



EAB

Evolving College Access Programs

Scaling K-12 Interventions to Increase College Preparedness

Enrollment
Management
Forum

Blueprint for Enrolling a Diverse
Student Body, Volume 2





Evolving College Access Programs

Scaling K-12 Interventions to Increase College Preparedness

Enrollment Management Forum

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Blueprint for Enrolling a Diverse Student Body Overview

The Enrollment Management Forum presents the second installment in a four-part research series about how to identify, engage, and recruit students from underrepresented populations.

Enrollment Managers, Admissions Directors and Policy Committees, Presidents and senior administrators, and Chief Diversity Officers should use this research series to guide investments and strategies to achieve diversity goals.

1

Charting the Diversity Landscape:

Delineating Worsening Inequities in Underrepresented Student Access to Higher Education



- Understand the current state of diversity and the challenges in enrolling students from underrepresented populations
- Recognize three forces intensifying pressure and competition to enroll a diverse class

2

Evolving College Access Programs:

Scaling K-12 Interventions to Increase College Preparedness



- Expand beyond the traditional model for college access programs
- Prioritize interventions for school-wide and school-specific root cause problems
- Facilitate student self-correction with personalized progress reports

3

Supporting Parents of First-Generation Students:

Engaging the Family in College Search



- Harness the parents of first-generation students as key influencers to college participation
- Provide opportunities for families to assess institutional fit
- Engage parents and build institutional affinity throughout the application process

4

Delivering a Differentiated Application Process:

Redesigning Recruitment Interactions for the Needs of Underrepresented Applicants



- Address student concerns about affordability, ability, and fit
- Craft a process from pre-application to post-admittance that mitigates barriers
- Implement tailored interactions for underrepresented applicants

Key Takeaways

Proliferation of College Access Programs No Match for Widening Preparedness Gaps

- A proliferation of college access programs fails to combat under-enrollment of underrepresented minority (URM) and low-income students. Underrepresented minority and low-income students gravitate to community colleges—or fail to enroll in college at all.
- Traditional college access programs fail to deliver interventions at scale. Though well-intentioned, most programs have limited impact on the pipeline of underrepresented students to their universities. Current programs are commendable but will not be enough to mitigate widening preparedness gaps.

Prioritize Interventions That Tackle School-Wide and School-Specific Root Cause Problems

- Rather than applying predetermined interventions, colleges and universities should identify the leading root cause barriers to college enrollment at each K-12 partner. Then, they should work collaboratively with K-12 partners to prioritize interventions that address specific barriers and tailor interventions to the needs of each partner.
 - **Practice 1: Collaborative K-12 Partner Needs Assessment**—Employ a needs assessment to diagnose root cause barriers to college enrollment for students at K-12 partners.
 - **Practice 2: Data-Driven District Interventions**—Use student record data to identify and prioritize interventions across highly populated feeder districts.

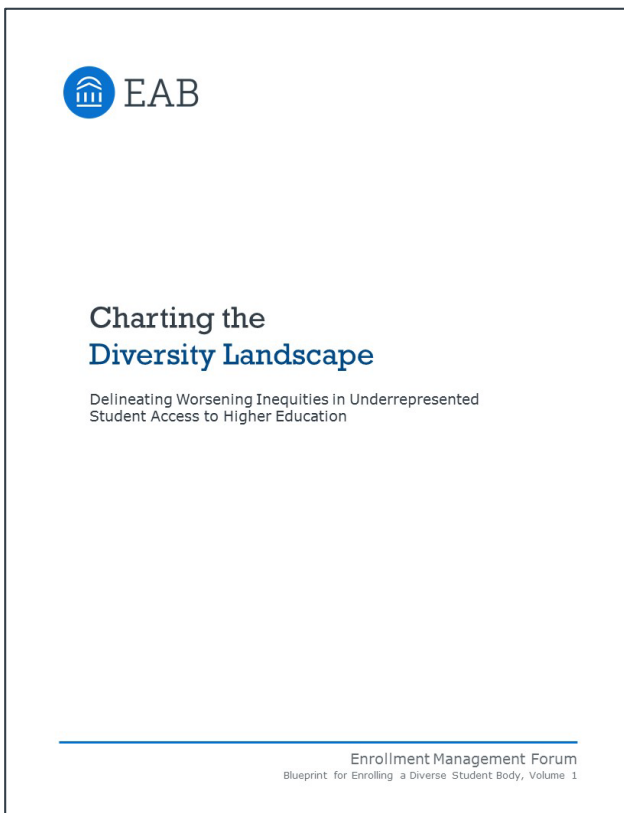
Facilitate Student Self-Correction with Personalized Progress Reports

- Colleges and universities cannot serve every underrepresented student through preparedness programs, but they also must reach a larger number of students to grow a diverse pipeline.
- Institutions need data-driven systems and tools that enable high school administrators, counselors, and individual students to pinpoint college preparedness gaps. Early warning data allows students to self-correct (and helps counselors prioritize students for interventions) and stay on a college-going path.
 - **Practice 3: Counselor Intervention Support System**—Equip high school counselors with student-specific progress reports to target interventions.
 - **Practice 4: Student Self-Service Admissibility Reports**—Provide students with self-service platforms to assess their admissibility and track their progress.

Preparedness Gaps Reflected in Campus Diversity

K-12 Interventions Needed to Increase Pipeline of Underrepresented Students

This white paper, the second installment of the **Blueprint for Enrolling a Diverse Student Body** series, provides strategies to build and scale pipeline improvement efforts. These interventions seek to grow the pool of admissible students, increase the college-going rate of underrepresented students, and recruit them to the colleges and universities providing the programs. The previous installment of this series, [Charting the Diversity Landscape](#), explained the challenges universities face in expanding access for low-income and underrepresented minority students; key findings are below.



Applicable Takeaways from Volume 1: Charting the Diversity Landscape

- Current deficiencies in the diversity of undergraduate enrollment at colleges and universities reflect preparedness gaps that develop across years of inequitable opportunities.
- Few underrepresented students currently qualify for admission, as demonstrated in testing patterns.
- Underrepresented populations will account for a larger share of the college-age population in the future, but their preparedness gaps will persist.
- Populations that have been historically underprepared will continue to be so, especially as students become more segregated in K-12 public schools by race and income.
- The pool of admissible students will only decrease as preparedness gaps worsen.

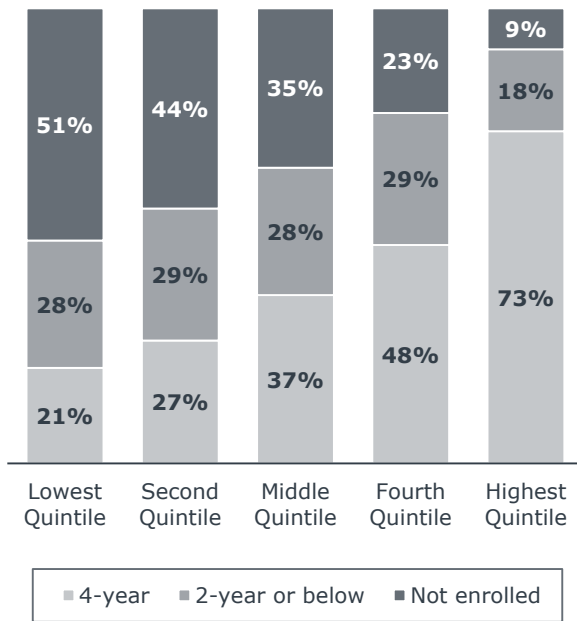
Under-Enrollment by Race and Income Persists

College-Going Rates Tightly Correlated with Race and Income

Family finances have long played an important role in educational attainment. Only 21% of high school graduates from the lowest income quintile enrolled at four-year institutions, according to the Pell Institute’s analysis of data from the 2009 NCES High School Longitudinal study. Twenty-eight percent of high school graduates from the lowest income quintile enrolled at two-year institutions, and 51% did not enroll anywhere. In comparison, 73% of students from the highest income quintile enrolled at four-year institutions, 18% enrolled at two-year institutions, and only 9% did not enroll anywhere.

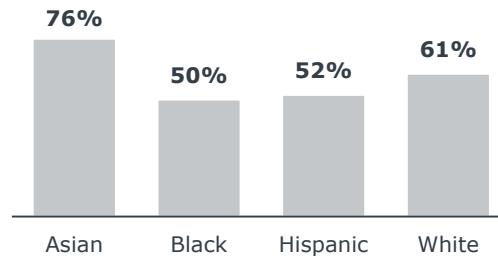
Low-Income More Likely to Opt Out

Enrollment by Sector by Income Quintile for 2013 High School Graduates¹



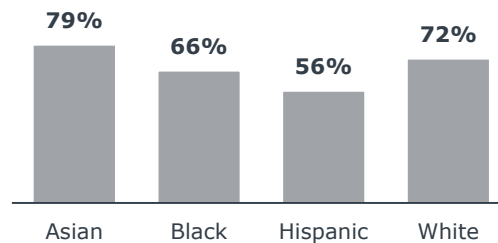
URMs Less Likely to Enroll Overall...

High School to College Continuation Rates by Race/Ethnicity, 2015²



...And Less Likely to Enroll at 4-Years

Share of College Students, Aged 18-24, Enrolled at a 4-Year Institution, October 2011



These patterns also hold true for underrepresented minority students. Black and Hispanic students enroll in college at lower rates than their Asian and white peers, and more of these students go to two-year institutions. In 2015, the college continuation rate for students leaving high school was only 50% for black students and 52% for Hispanic students, compared to 76% for Asian students and 61% for white students. The Pew Research Center found that black and Hispanic students are also less likely to enroll directly at four-year institutions, often starting at two-year institutions instead.

1) Pell Institute analysis of NCES 2009 High School Longitudinal Study.
 2) For all "high school leavers," which includes graduates and non-graduates.

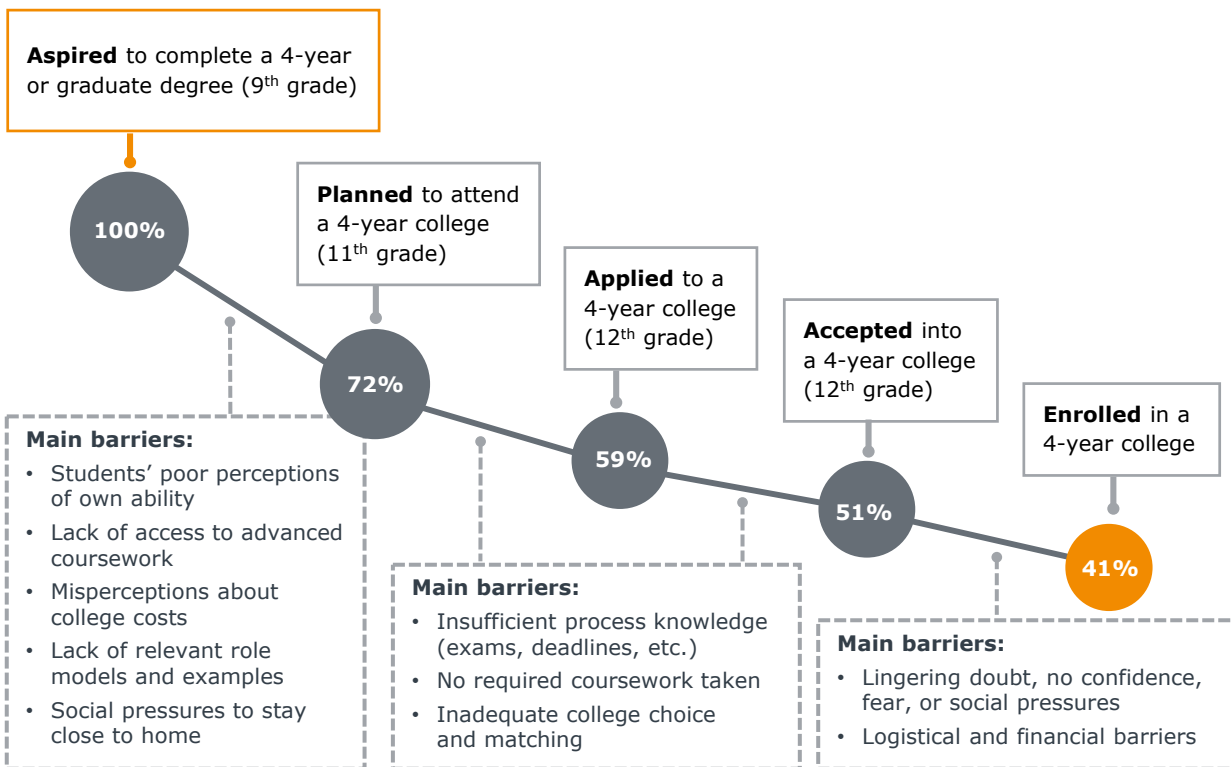
Sources: "Indicators of Higher Education Equity in the US," The Pell Institute for the Study of Opportunity in Higher Education, http://pellinstitute.org/downloads/publications-Indicators_of_Higher_Education_Equity_in_the_US_2017_Historical_Trend_Report.pdf; Fry R and Taylor P, "II: Immediate Entry into College," Pew Research Center, May 9, 2013, <http://www.pewhispanic.org/2013/05/09/ii-immmediate-entry-into-college/>; EAB interviews and analysis.

Inequitable Opportunities, Unsurprising Results

Systemic Barriers Derail Students' College Aspirations

Underrepresented students face a multitude of systemic barriers that undermine their college-going aspirations. For example, a study of Chicago Public Schools (CPS) found that only 41% of students who aspired to enroll in college in ninth grade ultimately enrolled at a four-year college. The graph below depicts the progress of this cohort across four years of high school and lists the key impediments to college enrollment.

Diminishing Path to College for Chicago Public School Students



Academic and nonacademic barriers contribute to CPS students' inadequate preparation for college.

- **Academic Barriers:** Students were unable to enroll in advanced coursework and often failed to complete required coursework.
- **Nonacademic Barriers:** Students encountered barriers related to social capital, information, and self-doubt. Lacking guidance to navigate the admission process, students may have missed key deadlines and process steps. Underrepresented students tend to have less of a college-going mindset, leading them to make inaccurate assumptions about their admissibility and the affordability of college.

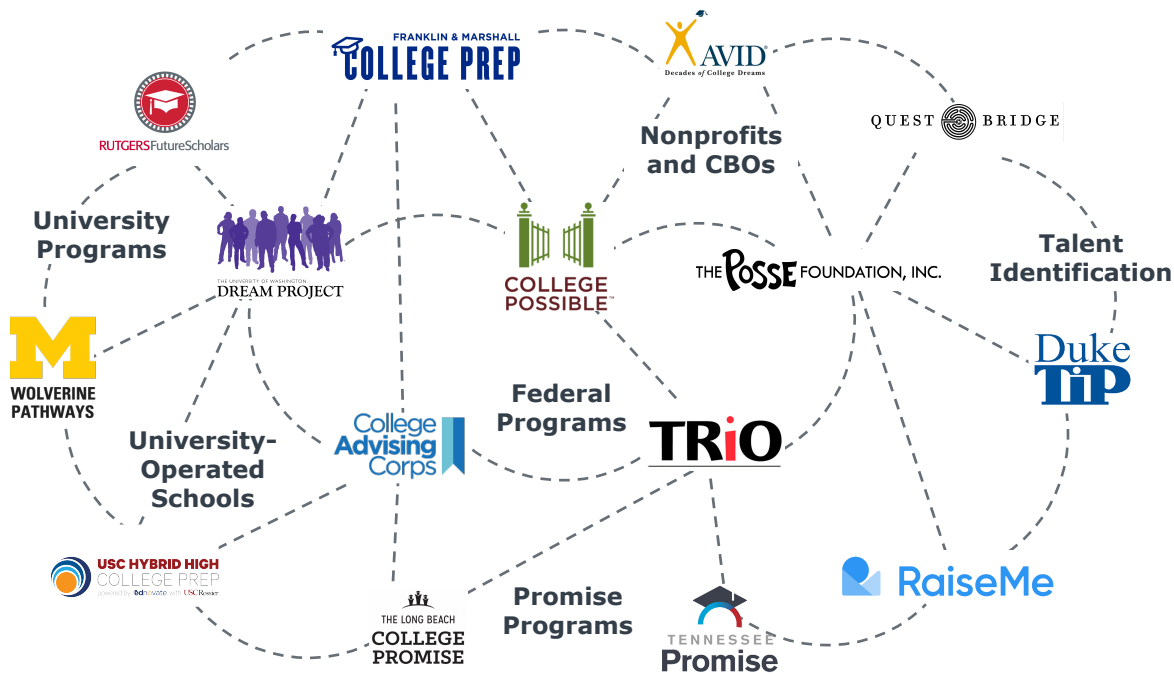
Sources: "From High School to the Future: Potholes on the Road to College," Consortium on Chicago School Research at the University of Chicago, March 2008, https://consortium.uchicago.edu/sites/default/files/publications/CCSR_Potholes_Report.pdf; EAB interviews and analysis.

K-12 Interventions Proliferate

Expanding Web of Programs Designed to Mitigate Preparedness Gaps

Higher education has responded to demands for greater college access with an ever-increasing array of programs. Many colleges and universities are launching new programs and/or expanding existing ones. Some universities even operate K-12 charter schools. Relatedly, colleges and universities are increasingly partnering with nonprofits and community-based organizations (CBOs) that serve underrepresented populations. Local, state, and federal governments also organize college access programs, which are frequently hosted by universities (e.g., Upward Bound and other TRIO programs). Cities and states are also launching “promise” programs, which typically guarantee scholarships for residents who enroll at local postsecondary options.

No Shortage of Initiatives to Expand College Access



While this white paper focuses on how to look beyond traditional college access programs, the appendix contains more information about these programs, including guidance on selecting and implementing programs with external organizations.



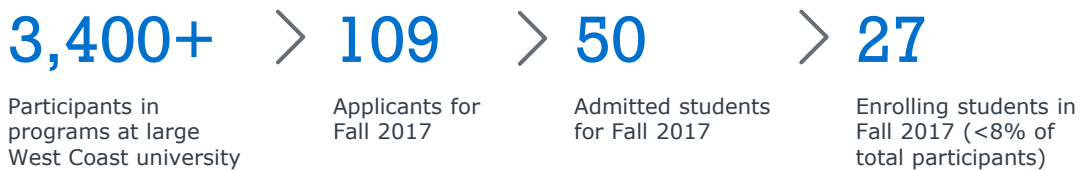
Best Initiatives Come Up Short

Traditional College Access Programs Have Limited Impact

Though the number of college access programs has grown, these programs have not significantly increased the pipeline of underrepresented students enrolling at four-year institutions. Undoubtedly, these programs contribute to institutional missions, provide life-changing value to their participants, and demonstrate commitment to local underserved communities. However, they are resource-intensive and difficult to scale. Common shortcomings of college access programs include these:

- Providing wraparound services only to small cohorts of students
- Selecting students with the most academic potential and less demonstrable need for interventions
- Serving students who are already enrolled in other programs
- Focusing on individual students over systemic problems at school or district level
- Failing to align interventions with the underlying problems at K-12 schools

Few Students Enroll After Participating in College Access Programs



Case in Point: West Coast University's College Access Programs

As a result of these shortcomings, few program participants ultimately enroll at the institutions housing the programs. At one West Coast university, over 3,400 K-12 students participate annually in several college access programs. While this 3,400 figure may appear large, participants come from more than 30 local middle and high schools. For Fall 2017 admissions, the university received nearly 70,000 applications, but only 109 program participants applied and only 27 ultimately enrolled. While such programs have nonquantifiable benefits, including increased community trust and an improved college-going mindset at partner schools, colleges and universities would ideally see greater growth in their enrollment pipeline from such a large investment.

Scaling K-12 Interventions

Increasing College Preparedness by Providing Solutions for Systemic Issues

College access programs need to reach more students to improve the pipeline of diverse applicants, but universities lack the resources and ability to build programs that support every student in need. Colleges and universities should scale the most critical aspects of traditional college access programs to increase college preparedness for more students.

To scale K-12 interventions, EMs and college access program administrators should follow two imperatives:

1. Identify the leading root cause barriers to college enrollment at K-12 partners and collaborate with K-12 partners to prioritize interventions that address these school-wide and school-specific root cause problems.
2. Provide early warning data that allows students to self-correct (and equips counselors to prioritize students for interventions) and stay on a college-going path.

Scale Interventions to Reach More Underrepresented Students by Addressing Systemic Issues

1 Prioritize Interventions That Tackle School-Wide and School-Specific Root Cause Problems

Use data and collaborate with K-12 partners to identify leading root cause problems and tailor interventions

- Practice 1: Collaborative Partner Needs Assessment
- Practice 2: Data-Driven District Interventions

2 Facilitate Student Self-Correction with Personalized Progress Reports

Generate personalized off-track reports for individual students to help counselors target advising and guide students to self-correct

- Practice 3: Counselor Intervention Support System
- Practice 4: Student Self-Service Admissibility Reports

Scaling Partnerships Across the State

Focus Pipeline Building Efforts on High Schools with Untapped Prospects

Seeking to increase the number of underrepresented minority¹ and low-income undergraduates, **Virginia Polytechnic Institute and State University (Virginia Tech)** entered into an informal partnership with one charter school in 2009. By 2016, Virginia Tech had tripled the number of students matriculating from this high school. To build a larger pipeline from similarly underserved schools, Virginia Tech expanded this one-off partnership into a statewide initiative: the College Access Collaborative (CAC). CAC provides programs to grow preparedness and increase Virginia Tech’s enrollment of underrepresented students from K-12 schools and community colleges across the state.



Undergraduate Enrollment, 2016



12%

URM¹ share of undergraduate enrollment

11%

“Historically underserved population” share (e.g., first-gen, Pell-eligible) of undergraduate enrollment

College Access Collaborative in Brief



Founded in 2016



Partners with 15 high schools in targeted regions across state (5 additional partners for 2017-18)



Targets rural and urban high schools with **untapped high school prospects**—students who are eligible for college but do not enroll



Led by Associate Vice Provost for College Access, who **reports to Enrollment Management**

Overview of the College Access Collaborative

Virginia Tech established CAC in 2016 with 15 high school partners. The admissions office helped identify partner high schools. The Enrollment Management division houses CAC under the leadership of a senior administrator, in contrast with most college access programs that are led by more junior staff members in divisions outside of EM. This administrator leads a three-person team that provides CAC’s programs to partner high schools, as well as some smaller scale programming to a few dozen elementary schools, middle schools, and community colleges.

1) Virginia Tech includes American Indian/Native Alaskan, black, Hispanic, and Native Hawaiian/Pacific Islander students in the calculation of “underrepresented minority.”

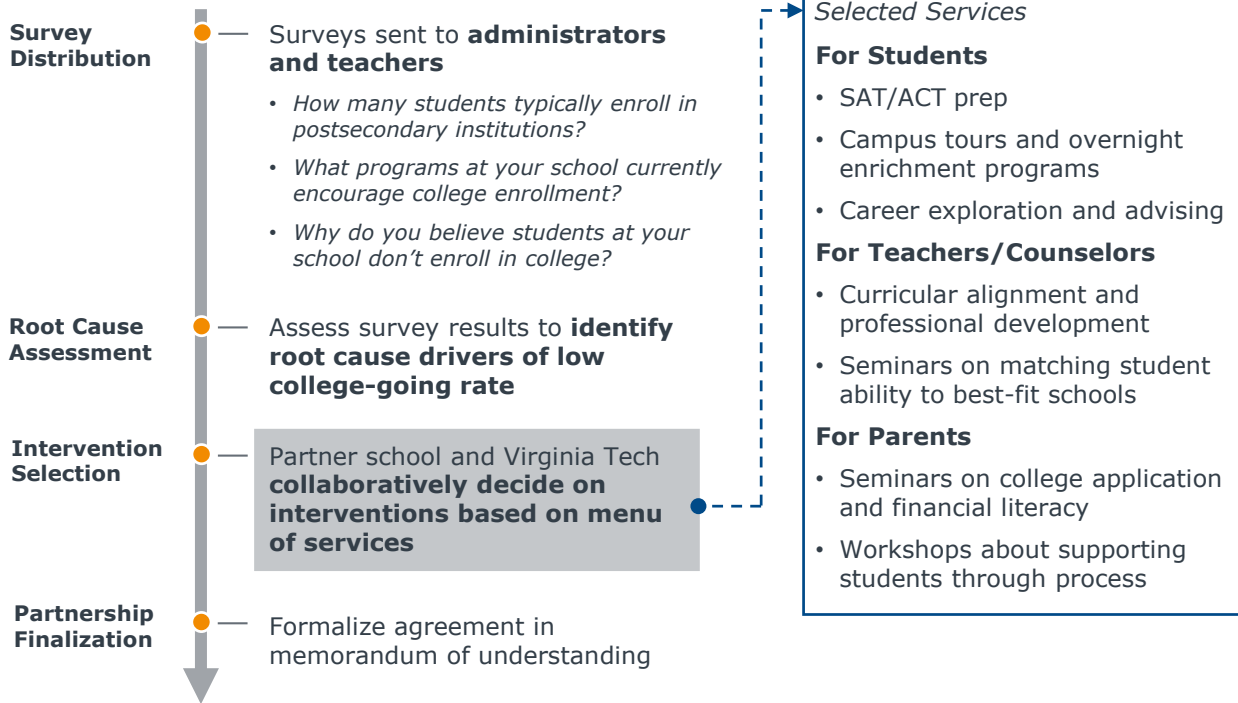
Sources: “College Access Collaborative: 2016-2017 Annual Report & Goals for 2017-2018” provided by Virginia Tech; EAB interviews and analysis.

Assess Individual High School Preparedness Needs

Virginia Tech Tackles Root Cause Barriers at High School Partners

Rather than offering a predetermined program, Virginia Tech surfaces each partner’s intervention priorities and matches CAC services to each partner’s highest priorities. The CAC team meets with district and high school leadership and surveys school administrators and teachers to shape its assessment of the root cause barriers to college enrollment at each school.

Deploy Needs Assessment to a Partner High School



CAC offers a “menu” of services targeting students, parents, teachers, and counselors. Virginia Tech and the partner’s leadership collaboratively decide which of these services would most benefit the school, based on the underlying root causes identified in the needs assessment. Though needs vary, superintendents most commonly request direct prep for students, professional development for teachers, and curricular alignment with first-year course requirements at Virginia Tech.

Partnerships Yield Immediate Impact on Diversity

Investments Lay Foundation for Future Program Expansion

In one year, Virginia Tech provided programming to 9,000 students, as well as numerous teachers and counselors. The result was growth in applications and acceptances from partner high schools and increased acceptances of black, Hispanic, and first-generation students. Due to the initiative's location within Enrollment Management, the CAC team was able to review waitlisted applicants from partner high schools to provide deeper, personal knowledge of each student at the point of admission. Virginia Tech has also invested in programs that will lead to long-term changes at partner high schools (e.g., counselor training) and has allocated \$750,000 in scholarships to enroll more underrepresented students in the coming years.



Achieves Statewide Impact

- Touched **9,000 students**, including 1,600 community college students
- Provided training and professional development to 53 counselors at 44 schools



Advances Diversity Goals

- Increase in **acceptances¹ from targeted populations:**
 - +27% Black
 - +32% Hispanic
 - +20% First-generation
- Allocated **\$750,000 new funds** for underrepresented students



Grows K-12 Pipeline

- Received **26 more applications and 16 more acceptances** from students at 15 partner high schools from 2015 to 2017
- Waived admission fees for students at partner high schools

Future CAC Goals

2018

Increase applications from underrepresented minorities by 10%

Add 5 new high school partners

2019

Increase applications from underrepresented minorities by additional 3%

Increase yield rate of underrepresented minorities by 2%

CAC is working toward ambitious 2018 and 2019 goals, including annual targets for increased applications from underrepresented minority students. To do so, CAC is adding five additional high school partners in the 2017-2018 academic year, with plans to continue expanding partnerships in forthcoming years. Moving forward, Virginia Tech plans to integrate the CAC team more with the admissions and diversity offices and to secure more permanent funding sources.

1) From 2016 to 2017, for total incoming undergraduate population.

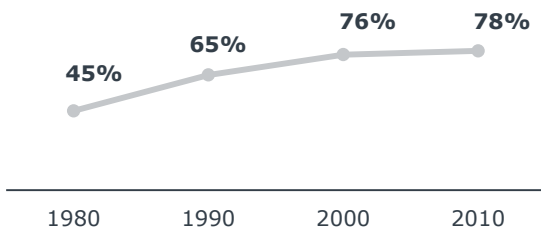
Shifting Demographics Spur Partnership Innovation

Making College Attainable for All Requires Insight and Scale

Universities in regions on the forefront of demographic changes have already responded to population shifts with best practices designed to increase college eligibility for less prepared students. Over the past few decades, **UC Irvine (UCI)**'s local community of Santa Ana evolved from predominantly white and high-income to more Hispanic and low-income. For many reasons previously outlined, the growing population is less likely to be prepared for college, as evidenced by UCI's Hispanic enrollment remaining flat despite local population growth.

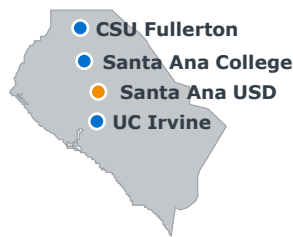
Changing Hispanic Demographics...

Hispanic Percentage of Population, City of Santa Ana, 2010 US Census



Yet More Hispanic HS Grads Does Not Equal More Hispanic College Students

Santa Ana Partnership Institutions

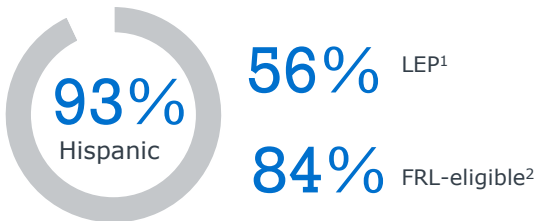


15%

Of Santa Ana USD Hispanic Graduates Have UC/CSU Required Courses upon Graduation (DataQuest, 2009-2010)

...Are Reflected in Local K-12 Students

Santa Ana Unified School District Student Demographics, 2009-2010, DataQuest



A Different-in-Kind Partnership Needed

- Data Partnership to Surface Gaps in College-Enrollment Indicators
- Accountability Structure at the District Level and College Level
- Interventions Led by College Counselors at SAUSD High Schools
- UCI, CSU Fullerton, and Santa Ana College Supported College Preparation Programs

UCI had long partnered with the Santa Ana Unified School District (SAUSD), Santa Ana College, and California State University (CSU) Fullerton on college access initiatives through the Santa Ana Partnership. As Santa Ana's population became more Hispanic but the college-going rate remained low, the four institutions felt compelled to innovate their partnership. In particular, students from SAUSD were failing to complete the high school courses required to be eligible for UC and CSU admissions. The following pages explore one component of this multipronged partnership: a data-informed system to address district-wide preparedness gaps.

1) Limited English proficiency.
2) Eligible for free and reduced-price lunch.

Sources: US Census Bureau; California Department of Education (DataQuest); "All Students Districts UC- and CSU-Ready," Santa Ana Unified School District, <http://education-first.com/wp-content/uploads/2016/03/DistrictsRising-SantaAna-FINAL.pdf>; EAB interviews and analysis.

Using Data to Identify Preparedness Gaps

Santa Ana Partnership Creates Action Plan Around College-Going Indicators

To identify how students are falling off track, Santa Ana Unified School District (SAUSD) shares student record data, including course completion, testing rates, and graduation rates, with UCI. Staff in UCI’s Center for Educational Partnerships analyze these data to identify barriers to enrollment at UCI. UCI then takes up a consultative role to SAUSD schools, sharing the data analysis and working with school leaders to match gaps to the appropriate interventions offered by Santa Ana Partnership institutions.

UCI and High School Partners Three-Step Action Plan

1

Transfer Data

SAUSD shares student record data with UCI



Metrics from Shared Data:

- Graduation rate
- UC/CSU requirements completion rate
- FAFSA submission rate
- AP courses enrollment rate
- AP exams pass rate
- SAT and ACT completion rate
- College-level coursework placement rate

2

Conduct Diagnostic

UCI uses data to populate performance diagnostic



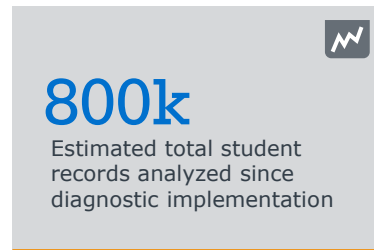
Illustrative College-Going Diagnostic (District-Wide):

Metric	Status	Percent Meeting
Submitted FAFSA		81%
Meeting College Admission Criteria		42%
Enrolled in AP Course		28%

3

Implement Interventions

UCI and SAUSD collaboratively review gaps and prioritize interventions



UCI uses the student record data to populate diagnostics and scorecards. The graphic above is an illustrative model of how UCI shares trends and flags issues across various college-going indicators. These diagnostics are shared only with district and school leadership.

The data analysis lends the Santa Ana Partnership scale lacking in traditional college access programs, allowing UCI to analyze an estimated 100,000 student records annually.

Data Shapes School-Level Intervention


UCI Analyzes Partner Data to Improve Eligibility and College Enrollment

UCI’s student record analysis flags problems that require interventions from the Santa Ana Partnership. UCI and SAUSD collaboratively decide upon these interventions. This page highlights three such interventions:

1. In meetings with district leadership, UCI shares profiles of the average student admitted to UCI versus the average SAUSD student, allowing SAUSD partners to add necessary programs.
2. To ensure that more students complete the requirements to be eligible for UC/CSU admissions, UCI works with high schools to align graduation requirements with state college eligibility requirements. Counselors also receive trainings to ensure they advise students appropriately on course selection.
3. For SAUSD partners with low FAFSA completion rates, UCI, CSU Fullerton, and Santa Ana College support FAFSA completion nights at SAUSD high schools.

Sample Interventions



Problem	Intervention	Result
<p>Gaps in UC Admissibility District leadership recognizes challenge in too few eligible students</p>	<p>SAUSD District-Wide Student Benchmarking Share profile¹ of average student admitted to UCI and benchmark against average SAUSD student profile</p>	 <p>Partnership institutions add programs to target issues (e.g., AP courses, SAT prep)</p>
<p>Low Academic Eligibility 18% of all 2009-2010 graduates fulfill UC/CSU course requirements²</p>	<p>Graduation Requirement Audit and Counselor Training Align HS graduation requirements with UC/CSU course requirements and provide additional counselor training</p>	<p>+29% Percentage-point growth in Santa Ana seniors meeting UC eligibility from 2010 to 2016²</p>
<p>Complete FAFSA Submission Rate Low Non-completers unlikely to enroll in college due to insufficient aid</p>	<p>FAFSA Completion Events UCI, CSU Fullerton, and Santa Ana College staff supplement FAFSA completion nights</p>	<p>90% 12th graders now submitting FAFSAs at one Santa Ana high school³</p>

1) E.g., HS GPA, standardized test scores, number of AP exams taken.
 2) DataQuest.
 3) <https://www.youtube.com/watch?v=4e6nz2RNSjk>.

Sources: California Department of Education (DataQuest); Santa Ana Partnership Scorecard; Gillman H, "UCI outreach to Santa Ana schools pays off," *OC Register*, May 27, 2016, <http://www.ocregister.com/2016/05/27/uci-outreach-to-santa-ana-schools-pays-off/>; "All Students Districts UC- and CSU-Ready," Santa Ana Unified School District, <http://education-first.com/wp-content/uploads/2016/03/DistrictsRising-SantaAna-FINAL.pdf>; EAB interviews and analysis.

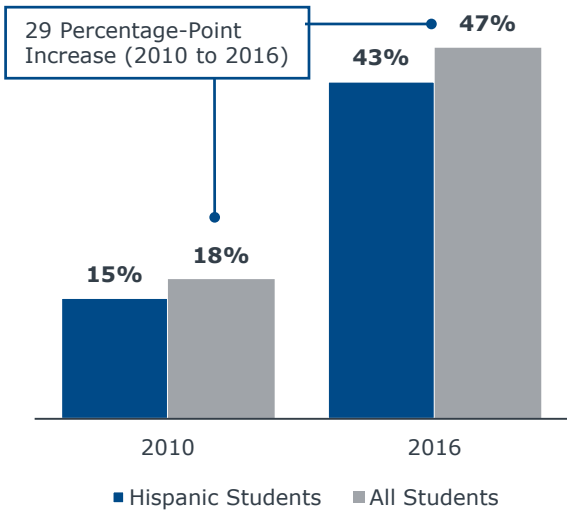
Revamped Partnership Pays Off

Data-Driven Approach Yields Strong Growth in College-Going

These data-driven interventions have increased the eligibility of SAUSD graduates for UC and CSU, resulting in a 5 to 9% annual increase in enrollment at Santa Ana Partnership institutions. From 2010 to 2016, state college eligibility requirement completion for all SAUSD graduates increased by 29 percentage points. College eligibility requirement completion specifically for Hispanic graduates increased by 28 percentage points. College eligibility requirement completion translates to increased CSU and UC enrollment. By 2016, 55% of graduating SAUSD students were enrolling at a Santa Ana Partnership institution.

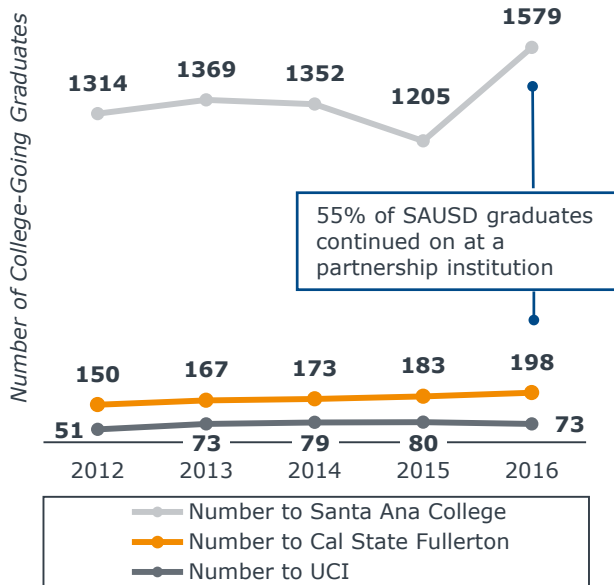
Number of SAUSD Graduates with UC/CSU Required Courses Increases

Percentage of SAUSD Graduates Who Completed Requirements by Race/Ethnicity, 2010-2016



College-Going to Partnership Colleges Increases by an Average 5-9% per Year

Number of Graduating SAUSD Students by College Destination, 2012-2016



Higher eligibility and college-going rates for SAUSD students contributes to UCI’s pipeline of local students. Even SAUSD graduates who do not enroll initially at UCI may end up there in the medium-term, as some students who enroll first at Santa Ana College later transfer to UCI. In 2017, 90 students transferred from Santa Ana College to UCI (a 100% increase of the 45 Santa Ana College transfers in 2012). To streamline transfer enrollment, UCI guarantees admission to Santa Ana College students with at least a B+ GPA.

Sources: California Department of Education (DataQuest); Santa Ana Partnership Scorecard; Gillman H, "UCI outreach to Santa Ana schools pays off," *OC Register*, May 27, 2016, <http://www.ocregister.com/2016/05/27/uci-outreach-to-santa-ana-schools-pays-off/>; "Top Source Schools for New Transfers: Fall Quarter," UC Irvine, <http://www.oir.uci.edu/files/adm/IA16-fall-tr-top-source-schools-by-enr.pdf?R=985140>; EAB interviews and analysis.

Helping Counselors Identify Off-Track Students

University of California Evaluates Completed HS Coursework for Eligibility Gaps

As in many states, Californian high school graduates often do not meet college preparedness thresholds. High school graduation requirements are frequently misaligned with eligibility requirements for admission to the University of California (UC) and California State University (CSU). California’s counselor-to-student ratio is also one of the highest in the country (812:1 in 2015), which minimizes time for effective advising on course selection. To combat gaps between advising on course selection and student completion of requirements, the UC system developed a system-wide Transcript Evaluation Service (TES).



UC System’s Transcript Evaluation Service

Offers transcript evaluations to California high schools to check progress against UC/CSU eligibility requirements

- Provides HS administrators with school-wide and district-wide completion of eligibility requirements
- Provides students and their counselors with personalized snapshots of gaps in GPA and course requirements
- Directs additional resources to students close to meeting benchmarks

Transcript Evaluation

History/social science <i>Two years</i>	<input checked="" type="checkbox"/>
English <i>Four years</i>	<input type="checkbox"/>
Mathematics <i>Three years</i>	<input type="checkbox"/>
Laboratory science <i>Two years</i>	<input checked="" type="checkbox"/>
Foreign language <i>Two years</i>	<input checked="" type="checkbox"/>
Visual/performing arts <i>One year</i>	<input checked="" type="checkbox"/>

Outcomes

+32.1%

Increase in CSU eligibility at participating high schools over four years

+21.6%

Increase in UC eligibility at participating high schools over four years

Transcript Evaluation Service Overview

TES assesses if students have completed, are close to completing, or have not completed the state college eligibility requirements. Students receive personalized snapshots of their progress, and administrators receive aggregate data for their schools and districts. Counselors use TES to more accurately and efficiently advise students on course selection to fulfill eligibility requirements.

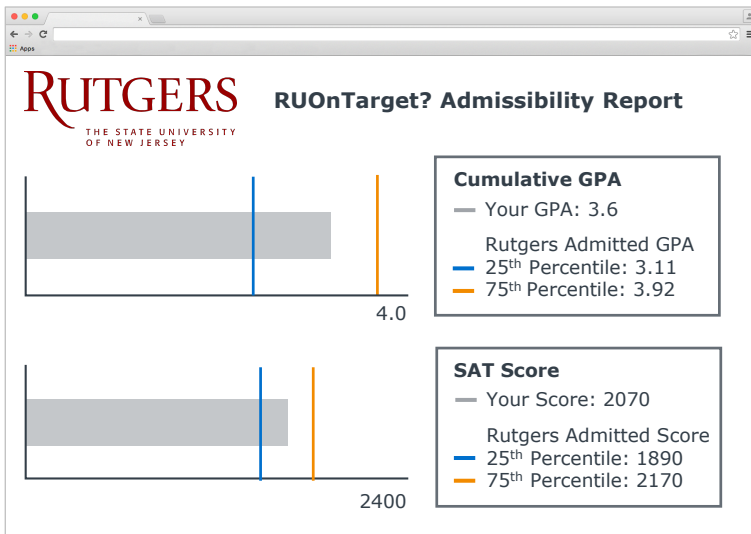
High schools that implement TES increase the graduates’ eligibility for CSU by over 32% and for UC by nearly 22%. TES also changes students’ decision-making process. After reviewing TES transcripts, advisors observe students adjusting their college-going behavior, such as taking the SAT and enrolling in courses that satisfy eligibility requirements.

Sources: “Transcript Evaluation Service,” University of California, <http://www.transcriptevaluation.com/>; <http://www.transcriptevaluation.com/benefits/outcomes.html>; Freeling N, “UC goes statewide with its college road map for students,” University of California, April 13, 2015, <https://www.universityofcalifornia.edu/news/uc-expands-tes-college-road-map>; “A-G Subject Requirements,” University of California, <http://ucop.edu/aguide/a-g-requirements/>; “College Counseling in Secondary Schools,” NACAC, https://www.nacacnet.org/globalassets/documents/publications/research/soca_chapter4.pdf; EAB interviews and analysis.



Providing an On-Demand Admission Progress Check

Rutgers' Platform Empowers Students to Guide Themselves to Admission

As profiled in [previous EAB research](#), **Rutgers University** established the Future Scholars program in 2007 to increase the college preparedness of local middle and high students to enroll more of these students. While Future Scholars improved students' preparedness and Rutgers enrolled 60% of program participants, the EM and Future Scholars leadership wanted to increase preparedness beyond each cohort of 200 Future Scholars. To provide guidance to students who were unable to participate in Future Scholars, Rutgers created the RUOnTarget? tool, which allows students to assess their progress toward and likelihood of admission.



How RUOnTarget? Works

-  Rutgers offers RUOnTarget? to all students but targets local schools¹
-  Students input academic progress to check likelihood of admittance
-  Platform generates admissibility reports on student progress
-  Students assess progress and adjust behavior to increase chance of admission

CURRENT USERS ▶

9,300+

Unique accounts created

47%

From local communities¹

21%

Yield of users graduating high school from 2010 to 2018

RUOnTarget? provides guidance to all students who create accounts on the Rutgers website and input their academic records. The tool benchmarks users' high school grades and test scores with the average Rutgers admitted student profile. Almost half of platform users live in the local communities surrounding Rutgers campuses, which are areas with high proportions of underrepresented students. Rutgers leaders note that both underrepresented and advantaged students use the platform.

Of the nearly 5,000 users who self-reported high school graduation dates between 2010 and 2018, over 2,200 applied to Rutgers and over 1,000 enrolled. In total, 21% of users enrolled across the past eight years.

Sources: "Utilizing Online Tools to Strengthen the K-12 Recruitment Pipeline/Pathways," Rutgers, The State University of New Jersey Office of Enrollment Management, http://www.act.org/content/dam/act/unsecured/documents/epc2017/Session-M1.1-Utilizing-Online-Tools-to-Strengthen-k-12-Recruitment-Process_v2.pdf; EAB interviews and analysis.

1) Camden, Newark, New Brunswick, and Piscataway.

Key Takeaways for Scaling Effective K-12 Interventions



Begin with Data

Use student and high school data to identify areas of underperformance



Leverage Existing Relationships

Identify existing campus-community relationships, often housed in community or government relations, school of education, or Student Affairs, and expand EM connection



Identify Systemic Issues

Collaborate with partners to identify systemic issues, policies, and practices that unintentionally limit students' college attendance



Consider Program Placement Within EM

Foster closer collaboration with admissions for partner identification, opportunities to review applications from partner high schools, and demonstration of visible EM commitment



Track Participant Outcomes

Ensure interventions support participants and track where students matriculate to justify investments



Appendix: College Access Programs and Partnerships

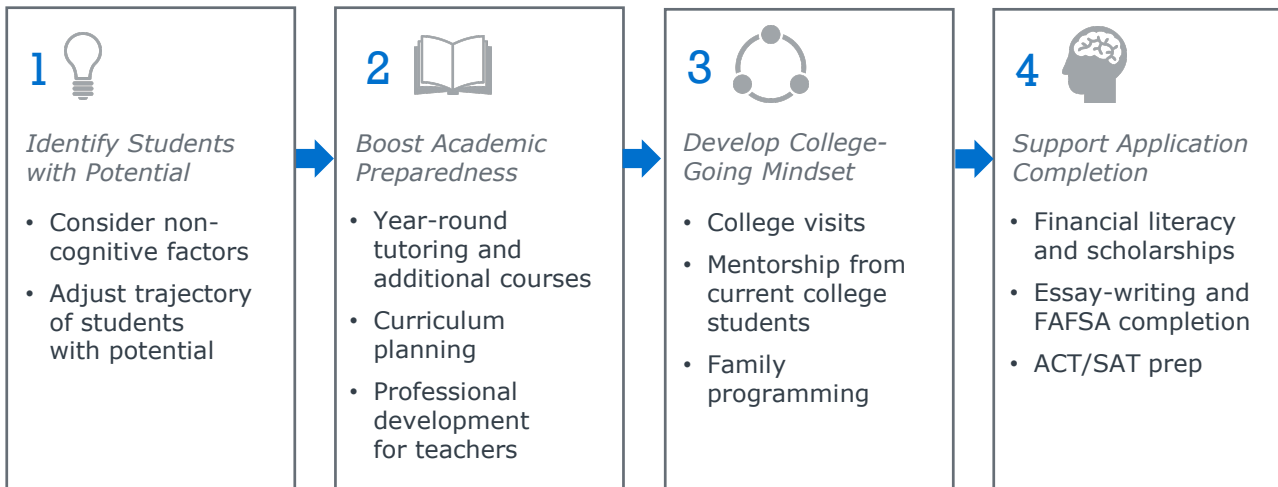
- Outlines four objectives of college access programs
- Assesses twelve common partner organizations on these four objectives
- Provides advice on selecting partners and coordinating with campus departments with established partnerships

Anatomy of a College Access Program

The previous practices in this white paper emerged from EAB’s research into college access programs and partnerships. While the practices focus on how colleges and universities can scale K-12 interventions, the research also revealed guidelines for ensuring that existing college access programs are effective. Typically, these programs have four objectives:

1. Identify students with potential
2. Improve their preparedness with academic enrichment
3. Develop their college-going mindset
4. Demystify the application process and support application steps

Four Objectives of College Access Programs and Partnerships



Assessing Potential Partners on the Four Objectives

Nonprofits and CBOs—and even organizations that provide services online or via mobile applications—address each of the four key college access program objectives but may vary in the degree to which they accomplish each of them. The chart below assesses the extent to which twelve of the most common partner organizations complete these four objectives.

As EMs look to partner with these and other organizations, they should evaluate what objectives the partner fulfills and how those objectives complement the services provided by campus college access programs.

Organization	Identify Students with Potential	Boost Academic Preparedness	Develop College-Going Mindset	Provide Support with Application Process
10,000 Degrees				
AVID				
Breakthrough Collaborative				
College Advising Corps				
College for Every Student				
College Possible				
Matriculate				
OneGoal				
Posse Foundation				
Raise.Me				
QuestBridge				
Strive for College				



Advice on Partnerships with Nonprofits and CBOs

With a multitude of potential partners, it can be difficult to identify the nonprofits that will make for the best partners. This page delineates key attributes to look for when selecting new partners and advice for building an effective partnership with those organizations. EAB also recommends that campus leaders prioritize developing a few high-quality partnerships over growing the number of partners.

Attributes of the Ideal Nonprofit Partner



Comprehensive Service Offerings

Select partners that offer intensive academic preparation and admissions process support



Postsecondary Follow-Through

Prioritize partners that continue working with students once they matriculate to create a seamless transition



Data-Demonstrated Effectiveness

Seek partners that track student success metrics to validate impact



Cohort Model

Choose partners that create networks for participating students within their schools and communities

Components of a Successful Nonprofit Partnership



Gradual Expansion

Build partnerships slowly; start with a few students and expand after measuring their success



Scholarship Commitment

Designate institutional scholarships for program students



Sustained Communication

Interact regularly with program leadership

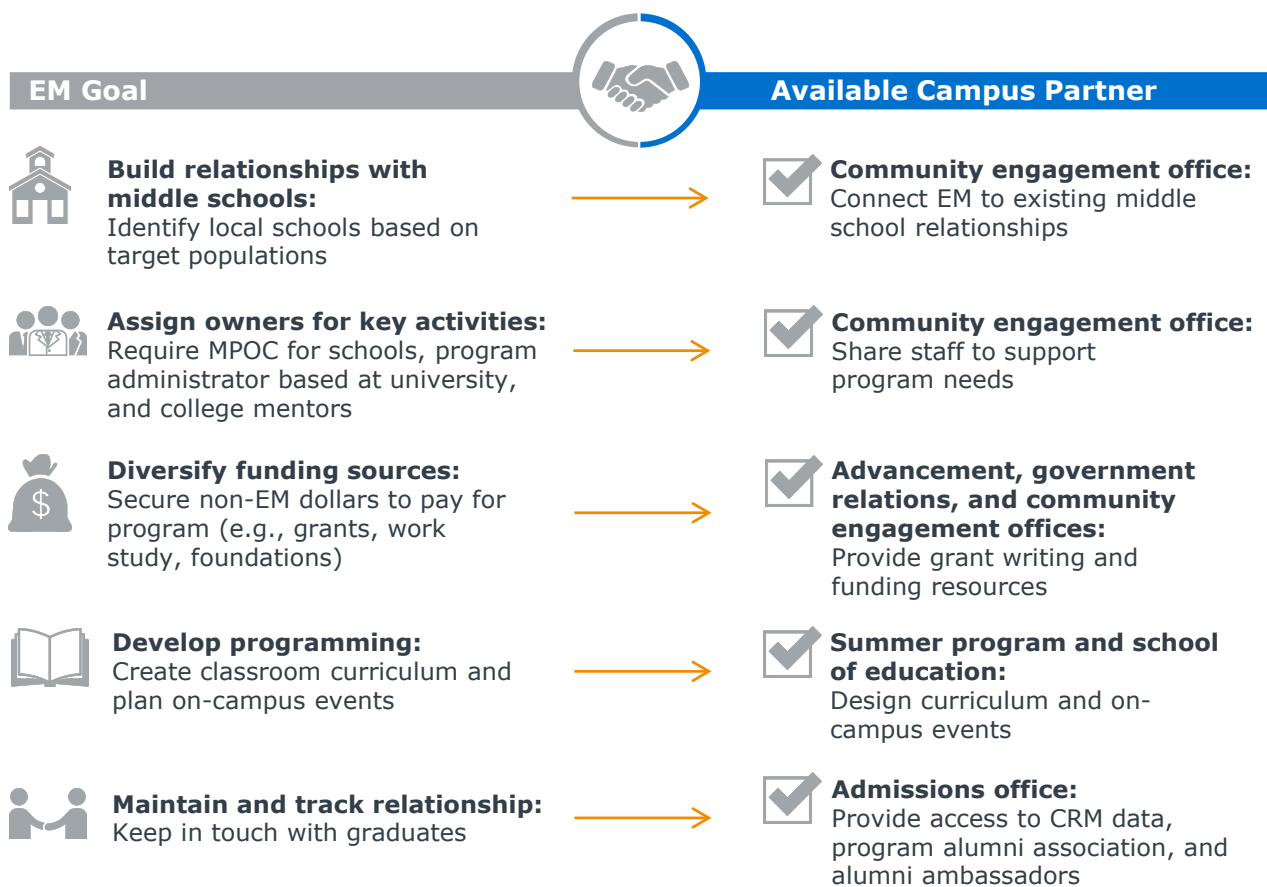


Affinity Building

Ensure program students visit campus

Advice for Coordinating with On-Campus Partners

Several on-campus offices possess the expertise to support Enrollment Management efforts to develop and/or expand college access programs. In particular, schools of education and offices for community engagement and external relations likely already offer one or more K-12 programs. Rather than launching new programs, Enrollment Management can leverage the experience, expertise, and connections of these on-campus partners.



Source: EAB interviews and analysis.



Advisors to Our Work

Advisors to Our Work

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