



## EFFECTIVE PRACTICES WEBLIOGRAPHY

<http://www.pathwaystocollege.net/>

Comprehensive collection of resources, publications, K-12 Toolkit and other resources related to college access and success. The Pathways to College Network is a consortium of over 35 organizations, associations and foundations interested in college access and success for traditionally underrepresented students (Andrea directed the creation of this website and its foundation resources).

<http://www.pathwaystocollege.net/pubs/CollegeSuccess.html>

Publications & Resources on College Success

<http://www.pathwaystocollege.net/webarticles/annviewer.asp?a=537&z=59>

Annotated bibliography: Perspectives in postsecondary education programs and student support interventions. Myers researched postsecondary retention programs to determine which had been evaluated as having a positive impact on student success or presented anecdotal or descriptive evidence of positive impact. The literature related to these successful programs is presented by program type in an annotated bibliography.

<http://www.pathwaystocollege.net/webarticles/annviewer.asp?a=743&z=59>

Choosing to improve: Voices from colleges and universities with better graduation rates. When comparing graduation rates at similar institutions, some colleges and universities stand out from the crowd, consistently graduating more students than their peers. What makes these schools so successful? This paper from the Education Trust looks for answers among some high performing colleges.

<http://www.pathwaystocollege.net/webarticles/annviewer.asp?a=536&z=59>

**College success programs.** Myers identified and analyzed college retention programs that had demonstrated effectiveness in retaining and graduating traditionally underrepresented college students through ongoing, longitudinal, qualitative and quantitative evaluations. The goal of the report is to provide higher education professionals with accessible, research-proven evidence of successful program strategies that improve the learning, success, satisfaction, persistence, retention and graduation rates of underrepresented college students. The report also considers the effectiveness of program models being implemented at two-and four-year institutions and identifies “best practices” to advance college access and success for under-represented students.

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<http://www.educationalpolicy.org/Retention101.html>

Educational Policy Institute electronic retention resources.

<http://www.sc.edu/fye/index.html>

The National Resource Center for The First-Year Experience and Students in Transition has as its mission to build and sustain a vibrant campus-based and international educational community committed to the success of first-year college students and all students in transition. We achieve this mission by providing opportunities for the exchange of practical, theory-based information and ideas through the convening of conferences, teleconferences, institutes, and workshops; publishing monographs, a peer-reviewed journal, a newsletter, guides, and books; generating and supporting research and scholarship; hosting visiting scholars; and administering a web site and electronic listservs.

<http://www.brevard.edu/fyc/>

The Policy Center on the First Year of College has as its basic mission the improvement of the first college year through enhanced learning outcomes and the success of first-year students. A particular focus of the Policy Center is the development and dissemination of a range of first-year assessment procedures and tools that can be used to strengthen or confirm practices in the curriculum, the co-curriculum, and institutional policy. In addition to improving practice, this process will contribute to the body of research on best practices in first-year programs. The Policy Center on the First Year of College is an extension of the work of John N. Gardner and his colleagues at the University of South Carolina’s National Resource Center for the First-Year Experience and Students in Transition. The two entities work cooperatively on issues of central concern for the success of first-year college students.

<http://www.luminafoundation.org/success/index.html>

**Lumina Foundation Postsecondary Success resources.** Lumina Foundation for Education, an Indianapolis-based, private, independent foundation, strives to help people achieve their potential by expanding access and success in education beyond high school. Through grants for research, innovation, communication, and evaluation, as well as policy education and leadership development, Lumina Foundation addresses issues that affect access and educational attainment among all students, particularly underserved student groups, including adult learners.

<http://www.luminafoundation.org/publications/index.html>

Lumina Foundation for Education publications on retention, persistence. [Lumina Foundation Focus: Lifelong lessons](#) — This issue provides an in-depth examination of how and why adults are heading to college.

(Winter 2005)

- ◆ [Paths to Persistence: An Analysis of Research on Program Effectiveness at Community Colleges](#) — This report calls for an increased commitment to research on community colleges and includes an overview of current research on effective programs and policies. (January 2005)
- ◆ [Raising Graduation Rates of Low-Income Students](#) (PDF) — Learn about specific, concrete steps that colleges and universities have taken to improve the success rates of their low-income students. (December 2004)
- ◆ [Powerful Partnerships: Independent Colleges Share High-impact Strategies for Low-income Students' Success](#) (PDF) — Read a volume of essays solicited and chosen by the Council of Independent Colleges illustrating the range of institutional efforts that can influence access and success for low-income students. (October 2004)

<http://www.umkc.edu/cad/si/>

**Website for Supplemental Instruction (SI)**; an academic assistance program that utilizes peer-assisted study sessions. SI sessions are regularly-scheduled, informal review sessions in which students compare notes, discuss readings, develop organizational tools, and predict test items. Students learn how to integrate course content and study skills while working together.

<http://www.aacu.edu/issues/institutionalchange/index.cfm>

**Association of American Colleges and Universities (AAC&U)** initiatives and resources are designed to strengthen campus leadership--across traditional boundaries--to align campus expectations, resources, and reward systems with practices that raise the level of student engagement and accomplishment in liberal learning. AAC&U is strongly committed to faculty as key educational leaders and works to strengthen faculty engagement, leadership, and rewards for practices that strengthen student accomplishment.

<http://www.greaterexpectations.org/>

The United States is fast approaching universal participation in higher education. Recognizing the transformative importance of this development, the Association of American Colleges and Universities launched *Greater Expectations: The Commitment to Quality as a Nation Goes to College*. As part of that initiative, a national panel of top education, private sector, public policy, and community leaders spent the past two years analyzing higher education in the United States today. The report, *Greater Expectations: A New Vision for Learning as a Nation Goes to College*, details their findings and recommendations.

<http://www.aacu.edu/issues/institutionalchange/studentaffairs.cfm>

AAC&U resources on Student Affairs - Academic Affairs Partnerships.

<http://www.gseis.ucla.edu/heri/heri.html>

**The Higher Education Research Institute** is based in the [Graduate School of Education & Information Studies](#) at the University of California, Los Angeles. The Institute serves as an interdisciplinary center for research, evaluation, information, policy studies, and research

training in postsecondary education. HERI's research program covers a variety of topics including the outcomes of postsecondary education, leadership development, faculty performance, federal and state policy, and educational equity. Visiting scholars, faculty, and graduate students have made use of HERI facilities and research resources since its affiliation with UCLA in 1973. The Institute's holdings include more than a hundred datasets that are regularly maintained for analysis of postsecondary education.

<http://nces.ed.gov/npec/>

**National Postsecondary Education Cooperative**, National Center for Education Statistics: NPEC and the Association of Institutional Research (AIR) announce the second year of their joint focused grant program. The program is designed to increase understanding and knowledge of a specific issue area identified by the NPEC Executive Committee as critically important to the postsecondary education community. Like last year, the 2005 program will support research on student success in postsecondary education. NPEC and AIR plan to award five to ten one-year grants for up to \$15,000 for dissertation fellowships and up to \$30,000 for other proposals.

During the next two years, NPEC is planning several parallel activities designed to lead to a better understanding of student success. These activities will culminate in a national *Symposium on Student Success* in 2006. Grant recipients will present their work at this Symposium as well as at AIR's Annual Forum. Travel to the NPEC Symposium will be paid by NPEC so funds for travel to this Symposium should not be included in proposed budgets.

<http://www.indiana.edu/~nsse/>

**The National Survey of Student Engagement (NSSE)** is designed to obtain, on an annual basis, information from scores of colleges and universities nationwide about student participation in programs and activities that institutions provide for their learning and personal development. The results will provide an estimate of how undergraduates spend their time and what they gain from attending college. Survey items on The College Student Report represent empirically confirmed "good practices" in undergraduate education. That is, they reflect behaviors by students and institutions that are associated with desired outcomes of college.

<http://www.ccsse.org/index.html>

**The Community College Survey of Student Engagement (CCSSE)** provides a much-needed tool for assessing quality in community college education. *CCSSE* results help colleges focus on good educational practice — defined as practice that promotes high levels of student learning and retention — and identify areas in which community colleges can improve their programs and services for students. All our work is grounded in research about what works in strengthening student learning and persistence.

<http://www.cscsr.org/>

**Center for the Study of College Student Retention (CSCSR)**, formerly Collegeways: The Center provides retention resources to individuals and educational institutions. Our aim is to provide researchers and practitioners with a comprehensive resource for finding information on college student retention and attrition.

<http://www.occe.ou.edu/csrde/index.html>

**Resource for 2-yr and 4-yr institutions interested in studying and benchmarking student retention and graduation issues.** Sharing Best Practices, monthly and quarterly news on retention related issues, annual retention benchmarking study on first-time, full-time baccalaureate degree seeking students, Annual retention study on community college transfers to 4-year institutions; New opportunities for community colleges and 2-year institutions to address their unique retention issues.

<http://learningcommons.evergreen.edu/>

**Evergreen College National Learning Communities Project** strives to strengthen curricular learning community efforts on individual campuses, as well as to foster more robust communities of learning community practice.

<http://www.nacada.ksu.edu/>

The **NATIONAL ACADEMIC ADVISING ASSOCIATION (NACADA)** promotes and supports quality academic advising in institutions of higher education to enhance the educational development of students. NACADA provides a forum for discussion, debate, and the exchange of ideas pertaining to academic advising through numerous activities and publications. The National Academic Advising Association provides many services and resources for its members and for the global community of professionals seeking assistance to enhance the development of students in higher education.

Kansas State University is now offering a [Graduate Certificate Program](#) in Academic Advising in partnership with NACADA. The 14 semester credit hour program is offered "at a distance" via the Internet. All courses are self-paced within a semester time frame. Students work independently, yet share comments and questions via electronic communications. This Graduate Certificate Program provides an opportunity for faculty and full-time academic advisors and administrators to gain an understanding of the myriad issues and skills needed to deliver effective academic advising.

<http://www.aacc.nche.edu/>

**American Association of Community Colleges** is the primary advocacy organization for community colleges at the national level and works closely with directors of state offices to inform and affect state policy.