree-Granting Authority	• Student Success is measured by dividing the number of passing students by the number of student attempts (a student attempt is counted when a student sits for a section)	• Recognize the student body that they serve – the multi-cultural, adult learner completion, placement, and licensure • Develop a Retention plan

Source: Survey OSHE 2013

B. Overview of Student Success Programs

When asked to describe student success programs, institutions across the state differ widely. This section provides an overview of the information provided by the surveyed institutions about their programs. Programs are categorized by type and summarized here.

Academic Development Programs

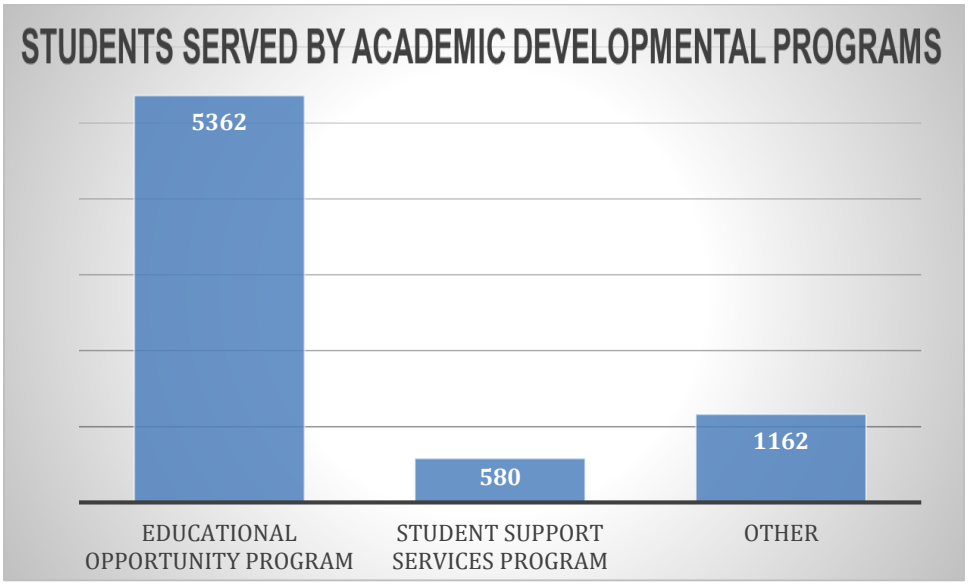
The most common practice among the thirty-six institutions surveyed is academic development. These programs are characterized by providing students with academic tools that aim to increase student academic success by way of tutoring, personal advising, academic skills development, and financial support. Academic success programs seek to increase student GPA, and increase retention and completion rates.

There are two major subgroups of academic supportive success programs: Educational Opportunity Fund Program (EOF) and Student Support Services Programs (SSSP). These programs serve students with different backgrounds; however, they are most focused on students with economic and educationally disadvantaged backgrounds, first generation students, and students on academic probation, among others. The composition and number of students served varies with larger institutions of higher education, such as public research universities, which help a larger number of students compared to a community college. The distribution of students who benefit from these academic supportive programs vary from a minimum of forty students at Warren County Community College to a maximum of nine hundred and fifteen students at Kean University (OSHE Survey 2013).

The success of these programs, as reported by the colleges and universities varies among specific programs and schools. Some institutions reported more than one academic development program. For instance, of thirty-one programs found within this category, 22 were identified as EOF, three as SSSP, and seven as other types of academic support programs**,** which include writing

centers and math tutoring centers. These thirty-one programs were identified from the thirty-six institutions that completed the survey, providing detailed information about the success stories and student caseload for twenty-seven of the thirty-one academic development programs—19 EOF, three SSSP, and five others. The bulk of students are supported within the EOF program. EOF programs across the state help over five thousand students. In Figure 2 the number of students served by academic developmental programs are shown. Of the approximately fifty-six thousand students who are served by the programs at institutions surveyed, about 7 percent are served by the three programs mentioned above.

Figure 2. Approximate of Students Served Annually by Academic Developmental Programs



Source: Survey OSHE 2013

According to Montclair State University, during the last few years the EOF program saw progress in the retention rate for their students compared to those who were not enrolled in the program. That is, "retention rate for entering EOF students has averaged 84.5%, or 3 percentage points higher than the three-year average for regularly-admitted full-time, first-time undergraduates." Additionally, "retention rate for fall 2011 EOF entrants was 88.0%, the highest

rate in over eight years," which is about four percentage points higher than previously. Likewise, SSSP, EOF and other programs show some promising rates that could lead to further study of student success practices. For instance, Essex County College described their retention, graduation, and good academic standing rates higher than those established by the United States Department of Education (DOE). That is, DOE minimum retention rate is 70% and the ECC rate is 79%, DOE rate minimum graduation rate for a Community College is 10% and the ECC rate is 43%, and the DOE minimum good academic standing rate is 70% and the ECC rate is 95%, for SSSP students.

Programs for Incoming Students: Freshmen and Summer Preparatory Programs

Some colleges have established programs of enrollment services to help freshman quickly adapt to the college life. For example, the DeVry University's "In-Touch" project for the first term student consists of a team of the dean of academic affairs, student central, registrar and director of admissions. They provide the new students with phone calls, follow-up email messages, and classroom visits to all new enrolled persons, aiming to maintain the relationship and fill any types of possible gaps during the student's transition from the admissions' team to the student success programs. The university has developed and documented the procedures of the project and maintained the project's consistency by assigning a new team for a new group of freshmen every term. The primary outcomes are that the persistence for new students from first term to second term is above average for the New Jersey metro area. The New Jersey Institute of Technology (NJIT) is building a one-on-one connection with incoming freshmen as the core component of their student success programs. The New Jersey City University (NJCU) is making sure that with the assistance from advisers and peer mentors, the one-on-one connection helps freshmen to understand and adapt to the college environment in the first weeks of their school life.

In the analysis of the survey, sixteen programs were identified as working toward increasing success for first-time freshman and admitted students. Of these sixteen programs, two programs were offered by Middlesex County College, two at Caldwell University, three at Felician College, three at Hudson County Community College, and six other institutions with one program each. Altogether, these programs serve a population of over 10,000 freshman across the state.

These programs have the character of preparatory and/or preparatory course work that will ideally retain more first time freshman students. Many of which have failed to report any concrete success rates. The difference between the summer and freshman programs is in the student population served and the target each strives toward.

Summer programs are mostly preparatory for those students graduating from high school and being admitted to college; as a consequence of participating in the program they will likely be more prepared for their first year in college. As described by Salem Community College, the "program [is] designed to increase college readiness of incoming freshman. [It] includes test prep, pre-freshman advising, and summer developmental program." Some schools have found that placing students in summer math and English courses had excellent results, as is the case at Bloomfield College. They found that over ninety percent of the students placed in a pilot program in the summer of 2013 passed the math courses they were placed in and most of them returned the following semester. Finally, summer programs are designed to help students with developmental classes which strive to "increase their [students] skills so that they can pass the exit/placement exams and move on to college-level courses" (Hudson County Community

SPOTLIGHT: STUDENT SUCCESS IN COLLEGE READINESS

FYI- First Year Initiative

- In the first year of the program in fall 2013, 58% of first year students successfully passed three or more of their classes
- In the second year of the program, fall 2014, 76% of students passed three or more classes
- Also in the second year, 88% of the FYI students re-enrolled for the spring semester

College Readiness Now program - *high school initiative with community college*

- 55% of high schools students who were enrolled in the elementary algebra course successfully passed the class
- 65% of the high school students enrolled in the computer application course (CIS 161-college-level) passed the class
- 50% of the high school students enrolled in BCC in the fall
- 32% of the students were exempt from all remedial courses after successful completion of the College Readiness Now program
- 14% were required to only take one remedial course upon enrollment in college

Source: Burlington County College

College). Some of these programs are offered to the entire student body in colleges; they measure effectiveness by either placement exam pass rates and/or getting a C or better on math and English courses offered within the programs.

Freshman programs utilize more one-to-one/collaborative based strategies to retain students during their first year of college and beyond. That is, schools offer academic and social support in the form of "learning communities," as at Caldwell University. Speaking about one of their programs, Caldwell University said, "The Freshman Connect Program is a year-long learning community for […] freshmen. Students are enrolled in three of the same courses each semester. The learning community promotes collaborative learning, study groups, and student-faculty contact." Caldwell added that the focus of the program is retention in the form of "assisting the student persistence to graduation." These programs seek to increase retention rates.

Kean University particularly focuses its attention to intervene and engage students who demonstrate academic risk prior to starting their first semester at the school. It uses the results of

placement tests and data gathered from its Entering Student Survey to develop workshops and focus groups to address the needs of incoming students. For students who test into two or more developmental classes, outreach is done through Transition 2 Kean (T2K) classes and a mid-semester "forum style" meeting. Kean also works, through its Summer Bridge program, with underprepared students who are indicating that they may be at risk via placement tests (two or more developmental classes), High School GPA, SAT scores, personal statements, etc. Although, the retention rate of this group is presently unknown, the goal is for this initiative to help first year students make a successful transition to college and prepare for the academic demands of collegiate work.

Advising and Mentoring Programs

Regarding student advising and mentoring programs, schools reported about a dozen different programs targeting student success. The nature of these programs is to provide students with the social capital—social networks—the school possesses such as full time faculty, advisors, and facilities, with the intent to increase students soft skills such as study habits, educational achievement, and community engagement. Programs such as "Advisement Week" provide students with necessary advice to "promote continuous enrollment" and in turn increase student retention. The program encourages students to graduate "in three years or less," (The Chronicle of Higher Education, 2014a) and in the long run hopes to help students accumulate skills and knowledge necessary to succeed in their career development. Here, there is no data reported thus far to suggest success.

Advisement and mentoring takes the form of one-to-one meetings with advisors and tutors. As one school puts it, "The thought is that if a student has not seen their advisor prior to advisement week, the [program] offers the perfect reminder to 'Be Wise. Be Advised' prior to registering for

the next semester's classes" (Essex County College). The different schools under this program category serve a range of between twelve to over four thousand students per semester.

At schools like ITT Technical Institute where retention rates are a priority, procedures are in place to identify potentially high-risk students including internal reports and surveys that are used to monitor retention, attrition and student engagement. Throughout the semester, those students who receive grades of "D" or "F" are contacted weekly and are encouraged to meet with their instructors and to seek assistance from tutors if necessary. Student attendance is also strongly monitored at ITT Tech and recruitment representatives are notified when students do not attend class to encourage them to contact the student and get them back in class. The Dean, through the assistance of the registrar, maintains a watch list of students with excessive tardiness and/or absences. The Dean and the instructors are responsible for follow-up with students who have excessive absenteeism and thus he/she provides additional orientation to new instructors on teaching techniques, grade and attendance reporting, and student advisement. Kean University employs the use of its Retention Early Alert System that in addition to conveying predictive data, has the ability to alert departments if midterm grades are unsatisfactory. GPA is a main indicator of risk and students with GPAs below 2.0 may be mandated to attend information sessions that inform them of status and strategies for improvement.

Kean University acknowledges that retention is affected as aid is withdrawn and thus preventative programs are critical to the financial aid population. The school's Step It Up program uses one-on one meeting, assessment inventories, and workshop presentations, resource referrals to support students who would have left the university through dismissal or poor performance. The Step it Up program is used to work with this group for the entire semester. Through this program, graduate students serve as interns and practicum students to mentor and monitor at-risk

students under the supervision of the Office of Academic Affairs. Approximately sixty-five percent of the students in the Step it Up program are receiving financial aid. The survey respondent from the university claimed that during the fall of 2008 the program showed that an average of seventy-nine percent of the students who would have left the university through dismissal or poor performance were retained through this program**.** Furthermore, the answerer asserted that for spring 2013, ninety-eight percent of the students who were on Step it Up honor roll were on the dean's list. Although, we could not gather further information to explain these results due to time limitations, overall, the university emphasizes the importance of the collaboration that is created between the retention office and the financial aid office as the students seek to appeal for reinstatement of financial aid lost due to poor academic performance.

Financial Support

At many institutions in New Jersey, the Educational Opportunity Fund (EOF) program offers financial help in the form of grants for non-traditional and low-income students. The program works with faculty and administrative personnel to fulfill student financial needs while simultaneously helping them with their academics. Finances may represent a significant obstacle to students, as survey responses revealed that some students lack the finances to be able to attend college and that some students may not fully understand the financial burden of higher education. Another program that offers financial assistance to students is Rowan University's 'Achieving the Dream', which was "[e]stablished in 2012 to provide academic and financial support to students." The surveyed institutions reported all financial assistance programs, which some go hand-in-hand with supports in other forms**.**

Non-Traditional Student Programs: ESL, Adults, First-Generation, and Students with Disabilities

About ten student success programs target non-traditional students. One program focuses on students with disabilities, two on Spanish speaking students, four programs on adult and

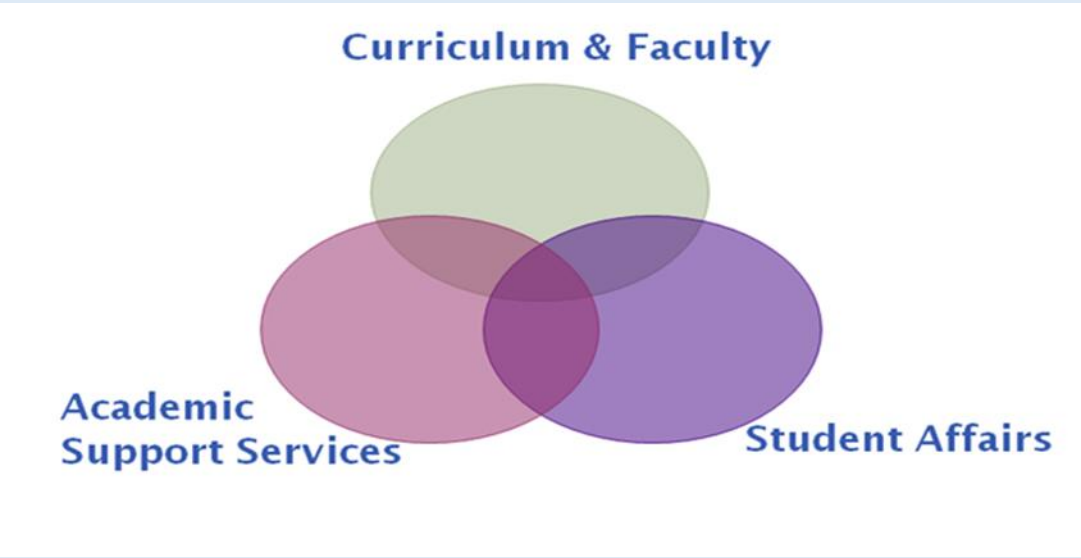
disengaged students, and three on readmitted students who took a break from school. Nontraditional student success programs seek to "address the learning needs for adult [and other nontraditional] students" (Bloomfield College). Altogether they serve about a thousand students in the State of New Jersey. These programs focus on retention and completion rates, increasing GPA, increasing adult enrollment, and employment rates after graduation.

Other general strategies reported by the colleges and universities include creating easy access to transfer credits, strengthening academic support for students, composing midterm reports for programs, and developing tracking system for each student's performance at school. Union County College (UCC), which has instituted three broad school-wide strategies to foster student success would be a good example here. First, UCC has elected to remove the possibility of late registration. UCC has found a correlation between when students register for classes and success (registering later is correlated with less success). As a result, UCC determined that it would simply remove the possibility of late registration, forcing students to register on time and earlier and plan ahead. Second, in the fall of 2013 UCC instituted flat-rate tuition. This means that if a student registers and pays for

Spotlight: Integration of Career Development at Atlantic Cape Community College

- ***Empower students to take ownership***
- ***Learn to make informed decisions***
- ***Connect education to goals***
- ***Increase motivation to take next steps***
- ***Strengths-based approach: transfer of skills***
- ***Increase self-reflection***

By the way of a holistic approach to integrate student affairs with academic affairs



Atlantic Cape Community College is "committed to creating a culture of success across the institution, through success centers and career centers on every campus" (Atlantic Cape Interview). Creating a culture of success, ACCC developed a holistic approach to integrate student and academic affairs via curricular infusion methodology. This approach to student success, has promising indicators: 95% of students surveyed (n=225+) across all levels (ESL, developmental, and college level) have stated they "learned something new about career planning" and "were motivated to take next steps to achieve their goals." The next steps identified by students are utilized in a "feedback loop" to inform design of revised retention initiatives. Additionally, faculty observed significant growth on Career Maturity and Cover Letter rubrics via curricular activities (levy et.al).

Source: NASPA Region II, Atlantic Cape Community College

twelve credits, the student can take up to eighteen credits for the same price. Lastly, UCC has made changes to their general advising practices and now use the strategy of "intrusive advisement." Students are given a dedicated advisor who is tasked with making sure that those students graduate in two years. Specifically, advisors help facilitate with academic/degree mapping. UCC announced to have doubled their graduation rate from five to nearly eleven percent in three years (2011-2014).

C. Non-academic Success Strategies

Many colleges not only endeavor to construct numerous academic programs to ensure a smooth college experience for their students, they also develop extra-curricular services as parts of the "Access to Success" programs. These extra-curricular services are referred to as non-academic programs in this report, which include career services, counseling, renovations, and residential services.

Some schools focus on improving their retention and completion rates by creating of an environment in which students are informed, involved, and engaged members of the college community. As has been previously discussed in detail in this report (see section II: Non-academic Support Strategies), evidence suggests that when academic support is provided in isolation from the provision of or connection to social support networks, students will be less successful (Cabrera, Miner, & Milem, 2013).

One of the major approaches of non-academic supports among institutions is the provision of career services. Career services offices play an important role in conducting before-and-after graduation services. Career offices connect, educate, and advise students in the job research. Creatively, the Montclair State University (MSU) linked career services with its student success program in the Newark Summer Institute program. MSU had more than twenty-five scholars participating in the Newark Summer Institute for a three-day career service. This institute is for first year students who are Newark natives under the Newark Mayor's office. All of the participants from MSU have received Summer 2013 internships in Newark. As claimed by MSU, it made this effort to "keep the best and the brightest [students] as part of their hometown workforce."

In addition to the direct job services from the career office of colleges and universities, DeVry University introduces an interactive career search tool that supports its four-stage "Career Ready Plan," a program that enables students to create a job research strategy by their own and to take

the necessary steps to find a job. The career search tool called “My Compass to My Career” is identified as a new resource to assist students to concentrate on their main career goals. The university has conducting workshops among students, faculty and staff to get familiar with the use of the search tool. The establishment of “My Compass to My Career” is to encourage students to extensively interact with the staff of career services

Another approach of the non-academic components of the students program is the counseling services. Other than normal counseling services that are offered by many higher education institutions, the Counseling and Psychological Services (CAPS) in MSU introduces the “Let’s Talk” program to provide students an easier access to counselors. “Let’s talk” develops a walk-in service offered at various places throughout campus where counselors will talk through mental issues with students and help them find out the best solutions.

Renovation services are also a part of the non-academic programs that schools utilized for the improvement of students’ learning and living environment. Caldwell University improves its student success program by addressing student satisfaction issues. It also adapt to students’ suggestion in a satisfaction survey to renew its library and expand the operating hours. Warren County Community College, as the smallest physical institute of New Jersey’s public colleges, has increased its classrooms by seventy-seven percent and its instructional technology equipment by eighty-four percent since 2008. The newly expanded classrooms enable instructors to fully use the technology to aid the learning process. The course scheduling has been more flexible**.**

Stockton University connects students’ classroom experience with their residential life through its Living Learning Communities (LLCs). LLCs provide extra benefits for first year students to live among a group that shares academic goals and interests. Programs under the LLCs consist of Honors, Nursing, Political Engagement, Sustainability, and Writing. Students actively

engage in the LLCs will broaden their perspectives and knowledge of the world. This non-academic approach serves as a complement of classroom study and Stockton University is making efforts to help students to be more competitive in the society after graduation and to become a lifelong learner**.**

Some colleges provide non-academic services within a specific program. For example, the William Paterson University provides "junior transitions" and "senior program" for students who received EOF. Other institutions are using regular surveys to evaluate the quality of services for students, faculty and staff, making the outcomes of the surveys widely available on campus and designing and implementing programs to meet deficiencies. These plans may include sophomore initiatives to increase transfer and graduation rates and those that promote increased success of first year students. Students needing additional attention may receive increased tutoring opportunities with expanded office hours and additional peer mentors.

D. Variations in Student Populations Served

Institution success programs target particular types of students for participation. In the survey, the majority of institutions that discussed students in programs described students in financial need or students facing academic challenges. Both two-year and four-year institutions named financial need and academic challenges when describing the demographics of their student success programs. Respondents referred to students with financial need using the terms "low-income" or "needy," and also described them as suffering from high unemployment rates and as participants in the EOF program. Students that face academic challenge were most often referred to as "underprepared," however other ways to describe these students include pointing out that students in programs or targeted for services are "undeclared" (in terms of their major) or are on academic

probation. Again, both two- and four-year institutions described academically challenged students among their population served by success programs.

Another popular way that institutions described their students was to say that they come from an "underrepresented," "multicultural," or linguistically diverse background. This terminology implies that respondents are referring to minority students being targeted and served in student success programs. Further, many student success programs described in the survey also serve first generation college students, or students that do not have parents who completed a postsecondary degree. As a result, the survey of one institution's respondent noted that these students may experience a lack of family support at home.

A few institutions also noted that their success programs work with adult learners, a term used by institutions to refer to older adults or adults returning to school after leaving for a few years. However, it was noted in one survey that adult learners are also a more difficult group to promote success within. Adult learners often have many competing obligations, like a full-time job and a family. The respondent said, "the flexibility or inflexibility of schedules and difficult access to locations, program duration, and pre-collegiate education make success in higher education [in traditional programs] difficult" for adult learners.

Finally, there is a miscellaneous group of students that are targeted for more specialized services. Participation in success programs for specific groups include those affected by Hurricane Sandy, student athletes, honor students, military veterans, first-year students, and within school transfer students, whom were identified as a particular group in need of support by an interviewed institution.

E. Assessment and Measurement of Program Success

Postsecondary institution student success programs use assessment tools to measure whether or not they are on track with reaching their program goals and actually helping students to reach success. Through both survey analysis and in-depth interviews, assessment types of sample institutions have been compiled here. Assessments used by programs can fit into eight broad categories: student tracking,[2] treatment group/control group comparison (using non-random assignment), program or course evaluation, testing, student feedback, teacher/faculty feedback, and academic assessment. Overall, the majority of institutions in the sample employ some form of student tracking to assess their program success. However institutions and programs within may use more than one method, and student tracking is often used in combination with some of the other assessment types shown here. Table 2 gives a brief explanation of each assessment type employed by sample institutions, while figure 3 gives a breakdown of the number of institutions that identified using each of the major assessment types.

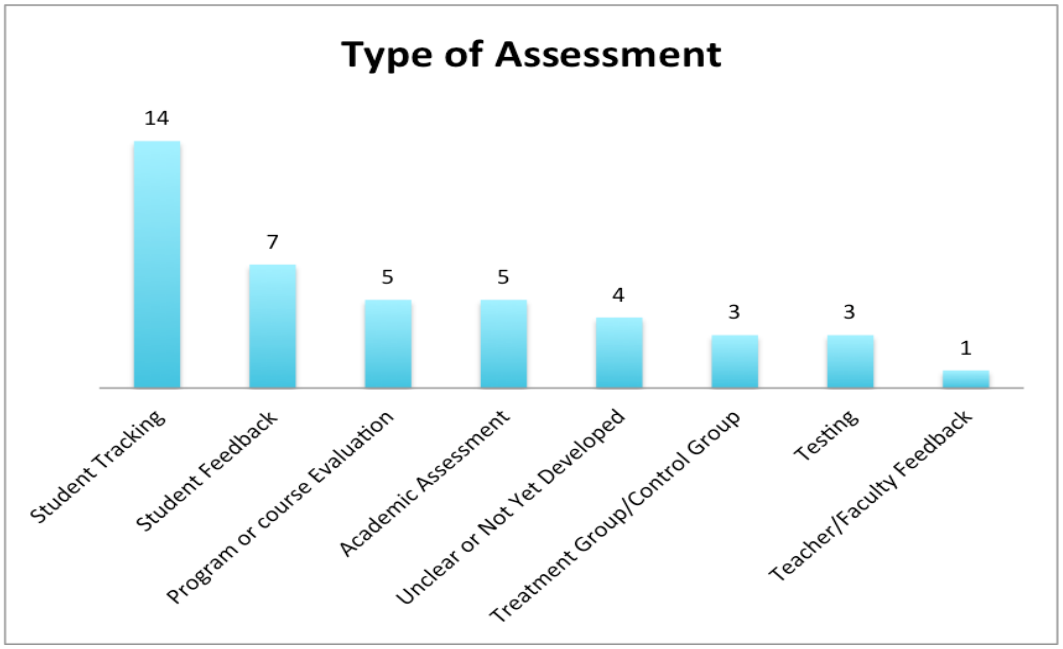
[2] "Student tracking" refers to the monitoring of student progress. Please see Table 2 for a more complete definition as it is used in this report.

Table 2. Description of Assessment Types

Type of Assessment	Description
Student Tracking	Track individual students or cohorts on measures such as: persistence, retention, graduation, attrition, grades, course completion, transfer rates, future educational attainment/success, credits earned, academic probation status, and remedial course placement
Treatment Group/Control Group Comparison	Students in success programs compared to general student body on measures such as: retention, completion, graduation, and success in remedial and gatekeeper courses
Program or course Evaluation	Includes course or program level assessment of program goals and student successes, such as: grades, attendance, improvement, GPA, Full time or part time status, total number of credits earned, total number of hours spent using support services, and instructor or facilitator performance
Testing	Utilization of standardized entrance exams or institution developed pre-tests to evaluate student skills when entering program followed by post-tests to measure academic growth when leaving program
Student Feedback	Includes surveys, focus groups, and satisfaction information
Teacher/Faculty Feedback	Includes surveys and focus groups
Academic Assessment	Any form of assessment of student performance on key academic indicators, such as: grades, attendance, or course completion rates
Unclear or Not Yet Developed	Specific assessment strategies are unclear or not yet developed

Source: Compiled by research team based on self-reported data

Figure 3. Number of Institutions using each Assessment Type



Source: Self-reported through survey response and interviews

SPOTLIGHT: COLLABORATING WITH COMMUNITY COLLEGES

The New Jersey Council of County Colleges' Center for Student Success (NJCSS) works collaboratively with New Jersey's 19 community colleges to share success strategies for increasing completion and retention. NJ is one of seven states receiving funding from the Kresge Foundation to create and support these Centers for Student Success. The following is a summary of key information obtained about the Center's initiatives from an interview with Center staff as well as from its website (http://www.njccc.org/center-for-student-success/):

Sharing Strategies for Success with Community Colleges

The Center helps organize statewide conferences for cross-college collaboration on academic initiatives. The NJCSS convenes professors, professionals, students, and administrators to communicate data-based best practices for student success with all NJ community colleges. Although all meetings are voluntary, Center staff revealed that the participation rate of community colleges is very high and also noted that institutions are enthusiastic to learn about strategies that they can implement to increase their students' success.

College Readiness Now Program

This statewide program works in collaboration with the NJ Office of the Secretary of Higher Education to academically prepare students for college-level coursework while still in high school. Many high school seniors are unprepared for college-level English and Math, as shown by their scores on the Accuplacer Placement Exam. As a result, these students are often placed in non-credit granting developmental courses, which are not only costly but also increase the amount of time needed to graduate.

Through this initiative community colleges have partnered with local high school teachers, principals and counselors to help students take the Accuplacer assessment while they are in high school and again when applying to college. The preparation for this exam is conducted in a similar format and is offered through one or more of the following instructional models: (1) a semester-based transition course delivered during the high school lunch period or after school, (2) a five week bridge course that meets three to four days a week in the summer session, and (3) an intensive boot camp that spans one week and is delivered through computer-based instruction.

Of a total of 4,055 high school juniors and seniors who took the Accuplacer test, 921 took part in the program through their local colleges. Of those who participated in the program, 440 passed and were deemed 'college ready.' The remaining 52% of participants needed fewer developmental courses than those who did not enroll in the program. Center staff noted that the program's success rate is higher than that of developmental courses. The Center would like to expand the program to include all New Jersey high school students and has secured funding from the NJ Secretary of Higher Education and the NJ Commissioner of Education to do so.

Phi Theta Kappa's Community College Completion Challenge

The Center recognizes the key role students play in their own success, so it seeks to engage students directly through Phi Theta Kappa's (PTK) Community College Completion Challenge project, a campus-based, student-led completion program. PTK members lead and engage other students and peers in conversations about what college completion means for their future. There are also peer-to-peer civic engagement programs such as campus tutoring and organizational outreach. This strategy enables PTK students to encourage their peers toward success.

V. Financial Assistance

A. Student Need for Financial Assistance

When survey respondents were asked about the major barriers that students at their institutions face to finishing their coursework on time, an overwhelming majority identified financial difficulties as the main challenge. After analyzing retention as a function of unmet financial need, Monmouth University learned that there was a significant decrease in retention for students who had fifty percent or more of unfulfilled monetary need. The respondent from Sussex County Community College partially blamed poor local economic conditions for the deterioration of retention and completion rates. She noted that Sussex County has had the highest foreclosure rate in the state in recent years. Consequently, according to her, there has seen a shift in which students have taken a smaller share of courses a semester, having a direct negative effect on time-to-completion.

B. Current Levels of Assistance

According to the respondent from Stockton University, the value of the school's scholarships nearly quadrupled in five years, from approximately $2.6 million in 2007 to more than $10 million in 2012. These scholarships included help for qualified students with financial need as well as academic awards for high-achieving students. To help meet this ongoing challenge, Stockton also launched its first-ever comprehensive gift campaign in 2011: "You Make a Difference: The Campaign For Stockton College." The campaign, which sought to raise $20 million by June 2014, reached its goal more than two years early. By April 2012, $20.4 million had been raised.

Essex County College started a graduation scholarship in 2014 that helps students who are six months or less away from graduation but have financial barriers to completing their degree by providing them with an additional $50 to $500 scholarship. These additional funds can be utilized

for necessities such as books, transportation, and/or tuition. The interviewee from ECC noted that this program helps send a message to students that the college cares about their success.

At the time that the survey was conducted, Middlesex County College's Disengaged Adults Returning to College (DARC) grant program was in its third year. Over the life of the grant, the College has provided advising, counseling and career preparation tailored to the specific needs of the returning adults. Initially, financial support in the form of bookstore vouchers and re-application fee waivers were provided to returning students. In year three of the grant, financial support was expanded to include an increase to the amount of the bookstore voucher and an additional student fee waiver to help offset some of the expenses incurred by returning students.

C. Impact of Programs that Focus on Financial Assistance

At Middlesex County College, it was reported that approximately seventy-five percent of Minority Access to the Professions Scholars (MAPS) students and more than fifty percent of the 2012 Summer Scholars students received financial aid. The respondent noted that, from 2008-2012, about seventy-three percent of MAPS students graduated from Middlesex County College, while the retention rate for the 2011-2012 Summer Scholars participants' was one hundred percent.

However, not all schools seem to have such high success rates from programs that focus on financial assistance. In the 2012 academic year, according to the survey respondent from Essex County College, 1200 students received additional funds and support through the EOF program. The overall average three-year graduation rate for EOF participants from 2007 to 2009 was only fourteen percent. The rate had decreased from about seventeen percent in 2007 to about nine percent in 2009. The survey respondent did not offer an explanation for this decline. However, as noted earlier, financial issues are usually the main barrier but not the only one that students are

facing to finishing their coursework on time. Other challenges include being underprepared for the rigor of college courses.

D. Lack of Aid during the Summer

The respondent from Caldwell College noted the importance of helping students financially throughout the year, including the summer. According to him, if a student falls behind on the credit hours, summer programming is often not an option because students are working to earn funding for the next academic year and financial aid does not typically extend into the summer. He further explained that this prevents them from graduating in a timely way because they are also unable to take additional credits during the academic year without creating further stress and concern about their education.

According to information provided by Stockton University, in December 2008, the school became the first public institution in New Jersey to cut tuition by ten percent for undergraduate courses in its summer session. At the time that the survey was completed, the summer discount rate was twenty percent (more than seventy-five dollars per credit), which provided over three hundred dollars in savings for one four-credit undergraduate course. The aim of this summer tuition discount was to encourage year-round learning by providing students the opportunity to save on tuition dollars and accrue additional savings by graduating early or to lighten their course loads in the fall semester. Stockton's summer sessions are open to students enrolled in degree programs, non-matriculated students, and students currently enrolled at other institutions who wish to study during their summer break and transfer Stockton credits. We do not have any information about the impact of this strategy on student success.

E. Reducing the Financial Burden for Everyone

At Bloomfield College, the relationship between affordability and the students' ability to complete their coursework in a timely manner is recognized as the school recently decided to "eliminate its comprehensive fee (formerly $1,200 per year for full-time students) and all course fees (fees added based on individual courses) and combine all charges into one rate, becoming the first institution in New Jersey to convert to a tuition-only model" (Mees, n.d.). Bloomfield College is also "the least-expensive private, four-year college in the state, according to a Star-Ledger survey of New Jersey colleges published last summer" (Heyboer, 2015). The college also eliminated developmental remedial classes that students previously had to pay for but would not receive credit for. According to the interviewees, this strategy not only reduced costs for students but also decreased the amount of time necessary to complete their degrees. They reported that the rate of students passing math and science courses increased from sixty percent to about eighty percent and the retention rate also increased by ten percent in one year (from sixty-four to seventy-five percent. This is an assertion that we have not been able to obtain an explanation for due to time constraints.

Others colleges like Union County College and Stockton University have adopted a flat-rate tuition policy for full-time undergraduate students. Under this structure, students enrolling for classes between twelve and twenty credits pay the same rate.

> The most significant benefit is providing the opportunity to take as many as 20 credits, thus allowing students to graduate sooner and potentially save thousands of dollars. Students achieve this by taking additional courses at no extra cost... A shorter timeline to graduation saves housing or commuting costs, in addition to tuition and fees. (stockton.edu, n.d.)

According to the survey respondent from Stockton, the college completed a multi-year trend analysis of four-year graduation rates of first-time, full-time freshman students. The fall 2008 cohort, which represents the cohort of students who first began taking advantage of flat-rate tuition,

achieved a graduation rate of fifty percent, which represents a significant increase over the previous five cohorts, which averaged forty-one percent, with rates ranging between forty percent and forty-three percent. Although there may be additional factors that contribute to the high rate for the fall 2008 cohort, Stockton firmly believes that the greatest contributor to the increase was the implementation of the flat-rate tuition policy.

VI. Promising Practices for Student Success

Through survey analysis and in-depth interviews, the research team was able to identify some promising practices for promoting student success. The culminations of these are summarized into action-oriented recommendations that may prove useful for institutions across the state in developing their own success strategies.

Recommendation 1: Support Students Holistically, Improve Retention and Facilitate Timely Degree Completion

Integrate Academic and Non-Academic Support Strategies

In order to ensure students are given the best opportunity to succeed, they must be supported holistically. This requires postsecondary institutions to recognize that students experience competing obligations and barriers to success. Therefore, integrating elements of both academic and non-academic support is essential (see Spotlight on page 28). The research literature demonstrates that integrative support strategies give students a better chance of succeeding. The achievement of ASAP at CUNY in improving retention and degree completion has been mostly attributed to the coupling of the requirement for full-time enrollment status with the integration of academic, non-academic, and financial support strategies (see page 12). As a result of integrative supports, students are able to retain their full-time status and complete their degrees successfully.

Reduce Barriers Associated with Developmental Coursework

Student success also includes the ability to complete one's desired degree in a timely manner. The New Jersey Governor's Council on Higher Education states that in order to have "more efficient and [better] quality education of students [we] must...reduce the time it takes to obtain a degree" (McGoldrick et al., 2015, p. 5). However one of the biggest barriers to timely degree completion is placement in non-credit granting remedial or developmental courses (see page 6). In New Jersey, forty percent of students at public colleges and universities and an astonishing seventy percent of entering freshman at community colleges need remediation (McGoldrick et al., 2015). Facilitating timely degree completion means more adequately preparing high school students for college-level coursework and increasing a student's chances of successfully completing developmental coursework. The New Jersey Council of County Colleges' Center for Student Success (NJCSS) implements the College Readiness Now Program with high school students across the state to allow them to complete developmental coursework before they get to college (see page 36). In addition, New Jersey community colleges have been making efforts recently to reduce the barriers associated with developmental education; some of which have emerged as promising. For example, the work being done at Union County College, Bloomfield College, and Essex County College has had some success in improving the developmental course pass rate for students, allowing them to move on to credit-granting courses more quickly (see page 6). Institutions should explore options for making developmental coursework less of a barrier to timely degree completion. In order to ensure students are given the best opportunity to succeed this report recommends the following:

- Recognize that students have many competing obligations and barriers to success
- Integrate elements of both academic and non-academic support to help students progress and complete their degrees

- Explore options for making developmental coursework less of a barrier to timely degree completion

Recommendation 2: Improve Student Success Program Assessment Practices

Many institutions of higher education in New Jersey do not track and evaluate student performance in ways that could make it most effective. Improving student performance tracking would enable institutions to better see which students and types of students—both in student success programs and in the larger student population—are underperforming and to better understand how to help those students.

Pursue Opportunities for Investment

More comprehensive student performance tracking would require an investment of resources including capital and staff training and implementation time; however, implementing such systems in New Jersey's colleges and universities would be worth the investment. There is evidence to suggest that a greater capacity to track student performance would enable institutions to monitor their progress towards increasing student success. For example, the New Jersey Institute of Technology (NJIT) implemented the MAP-Works student performance tracking system that allows NJIT to identify and provide targeted support to students who may be at risk of leaving or falling behind in academics. Since the program was implemented in the fall of 2013, NJIT has seen a greater than university average retention rate among those students being tracked. Closely tracking student performance and using the data to inform intervention and support strategies would give institutions a powerful tool to reduce the total cost of college to students by preventing or mitigating delays in degree attainment. With the high cost of tuition and fees for colleges, universities, and community colleges in New Jersey, reducing the time it takes a student to earn a degree could make a significant impact in that student's financial future (McGoldrick et al., 2015).

While many institutions use practices that are presumed to be promising in terms of impact on student success, few have proven that impact. Student performance tracking offers institutions the opportunity to develop and analyze institution-specific data to determine those practices that are most effective. Using student performance tracking, institutions would be able to make evidence-based claims about the best practices for effecting student success in New Jersey's colleges and universities. In order to develop and analyze institution-specific data that will determine those practices that are most effective, this report recommends the following:

- Pursue opportunities to improve upon and invest in the tracking of student performance

Recommendation 3: Reduce Barriers Associated with Finances and Financial Aid

When survey respondents were asked about the major barriers that students at their institutions face to finishing their coursework on time, an overwhelming majority identified financial difficulties as the main challenge. Institutions around New Jersey are using various methods to ease this burden on students. Ordered from those that may be achieved in the short-term to those that will require more time and resources, this report recommends the following practices to ease the burden:

- Promote close collaboration between retention offices and financial aid offices to make student appeals for reinstatement of financial aid simpler (See Kean University's Step it Up program on page 26)
- Explore options for garnering additional support to sponsor students in-need (see Stockton University's "You Make a Difference: The Campaign" on page 37 and the 'Impact of Programs that Focus on Financial Assistance' section on page 38)
- Consider reducing tuition costs, particularly during the summer and/or shifting to a flat-rate tuition system (see Stockton University's results on page 40)
- Re-evaluate developmental courses (see page 6)

VII. Conclusion, Limitations and Suggested Further Research

The aim of this study is to determine and describe strategies that are being used at NJ colleges and universities to increase student success and to highlight promising practices for helping students to succeed in their postsecondary education Colleges look at student success in different ways but ultimately the goal of this report is to discover how they try to improve retention and completion rates. The research team found that schools are using combinations of three common types of approaches to improve success outcomes: academic, non-academic, and integrative.

The most common success strategy employed by the thirty-six institutions surveyed was the need to improve academic development. The services provided by such programs include advising and mentoring and are often tailored for specific types of student populations such as the following: ESL, adults, first-generation, students with disabilities, and freshmen. Schools most often shared the following two major academic support programs: EOF and SSSP. Nonacademic programs, including career advising services, extracurricular activities, and freshmen support programs, are also very popular among New Jersey institutions as they help students adapt to college life quickly and facilitate success overall. Additionally, at some schools, procedures are in place to identify potentially high-risk students, including internal reports and surveys that are used to monitor retention, attrition and student engagement. A few colleges are using a holistic approach by implementing both academic and non-academic programs, creating a community for success.

An essential component of the success of both programs and the students those programs serve is being able to effectively measure that success. Schools are using a variety of ways to keep track of students in programs, which include: student tracking, treatment group/control group comparison (using non-random assignment), program or course evaluation, testing, student feedback, teacher/faculty feedback and/or academic assessment. However, survey responses

indicated that more could be done to develop comprehensive program evaluation techniques that may be able to attribute changes in success indicators directly to the programs themselves.

When survey respondents were asked about the major barriers that students at their institutions face to finishing their coursework on time, an overwhelming majority identified financial difficulties as the main challenge and also included academic and general college preparedness, and competing work and family priorities. As for the institutions themselves, in addition to problems with tracking student performance and with increasing student support needs, they also reported facing financial challenges in funding success programs. Access to Success is a national initiative that primarily focuses on closing the gaps on college going, retention and graduation rates for low income/minority students.

In addition to the EOF and the Federal Pell grant program, schools have employed other strategies to help students based on need. These include campus-wide gift campaigns, scholarships for graduating seniors facing financial barriers and bookstore vouchers and student fee waivers to help offset some of the expenses incurred by returning students.

The schools that participated in this study often associated higher retention and graduation rates with implementation of such programs that provide need-based financial assistance. In addition to need-based aid, a few schools have also focused their attention on reducing their overall tuition rates and course fees. Stockton University saw a significant increase in graduation rates after adopting a flat-rate tuition policy under which students enrolling for classes between 12 and 20 credits pay the same rate. One barrier that has not been broadly addressed is the problem of lack of aid during the summer months when students who may have fallen behind on the credit hours may be unable to make use of programming.

Among post-secondary institutions community colleges are known to have some of the lowest retention and graduation rates. However, they play a key role in educating the population of New Jersey as they are open to everyone and are usually flexible enough to meet individual needs. Based on conversations with the New Jersey Council of County Colleges' Center for Student Success (NJCSS), it is evident that community colleges are eager to find way to improve their students' outcomes. The Center is serving as a valuable means to increase collaboration between the colleges to find research-based methods to combat barriers to student success.

After a thorough analysis of prior literature and data obtained from surveys and updated via phone interviews, we were able to identify key current practices in New Jersey post-secondary institutions aimed at promoting student success, along with the most common barriers to their progress. We encourage the State to consider exploring these findings and integrating what seems promising into future policies.

Limitations

The most important limitation of this study was that of time and resources as this project was undertaken as a graduate course and thus lasted only a semester. The research team did not have sufficient time to conduct extensive program evaluations and had to base recommendations on information provided by one or two key informants at the institutions. Ideally, the team would have been able to collect any available data on the programs' inputs, outputs and outcomes along with performance information for students not in the program in order to make judgments about the success of the strategies.

The majority of this report is an analysis of information received from surveys that were conducted by OSHE almost two years ago. Due to limited time and resources, it was not possible to update this information for every institution via interviews. Additionally, even if it were possible

to update all information, the research team did not create, pre-test or test the survey, nor the methodology of its implementation.

Suggested Further Research

Unfortunately, due to limited resources including time, it was not possible to conduct in-depth assessments of all aspects of institutions' strategies. Any future studies on student success programs in New Jersey should systematically evaluate all programs in order to make solid evidence-based recommendations.

Furthermore, while the focus of the present study was on retention and completion, further research should explore the impact of success programs on career attainment as that is an indicator of the future success of students. If a student is unable to begin a career in his/her chosen field, his/her ability to complete a degree program may not be the right measure of success. This is especially important when considering the amount of financial debt that students have accrued during college. Ignoring their capability of successfully keeping up with their loan payments after graduation may be a critical flaw in the evaluation process of student success.

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IX. Annexes

Online Survey Questions

1. Respondent ID
2. Collector ID
3. Start Date
4. End Date
5. IP Address
6. Email Address
7. First Name
8. Last Name
9. Institution
10. Respondent Name
11. Title
12. Phone Number
13. Email Address
14. Does your institution's strategic plan identify a completion agenda? Please provide relevant text from your strategic plan.
15. What strategies and goals are being pursued by your institution to improve its ability to retain students and help them finish on time?
16. What are the major barriers your students face to finishing their coursework on time?
17. How do you evaluate the outcomes of your strategies to help students complete their coursework on time? What evaluation criteria do you use to measure outcomes?
18. What have your biggest successes been in the last three fiscal years, in terms of increasing retention and completion rates? What have been the three biggest challenges?
19. What type of research have you done concerning completion patterns among your students? What type of research have you done concerning completion strategies? Please share the results of this research.
20. Which statement best defines whether completion is a top priority on your campus?
21. Have you started new completion or retention programs in the past several years or have you been refining traditional programs such as Disengaged Adults Returning to College (DARC) or the Educational Opportunity Fund? Have you implemented, or do you plan to implement, any programs to reach out to students that have stopped out, or temporarily dropped out, to re-enroll them?
22. Please describe your existing completion and retention programs and share whatever data you have to show how your programs are succeeding.
23. Of the students who qualify for need-based financial aid, how many are enrolled in "access to success" programs that provide tutoring, guidance or other support? Please supply any data you have that indicate the success rate of your programs.
24. Program Name
25. Students Served
26. Year Began
27. Program Description
28. Success Indicators
29. In addition to data, what anecdotal evidence can you provide that helps demonstrate the effectiveness of your programs?

30. What information have you gathered about the careers of your “access to success” students after they left your institutions? What success stories can you share? What does your institution do to stay in touch with successful graduates of “access to success” programs?
31. Please describe your goals and future plans for your “access to success” programs. What would you like to change? What would you like to achieve? Where do you anticipate your programs being five years from now?

Survey Codebook for NVivo Analysis

Student success	
Nodes\\A1. Definition of Student success	Anything that gives us an idea about their own student success definition. (Example: Students are successful when they receive a credential; we have high retention rate; we defines student success as…) Discussion of examples of people who successfully go through a student success program. Descriptive!
Nodes\\A2. Any type of program accomplishment	Anything actually done or changed **in** student success. (ex: 50 students enrolled in the program and graduated within their specific deadline; transfer stories, etc.) – they may not have asked them to talk about it, so it may be an unexpected positive result.
Nodes\\A3. Program ideas	Discussion of plans, goals, mechanics, responsibility, lifetime, for program Discussion of where staff heard of project, how they organize it, what their involvement is, what they think of it. Ideas of respondent for how to improve project Ideas for specifically improving the project.
P1, P2, P3	Specific program details
A4. Quotes	Anything catchy that would be useful in publications.
A5. Non-academic	Anything that relates to student success that is not academic based. I.e., student social life.
A6. General completion strategies	Ideas of respondent for how to improve college completion Ideas for specifically improving the college completion
Approach to college completion	

Nodes\\B1. Attitude or belief toward student success program	View of purpose of their own program (example: assumption that certain short term student success program is important vs. view that students should spend longer in the program). Attitudes about value of college Beliefs about college and distinction between degree and credential.
Nodes\\B2. College Funding	Funding for or not funding college and how used (ex: discussion of projects such as Pell, HESSA, etc.). Obstacles that certain students face to accomplish the program's rules towards student success.

Program process and interaction with staff	
Nodes\\C1. Assessment	Explicit reference to assessment of skills and school readiness, or to **tests** that are given to clients as a step in the intake process or process of determining student readiness to the student success program. May be something like basic skills tests. Also interest or personality assessments.
Nodes\\C2. Case load	Number of students in the program… how many students have they helped? Only about those colleges that talk about overall caseload, not for specific program.
Nodes\\C3. Individual student narratives	Story or narrative told by a student her/himself. Includes the personal narrative of employment, training, education.
Nodes\\C4. Attitudes about clients and different client populations	Different groups of students encountered by staff (TANF/welfare, Vets, "rural people" "tribal funding"/Native American, Immigrants, any minority etc.

	Beliefs or attitudes about different students and their predisposition to college.
Nodes\\C5. Staff person/ respondent Job duties and history (Maybe?)	Responsibilities of respondent How long respondent has been in job/system. Tasks assigned to staff persons in office.
Nodes\\C6. Student path through college success	Relates to what gets a client through college to a degree successfully: Support and mentoring offered by higher education systems or staff including: social supports Process of being in school and graduating/or any story about student success as described by student or staff members Personal obstacles family response to being in school academic success or not
C7. Intake: how and why client arrived to program	Reason for coming into the program **Referral**? Steps to reach out and identify students in need **Reasons** why students come to your program, or how they are draw to you? How do they identify students in need (those who must be in the program) or is it offered to everyone?; **History** How students were before coming to the program
C8. General Obstacles/Challenge	Program challenges pertaining financing, logistical …
Missing	
Nodes\\E1. Missing/Incomplete	

Interview Protocol

Hello, my name is _____, and I am working with the New Jersey Office of the Secretary of Higher Education. Thank you so much for agreeing to participate in this interview. We would like to know about the student success programs offered at your institution to help identify promising practices that might result in policy changes and/or collaboration among schools in New Jersey. Your name will be kept anonymous but your answers may be associated with your institution in the report that we will draft for the Office of the Secretary of Higher Education. ***(If working with another student)*** I would also like to inform you that I have my colleague here, ***(Name)***, who will be helping me to take notes during our conversation which will last about 45 minutes.

Do you have any questions before we begin?

(After all questions have been answered) Great, let's get started! Please answer the following questions as fully as possible. If there is no information available for a certain question, we can skip it.

I would first like to start off by asking about your overall perspective on student success:

1. How do you define student success?
2. Please name and describe the student success programs that your office and/or you personally work with.

   (Ask the following as needed for <u>each</u> program)

   a. What year did it begin?
   b. What types of services does it offer to its students?
   c. Does it offer students any financial assistance?
   d. How are students recruited or selected?
   e. Do any of the programs that you mentioned focus primarily on low-income or minority students?
   f. About how many students are served each year?
   g. What are the demographics of the students served? (gender, ethnic background, financial status, year in college)
   h. What measures, if any, are used to track student success?
   i. How is the overall success assessed?
3. To what extent are all the programs at your institution achieving the broad goal of improving student success as you defined it earlier?
   a. Are there any improvements that you think can be made to the programs?
   b. Moving forward, do you anticipate that these programs will be permanent?
4. If you could take one element from your programs to recommend to other Institutions to incorporate into their student success program(s), what would it be? In other words, what works best about your programs and why?

Ok interesting. Well, thank you! That does help us better understand what some of the promising practices for student success are. I really appreciate your time.

5. Is there anything else about your institution's success programs that I haven't already asked and that you'd like to share?
6. Is there anyone else at your institution that you think that I should also talk to regarding student success programs?

   (If respondent recommends anyone, ask the following two questions):

   a. Can you please tell me what his/her area of expertise is regarding student success programs?

b. Could you please send him/her an introductory note to let him/her know that I will be contacting him/her soon? I will really appreciate it.

Ok, great! Thank you so much for your participation in this interview. We really appreciate your valuable input. If I have any additional questions, may I email them to you?

Thanks so much for your time.

Letter of Introduction for Interviews

Good Afternoon:

The Office of the Secretary of Higher Education is working with Dr. Carl Van Horn and the Bloustein School of Planning and Public Policy at Rutgers University to gather important information from your institution. The project focuses on student success programs in the State of New Jersey. Our goal is to create a comprehensive list of promising practices and celebrate achievements in student success programs across New Jersey. This project will identify program tools and policy changes that can be shared with programs at colleges and universities to start and/or expand success programs geared toward academic skill building.

To accomplish this, graduate students from the Bloustein School of Planning and Public Policy have agreed to perform this critical work. The students have already started developing a comprehensive asset map of student success programs throughout the state. The next phase of this research has now begun, which will require additional interviewing of program leaders. Findings will then be collected and published in a written report to be shared with all of our institutions of higher education.

In the next several days, your institution will be contacted by [student name] from the research team to set up an interview (possibly by telephone) regarding the work of your institution. Your full and voluntary cooperation will contribute to the overall success of this project, which will ultimately help programs across the state deliver better services to our students.

Should you have additional questions or concerns regarding this project, please feel free to contact me at xxx@oshe.nj.gov or Dr. Van Horn at (xxx) xxx-xxxx or by email at xxx@rci.rutgers.edu.

Thank you in advance for your cooperation.

Sincerely,
Elizabeth S. Garlatti
Chief of Staff

Program Inventory

Institution Name	Program Name	Program Type	Year it began	# of students	Program Description	Success Indicators	Program Accomplishments
Public Research Universities							
NJIT	Honors College Program*	Honors Program	1994	718	Serves some of the university's highest achieving students. Typical freshman entering the Honors College Program have about a 1346 average SAT score and 3.9 average high school GPA.	Retention and Graduation	Honors program has the highest graduation rates at university, approaching 90%, and highest retention rates, above 92%.
	Educational Opportunity Program (EOP)*	State Educational Opportunity Fund Program (academic)	1972	658	Serves inner city students, mostly Black or Hispanic. Program offers summer boot camp for freshman. Students put in cohorts and taught useful college success strategies. Also offers prep courses during summer and provides supplement al tutoring, mentors, and academic advisors throughout school year.	Retention and Graduation	Students are as successful as or more successful than the general student body. Generally their retention rates are at around 85% and graduation rate at around 55%.
	Learning Communities*	Learning Communities	2011	380	Offered to first-time, full-time freshmen students who are not already served by some other program. Students placed in cohorts of 25 to 30. Cohorts take classes together during first and second semesters and share tutors, mentors, and faculty advisors.		Students in learning communities achieve at a slightly higher rate than the overall student body.
	Advising Success Center*	Academic Support	2013	1000	Works with students in need of additional support/resources including: the undecided/undeclared population, the at-risk population, biology students, accepted part time (APT) students, and students on academic probation. Provides: tutoring, advisement services, and working closely with financial aid.		

	MPAP-Works*	Early Warning/ Detection Software	2013	7000	Algorithm based dashboard program tracks each student's progress. Freshman students take a survey and are rated on risk scale in academic, socioemotional, performance, student expectations, behaviors/activities, financial, and special topics categories. Program advisors follow up to help. Student progress updated every semester.	Retention and Graduation	
Rowan	Academic Reboot	Early warning/detection			Serves as early identification program to prevent students from going on academic probation, and assist those who are placed on academic probation to reengage successfully to achieve good academic standing.		Several students reported that workshops were helpful in improving GPA, and helping identify and use available resources.
	Achieving the Dream	Academic support, financial support	2012	117	Established in 2012 to provide academic and financial support to students		No data available at time of survey
	EOF	Academic support, financial support	unknown (several decades ago)	400	Provides access, academic and/or financial support services to first generation, low income and underprepared students.	Retention (first year) and graduation rates	Approximately 400 students participate. First year retention rate ranged from 80-94% within the past 3 years. 6-year graduation rates in 41-48% range.
State Colleges and Universities							
The College of New Jersey	First Generation Mentoring Program	Mentoring	-	50+	Entering first-generation students are asked if they would like a mentor for coming year(s) at TCNJ. Mentors include VP's, faculty, and staff.	-	
	EOF	Academic development	1960's	350	Students required to successfully complete an intensive summer program. Earn college credit while advancing their writing, reading and study skills. Financial support available to first-generation/low income students through Promise award.	Retention rate, graduation rate, and graduate school placement	First to second year retention of is historically 90+%.

Kean University	Step It Up	Student Success/Mentoring Program	2008	663	Through use of one-on one meetings, assessment inventories, and workshop presentations, this population is supported by administrators.	Retention rate	For spring 2013, 98% of the students who were on "Step it Up" honor roll are on the dean's list.
	EOF	Educational Opportunities Program	1969	915	Early Warning program provides indicators of risk. Each student meets with mentor to discuss matters related to retention – classes, advisement, financial aid, residence life, transferring, etc. Information is logged and submitted for documentation and follow up.	Retention and graduation rates	
	SSP	Spanish Speaking Program	1978	228		Retention and graduation rates	
	Passport	Developmental Student Program	1992	237		Retention and graduation rates	
	Early Warning	All freshman	2007	1000		Retention rate	
Montclair State University	EOF	Academic development	1968	659	Provides quality academic support, leadership development, financial literacy, career enrichment, intentional counseling/advisement, and need based financial assistance for motivated state residents from underrepresented populations/areas that meet the income criteria and exhibit the potential for high achievement.	Retention and graduation rates	Over past three years, first-year retention rate averaged 84.5%, 3 percentage points higher than three-year average for regularly-admitted full-time, first-time undergraduates. One-year retention rate for fall 2011 entrants was 88.0%, highest in over eight years.
	Health Careers Program	Academic and financial support	1994	96	Funded jointly by MSU and the NJ Educational Opportunity Fund, an undergraduate program that prepares highly motivated and academically capable students from financially and educationally disadvantaged backgrounds, an opportunity for admission to health professions schools and careers in the sciences.	Graduation rate and entrance into the health professions	*Current Retention Rate:* • 2011 Cohort is at 92% for the third and fourth semesters. *Graduation Rates:* • Cohort 2006: 63% graduated in 4 years. There are no 5 and 6 year rates for the 2006 cohort.

New Jersey City University（NJCU）	EOF(OSP)	Provides supplemental instruction and student and academic support to students to help them complete their degrees.					
	TRIO Learning Communities	Provides supplemental instruction and student and academic support to students to help them complete their degrees.					
	Advising Night				50 peer mentors provide regular assistance to freshmen, including advising, counseling, and financial aid services. Phone calls at least once a month to every new student.		Overall first year completion rates have increased by 7% to 74% comparing with previous year's rate.
	AARP				Designed for student athletes who are academically at risk. Student athletes are involved in various workshops.		
Stockton University	EOF*	Academic development, advising, and financial support	1971	400	Prepares students for successful completion of degree programs through academic and personal advising, academic skills development, and financial support through both loans and grants. Also includes efforts to increase confidence, develop social skills, and broaden horizons through career and leadership development.	Retention and graduation rates, mid and end of semester grade reports	Overall, EOF figures show a consistently-strong 3rd and 5th semester retention, as well as competitive six year graduation rates as compared to other EOF programs.

	Coordinated Actions to Retain and Educate (CARE)*	Academic development, mentoring, advising, and tutoring	2012	90	Program offers sustained support services in academic development, mentoring, and advising to students who have not maintained Satisfactory Academic Progress and/or students taking courses associated with the College's basic skills competency requirement. Offers workshops on academic, life, and study skills as well as tutoring.	Retention rate	Y2013 assessment results revealed 92% of the respondents concluded that their respective mentors helped them succeed. 92% percent of the mentees who answered the survey found the CARE Program staff helpful and will recommend the program to their friends.
	First-Year Studies Program (FRST)	Academic development	1976		Program provides all first-year students with coordinated academic experiences. Students take courses that emphasize academic skills such as writing and critical reading.	Retention rate, graduation rate, and GPA	-
	Global Challenges Course	Academic Development			A six-week online course offered to incoming freshman students. Course aims to build a more civic-minded student population while also increasing college readiness, student engagement, and persistence.	Persistence, GPA, student engagement	
William Paterson University	EOF	Advising and academic development		400	Program provides students with supportive advising, and specific workshops and skills-building programming using the developmental academic advisement model.	Retention rate, graduation rate, and GPAs over matriculation	The EOF Program has made significant strides in 1, 2 and 3 year retention rates and the 6 year rates have risen as well.
Community Colleges							

Atlantic Cape Community College	SSS	Academic Support		200	A comprehensive federally funded academic support program designed to increase course performance, persistence, graduation, and transfer rates for 200 first-generation, low income, and disabled college students.	GPA, end of summer grades, documented use of College resources	Date for grant year 2011-2012. *Persistence rate* - Target: 56% Actual: 59% •*Good academic standing* - Target: 71% Actual: 82% •*Graduation rates* - Target: 13% Actual: 7% • *Graduation & Transfer rate to 4-year Institution* - Target: 10% Actual: 50%
	Achieving the Dream	Coalition of Community Colleges			Part of nation-wide Achieving the Dream (ATD). ATD cohort tracking model follows FT and PT cohorts through a three-year cycle. Information is disaggregated by ethnicity, race, age, gender, income (Pell eligible), NJ Stars awards, college readiness, and remedial needs. Each completion initiative is developed with an assessment plan. Initiatives are now in pilot stage, follow-up research is just being started.		
Middlesex County College	Operation Safety Net						Developmental mathematics success rates rages between 77% and 89%. Success rate for reading and writing ranges between 75% and 90%.
	EOF	Educational Opportunities Program					

	Minority Access to Professions Schools Program (MAPS)	Mentoring, academic support	1988	85	Helps students reach their personal, academic and career goals through assistance with course selection, peer mentoring, and information on career opportunities.	GPA, transfer rate to a 4-year institution or employment in their field, development and maintenance of a career and education plan, participation and leadership in student clubs/organizations, graduation with honors, peer mentorship, facilitating academic support workshops	From fall 2008 to spring 2012, MAPS semester to semester retention rate averaged 87%. Some MAPS graduates work as public school teachers, accountants, adjunct professors, nurses, lawyers, managers, entrepreneurs, computer consultants, and in film production.
	Summer Bridge						From 2007 to 2011, fall to spring retention rate has averaged 93.3% compared to 87.3% retention rate for non-Bridge students.
	Summer Scholars Program	Developmental coursework	2009	79	Provides graduating seniors with the opportunity to complete developmental coursework prior to beginning their fall semester	GPA (Fall and Summer), documented use of College resources	Retention rates for fall 2011 to spring 2012 and fall 2012 to spring 2013 are 100%
Bergen Community College	Not specified						
Ocean County College	EOF		1972	143	State-funded program offering academic, financial and counseling support services to students who meet selective criteria set forth by the NJ Commission on Higher Education. Strives to improve quality of life, advance economic promise, and encourage achievement through advocacy and advisement, equipping students with academic, career and social skills.	GPA and transfer rate to a 4-year institution	18% of the students who graduated from program immediately went to work in careers of their choice in 2011-2012.

	Student Support Services (SSS)		2010	140	Provides personal, academic and career coaching that encourages excellence and promotes success through educational opportunities and the utilization of campus resources.	Persistence rate and academic standing	Has students who have transferred and are attending 4 year schools. First groups of SSS students slated to graduate from four year schools this year.
Burlington County College	Retention Alert	Early warning/detection		All	A web based system that allows professors and staff to report when a student is not doing well academically, stops attending class, or has an observed behavior concern. An academic advisor, student support counselor, or other college representative, follows up with the student and works the case until the problem is resolved.		
	STEPPS	Early warning/detection		All	Designed for all students to help improve and/or maintain their academic standing and performance in college. Students examine their level of willingness to accept responsibility for their choices, acknowledge inappropriate choices and decisions and learn from past experiences and adjust their approach. Program is a form of intrusive advising with goal of retaining academically at-risk students, provides them with tools necessary to successfully complete their degree program.	Retention rate	
	College Readiness Program		2013	150	Collaborate with local high schools and offer college-level courses to high school students to make them well prepared for the college		
	First Year Initiative (FYI)			125			58% pass all their courses. 92% have a clear vision of graduation. 82% said that the quality of staff was good or excellent

Passaic County Community College	EOF		1973?	340?	Support students who are academically and/or financially disadvantaged. EOF helps students obtain a college education.	Summer program, One-on-One Counseling, Tutorial Services, Career Services, Financial Services	
	TRIO						
	DARC-GRANT FUNDING ENDED						
	GEAR-UP						
	UPWARD BOUND						
Raritan Valley Community College	Not specified						
Cumberland County College	EOF	Academic development	1974	150	Serves Low Income Students	Retention rate, graduation rate, sat academic progress	Students tend to complete at higher rates. Program has demonstrated Satisfactory Academic Progress ranging from 79%-89% during past 5 years and documented more than 25 graduates yearly.
	SSS	Academic development	1977	275	Serves Low Income/ First Generation college students/Disabled	Retention rate	81% retention rate. 100% good academic standing
	Student Success Initiative	Developmental Students	2010	160	Recently established program seeks to serve students in developmental classes	Retention rate	78% Retention rate
	Return to Learn	re-enrollment			Reaches out to re-enroll students who have stopped or temporarily dropped out.		
	Freshman Seminar Adviser	Intrusive advisement	2012	105	Intrusive Advisement provided by FS instructors	Retention rate	87% Fall to Spring retention for males; 82% for females
	VP Fellows	mentorship	2004	75	Minority Male Mentor program	Retention rate	Strengthened retention rates

Salem Community College	EOF	Academic support, financial support		56			56 students (1st and 2nd year) were awarded EOF, 1 student graduated in December and 14 students will graduate in Spring 2013.
Essex County College	Advisement Center*	Intrusive Academic Advisement	2014	2000	An integrated, year round support service that serves first-time, full-time, degree seeking students; actively pursues and tracks down students to get them "on track" for graduation. Constantly pushes graduation as goal. Partners with academic affairs, faculty, and staff.	Retention Rate, Student Satisfaction, Graduation Rate	Since launch in November 2014, the center has seen over 2,000 students at the institution with 95% saying they are satisfied with their advisement experience.
	The Completion Project*	Non-academic Student Engagement	2012	2000	Primarily composed of a completion rally held within first 6 to 8 weeks of each semester. Rally tries to build culture of success by engaging students in a fun celebration. Gives prizes to students who are graduating and on track to graduate. Managed by the Advisement Center.		
	Graduation Hold and Graduation Scholarship*	Academic Advisement and Financial Assistance	2014	525	Serves students graduating within 12 months. Program puts a hold on course schedules so student cannot make changes without first meeting with the Associate Dean of Academic Advisement. Prevents students from making changes that would get them off track towards graduation. Helps students who are 6 months or less away from graduation but have financial barriers to complete degree by providing additional $50 to $500 scholarships. Managed by Advisement Center. Previously referred to as the Graduation Project.	Graduation Rate	

	College Success Factors Index (CSFI), Early Alert System, Mid-term Warning System*	Early Warning/ Detection, Intrusive Advisement	2015	12000	Series of alert/warning programs, monitors students who are at-risk of disengaging or dropping out. Every first-time, full-time student is given CSFI survey, alerting advisors. Early Alert System allows faculty to report on students that are not thriving in classes. Retention specialists follow up with student to provide suggestions for support/resources. Mid-term Warning System allows continued follow up with those still struggling. Faculty is alerted to work closely with students. Managed by Advisement Center.	Passing Grades, Retention	-
	Developmental Course Redevelopments*	Academic	2012-2014	6600	Traditional grading system for developmental courses replaced: students graded with an A, B, C, M (making progress), or N (incomplete). No longer give failing grades in these courses. Adaptive math software allows students to take developmental math course in individualized manner, moving on to college level math only when they have finished (whether or not that is at the end of a semester). Professors work closely with students for two hours every week to assess learning strategies and study skills and help students set their own success goals.	Successful Completion of Developmental Coursework, Retention	First pilot of the Adaptive Math Software given to 20% of students in developmental math at the college saw a 10% increase in the pass rate for both the first and second level developmental math courses.
	Student Support Services (SSS)*	Federally Funded Success Program	1971	350-400	Provides a number of services to first-generation, low-income, and/or disabled students including: academic advisement, college success seminars, tutoring, college enrichment trips, transfer assistance, and tuition waivers.	Retention Rates, Graduation Rates, Good Academic Standing	Funded by Department of Education, which sets minimum standards, all of which are surpassed at ECC. *Retention* - DOE minimum: 70%, ECC rate: 79%. *Graduation* - DOE minimum: 10%, ECC rate: 43%. *Good*

							academic standing - DOE minimum: 70%, ECC rate: 95%
Sussex County Community College	Return, Learn and Earn	Adult re-enrollment and advising		63 (2011-12)	Disengaged Adults Returning to College (DARC) "Return, Learn and Earn" (RLE) program created for students 21 years and older who attended a college in New Jersey within past 10 years, left in good academic standing but did not complete their degree, are not currently enrolled, nor have been enrolled in the past year.		
	Learning Strategies	Academic development			Aims to improve student success and support students who are not fully academically prepared. One-credit learning strategy class along with a section of four major gateway college-level first-year courses		
	Business Program Mentoring	Mentoring	2011	12 per semester	Mentoring program in which mentors lead discussion groups on business topics ranging from financial statements to marketing campaigns. Mentors also critique students' resumes and work with students interested in small businesses.		Students participating in the program have strong retention and many have completed their Associates degree.
Union County College	Title V Program*	Academic development, tutoring	2007	200	Cohort-based education for qualified students.		Students in developmental math and English performed ahead of the benchmark in 2012-13.
	STEM Grant*	Academic development	2009	282	Cohort of students in STEM fields receiving specialized tutoring and assistance.		Students in supplemental instruction achieve grades a letter grade higher than those not participating.

	EOF*	Academic development, advising, mentoring, and tutoring	1968	300	Program offers comprehensive integrated services to participants. Programming includes a comprehensive two-day orientation for all new full-time first year students and a required first year seminar class. Also offers mentoring, advising, and tutoring services.		91% retention rate from Fall to Spring 2013.
	Math Boot Camp*	Academic development	2012		Replaces traditional developmental math courses with developmental software. Students can work at their own pace and can study only topics they need to study. Students then re-take the Accuplacer test to remove need for developmental classes and begin with credit-bearing courses.		
Hudson County Community College	First Year Experience Program				Develop and implement a First Year Experience Program focusing on the retention of first-time students as one component of an increased emphasis on student success		
	ADJ Academic Support Services Department		AY 2011-2012	6325	Offers tutoring, academic workshops, and Summer and Winter Enrichment/Bridge Programs	Course completion rate	
	Supplementary Instruction (SI)		AY 2011-2012	200	Initiated to support students in Basic Math and Basic Algebra. Trained SI Leaders work in conjunction with instructors in Academic Foundations Math classes, are available to meet with students outside of class to help them with assignments.	Course completion rate	
	Writing Center		AY 2011-2012	425	Provides students with supportive environment in which to develop abilities as proficient writers, independent learners, and reflective thinkers.	Course completion rate	

	Summer/Winter Bridge programs		AY 2011-2012	433	Designed to help students improve skills so they can pass exit/placement exams and move on to college-level courses. Also helps students make a transition from high school to college.	Placement exam pass rate	
	EOF		Late 1970s		Provides access and support to non-traditional students who are coming from educationally and economically disadvantaged backgrounds.	Persistence rate to third semester	
Warren County Community College	EOF	Advising and tutoring	2005	40	Supplemental advising, tutoring, and program support along with financial assistance for those who qualify.		
	New Student Advising	Early warning and advising	2010	300	Students meet with advisor in 3rd week to follow up on any academic issues and build the student-advisor relationship.	GPA (semester and subsequent semester)	
	Academic Recovery Program	Early warning and academic development	2004	560	Designed to assist students who are not demonstrating success at the mid-term point of semester based on mid-term grades. Students are notified to attend an Academic Recovery session (either online through Blackboard or through group sessions) to focus on strategies to successfully complete the semester.	Participation and final grade for the semester	
	Project Success	Academic development	2005	150	Supports students who were on academic probation because of a cumulative GPA less than 2.0. Students meet individually with advisors to discuss strategies for improving performance. Program is a companion to the SAP Program for financial aid students.	GPA (subsequent), credits earned	
Bergen Community College	not specified						
Independent Four-Year Colleges							
Bloomfield College	EOF	Academic development	10+	200		Retention and graduation rates	

	SSS Star		10+	160	TRIO support program	Retention and graduation rates	Retention rate for STAR students is 91% and average graduation rate is five years. Of the 25 McNair Scholars, over 70% came from STAR program.
	Developmental Math summer and English pilot program [*developmental courses have been eliminated since the survey and there has been a 10% increase in student retention in one year (from 64 to 75%)]	Summer program to replace non-credit, preparatory courses for both English and Math	2013	400	Developmental math summer program which serves all first year students (400), implemented during summer 2013. Each student took diagnostic test to determine areas of weaknesses, summer program customized to address only weaknesses. Students placed in college level math courses for the fall. Monitoring and interventions continue during fall semester and within math courses.	Student pass rate on the college level math courses will be one indicator for success as well as that over 805 of the first year students complete at least 24 credits.	Math department ran pilot program with excellent results. Over 90% of students passed the math courses and most of were returning in the fall. Of particular note, over 60% of students who took diagnostic test in the spring demonstrated no signs of weaknesses in their math skills.
	PBI Tutorial	Peer mentor programs and embedded tutorial services	2011	300	PBI grant program: peer mentor programs and embedded tutorial services	GPA, increased student engagement in college functions	Data collection in process
	TRUE Program	Residential living/co-curricular activities	2006	500	Designed to connect co-curricular activities within the residence hall with the 8 college-wide competency outcomes.	Improvement of FY retention rate for resident students, improvement of Resident student graduation rate, integration of college learning goals with residential living	
	Institution-wide Customer Service Campaign	Staff evaluation			All front line staff and administrators required to participate in customer service training that was then linked to the annual performance evaluation process. Over 100 Employees participated (mandatory).	Student opinion Survey (internal and national NSSE) and Department surveys of services and performance evaluations	

						outcomes that will be related to the customer service campaign.	
	The First Year Coaching Program (expansion of PBI coaching program)	Professional Personal Coaching	2013	2400	Each first year resident student works directly with Professional Personal Coach who encourages student to develop proper behaviors and habits. Students learn to navigate campus resources to maximize opportunities for successful adjustment and completion of first college year. Students provided with an on-line eportfolio module to track progress.	GPA and increased student engagement in college functions	Fewer violations of college policies and regulations, noticeable improvement in peer to peer interactions. Over 95% of those eligible to participate in program did, and a high percentage (98%) of participants in fall semester returned for the spring term. Data collection is in process.
	The Venture Team	Adult learning	2012		Faculty and senior administrators created resource and action plans that support new programs for adults including accelerated certificates which will be embedded in degree programs and online offerings, as well as new financial aid models.	Completion rate, increased adult enrollment, increased revenue and support, adult employment rate after completion of programs	
	McNair Scholars Program	Peer mentor programs and embedded tutorial services	2010	25	A Trio program that focuses on STEM. Federally funded program to enroll BC students into PhD programs. Serves 25 students annually.	Enrollment of students into PhD programs	25% are enrolled in graduate school (waiting to hear from others), and over 30% doing summer research
	The Louis Stokes Minority Participation in STEM (LSAMP) program	Federal program focused on STEM majors	2008	90	Federally funded program, supports student research with faculty and provides peer mentor-ships and tutoring to the students as well as a summer STEM bridge program (free of charge).	Retention and graduation rates	19% increase in STEM graduates. Every year, more students request independent research with faculty. Summer research projects are increasing and student work with faculty is growing including conference attendance and presentations.
	*Mentorship program for sophomores	Mentorship			Mentors are assigned to students to guide them with their personal and professional goals	Increased retention and direct feedback	

						from mentors and mentees	
	*First Year Parent Engagement program	Orientation			Every other month, parents of students can come learn about what they can do and what the school is doing to support the student. Especially beneficial for parents of first generation college attendees.		
Monmouth University	EOF	Provides access to higher education for economically disadvantaged New Jersey residents.	1933	150	Comprehensive state-supported program that provides access to higher education for economically disadvantaged New Jersey residents. Most students are first-generation college students who come from a background of historical poverty. Assists students by providing supplemental financial aid to help cover college costs and provides academic, career, personal counseling and leadership initiatives throughout the student's college career.	Retention rate	EOF retention rates are consistently and markedly higher. Gap in graduation rates for EOF and non-EOF students seems to be closing.
Caldwell University	EOF	Academic development	1968	220	Student opinion survey (internal and national NSSE)		Of 94 students enrolled, 16-18 students have been on Dean's List for the past three years. In 2012, over 20 students graduated, increase from average of 12 students in prior years.
	Freshman Seminar	Orientation course	1998	1200	Acclimates first year students to college life by providing both academic and social support during transition. Proposed programming is looking to improve sophomore rate through co-curricular initiatives and programming.	Retention rate	
	Center for Student Success (CSS)	Integrating academic advisement, academic support, and career counseling			Umbrella center to five offices on campus: Academic Advisement, Career Planning and Development, EOF, Academic Success Center, and Office of		

					Disability Services. Serves students by integrating academic advisement, academic support, and career counseling. Oversees various student services and programs, including, but not limited to: the Freshman Seminar; Refresh Program; Freshman Connect; Study Abroad; and Placement Testing.		
	Freshman Connect Program	Learning community	2009	206	Year-long program for at-risk freshmen. Students enrolled in three of the same courses each semester. Promotes collaborative learning, study groups, and student-faculty contact.	GPA	In the three cohorts of 2010, 2011 and 2012 the connect students had overall GPA's of 2.28, 2.36 and 2.65 respectively. The non-connect students had GPA's during those same time periods of 2.42, 2.28 and 1.94 respectively.
	DARC/CLASS-ACT (DARC Program, Closing the Loop on Adult Student Success – Achieve Completion Today)	Disengaged adults	2012	13	Grant funded program aimed at bringing disengaged adults who previously left college in good standing the opportunity to complete their degree. Includes limited debt forgiveness, a dedicated adult academic advisor, and basic skill refresher workshops.	GPA (cumulative and course), course failure rates	Early signs of success. Class Act students have higher GPAs for the 2012 academic year and have failed out of fewer courses than their adult counterparts not enrolled in the program. Starting in fall 2013, retention and graduation will be actively tracked and monitored.

	Refresh Program	Re-take course in which received a grade of 'D' or lower	2011	67	Gives first-time freshmen an opportunity to re-take a course where the student received a grade of 'D' or lower during the fall semester. The courses are offered during the winter session and are free of charge to the student. If students receive a higher grade at the completion of the course, the previous failing grade is dropped. Classes enroll between 4 and 8 students, allowing greater faculty-student interaction.	Retention rate, GPA	The program has been successful with over 95% passing rates since inception three years ago. In the refresh program the college had 15, 30 and 12 students enroll in winter courses during 2011, 2012 and 2013 respectively. 73% of the 2011 cohort and 87% of the 2012 cohort were enrolled in the college the following fall semester. Of those students that qualified for the program but did not participate, 68% in 2011 and 74% in 2012 returned to enroll the following fall semester.
	Second Year Experience (SYE)	Academic, social and career-related success of sophomores			The Second Year Experience (SYE) SYE promotes the academic, social and career-related success of sophomores. Creates greater awareness about academic and career-related programs and resources, with sophomores and freshmen as the primary audiences.		Career Carnival focuses on career and academic resources, 170 participants in fall 2012. Career and Internship Fair saw a 77% increase in sophomore participation in 2013.
Rider University	Discovery Program and General Liberal Arts and Sciences Studies (GLASS and GLASS-STEM)	Academic Support			In support of undeclared freshmen, provides supplemental instruction and other academic support services		

	Ronald E. McNair Post-Baccalaureate Achievement Program	Support students for graduate study	2007	35	Identifies academically talented juniors and seniors in the STEM areas and fosters their preparation for enrollment in graduate school (e.g., Ph.D.). Goal accomplished by (a) engaging students in research, (b) pairing students with faculty mentors, (c) partaking in a 6-week summer program geared toward GRE preparation and research, (d) attending and presenting at research conferences and professional meetings, (e) participating in bi-monthly research discussion roundtables, and (f) meeting with program staff to outline graduate school enrollment needs.	Number of students involved in research and scholarly activities, number of students enrolled in graduate school, graduate school retention rate, and doctorate graduation rate	24 McNair students (96% of participants) engaged in research and scholarly activities since the last reporting period of June 2012. 60% of bachelor's degree recipients enroll in a post baccalaureate program by fall term of the academic year immediately following completion of that degree. As of December 2012: 100% of students who matriculated in a graduate program last fall remain currently enrolled. 20% of participants will attain a doctoral degree within 10 years of attainment of bachelor's degree.
	Return to Learn (DARC)	Re-engagement, alternative pathways		122			During 3 years, program has re-engaged 122 students, 54 students are now degreed adults (while others continue to take classes toward the goal).
	Rider Achievement Program	Academic Support, summer bridge, faculty advisement, peer support			Component of the Student Success Center, provides structured academic and other support for freshmen who demonstrate potential for success but who otherwise fall below Rider's minimum admissions standards.		The program has contributed positively to the retention of these students, increasing from a low of 62% in fall 2004 to a high of 82% in fall 2007.
	College Reading Program						
	Residential Learning Communities and Themed Housing						

	Freshman Seminar	Orientation/enhanced advising	2002 (est. New Student Resource Center which coordinates freshman seminar)		Freshman seminars anchor students to the institution and assist them in transition from high school to college. Seminars are held one hour a week during the fall semester and are led by administrators, usually assisted by student peer mentors.		Students' self-reported understanding of their major requirements has remained steady at 87%, Students' understanding of course selection process has ranged from 87% to 95%, and their knowledge of time management skills has remained steady at 85% and of academic support services has increased from 87% to 92%.
	Bonner Scholars Program						
	EOP	Academic Support, financial assistance, summer bridge, college "know-how"	1968	176	State-supported program helps make college accessible to New Jersey residents. An academic support program with financial assistance, offers a wide range of opportunities for students with financial need who demonstrate solid academic potential and a genuine motivation to learn.		94% of freshmen continue to sophomore year at Rider – well above the national average of 72%. The Fall 2006 EOP Cohort achieved a 51.4%, 4-year graduation rate and a 70.3% six-year graduation rate.
	SSS	Academic and other supports	1993	145	Identifies, enrolls, and assists eligible students to be retained through graduation; thereby increases college retention and graduation rates of first generation, low-income students. Committed to empowering students to master skills in the areas of academics, self-awareness, leadership development, humanity, and technology.	Graduation rate, persistence rate, academic standing	To date, 92% of the SSS students are in good academic standing at the end of fall semester 2012. The 2006 cohort consisted of 44 new students; 10 students withdrew/transferred from Rider. However, 98% of the remaining group graduated within 6 years.
Fairleigh Dickinson University	EFE metro campus			75		Retention and graduation rates	
	EOF			90		Retention and graduation rates	

	FIS			75		Retention and graduation rates	
	Latino promise				Aims to overcome traditional barriers to higher education for Latino students by providing encouragement, inspiration and access to college, ensuring success through a variety of innovative support systems.	Retention and graduation rates	
Seton Hall University	Summer Bridge Programs	Preparatory			Helps students who need writing and math support. Pre-nursing students invited to summer boot camp that features Anatomy and Physiology. Employs Supplemental Instruction as a technique to support student learning.		
Felician College	Academic probation program				Provides a structured retention program for students placed on academic probation. Educates as to what contributes to students' personal academic success, enhances connections with academic advisors and provides a supportive environment where students can discuss concerns as they work to repair academic standing.		
	EOF		1986	125	Created to ensure meaningful access to higher education for those who come from backgrounds of economic and educational disadvantage. Provides supplemental financial aid to help cover college costs. Undergraduate grants range from $200 to $2500 per year depending on college costs and financial need.	Graduation rate, GPA, freshman cohort persistence, remediation success	Recent successes include a marked improvement in first to second year retention, pairing of developmental courses with credit-bearing courses to speed student progress toward completion, and successful Learning Communities.

	Freshmen Learning Communities		2011		Provides additional support for students who might be deemed "at risk" or "underprepared". Professors meet to discuss student progress. Additionally, the professors create shared interdisciplinary assignments.		Retention rate is 95.2%. 40 of the students enrolled in the FLC in Fall 2012 are now enrolled for the Spring 2013 semester. Only 9.5% (4) of these students will be placed on Academic Probation for GPAs below 2.00.
	FYE				Courses required of all first-time, full-time freshmen. Designed to ease transition from high school to college. Strives to facilitate successful on-time completion.		94% of students pass FYE. Percentage of students receiving at least the equivalent of a "C" grade more than doubled from the pre-test to post-test.
	JumpStart				Helps accepted students who are underprepared for college academics. Five week intensive basic skills program exposes students to academic and study skills necessary to be successful in higher education. Students who may want to hone their skills in writing, reading comprehension, and math may enroll for the program as well.	Retention rates	Retention rate is significant at 93%. 40 students who completed fall 2012 semester have been retained for spring 2013 semester. Retention rate of Summer Bridge Program is equally impressive.
Stevens Institute of Technology	Not specified						
Georgian Court University	EOF	Academic Development	1968	114	Provides access to higher education for students from high distress areas who have demonstrated potential for success. Provides academic, financial, and counseling support per state regulations and budgets.	Retention and graduation rates, academic performance	
	SSS	Academic Support	1979	160	Provides academic support services to low-income, first-generation, and disabled college students to enable them to be retained and graduate from institutions of higher education.	Program retention and completion rates, GPA, number of participants, graduate school enrollment	

	The learning center (TLC)	Learning disability support	1980's	23	Enables students to manage their learning disabilities at the college level by assisting them through academic and life coaching.	Program retention and completion rates, GPA, number of participants	
	Early warning program	Early warning/detection			Increased attendance reporting by faculty.		
Proprietary Institutions With Degree-Granting Authority							
ITT	Computer Drafting and Design	academic program	2011	50	2 year Associates in Applied Science	Retention rate, course completion rate, student satisfaction, student attrition	
	Computer and Electronics Engineering Technology	academic program	2011	55	2 year Associates in Applied Science	Retention rate, course completion rate, student satisfaction, student attrition	
	Computer Networking Systems	academic program	2011	91	2 year Associates in Applied Science	Retention rate, course completion rate, student satisfaction, student attrition	
DeVry University	Career Services Group				Upon graduation, students are assigned a career advisor, who works with them throughout a six-month tracking period to match educational credentials and personal aspirations to available employment opportunities. Works directly with companies, government agencies, and not-for-profit organizations to develop ongoing partnerships with potential employers of graduates.	Employment rates	
	Continuing Student Review (CSR)				"At risk" students are identified and opportunities for improvement are discussed. Moving forward, students who are struggling will be identified and an action plan for improvement will be developed.		

	Faculty advisement group				Established to address potential improvements of using technology to track "at risk" students. Established a process to identify students early in the cycle, submit the information to the appropriate resources, and follow up to ensure the student's success.		
	Grant rounds				A group learning exercise in which the most interesting patient cases are discussed and debated. On the DeVry/NJ campuses, the associate deans and student success coaches hold weekly grand rounds to review unique and complex student advisement cases.		
	In touch				New approach for first-term students. A small team, consisting of the dean of academic affairs, registrar, dean of student central, and director of admissions, conducted telephone calls, follow-up email messages, and classroom visits to all new students.	Persistence rate (new students)	Preliminary results indicate that persistence for new students from first term to second term is above average for New Jersey metro area.
	My Compass to My Career				Resource that helps students maintain focus on career objectives. The "Career Ready Plan" allows students to create a strategy and take the necessary steps to prepare for an active job search.		
	Industry Advisory Groups				For each degree program, an industry advisory group meeting is scheduled at least annually. Active business and technical professionals from various organizations, especially those that hire DeVry graduates, are invited to participate in these meetings.		Alumni have been instrumental in highlighting the value of courses in developing students' soft skills, including teamwork, communication, and critical thinking.

	Review process for resuming students				Reviews and determines reasons that individual students do not return to the university. The review is completed by student success coaches to ensure a consistent outreach effort.	GPA, credits completed, last date of attendance, reason for withdrawal, dismissal status, financial balances or barriers	
Eastern International College	Plan for Student Retention		2012		School wide intervention systems to identify, communicate with and install corrective academic or social modifications to students classified as being "at risk". Approach to retention with initiatives in academics, social/personal experiences and finance.	Student networking, team projects, and peer learning networks.	
The Center for Allied Health & Nursing Education-Jersey College	Not specified						