



COLLEGE OPPORTUNITY COMMITMENTS TO ACTION

Progress Report

Executive Office of the President

December 2014



LIST OF COMMITMENTS

As part of the Administration’s efforts to increase college opportunity, the President and First Lady made a call to action, asking colleges and universities, nonprofits, foundations, businesses, state officials and other leaders to make new commitments to increase college opportunity. Numerous institutions responded with the commitments detailed in this report. This list, as reported and described by the institutions themselves, provides an update on the progress made on commitments made on January 16, 2014.

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Colleges, Universities, and State Systems

Allegheny College (Meadville, PA)

College Opportunity Commitment: Allegheny College will expand financial aid by making endowed scholarships a primary focus of its upcoming capital campaign. \$100 million will be devoted to endowed scholarships, building on the \$42 million Allegheny currently offers in financial aid to 90 percent of its 2100 students.

Allegheny College's Learning Commons consolidates academic support services into one cohesive unit for students and facilitates Academic Performance Reports online, which helps identify students in need of early intervention and academic support. The College has also instituted a number of outreach efforts to students concerning academic preparation and ongoing academic success. In addition, Allegheny College has recently implemented a VISA program called Volunteers in Support of Allegheny (VISA), which leverages alumni participation in support of admissions outreach, internships, and job placement. One of the hallmarks of this program is that it extends the highly personalized approach of recruitment into new markets the college previously has not been able to reach.

Progress Made: Allegheny College continues to make progress on its "A Third Century" campaign, which includes putting 50 percent of new funds toward endowed scholarships. The College expects to go public with this initiative in June 2015 as part of its Bicentennial Celebration at Reunion Weekend.

Allegheny College's VISA program encourages alumni participation in college recruitment, admissions outreach, and internship and job placement to help expand visibility of the opportunity into new markets. Over 40 additional college fairs were covered by alumni in 2013-14, and this number is expected to double in 2014-15. This initiative allows Allegheny to engage with a wider array of high school students in new geographic and socioeconomic markets. Allegheny College will have concrete data to assess the program as part of the cohort entering in Fall 2015.

Alma College (Alma, MI)

College Opportunity Commitment: Between five and ten students from DEPSA will be accepted to Alma College with a scholarship and participate in a special pre-orientation training on campus prior to regular orientation to address issues common to low-income, underserved youth. They will be offered regular on-campus support, including weekly study sessions and social activities, from student mentors throughout the school year. During winter break these freshman will return to their DEPSA campus as mentors to future college students. In the spring, the DEPSA high school students will be part of a spring term class at Alma College and, with their mentors, over the course of a few weeks will participate in service learning projects in Detroit, Saginaw, and Grand Rapids. This is seen as an opportunity to develop and foster mentoring relationships between current college students and their high school peers.

Progress Made: In Fall 2014, Alma College received a \$175,000 grant from the McGregor Fund

to support the “Developing Campus Communities” program in the Detroit area with a goal of engaging students in their college education, helping them develop positive relationships with other students and faculty, equipping them with the skills to be successful after college graduation, and having a positive impact on their communities.

Alma College enrolled 10 students from inner city Detroit (eight from DEPSA) and designated them “Campbell Scholars” in honor of Alma College graduate and trustee David Campbell, the longtime president of the McGregor Fund who died July 7, after a battle with cancer. The DEPSA students were offered scholarships through Michigan Future. Since starting the program, scholars have been building strong relationships with peer and faculty mentors through weekly meetings with personal success coaches, monthly meetings with their financial counselor and academic support advisor, and participation in group-building activities and personal development workshops. They participated in the Campbell Scholars Symposium, organized by Alma, to help guide them in their financial planning, college expectations, study skills, time management, academic success skills, and identity development. Scholars also participate in the King-Chavez-Parks mentoring program, designed to support student transition, retention and success, and are encouraged to attend local and regional conferences focused on leadership, service, and specific academic disciplines.

Amherst College (Amherst, MA)

College Opportunity Commitment: Amherst College’s several key commitments included: first, increasing enrollment and graduation rates of Native American students; second, including need-blind admission, full-need financial aid, and no-loan financial aid packaging so more students can graduate debt-free; third, increasing the proportion of low-income and disadvantaged students who major in STEM fields by drawing on programs in the departments of Biology, Chemistry and Math at Amherst and successful initiatives at other institutions; fourth, closing the “experience gap” for low-income and disadvantaged students by encouraging greater participation in study abroad programs, internships, senior thesis writing, and independent research with faculty supervision; fifth, helping to build a pipeline of college-bound low-income and disadvantaged students in the Springfield, Holyoke, Northampton, and Amherst regions and increasing the number of low-income and disadvantaged high school students who apply, are admitted, and attend college; and sixth, using the resources of Amherst College’s Center for Community Engagement to convene key stakeholders such as local schools, colleges, and social service agencies as well as representatives from the private sector and local government.

Progress Made: To address its first commitment, in 2016, Amherst will host College Horizon’s national college access program serving Native American students. In October 2014, Amherst hosted its first Native American fly-in Program, a three day campus visit program with travel funded for selected high school seniors. The College has developed a core of advisors, including faculty, staff, and students to increase the recruitment of Native American students and, for the first time, an Admission’s Diversity Intern is of Native heritage. Admission continues to conduct direct mail outreach to Native American students and support the college research and application processes for Native American students through their Telementoring Program. The Class of 2018 includes five Native American students and eight students with Native American heritage.

To address its third commitment, Amherst now offers a Statistics class as part of a STEM pathway for students and a Stats Fellows Program to provide better support and mentoring to all students, including the underserved students enrolled in introductory and mid-level statistics courses. Critical to Amherst College's retention efforts, in Spring 2015, the QCenter will hire a new Math QFellow to increase the number of Math majors from underrepresented groups and will modify its tutoring courses to be effective for both groups. Two professors will be pre-doctoral mentors for the National Alliance for Doctoral Studies in the Mathematics Sciences, an organization devoted to increasing the number of students from underrepresented groups that pursue graduate work in the mathematical sciences.

Amherst aims to increase the number of underrepresented youth participating in the SURF Fellows program by providing more comprehensive, publically accessible information on the application process. Amherst will strengthen faculty research to help increase the number of STEM research activities available by: maintaining and updating a database of graduate outcomes, research experiences and co-authored publications that can be analyzed by ethnicity and gender; and sharing summaries of this data with faculty researchers showing underrepresented participation by specific STEM disciplines for incorporation into federal grant proposals (NSF, NIH).

Augustana College (Rock Island, IL)

College Opportunity Commitment: Augustana College in Illinois launched its Close the Gap initiative last year as a means of assisting students whose families earn more than allowable by Pell and related state programs.

Progress Made: Right now, 135 students are at Augustana because of Close the Gap (roughly 5% of our overall enrollment), and \$1,336,610 has been committed from private sources to support these students over four years.

Bates College (Lewiston, ME)

College Opportunity Commitment: Bates College committed to undertake a series of strategic actions in order to serve low-income and underrepresented students in a more holistic and effective way. Commitments include: first, increasing the number of specialists on staff charged with deepening the high-touch, relational aspects of supporting low-income and underrepresented students; second, creating a team-based approach to providing services to low-income and under-represented students; third, developing an infrastructure of networks, funded internships, and skill-building experiences through the "Purposeful Work Initiative" for all Bates students to prepare them for the post-college transition to the world of work; and fourth, designing and implementing a cohort-based advising structure for low-income and underrepresented students to support each student for academic and personal success.

Progress Made: To address its first and second commitments,, the Office of Intercultural Education (OIE) was relocated from campus margins to the student center to physically and symbolically integrate multiple experiences into the heart of campus life. Additionally, Bates

reorganized the OIE's staffing structure so that the root of all student engagement is fundamentally collaborative and team-based. Bates College more than doubled the OIE staff to include two assistant deans, an assistant dean for student transition and support, and a program coordinator, and Bates also created a position for an associate director of multicultural alumni engagement and special projects. This person is charged with creating evidence-based programming and strong networks between Bates alumni and current low-income and other underrepresented students. With a new staff and with renewed focus on ensuring student success, Bates is designing an affirmative and evidence-based cohort model—building on the strengths of low-income and underrepresented students—for all incoming students. Bates College anticipates implementing its cohort program in full or in part during the 2015-2016 academic year.

To address its third commitment, Bates College has implemented the Purposeful Work Initiative, which is designed to ensure that all students, particularly those without inherited networks and from underserved groups, have a strong bridge to post-college success, whether in graduate or professional school or the world of work. Four skills-focused courses taught by Bates alumni called Practitioner-Taught Courses were offered, with 135 student applicants (35 percent from URGs) and 71 student participants (25 percent from URGs). Nine students (22 percent from URGs) participated in Koru, a Seattle-based interactive skill-building summer experience, with financial support provided to a number of Bates students.

Additionally, in Winter 2015, the Purposeful Work initiative will pilot the inaugural “Meaningful Work Weekend,” during which alumni from historically underrepresented groups will be invited back to campus for a day of programming focused on helping students identify the strategies and roadmaps Bates alumni have employed to find meaningful work. Finally, Bates has intensified its outreach to achieve more socioeconomic, geographic, and racial diversity.

Bowdoin College (St. Brunswick, ME)

College Opportunity Commitment: Bowdoin College made a commitment to raise endowed funds that will allow the college to provide need-based financial aid to 50 percent of its students. Bowdoin also committed to funding and co-hosting a program during Summer 2015 for Native American, Alaska Native, and Native Hawaiian high school juniors and sophomores designed to increase the number of these students who succeed in college.

Progress Made: In June 2014, Bowdoin announced an initiative to raise in excess of \$100 million in endowed funds by June 30, 2015 to support need-based financial aid. Thus far, the College has raised \$50 million toward this goal. Bowdoin currently provides \$32.5 million in need-based financial aid to 46 percent of its students, with an average annual grant of \$40,025. Bowdoin does not offer merit aid. About 45 percent of Bowdoin's endowment is restricted to the support of student aid.

Bowdoin will host and fund the College Horizons program in June 2015. The program will connect students with college counselors and college admissions officers from around the country in a five-day "crash course" designed to help those students select colleges where they are likely to be admitted and where they can receive financial aid. The program will also provide test-taking strategies, essay writing tips, help with the application and financial aid process, and

advice on how to succeed in college. According to College Horizons, the Native American high school graduation rate is 51 percent. Of those, approximately 5 percent proceed directly to four-year colleges, and only 10 percent of those students graduate in four years.

Brandeis University (Waltham, MA)

College Opportunity Commitment: Brandeis University committed to expand its STEM Posse Program to ten institutions. Brandeis pledged consultation and reference materials to the other STEM Posse institutions. In addition, Brandeis promised to make student financial aid a focus of its capital campaign, with a goal of raising \$150 million for this cause.

Progress Made: In June, Brandeis met with other representatives from the Posse Foundation and with other colleges and universities starting STEM Posse Programs. These relationships have continued, and Brandeis serves as an advising organization to these new programs. As part of its capital campaign, Brandeis has currently raised approximately one-third of its \$150 million goal to extend access to Brandeis for students in need of financial aid.

Brown University (Providence, RI)

College Opportunity Commitment: Brown University committed to providing students receiving need-based financial aid with the opportunity to participate in at least one internship or research opportunity during their undergraduate careers, regardless of economic circumstance.

Progress Made: In November 2014, Brown University launched BrownConnect, the newest addition to Brown CareerLAB's suite of resources serving first, second and third year students who are seeking internships and research opportunities. BrownConnect provides streamlined access to internship and research opportunities in a wide range of fields and geographical locations, as well as financial support to students in low-paid or unpaid internships. Brown hired a full-time director for the program, and President Paxson assembled an advisory council of Brown alumni, parents, and senior staff charged with creating greater student access to these opportunities. Through BrownConnect, students can apply for financial assistance—also provided through the generosity of University supporters—to make it possible to accept low-paid or unpaid internships. Since establishing the program's pilot phase in January 2014, the University has created 154 new internship opportunities; funded 254 students with summer stipend awards, a 57 percent increase from 2013; increased summer Undergraduate Teaching and Research Award (UTRA) levels to \$3,500, while increasing the number of UTRAs awarded to 265 (an increase of 34 from last year); and created 10 new summer networking events in cities across the country, bringing networking opportunities students over the summer.

Bryn Mawr College (Bryn Mawr, PA)

College Opportunity Commitment: Bryn Mawr has made two commitments to increase college opportunity. First, from 2013-2017 Bryn Mawr College will enroll five overlapping STEM Posse cohorts of 10 students from underrepresented groups with strong aptitude and interest in math and science in a program designed to increase the participation and persistence of nontraditional STEM majors. Participants will be provided with an innovative curriculum, early research

opportunities, comprehensive mentoring, and leadership development. Based on Bryn Mawr's past experiences with liberal arts Posse cohorts, the College expects new STEM Posse Scholars to serve as highly visible role models for other students, especially those from underrepresented minority groups, thereby helping to recruit additional students into science and math majors.

Second, the College commits to improving the transfer of community college students to the Bryn Mawr community. Community College Connection (C3), funded by the Jack Kent Cooke Foundation from 2011 through May 2014, has dramatically increased the number of community college transfer students and significantly diversified the undergraduate student body. Beginning in fall 2014, Bryn Mawr will fund the program from its own resources and expand the program to include two-year institutions nationwide.

To improve the transition to college and to better retain first-generation and low-income students, Bryn Mawr College will create a new semester-long orientation program to address all students' needs in transitioning to campus life and their success in college, such as balancing obligations, study and exam-taking strategies, and making the most of Bryn Mawr's diverse community.

Progress Made: To address its first commitment, a second STEM Posse of 10 students arrived in Fall 2014, all of whom have successfully enrolled in introductory chemistry, biology, or physics. These students have done well in their STEM coursework and had strong overall GPAs. In addition to success in the classroom, STEM Posse scholars have demonstrated an aptitude for research; four students had summer research internships at Penn, MIT, and Mass General Hospital.

To address its second commitment, since the inception of the C3 program, enrollment of community college transfers has increased from four to 10 students per year. Bryn Mawr now funds the C3 program from its own resources and includes an average grant from the College of \$34,309, representing an average of 81 percent of all grant aid the student receives. The program has successfully expanded beyond Philadelphia with 53 percent of its fall 2014 applications coming from schools throughout the U.S. C3 students continue to increase campus diversity: 22 percent are underrepresented students of color; 22 percent are first-generation students; and 100 percent are Pell Grant eligible, compared to 19 percent, 19 percent and 13 percent, respectively, within the full undergraduate body.

This fall, Bryn Mawr piloted a half-credit course "Metacognition and the Transition to College," to introduce students to wellness issues and transition experiences often encountered by first year students. The instructor follows a flexible syllabus that responds to students' needs, such as how to use a syllabus and how to read materials from various subjects. At the midterm, 86 percent of students reported feeling more equipped to be successful in college and 87 percent reported that learning strategies such as time management has helped in their courses. A full program assessment will be completed this winter.

Bunker Hill Community College (Boston, MA)

College Opportunity Commitment: BHCC commits to the following outcomes by 2016, through a range of interventions that support students from high school to college entry and through to completion of a degree or certificate program. These include: first, ensuring the successful completion of developmental coursework prior to college entry for at least 500 entering students per year; second, increasing the percentage of entering students completing at least fifteen credits in their first year to 25 percent; third, reducing racial, gender and income disparities in first year completion of fifteen credits by 10 percent; and increasing the six-year “Achieving the Dream” success rate (graduation, transfer and persistence) to 48 percent.

Progress Made: The transition program provides three-week “Boot Camps” and eight-week “Bridge” classes, primarily during the summer, which enables entering students with assessed developmental need in mathematics and English to progress through developmental levels prior to their first semester through intensive review and instruction. In 2014, the College doubled program capacity, enrolling 805 students. 39 percent of students enrolled in summer Boot Camps moved up a level in at least one developmental area, while 11 percent moved up a level in two developmental areas. 74 percent of students enrolled in the highest level developmental summer Bridge classes progressed to college-level course work.

Learning communities provide opportunities for students to accelerate through developmental education, co-enroll in pre-college and college-level courses, and engage in early career exploration. Small class size, integrated support services, and a focus on collaborative and experiential learning deliver a rich and relevant learning experience with high impact. Students enrolled in BHCC learning communities are more likely to complete developmental education, earn more credits, and persist in their studies. Supported in part by Achieving the Dream’s Catalyst Fund, the College has expanded its Learning Community Program by 77 percent since 2011 and projects to enroll 5,500 students in 2014-2015, providing more part-time students and students of color with the learning community advantage.

Developmental reforms in Math and English with better curricular alignment – BHCC continues to develop new curricular models that accelerate progression through developmental education. The developmental math curriculum was reformed in 2012, shortening the pathway from three courses to two for 89 percent of developmental math students and offering opportunities for acceleration. Students have been highly successful in accelerated options, with math and English completion rates of 78 percent and 80 percent respectively. The English Department projects to serve 330 students in accelerated sections in 2014-2015. BHCC faculty are also working closely with local high school faculty to better align Math and English Language Arts curricula in 9th and 10th grade to promote college-readiness.

The Dual Enrollment program enables local high school students to earn high school and college credits simultaneously while gaining familiarity with the college experience. The College operates a dual enrollment scholarship program at the BHCC campus, as well as delivery of dual enrollment courses onsite at partner high schools and community organizations. In 2013-14, the College provided 431 dual enrollment scholarships to students from 30 high schools, while 133 students took dual enrollment classes at partner high schools and CBOs in fall 2013, with a total success rate of 78 percent.

California Community Colleges

College Opportunity Commitment: The California Community Colleges committed to use the new California Community Colleges Student Success Scorecard, a publicly available online accountability tool for 112 colleges. It establishes system-wide and college-level goals for closing the achievement gaps for students of color and improving overall completion rates in remedial math, English, and English as a Second Language.

In addition, the California Community Colleges committed to create a common assessment that, along with other measures such as high school grades, will provide up to 260,000 incoming students with more diagnostic assessment and placement tools. Students will have the ability to take a “pre-test” delivered online to prospective students before taking the actual assessment tests, and test results will be portable among the system’s 112 colleges. The colleges also pledged to provide system-level leadership to help colleges scale up effective remedial education reforms.

Progress Made: The California Community Colleges Board of Governors recently adopted a goal of increasing completions in its colleges by nearly 250,000 over the next 10 freshman cohorts. Recent system-wide policy changes that will improve completion rates include: priority registration, which requires students to participate in orientation, assessment, and education planning; redesigned student support services to keep students on track academically; streamlined transfer; and closer collaboration with K-12. Individual community college districts will have the flexibility to set their own goals, with the system-wide targets and local performance data provided by the Student Success Scorecard guiding development of local goals. In addition, the Board of Governors has launched the Common Assessment Initiative, which will develop a Common Assessment System for the benefit of all California Community Colleges and their students.

California State University System

College Opportunity Commitment: The California State University committed \$8 million to hire 70 more professional staff advisors on campuses and to leverage work already underway with e-advising technologies that provide “real-time” advice for students as they navigate college life. The CSU added \$8 million to expand its Early Start summer program, helped incoming CSU freshmen attain college readiness in math and English before arriving on campus and support underserved students. CSU also committed to expend \$12 million to ramp up high-impact practices including service learning, undergraduate participation in applied research, internships, study abroad, and first-year student learning communities that support persistence to degree completion. Finally, CSU pledged to improve access and degree completion of community college students within two years through a host of new campus and system-level strategies including admissions preference. CSU provided prospective transfer students with clear, unambiguous, efficient pathways in the twenty-five most popular majors.

Progress Made: CSU has recently adopted ambitious new goals for the system’s four-year graduation rates, and launched a Student Success Dashboard to track progress toward these outcomes. Fifteen campuses are eligible for new funding for Academic and Student Success

Programs, and have used it to create learning communities, peer mentoring opportunities, and centers of undergraduate research, among other high-impact practices. The system office is also hiring staff and coordinating a multi-campus effort to better define and evaluate the impact of various engaged learning interventions.

CSU has also launched a searchable public web site to add to its promotion of Associate Degrees for Transfer. Students holding these degrees, developed in collaboration with the California Community Colleges, get priority transfer admission and a guaranteed cap on the number of courses required after transfer. The CSU has also conducted sessions at in-person counselor conferences and published advising and counseling materials in support of the new pathways. Finally, the CSU has seen exponential increases in student interest in the new degrees; in one example at the CSU's largest transfer-receiving institution, Cal State Fullerton, these students now account for nearly a quarter of the incoming transfer students.

Carnegie Mellon University (Pittsburgh, PA)

College Opportunity Commitment: Carnegie Mellon University (CMU) announced the launch of a Computer Science for All initiative. The goal of this program, created by the School of Computer Science as an outgrowth of its Women in Computer Science initiative, was to continue to enhance efforts to engage women in computer science and develop a program of social and professional activities and leadership opportunities to broaden interest and participation in computing by underrepresented groups in Pittsburgh and other regions across the nation. Carnegie Mellon committed to launch a new initiative to be coordinated by the Gelfand Center for Service Learning and Outreach. The initiative was designed to partner with a targeted set of Pennsylvania schools serving underrepresented populations. In addition, the Associate Director of Admissions for Ethnic/Minority Recruitment was charged with implementing activities for CMU's expanded focus on engaging and recruiting low-income students.

Finally, Carnegie Mellon committed to a campus-wide program to achieve the goal of having all Pell eligible students retained and graduated at the same levels as all CMU students. This initiative was intended to be a catalyst for expanding transition programs and support services that have been developed across campus.

Progress Made: The Computer Science for All initiative has been fully launched. Forty percent of the 2014 freshman class in the School of Computer Science are women—the largest percentage in CMU's history. Carnegie Mellon recruited an Associate Director of Admissions for Ethnic/Minority Recruitment from the private sector to organize “Celebration of Diversity Weekends,” coordinate CMU's Building Our Network of Diversity, and provide leadership for College Success 101, a program that acquaints underrepresented students in Pittsburgh with the college-admission process.

Efforts to build a stronger model of partnership with regional schools resulted in the development of plans for a new model for K-12 collaboration. For 2014 Pell recipient students entering the university in 2008 graduated at a rate of 85.3% -- slightly below the university rate of 88.5%.

Centre College (Danville, KY)

College Opportunity Commitment: As a part of a larger strategic plan (scheduled to be adopted by the campus community and the trustees in spring of 2014), Centre College explored the prospect of adding a second Posse Program focused on veterans, in partnership with the Posse Foundation.

Centre's strategic plan called for exploring how it can best serve under-represented groups of Americans who will need to be invited to pursue private higher education. In particular, Centre intended to take action to improve its recruitment of Hispanic-Americans, the fastest growing minority group in its region and across the nation.

Progress Made: Centre College has moved forward with widening access, including by announcing in April an endowed scholarship program that offers full tuition scholarships to ten first-generation students each year beginning in the fall of 2015. By the fourth year, they will have 40 of these scholars on campus. This is Centre College's first recruiting season for this scholarship, and they have worked hard to partner with community organizations and high school counselors to promote the opportunity to high-achieving, high need first generation students. Centre College has contacted over 100 community organizations that serve low-income populations, and they have completed a ten city admission tour where this new scholarship was the featured topic of their events.

Cheyney University of Pennsylvania (Cheyney, PA)

College Opportunity Commitment: Cheyney University committed to redesign new academic learning communities to support students' academic and social engagement, academic success, retention, and completion rates. Cheyney extended the concept of learning communities to the entire University campus by supporting professional development for faculty and staff and reporting on the activities, assessments, and successes of the learning communities. In addition, as Cheyney's current benchmarks and assessments to measure the effectiveness of these communities are limited, Cheyney committed to establishing a plan for assessing and evaluating learning communities by Fall 2014, establishing assessment metrics, communicating these metrics to campus community, and releasing information on how learning communities are meeting metrics yearly.

Progress Made: Earlier this year Cheyney University established a Learning Communities Advisory Committee composed of faculty and staff. A team of advisory committee members subsequently represented Cheyney at the National Summer Institute on Learning Communities in Olympia, Washington in July 2014. As a result of the work of the advisory committee, Cheyney piloted an academic learning community model this fall and benchmarks were identified to gauge the success and impact of the academic learning community experience for students. An assessment of the student experience in learning community courses will be conducted at the end of the fall semester and the results will be shared with the campus community.

Claremont McKenna College (Claremont, CA)

College Opportunity Commitment: Claremont McKenna College (CMC) launched The Student Imperative (TSI), a \$100-million initiative aimed at raising financial support (both merit- and need-based), lifting economic barriers to access, and enhancing the undergraduate experience at CMC. TSI builds on CMC’s “long-standing commitment to attracting, supporting, and educating talented students regardless of need or background,” and is focused on a three-pronged approach in the following areas: Financial Support; Enhanced Value; and Personal and Social Responsibility.

Progress Made: CMC has raised over \$40 million dollars towards our goal of \$100 million designated solely for financial aid. CMC has established many new programs specifically targeting the financial pressures on low and middle income students. Specifically the Conte Scholars program, created by JP Conte, provides full aid to five deserving first generation students per year. In addition to increased financial aid support, a significant amount of new sponsored internship opportunities have been funded which will support students in research and professional experiences outside the classroom. TSI will enable the College to continue an expansion of experiential learning that has become a hallmark of CMC’s unique educational mission, and to continue to incorporate new technologies that will allow students to obtain skills for their chosen careers. This past summer, the Personal and Social Responsibility Initiative (PSR) moved into a second phase of building a long-term structure and process to take on these major national challenges by forming four committees to help to understand the underlying conditions and causes of behavioral issues, generate ideas for constructive, effective change, provide feedback on major policy decisions, and help with the communication and socialization of new College actions.

College of the Holy Cross (Worcester, MA)

College Opportunity Commitment: Holy Cross committed to expanding its partnerships with community-based agencies that address issues of access for low income and underrepresented students both locally and nationally. Holy Cross also announced it would create a new position in the financial aid office to better assist low-income families in the financial aid process.

In addition, Holy Cross committed to working to ensure more low-income students and first generation students succeed on campus by expanding its pre-orientation Odyssey program to include incoming low-income and first generation students. Holy Cross also announced it would expand the Office of Academic Services and Learning Resources and the writing center to include professionals with particular expertise in working with ELL and ESL students. Finally, Holy Cross announced it would dedicate funds from its comprehensive fundraising campaign to develop a center for quantitative reasoning and other curricular initiatives to support underrepresented populations in science, mathematics and economics.

Progress Made: Pell Grant recipients make up 17.2% of the current first year class at Holy Cross, an increase over the prior year, when Pell Grant recipients made up 16% of the first year class. This past year, the Financial Aid office also added an additional resource in order to provide increased attention and counsel to low-income students and families applying for financial aid.

In addition to the College's ongoing work with community-based agencies, Holy Cross has committed to serving as a University Partner with the Cristo Rey network, which services underrepresented urban youth. As a University Partner the College commits to providing programming and financial support to students and their counselors to remove barriers that would make college attendance impossible. As a result of this partnership, Holy Cross has 41 Cristo Rey students currently enrolled and 29 alumni who are graduates of Cristo Rey schools.

This year, Holy Cross again included first-generation students in its pre-orientation Odyssey program and also increased resources for academic support. The College has added a position in the Office of Academic Services and Learning Resources, which provides support for incoming students, tutoring programs, and a peer-mentoring program for ALANA (African-American, Latin American, Asian American and Native American) and international students. In addition, as part of its recently launched comprehensive campaign, the College has successfully solicited a donation to expand the College's writing center.

The College has launched a pilot program in the sciences (FRAP - First-year Research Assistant Program) in which eight incoming ALANA students interested in the sciences are paired with four upper class mentors to work in faculty research labs as paid research assistants for eight hours per week.

Colorado Community College System

College Opportunity Commitment: The Colorado Community College System (CCCS) committed to reducing the time to completion and the cost of the education for low income, at-risk students needing remedial coursework. CCCS also committed to enabling disadvantaged, at-risk students in choosing a career pathway and program of study no later than their first semester of their college experience and to increase the number who enroll in and complete college level courses, and those who pursue the STEM pathway.

Progress Made: As of fall 2014, all of their thirteen colleges offer the revised developmental education programs. The redesigned instruction integrates reading and writing instruction into one course, aligns career pathways with math courses, contextualizes skills into content courses, and mainstreams students into college level courses whenever possible with supplemental academic instruction (SAI). Because CCCS is placing as many students as possible into college-level courses and providing supplemental academic instruction to fill gaps, the percentage of students placed in developmental education dropped. Meanwhile, the one-year retention rate of students enrolled in remedial course work (58.1%) was above the retention rate for those not needing remedial coursework for the first time since 2001. Of the students taking the new composition and college reading developmental education courses, success rates in the college gateway course (English 121) the following semester were between 21 percent and 72 percent (for those in SAI) versus success rates over a three-year period in the traditional developmental education courses ranging between 6 percent and 11.5%. Similarly, success rates in the college gateway course for math (Math 121) for students who had taken a redesigned math developmental education course were significantly higher in just one semester than the success had in three years for those who had taken the traditional developmental education courses.

Cuyahoga Community College (Cuyahoga County, Ohio)

College Opportunity Commitment: Cuyahoga Community College (Tri-C) committed to improving student success through college-wide activities related to student readiness, curriculum reform, and completion. In fall 2014, the college implemented a required First Year Experience (FYE) for all new degree seeking students. The goals of the First Year Experience were to connect students with the college community, help identify a career path, create an educational plan, and equip them with the necessary skills to be successful. In preparing students for college level coursework, a Test Prep refresher was created by faculty to increase placement of students directly into college level coursework, saving them time and money toward degree completion. Another program is the College Success Outreach Centers, a collaborative partnership between Tri-C and six Cleveland Metropolitan School District (CMSD) high schools with a focus on both faculty development and early college entrance testing. Curricular reform is taking place through initiatives such as reviewing all associate degree program requirements to reduce the number of credit hours, creating intentional career pathways, and accelerating time to completion.

Progress Made: Through the new mandatory First Year Experience (FYE), the college has scaled efforts to reach 3,086 students through 150 first-year experience courses and 2,317 students through a formal Convocation program. Prior to Test Prep, 35% of new students tested into college-level English. For fall 2014, 70% of new students tested into college-level courses. The Success Centers in the high schools have engaged 1,327 high school students in college preparation activities and 666 high school students in college placement testing improving readiness for the college experience. In aligning the curriculum to assist students in achieving degree completion, 23 programs have reduced the number of credit hours within their academic programs. Additionally, 36 new certificates were developed and implemented between 2011 and 2014.

Davidson College (Davidson, NC)

College Opportunity Commitment: Davidson College made a national commitment to develop two innovative, educational programs to enhance college access and success for low-income students. First, thanks to a \$10 million gift from the John M. Belk Endowment, Davidson College, in collaboration with the College Advising Corps (CAC) and other North Carolina institutions, pledged to place 60 recent graduates as full-time college advisers in underserved rural North Carolina high schools. The three-year effort would allow as many as 20 Davidson graduates to join the initiative per year, which aims to increase access to college for more than 18,000 rural North Carolina high school students. In addition, Davidson's CAC advisers would also identify high-achieving/low-income North Carolina high school students and invite them to attend a free campus experience at Davidson.

Second, Davidson partnered with The Posse Foundation to recruit, enroll, and educate students from diverse backgrounds into studying STEM fields at Davidson. During this multi-year collaboration, Davidson would recruit and educate a STEM Posse from Miami, totaling 50 students (10 students per year). In addition, Davidson would at a minimum provide each student with a four-year, full-tuition scholarship, offer them a two-week STEM immersion program prior

to their matriculation, offer specific academic and student life programs, and provide them with faculty mentors throughout their time at Davidson.

Progress Made: In February 2014, Davidson College commenced its college advising partnership with the College Advising Corps (CAC) by developing infrastructure for the program for launch in July 2014. Over the first six-month period, the program staff scouted, recruited, and secured, via an MOU, nine partner high schools across rural, western North Carolina. Staff hired nine recent Davidson graduates to serve as advisers, and created an adviser training template that included detailed strategies about how to collaborate with teachers and administrators to tie college-going into the life of a school, tackle financial aid and college admissions, creatively approach and connect with students, and most importantly, open the eyes of students and their families to the possibility of college. The advisers have an overall goal to ensure that each student applies to five schools that are within his/her reach based on academic capacity. Longer-term, CAC will measure success based on the number of college students who enroll as compared to data from the school over the last five years. The program director is currently working to hire 11 more advisers—Davidson will have a total of 20 advisers employed across the state—as of July 2015.

In late March 2014, Davidson College launched their partnership with the Posse Foundation, in which leaders from Davidson and Posse established a clear philosophy and set goals for the five-year collaboration to identify talented young leaders from diverse backgrounds who can achieve success at Davidson but might have been missed by traditional admissions practices.

At present, the Davidson Admission staff is reviewing Posse applicants, and in mid-December will partner with the Miami Posse staff in the selection of Davidson's first Posse (Class of 2018). A formal celebration of these students will be hosted in Miami in early January. Throughout the spring of 2015, Davidson faculty will work with Miami Posse staff in conducting workshops to best prepare the students for their summer immersion and Davidson College.

Drake University (Des Moines, IA)

College Opportunity Commitment: The STEM EXPLORERS program is a partnership among Drake University, Principal Financial Group (PFG), Des Moines Public Schools (DMPS), and the Community Foundation of Greater Des Moines. The goal of this pilot program was to test an integrated model of mentoring and support that increases the percentage of low-income students attending and completing college prepared to meet local workforce needs in the financial services industry.

The overall plan called for a cohort of 40 low-income 9th grade students (as defined by FRDL) who have also scored in the upper 50% quartile of 8th grade math component of the ITBS assessment (Iowa Test of Basic Skills). While students would have flexibility to choose their major, the hope was to introduce high school students to the fields of actuarial science and computer science at Drake. Those students would be mentored throughout their four years of high school by Drake students (group mentoring model of 2-3 high school students to one Drake student mentor). Those students who completed high school and who are academically qualified for admission to Drake University would be admitted with full demonstrated financial need met

with a combination of grant aid, work-study, paid internships and loan. While at Drake, the students would then be provided with mentoring support from Principal professionals and Drake staff and students, and will have paid internships at PFG. Upon graduation from Drake with the appropriate level of academic achievement, they would be offered priority consideration for employment at Principal.

Progress Made: To date, DMPS has scrubbed the data and identified 40 students from three area high schools who meet criteria to participate in this program. (Given the potential mobility issues of a low-income population, the partners decided to recruit 40 students initially, expecting 20 students to likely graduate high school and would have participated in the program all four years.) A project plan has been developed for a formal kick-off of the STEM EXPLORERS program to take place mid-February 2015.

High school students will be given hand delivered letters in early December notifying them that they have been selected. They will have an opportunity to attend an information session with parents to learn more, at which time they will be given time to make a decision to opt in (parents also invited).

Simultaneously, Drake has been recruiting student mentors. Principal has provided Drake a list of interns from this past summer as our first group to recruit. Once all participants have been confirmed they will collectively participate in a kickoff with President Maxwell, CEO Larry Zimpleman and Superintendent Tom Ahart (and others) in mid-February. Consideration of training student mentors and other details are also in next steps as outlined in the project plan.

El Paso Community College (El Paso, TX)

College Opportunity Commitment: El Paso Community College (EPCC) committed to becoming a co-development partner for the Texas New Mathways Project (NMP) in collaboration with the Charles A. Dana Center of the University of Texas at Austin. This project accelerated students through their developmental math sequence by pairing a developmental course with a transfer level math course. EPCC's commitment included fiscal support, administrative support, release time for faculty, travel, and various in-kind support. EPCC representatives served on a state implementation team, co-developed instructional modules, piloted and implemented at least two of the three mathematics pathways, and served as a mentor institution to other Texas community colleges.

Progress Made: EPCC continues its work accelerating developmental students via the New Mathways Project (NMP). EPCC established its first set of cohort classes and is tracking students' success throughout their college coursework. In addition, an information campaign has been implemented that will inform students, faculty and counselors of the benefits of NMP. Through this effort, it is anticipated that EPCC will be able to scale the impact on developmental students.

As part of this initiative, EPCC has engaged with the University of Texas at El Paso (UTEP) to help establish a clear transfer path for students participating in NMP. With the Dana Center's support, community colleges throughout Texas are working with university partners in a similar

fashion to ensure transferability. Finally, EPCC has met with our UTEP partners and Dana Center staff to begin establishing transfer pathways for students in the NMP pipeline.

Florida International University (Miami, FL)

College Opportunity Commitment: Florida International University (FIU) committed to expanding its “The Education Effect” partnership to a new high school in the historic neighborhood of Overtown in Miami’s urban core. FIU agreed to partner with Booker T. Washington High School (BTW) and the Lennar Foundation to accelerate BTW’s movement toward a high performance school through a series of in-school and community actions to build a college-attending culture, and solid employer engagement within high-demand STEM industries. FIU also committed to recruit, prepare, and retain twenty STEM Teaching Fellows to transform STEM teaching and learning in 66 of Miami-Dade County’s low performing schools, overseen by the MDCPS Educational Transformation Office (ETO). Finally, FIU declared its desire to build upon the success of existing initiatives including “ACCESS,” a partnership with Miami Dade County Public Schools (MDCPS) – the nation’s fourth largest school district – and the Fostering Panther Pride, an initiative to support the physical, emotional, social and academic needs of current and former foster care, as well as homeless youth attending FIU.

Progress Made: Through a \$1 million seed donation from the Lennar Foundation, FIU’s partnership with BTW will align university expertise, resources and evidenced-based intervention strategies to address the educational needs of students in the feeder pattern. Since spring 2014, a director, site coordinator and research assistant have been hired. MDCPS has made a \$300,000 commitment to refurbish and update the high school’s planetarium with state of the art technology to enable not only astronomy lessons but life and environmental sciences as well. Additionally, the District will fund a Science Curriculum Support Specialist. Focus groups were conducted with teachers, students, alumni, parents and community members to develop an asset-mapping of opportunities, and a database has been purchased to begin tracking and analyzing student achievement and engagement data to enable programmatic evaluation. Planning is underway to launch an afterschool math and civics program, and a STEM teacher professional development program is slated to take place in summer 2015. FIU is seeking new grants to support a cohort of foster and homeless youth to complete college and gain skills needed to become engaged leaders. Furthermore, County-wide the partnership has increased dual enrollment to over 6,000 individuals this past semester, including two new offerings in Dual Enrollment Engineering and Astronomy at BTW.

FIU’s commitment to produce STEM teachers is supported by a \$1.45 million grant from the National Math and Science Initiative to create FIUteach, a STEM teacher preparation initiative. The first cohort of students began the program at the start of the fall 2014 semester. FIU expects to produce least 50 well-prepared math and science teachers each year.

Franklin & Marshall College (Lancaster, PA)

College Opportunity Commitment: Franklin & Marshall (F&M) committed to increase its financial aid budget for 2014-2015 by 10% and would seek to sustain that increased level of aid in subsequent years through philanthropy. F&M also committed to sustain its cohort of Posse

Foundation students interested in STEM fields from Miami for at least the next five years. F&M pledged to seek philanthropic support to sustain its Next Generation Initiative pilot that has significantly increased the proportion of high-achieving, low-income students at F&M. This combination of increased financial aid and intentional outreach to high-performing school networks and college access programs had seen F&M sustain 17% Pell Grant recipients in the Classes of 2015, 2016 and 2017—up from 5% six years before—with increased retention rates, strong academic performance and lower student indebtedness. F&M also plans to invest for at least two more years in the college’s pilot of a free, three-week summer college preparation program for talented low-income students. Finally, F&M pledged to further reduce the average indebtedness of its students on graduation. F&M has seen an average indebtedness decline by 17% over the past two years.

Progress Made: F&M increased the financial aid available to this year’s first-year class by 16% against its previous pledge of a 10% increase. The college provided \$11.2 million in aid to the Class of 2017, and \$13 million has been provided for the Class of 2018. As a result, 21% of the Class of 2018 are Pell Grant recipients, up from 17% in each of the past three entering classes and 5% six years ago. F&M enrolled its third cohort of STEM Posse students this fall. Now juniors, F&M’s first STEM Posse cohort has earned a higher GPA in a science- and math-heavy curriculum than their class as a whole. The summer 2014 cohort of F&M College Prep was the most diverse yet, with 72 students from 17 states and the District of Columbia, including large urban high schools and small rural schools. F&M will seek to further reduce the average indebtedness of students on graduation. As a result of F&M’s significant investment in need-based financial aid, the average indebtedness of the college’s graduates has fallen nearly \$8,000 and 23% over the past four years, from \$33,200 for the Class of 2012 to an estimated \$25,465 for the Class of 2015.

Georgetown University (Washington, DC)

College Opportunity Commitment: Georgetown committed to partner with the Posse Foundation to implement a new program at Georgetown that will focus on recruiting students to major in the Science, Technology, Engineering and Mathematics (STEM) fields. These students will have demonstrated both interest and ability in the STEM fields as well as leadership abilities relevant to their success. Additionally, these students will benefit by participating in other opportunities available through Georgetown’s existing programs and resources.

Progress Made: Over the last year, the Georgetown University team (administration, staff, faculty) has been working on the details of implementing its STEM Posse program, set to begin in 2015. Georgetown University has reached out to other universities hosting STEM programs to get lessons learned and initiate a STEM Posse network. Georgetown’s Posse students will be selected in December 2014.

George Washington University (Washington, DC)

College Opportunity Commitment: The George Washington University pledged to engage in activities designed to increase the number of students who enter the four-year college pipeline before, during, and after high school. The university agreed to dedicate resources to launch

strategic efforts targeting underserved students in the region and around the country, and to enhance existing outreach support to equip students, families, teachers, counselors, and community partners with the tools and information to successfully navigate the college search and application process, including completing financial aid forms and applying for scholarships. In addition, GW committed to create new pathways for high achieving students in community colleges to ease their transition into a four-year institution, build their academic skills, and help them manage the overall cost of earning a bachelor's degree. These academic agreements include a mixture of articulation, dual admissions, and guaranteed admissions programs.

Progress Made: The Office of Admissions has implemented programs bringing 30 DC high school counselors and 25 juniors to campus; a service project deploying the undergraduate admissions staff during College Application Week to assist students completing college applications at DC high schools; and dedicated staff to support and implement best practices in DC high schools that improve college readiness, resulting in a 30% increase in DC high school graduates enrolled in the fall 2014 first-year class. In partnership with local nonprofits and GW student organizations, GW's Center for Civic Engagement and Public Service co-sponsored college awareness and readiness programs for 35 families of two DC middle schools, 33 Vietnamese high school students and their parents and 60 Latino elementary school students.

GW is hosting several seminars and symposia such as the 2015 Reach for College! College Readiness Summer Institute for Educators and the Graduate School of Human Development and Education's College Access and Affordability Institute. A university-wide Task Force on Access and Success, formed by President Knapp, has been charged with identifying the most promising ideas for reducing barriers and expanding college opportunities for low-income students. The task force recommendations will emphasize high impact, replicable models for success.

Georgia State University (Atlanta, GA)

College Opportunity Commitment: Georgia State committed to develop and deploy a first-of-its-kind financial risk tracking system to increase completions, especially for low-income and underrepresented students. The system would leverage the technologies and expertise in predictive analytics that was developed to implement the University's GPS Advising system—a cutting-edge, predictive-analytics based platform to identify students who are at academic risk. Using millions of bits of financial student data, Georgia State proposed to create a parallel series of alerts that would serve to notify central offices at the first signs that a student is at financial risk. The University would then pilot a set of innovative financial and programmatic interventions to try to get students back on path. The initiative was pledged to result in a 10% increase in completions for at-risk students.

Progress Made: With the help of a vendor specializing in college financial issues, Georgia State initiated more than 3,000 interventions with the identified students this past year by guiding students through the process of completing the FAFSA, making wise decisions about loans, and developing a plan for making aid last through the academic year. For students who are at risk for being dropped from their classes for non-payment of their university bills, Georgia State developed the Panther Retention Grant program. In the past, more than 1,000 students were dropped from their classes each semester due to an inability to pay university costs, some with

balances as low as \$300. Now, the University proactively reaches out to students and offers micro-grants to cover overdue balances and to keep students in classes. Of the seniors who received a Panther Retention Grant last year, 70% graduated within two semesters of receiving the funding.

Goucher College (Baltimore, MD)

College Opportunity Commitment: Beginning with this year's admissions cycle, Goucher will meet a higher level of financial need through scholarships and grants for appropriately qualified students. High-achieving, low-income students will have 78 percent of their need met through this program, and low-income students with more modest credentials will have 60 percent of their need met. Through its partnership with the Greater Baltimore Urban League, Goucher College hosted a citywide Saturday Leadership Program on March 8 to help students from underrepresented groups in Baltimore learn essential skills necessary to thrive in higher education. Goucher committed to working to turn this program into an annual event.

Progress Made: Goucher is on its way to making the Saturday Leadership Program an annual event. The college partnered with Greater Baltimore Urban League to host another Saturday Leadership Program in October.

Hamilton College (Clinton, NY)

College Opportunity Commitment: Hamilton committed to (1) endowing and making permanent "First-Year Forward," a pilot program designed to help new students with exceptional potential and demonstrable financial need obtain meaningful and exploratory career-related experiences and (2) expand as appropriate the funding for Student Emergency Aid Society (SEAS) that provides for unanticipated needs to ensure that all students have the opportunity for an equal educational experience. Students who are the first in their family to attend college were given special consideration for this program.

Progress Made: Hamilton College continues to consider these efforts to be of paramount importance. The college expects to fulfill the first commitment in its upcoming capital campaign. SEAS has garnered resources and is meeting current need, but the program anticipates increased demand in the next two years.

Harper College (Palatine, IL)

College Opportunity Commitment: Harper College committed to improve the rate of recent high school graduates placing into credit math courses by an additional five percent, for a total increase of 17 percent over a four year period. The college also pledged to improve the Integrated Postsecondary Education Data System (IPEDS) graduation rate by one percent each year for a total of a five percent increase between the 2006 and 2010 cohort rate.

Progress Made: Harper College has exceeded the targets set in both commitments. The College saw a 10% increase in recent high school graduates placing in credit math, improving math readiness from 57.1% of high school graduates in 2012 to 67.1% in 2013. Harper College's

success in improving math readiness is due primarily to the Northwest Educational Council for Student Success (NECSS) for local high school districts. This formal partnership aims to assure every high school graduate is “college ready” upon graduation from high school. The College’s results exceeded the commitment target and realized a graduation rate increase of over three percent from 20.4% for the 2009 cohort to 24.1% for the 2010 cohort. Additionally, the total change in graduation rate at Harper College also surpassed initial commitment. The graduation rate has increased nearly 10% from 2006 numbers (14.8%) to its 2010 cohort (24.1%).

Harvard College (Cambridge, MA)

College Opportunity Commitment: Harvard committed to invest in additional outreach and support for prospective low-income students. In order to make more students aware of Harvard College’s commitment to no loans and no parental contributions for families with incomes below \$65,000, Harvard enhanced its social media approaches to reach low-income high school students. Specifically, Harvard College added significant, new, dedicated staff resources in reaching out to low-income students, particularly through social media, to better connect them to college opportunities appropriate to their qualifications. This research-based approach was successful in improving the match between institutions and low-income students.

Progress Made: Harvard Admissions launched the Harvard College Connection (HCC) in 2014 to encourage promising students from modest economic backgrounds to attend and complete college. This initiative bolstered the College’s recruiting efforts with a social media strategy and with new programming to reach previously underserved groups of students. Harvard has increased professional support for recruitment activities including adding a Manager of Social Media Recruitment and a First Generation Liaison to coordinate outreach to prospective applicants whose parents did not attend college. Harvard also expanded student-produced web and social media content to show the Harvard experience and make everyday student life more accessible to prospective students, including a virtual tour and introductory online information sessions. To date, over 500 prospective students have participated in one of Harvard’s 7 virtual information sessions that are led by an admissions officer and several current students. Harvard plans to hold 3 more sessions during the fall. Harvard College has also doubled the number of student recruiters during the summer and fall, enabling Harvard to conduct email outreach over the summer for the first time this year. As a result of these campaigns and general inquiries via a newly available web form on our homepage students, recruiters fielded over 3,000 email communications from prospective students over the summer.

Hawai‘i

College Opportunity Commitments: Hawai‘i committed to intensify support for the participation and success of low-income and under-represented students by working with K-12 partners to provide early college programs, a free college access portal, and multiple measures of college level course placement for students. Within the public higher education system, the University of Hawai‘i committed to eliminating the STEM participation gap for low-income and under-represented students, providing pathways and a shift in focus from courses to programs, and early intervention advising. Hawai‘i utilizes a contextualized approach to support academically underprepared students’ college success, uses data analytics to obtain better information on how

to match students' remedial needs with the various interventions available, and continues research into pedagogy and academic support improvements.

Progress Made: In 2014, three UH campuses secured funds from NSF's Tribal Colleges and Universities program to significantly increase the enrollment of Native Hawaiian STEM students. Of 186 students who have completed a summer bridge program, 86% received college credits with a calculus grade of C or higher. In addition, 35 out of 50 high schools utilize myfuturehawaii.org, the state's college and career portal, and, in fall 2014, Hawaii P-20 Partnerships for Education was awarded private support to plan and expand early college programs. Based on earlier successful pathways work, UH also launched a new system-wide Graduation Pathway System (GPS) in November 2014 that provides students with real-time information about the courses remaining for their degree in a semester-by-semester plan and continually recalculates the students' best path forward based on courses enrolled in and completed. Advisors can immediately identify students who enroll in courses that do not apply toward their degree and proactively advise them. Finally, twelve innovative part-time student projects were supported by the UH Community Colleges, including Prior Learning Assessment and Weekend College activities. A TAACCCT Round 4 award to the UH community colleges provides funding for student support for early alert, PLA, veterans' support, and job placement positions.

Hobart and William Smith Colleges (Geneva, NY)

College Opportunity Commitment: Hobart and William Smith (HWS) Colleges, committed to convene around three foundational issues identified by the Geneva City School District as critical to the future of their children: literacy, graduation rate, and career/college readiness.

Although the overall graduation rate hovered at a disappointing 70% when Geneva 2020 "collective impact" conversations began in 2011, black students and students from economically disadvantaged backgrounds had an even lower rate (42%), while students with disabilities had a 37% rate. The imperative to coordinate and collaborate on school success for K-12 students in their community had never been clearer.

Their effort, titled "Geneva 2020," has engaged a broad constituency of the community, from non-profits to businesses to individuals. HWS Colleges' goal is to improve the graduation rate to 90%, to have all of Geneva's children reading on grade level, and to see a significant boost in the number of young men and women pursuing higher education, all by 2020.

HWS committed to further increasing the graduation rate to 90 percent in 2020, funneling its community engagement efforts toward initiatives that support, mentor and guide young men and women on tracks that lead to higher education, and seeking committed partnerships from non-profits, businesses, the faith community, the local community college and individuals.

HWS also pledged to work with the philanthropic community to identify funding sources that will allow Geneva 2020 to secure the organizational backbone and resources necessary to effectively manage volunteer and charitable engagement as well as to consistently monitor progress against quantitative goals for literacy, graduation rate, and career/college readiness.

HWS further pledged to expand its programs that have already shown to be effective in encouraging college attendance. These programs include the HWS Summer Academy which brings low-income students of color from Geneva High School to campus to attend college-level courses taught by faculty members. Similarly, HWS will enhance its collaboration with local partners, specifically the African American Men's Association of Geneva and the local NAACP Chapter, to give high school students the necessary tools to apply to college and to navigate the financial aid process.

Progress Made: Commitments to Geneva 2020 have moved forward, including working with the Cornell Cooperative Extension. The university's experiment station aims to utilize their resources to advance awareness of STEM careers in Geneva. HWS Colleges also established a Volunteer Coordinator position to connect teacher requests with community resources. The Coordinator, a retired public library system director, works with the Geneva 2020 Coordinator and the four school principals to address pressing needs and opportunities identified by local teachers. Lastly, HWS Colleges launched a GHS job shadow program in the spring, and nearly a dozen professionals throughout the community hosted Geneva High School students. Local bankers, lawyers, non-profit agency leaders, as well as the HWS president, hosted students to discuss their career path and who mentored them along the way. The overall Geneva High School graduation rate has improved from 75% in 2013 to 81% in 2014, with significant gains for children from economically disadvantaged backgrounds.

Illinois Community College Board

College Opportunity Commitment: All of the commitments made by the Illinois Community College System focused on the implementation of academic and career pathways as an essential component to improving student success. The Illinois Community College System committed to expanding the Accelerating Opportunity model (I-BEST) of moving low-skilled adults into college credit courses to all 48 community colleges in Illinois and to also expand the model to courses for traditional students in need of remediation. It also committed to engage multiple stakeholders in the creation of a five-year Workforce Education Strategic Plan to ensure that all Illinois residents have educational and training opportunities to lead them to high wage and high growth employment.

Progress Made: The Illinois Community College Board has collected program information on co-remediation from our 48 colleges and they have developed a process for collecting data on co-remediation course enrollments, which it will begin during the next data collection cycle. It developed a model for improving college readiness and decreasing the need for remediation, which they will roll out in 2015. It has also secured funding to scale up the Alliance for College Readiness partnership model, focused on partnerships between each Illinois community college district and their respective public school districts to ensure that public school students are ready for college-level courses and can experience success after high school.

It has also increased the number of colleges using the Accelerating Opportunity (I-BEST) model of delivering and blending adult education and CTE from 18 colleges to 25 and have developed a funding mechanism to sustain these integrated programs. In addition, three education agency

boards (ICCB, The Illinois Board of Higher Education, and the State Board of Education) collaborated to pass resolutions in support of College and Career Readiness development and placement policies at local institutions and to support and encourage the use of Guided Pathways Systems. In partnership with the Illinois Department of Commerce and Economic Opportunity, the Illinois Community College System has begun the process of engaging statewide stakeholders in the development of a five-year Workforce Education Strategic Plan.

Iowa State University (Ames, IA)

College Opportunity Commitment: Iowa State University (ISU) committed to raise \$85 million in private funds over the next three years for financial aid, with a significant portion invested in low-income students. ISU pledged to work with education and community partners, and local families, to help low-income children in two Des Moines elementary schools. As part of this effort, children from these schools who earn admission to Iowa State will receive full tuition scholarships. Through ISU Extension and Outreach, the university also committed to invest in STEM programming for in-school, after-school, and summer learning experiences. ISU is also expanding its Science Bound program to increase the number of ethnically diverse and low-income students who pursue STEM careers. Students who complete the four-year high school program receive a four-year ISU tuition scholarship if they pursue a STEM degree.

Progress Made: In August, Iowa State University opened a new Student Loan Education Office to help students learn how to effectively manage their finances while pursuing a college degree. Within the first few months of opening, 680 students have been reached through classroom presentations and 422 students have sought personal financial counseling. ISU is also soliciting state and private support to expand facilities, including a Student Innovation Center that will be a hub for hands-on learning across the engineering and design disciplines.

Additionally, ISU is a partner in federal and state programs such as the National Science Foundation's Louis Stokes Alliance for Minority Participation and Iowa's Governor's STEM Initiative. ISU has invested an additional \$200,000 in Science Bound. The program works – in 2012, the nearly 400 students participating in the five-year high school program were retained at an average rate of 90 percent over the five-year program; students going on to attend Iowa State were retained at a rate of 98 percent. ISU is leveraging a variety of predictive analytics tools that enable proactive advising interventions, direct at-risk students to tutoring or supplemental instruction programs, and even help students identify majors early, which improves completion rates. Finally, Iowa State has joined the University Innovation Alliance, which connects 11 universities who are committed to improving access and completion for students from all socioeconomic backgrounds.

Kalamazoo College (Kalamazoo, MI)

College Opportunity Commitment: Kalamazoo College committed to increase efforts to enroll students from community colleges. Kalamazoo College will also work to improve the four-year graduation rate among first-generation college students. Its goal is to ensure that there are no significant differences in graduation rates of first-generation and Pell-eligible students when compared to other student cohorts. Given the robust programs Kalamazoo College has in place

for these students, their first steps will include a critical analysis of the factors that are impeding graduation.

Progress Made: Kalamazoo has expanded transfer recruitment efforts: increasing the number of community college fairs attended; visiting additional community colleges in Chicago and California; and expanding use of social media tools to market to transfer students. Prospective transfer students from Kalamazoo Valley Community College and Washtenaw Community College have access to a new on-line Course Equivalency Guide providing information on how their courses will transfer to the College. Two additional community colleges will be added to this on-line resource in the near future. In fall of 2014, the College offered for the first time an orientation program tailored specifically for transfer students, introducing them to campus services and research-resources.

Analysis of the critical factors impeding completion of first generation and Pell eligible students continues. The four year graduation rate for first generation students in the Class of 2014 improved by 10 percentage points compared to the previous year (73.7% compared to 63.2%) and was slightly higher than the college's overall graduation rate (73.1%). Compared to the class of 2013 the gap in four-year graduation rate between all students and Pell eligible students decreased by 29.3%.

Kansas Board of Regents

College Opportunity Commitment: The Kansas Board of Regents committed to increasing performance-based funding for adult education and improving outcomes in technical education. *Accelerating Opportunity: Kansas (AO-K)* transforms the structure of adult education in Kansas by delivering career and technical education at the same time as adult basic skills instruction within a career pathways framework. Kansas committed to doubling the current number of students enrolled, the number of college credentials earned, the number of industry credentials earned, and the number of individuals employed as a result of this program.

Adult Education Performance Based Funding, scheduled to begin in 2015 in Kansas, will see 70% of state and federal Adult Education and Family Literacy Funds distributed solely on program performance. College readiness and enrollment/co-enrollment in postsecondary education are among the funded outcomes, with full funding requiring that programs meet two specific targets: 40% of participants are college ready and at least 27% of participants at the four highest National Reporting Service levels enroll in postsecondary education within three years.

Finally, it committed to transform developmental education, focusing on this major barrier which multiplies financial and time commitments for students and reduces the postsecondary completion rate of these underprepared students in Kansas to just 18%.

Progress Made: Accelerating Opportunity: Kansas (AO-K) has seen an additional 700 students enroll since January 2014, bringing the cumulative number of unduplicated enrollments to 3,118. These Kansans have earned a total of 1,350 college credentials and 3,791 industry credentials as of September 2014. Additionally, during the 2014 legislative session, Kansas legislators saw the demonstrated success of this program as one solution to address the need of Kansas employers

and committed funding to expand access to AO-K by providing college course tuition-assistance for adults without a high school diploma or equivalent. Through a partnership with the state's TANF agency, generous funding is provided for tuition and other supports for TANF-eligible students in AO-K career pathway programs.

Adult Education Performance Based Funding implementation is now in place so that 70% of state and federal Adult Education and Family Literacy Funds are distributed solely on program performance. As of June 30, 2014, approximately half of the twenty-four adult education programs in Kansas are successfully achieving the outcomes required for full funding. Programs that fell short of targets are implementing new curriculum and instructional delivery strategies with expectations that many more adult education students will become college-ready and enter postsecondary education by June of 2016.

Finally, in June 2014, the Kansas Board of Regents' Developmental Education Working Group issued their report making recommendations on state-level policy, appropriate state-level goals and performance measures, and local implementation strategies to best redesign developmental education. As part of the Board's FY 2016 and FY 2017 Unified Budget Request, an additional \$988,000 was requested in each year to support recommendations. The taskforce continues with the design and implementation of leading strategies, including the development of a course to be offered in the senior year of high school that could enable more students to enter college taking credit-bearing mathematics and composition classes, assisting institutions in identifying training on best practices, and establishing common placement requirements and formal processes for referring developmental students to adult basic education programs.

Knox College (Galesburg, IL)

College Opportunity Commitment: Knox College committed to a regional admission representative based in Chicago primarily dedicated to serving students from the Chicago Public School System to improve outreach and recruiting efforts for low-income students. This individual will assist students with completing applications, understanding financial aid, and developing interview skills to increase application completion and admission rates among prospective students.

Knox also committed to doubling the number of transfer students from community colleges within 4 years – efforts that will be supported by joining the Illinois Articulation Initiative and setting up a task force to strengthen and revise the existing articulation agreements with Carl Sandburg College, the local community college with which Knox currently has a 2+2 agreement.

Knox commits to an expansion of its existing TRIO Achievement program, which currently serves less than 30 percent of eligible students, and to continued progress in graduation and retention rates for low-income and first generation college students. To expand the pool of low-income college-going students, Knox College committed to growing College 4 Kids, the College's current summer enrichment program for local students in grades 3-6, by one-third over the next 3 years.

To improve STEM outcomes for low-income students, Knox College committed to a new,

innovative cohort-based program that offers scholarships, tutoring, seminars with visiting scientists, and other opportunities to help students with financial need to prepare for careers or graduate programs in the sciences and to supporting STEM departments in a redesign of introductory courses to take into account the broad range of students' preparation levels and learning styles. In addition, Knox College pledged to expand the participation of their faculty, staff and students in after-school enrichment programs in Galesburg elementary schools with a high population of low-income students to increase exposure of low-income students to STEM fields.

Progress Made: Knox College established a regional presence in the Chicago area with one full-time representative based in Chicago, augmented by an additional staff member on the Knox campus. It works closely with students to strengthen their college aspirations, prepare for college, apply for admission and financial aid, and select colleges that are well-matched. Knox strengthened its work with community-based partners and networks, including Chicago Scholars, HighSight, and The Noble Network. Through its academic consortium -- Associated Colleges of the Midwest -- it is a partner in the College Counselors Collaborative to better prepare high school counselors to guide students to college, and it offers a training program for high school counselors throughout the Chicago area to strengthen their ability to work with students from varying backgrounds. Knox initiated a transfer student program, including partnerships with community colleges. It also established a Dual Admission program with its local community college, Carl Sandburg College (CSC), to make it easy for students to gain credit toward a Knox degree while enrolled at Sandburg.

The College 4 Kids summer enrichment program serves local students in grades 3-6. Knox is currently seeking external funding specifically targeted at defraying the cost of attendance for local low-income children. In Knox's 2015 TRIO renewal grant application, the College is including plans to increase the number of students served (five per year, for a total of 20) and to implement a summer bridge program. These partners annually identify 15 high-ability, first-generation, low-income eighth graders and provide dedicated counseling, enrichment, and academic support to the students in high school, plus full-tuition scholarships and continued support at CSC and Knox.

Knox launched the new cohort-based program, Creating Opportunities and Access in Science and Technology (COAST), to support students' aspirations in STEM disciplines. COAST offers scholarships, tutoring, seminars with visiting scientists, and other opportunities to help students prepare for careers or graduate programs in the sciences. This fall, COAST selected five sophomores as COAST Scholars. COAST Scholars receive scholarships worth up to \$10,000 each, along with focused tutoring and mentoring. The chemistry and computer science departments substantially redesigned their introductory course sequences to better address varying student preparation levels and learning styles.

Lake Washington Institute of Technology (Kirkland, WA)

College Opportunity Commitment: Lake Washington Institute of Technology made three commitments in January 2014. First, to reduce the developmental education, non-STEM math sequence from the current four- course sequence to a two-course one, with a further goal of

supporting 70% students in completing developmental education math in one quarter. Second, to adapt the student placement system to build in options beyond the single standardized test currently in use. Third, to build three additional learning communities linking academic transfer courses to contextualized, accelerated writing classes and in that way expand the Academic I-BEST (integrated basic education and skills training) pathway.

Progress Made: Lake Washington Institute of Technology has made important progress toward its three commitments. A two-quarter sequence has been developed and piloted, and data will be reviewed on student impact at the end of fall quarter 2014. The English Department has designed and will submit a proposal for alternative placement testing methods. The college is developing procedures for allowing recent high school graduates to enter college courses directly based on their high school transcripts. This goal is also part of LWTech's Completion Initiative. Finally, two new learning communities have been developed, and the Academic I-BEST pathway has received state approval to expand from 20 transferrable credits to 35. The first new learning community is being piloted in fall 2014, and the second (the first to include a college-level mathematics course) is scheduled to be offered in winter 2015.

Lawrence University (Appleton, WI)

College Opportunity Commitment: Lawrence University (LU) committed to enhance partnerships with community-based organizations (CBOs), including College Possible, College Horizons, the Posse Foundation, to expand enrollment of students well matched for Lawrence. LU estimates the expanded partnerships will more than double the number of students from CBOs matriculating at Lawrence, beginning in fall of 2015. LU will also increase academic support services—including adding two new staff positions—to provide greater individualized assistance to help students overcome obstacles and stay on a path to graduation, and will create and implement a summer bridge program focused on equipping at-risk students with the skills and resources they need for successful transitions into and throughout their college experience. In addition, Lawrence University will scale up a pilot peer mentoring program to help first-year students navigate academic and personal challenges, build habits for success, and learn to thrive at Lawrence. Lawrence will also implement a new retention management system that will provide better early warning of Lawrence students who may be struggling, more effectively delivering services that support student success from enrollment to graduation. Lawrence pledged to increase training for faculty advisors to equip them with evidence-based strategies for supporting the success of high-need students and to increase academic support services which will provide greater individualized assistance.

Progress Made: Lawrence University is finalizing partnerships with eight community-based organizations. LU has expanded academics support services with the hiring of a student success coordinator and a learning specialist. 22 students attended the Freshmen Academic Institute, the new summer bridge program. All first-year students are involved in CORE, which helps each to make connections, get oriented to campus, understand campus resources and balance expectations. The Student Success Coordinator has implemented a new retention management software program and twenty-five faculty and staff advisors received advisor education. The first cohort of 11 advisors in the Advanced Advising Corps received advisor education and training in advising strategies; new students deemed to be of greatest need for intensive advising were

assigned to the Advanced Advising Corps. Finally, the Student Success Coordinator is providing Academic Counseling to students who desire to work on issues of academic motivation and success, and teaches an Academic Success course to 20 students.

Lewis & Clark College (Portland, OR)

College Opportunity Commitment: Lewis & Clark College made several commitments including expanding recruiting efforts through additional outreach to high schools and districts serving low-income students, strengthened partnerships with community based organizations, and increased programs for underrepresented and low income first-generation students. Lewis & Clark also committed to increasing enrollment of transfer students by 50%, many from local community colleges, as well increasing exposure to STEM and improving STEM outcomes for low-income students, both those enrolled on their campus and for students in five Portland high schools.

Progress Made: Lewis & Clark College has seen a four percentage-point increase in new students of color this year over last year, as well as a rise in Pell-eligible students to nearly 20%. The college has joined the College Transition Collaborative, a group of researchers and higher education institutions working together to create, evaluate, and disseminate targeted messages delivered at key transition moments in order to change the adaptive mindsets of first generation, low-income and self-identified students of color, thereby increasing the likelihood of improving their outcomes (retention and persistence to graduation). Lewis & Clark is the first liberal arts college in the nation to participate in this initiative, starting in the 2014-15 academic year. Lewis & Clark College has launched new forms of faculty development to help instructors become more effective at reaching and engaging students from diverse backgrounds and levels of preparation in their classes. Faculty from the graduate teacher education program are assisting with this project. Special work with science educators is being supported by the current Howard Hughes Medical Institute grant. HHMI is also supporting outreach to students at five Portland high schools. Staff time within the Admissions Office has been reassigned to enable team members to meet the goal of increasing new transfer student enrollment by 50% next year, with most of these students coming from local community colleges. Lewis & Clark College continues to strengthen its ties to community based organizations.

Louisiana State University (Baton Rouge, LA)

College Opportunity Commitment: LSU pledged to engage its widely-distributed agricultural extension offices and research centers to actively recruit rural and low-income students to all campuses of LSU and other higher education opportunities, thereby increasing access to higher education and rural K-12 students' knowledge about opportunities for a college degree in their home state. LSU also committed to expand its existing online educational opportunities to directly target active duty military personnel and veterans around the world, ensuring they have access to a college education during and/or after military service, and are aware of the various pathways to earn a degree. Finally, LSU pledged to reach out directly to low-income and underrepresented populations to inform potential students about college preparation and various pathways to higher education by distributing information and sharing opportunities in local gathering areas.

Progress Made: LSU has seen a number of successes as a result of its existing and new efforts to increase recruitment and support of low-income, underrepresented students. The number of first generation freshmen at LSU increased to an all-time high of 36.9% in fall 2014. Additionally, LSU's retention rates have increased among the following demographic groups: Asian, African American, Hispanic, and those identifying with two or more races. LSU recently created the Journey to College Initiative (journeytocollege.com), by partnering with other Louisiana higher education systems, to target first generation, low-income, and minority grade- and middle-school children and their families, helping them understand how to work toward a college degree. LSU has partnered with its Agricultural Extension Agents, who are stationed in every parish of Louisiana, to reach more students in rural and low-income areas.

Massachusetts Institute of Technology (Cambridge, MA)

College Opportunity Commitment: MIT, in collaboration with edX, committed to offer blended online experiences that introduce students from underserved schools to high-quality STEM subjects, and enhance their preparation for college entry. Introductory STEM subjects were delivered on the edX platform as a combination of video lecture segments from MIT faculty members, discussion forums, and automatic assessment of student problem sets and projects. Subjects were offered during the summer in selected cities; students convened as a cohort in designated areas to listen to online lectures from MIT faculty, and to work on problems and projects. MIT also pledged to develop a new initiative focused on outreach to high achieving, low-income students, expanding on a pilot program from the fall of 2013. MIT created new, targeted communications to highlight the school's guaranteed full tuition scholarships to low-income students, its first-generation-to-college support network, and the existing strong community of low-income and working class students. MIT also joined the College Board's "Realize Your College Potential" initiative, to reach high achieving low-income students with information on universities that are good matches; as part of this effort, MIT committed to offer automatic application fee waivers.

Progress Made: Working with Chicago and Los Angeles has allowed MITx to refine the content and pedagogy of its course, as well as its implementation strategy. The Chicago Summer of Learning course was opened to an international community and students in Chicago. The goal was to encourage participation and collaboration with a large number of participants. Over 500 people registered. Of the 52 local Chicago students who took the full course, eight students successfully completed all the content exercises with an average score of at least 65% and five students successfully completed all the graded problem sets with an average score of at least 65%. For the Los Angeles Summer of Learning course, a total of 59 students in the target age range enrolled in the course. The city opened several learning hubs throughout the Los Angeles Unified School district. From the university's perspective, these programs were an excellent opportunity for MIT, edX and the cities to work together. While the results have not been as strong as the university hoped for at the outset, the lessons learned provide insights for the development of a stronger program.

MIT also committed to expanding a pilot outreach initiative to high achieving, low-income students. The results were promising, with students in a treatment group 44% more likely to

apply and 67% more likely to enroll at MIT. Furthermore, 90% of the admitted students identified by MIT in the experiment qualified for full tuition scholarships based on their demonstrated financial need, suggesting that appropriate students are being identified. For the second year, MIT has expanded the number of students in the outreach initiative by a factor of 10. The university hopes to see statistically significant results on the benefits of its initiative.

Miami Dade College (Miami, FL)

College Opportunity Commitment: In January, Miami Dade College (MDC) committed to provide basic skills boot camps to reduce the number of students requiring remediation; institute mandatory advisement to ensure students enrolled in the appropriate developmental course sequence or gateway course; and redesign developmental course options to improve and accelerate student success and completion of developmental education.

Progress Made: The fall 2014 Basic Skills Boot Camps (Shark Academy) had 915 student participants. A diagnostic exam was administered to students both on the first and last day of class. In math, there was an approximate 200% increase in the number of topics that students had mastered by the end of the boot camp sessions, with similar improvements in reading and writing. 9,372 first-time-in college students participated in mandatory advisement for fall 2014. Finally, in the spring 2014 semester, 2,306 students enrolled in developmental writing courses; 2,107 students enrolled in developmental reading courses; and 5,386 students enrolled in developmental math courses. Beginning with registration for fall 2014, all students enrolled in developmental education enrolled in redesigned courses that are either modular, accelerated or co-requisite with a gateway course.

Middlebury College (Middlebury, VT)

College Opportunity Commitment: Middlebury College committed to supporting access to higher education. The lead initiative was the expansion of Middlebury's participation in the Posse Foundation Leadership Program to include a third STEM Posse, which included scholarships for 10 students from a major American city, with the goal of increasing access for underrepresented students in the fields of science, technology, engineering and mathematics.

Middlebury also committed to undertake a Community College initiative to target cohorts of community college transfer students that will eventually lead to annual enrollments of 10 to 15 underrepresented populations at Middlebury College, taking into account age, race, veteran status and diversity of experience.

Progress Made: Middlebury selected Los Angeles as its third Posse site, committing \$500,000 in STEM scholarships for the first 10 recipients. The first site visit was conducted in October of 2014, with the Dean of Admissions visiting a dozen inner-city STEM-designated schools and meeting with over 120 potential candidates. The selection team will travel to LA in December of 2014 for the final selection process. Middlebury STEM faculty will travel to LA for 4 site visits in March, April, May and June of 2015 to hold STEM assessments, exercises and mentor training. Planning is currently under way for the two-week summer program held on the Middlebury campus.

In its first, year, the Creating Connections Consortium (C3) built on a foundation of shared commitment to transformational diversity and a track record of collaboration through the Liberal Arts Diversity Officers (LADO) consortium and the Center for Institutional and Social Change, to become a model for cross-institutional collaboration.

A strong working relationship was established among the five partners (Connecticut, Middlebury, and Williams Colleges, University of California at Berkeley, and Columbia University), the Center for Institutional and Social Change, and the broader membership of the Liberal Arts Diversity Officers consortium, to develop the infrastructure for strategic planning and design, program implementation, assessment, and communications. A second cohort of twelve undergraduate students (12 Summer 2013 and 12 Summer 2014) from LADO partner colleges attended intensive eight-week summer programs at either Berkeley or Columbia

The first phase of the Community College initiative was launched in the spring of 2014, and included the promotion of an admissions staff member to an Associate Director-level position, with specific responsibilities for the transfer program, as well as the arrangement of a formal partnership with the American Honors program, a groundbreaking new honors program offered at select community colleges across the US. Goals were established to grow the program over 5 years from 2-4 matriculates to 10 – 15 annually. Of the 12 transfer candidates admitted for the fall of 2014, 5 community college applicants were admitted, and 2 enrolled.

Montgomery County Community College (Montgomery County, PA)

College Opportunity Commitment: Montgomery County Community College committed to help low-income students successfully complete a certificate or degree at the College. First, to improve student retention and completion, the College reviewed and then redesigned the student entry and advising process. The technology integration included four components: early alerts, a self-service student appointment scheduling system, student academic planning, and student/faculty dashboards that support student academic planning and advising.

Second, the College developed “New Literacy” modules designed to support student success in three areas: financial, digital, and civic literacy. The initiative was supported through the EDUCAUSE Next Generation Learning Challenge (NGLC) Breakthrough Models Incubator (BMI13).

The third initiative, the Minority Student Mentoring program, provided each participant with a personal mentor. College faculty, administrators, and staff served as mentors who supported and guided mentees throughout their College engagement. Additionally, this cohort of students received support from the Office of Minority Student Mentoring including personal development workshops, academic advisement, and leadership development.

Progress Made: In spring 2014, the College implemented student self-service appointment scheduling and piloted a student early alert system. The early alert system launch resulted in 93% faculty participation compared to an average 71% participation in previous semesters. As of fall 2014, the early alert system has been fully implemented, with all faculty encouraged to send

student alerts as needed. Many faculty are also using the early alert system to send kudos to students.

Additionally, all new fall 2014 full-time students will meet with their academic advisors to develop their student educational plan. Currently, the College is designing dashboards that include data on educational planning, demographics, and course participation. Over the past year, the College developed and implemented an online resource that supports financial literacy, a social media campaign to support the Next Generation Learning Challenge (NGLC) and a series of 30 second information videos on various financial literacy/services topics. The online resource created, Montco Money Matters, is open source and available through Blackboard CourseSites.

In addition, in May 2014, the College was awarded an additional NGLC BMI13 grant to further develop financial, civic, and digital literacy online resources. Early results of this investment have shown a decrease in the number of students cancelled for non-payment. Finally, over the past year, students who participated in the Minority Student Mentoring program persisted at a rate higher than non-participants (73% compared to 66%) and 25 students graduated.

Morehouse College (Atlanta, GA)

College Opportunity Commitment: Beginning in 2014, the College joined a “pioneer” (pilot) group of institutions that utilized an innovative predictive analytics tool that enabled faculty, academic advisors and students to better understand the determinants of academic success, avoid academic pitfalls and reveal ways and means to enable students to persist toward graduation. The College also piloted a new pre-collegiate assessment model designed to identify promising high school students via enhanced assessment instruments and methodologies. In contrast to the SAT, this model assesses basic STEM-related competencies in addition to equally important, non-cognitive assets such as persistence (grit), intellectual curiosity, ability to collaborate with others and communication skills. This model is emerging as an alternative and (in many cases, superior) predictor of college and life success. This model was field-tested in 2014 in collaboration with local high schools.

Progress Made: In spring of 2014, Morehouse initiated a partnership with Civitas Learning to develop a suite of predictive analytics applications that faculty, administrators, advisors, and students will use to better understand and improve student outcomes and experiences. The first set of tools, which are geared toward education planning and degree auditing, will be piloted in spring of 2015. These tools will specifically support the academic advising and course registration processes by facilitating richer, data-driven communication with students and enabling more accurate and timely tracking of students' progress toward completion.

Additionally, Morehouse has advanced critical initiatives to ensure improvement of retention and degree completion for the disproportionate number of underserved students it serves. The Pre-Freshman Summer Enrichment Program (PSEP) Enhancements is a six-week summer bridge program designed to strengthen incoming students' academic skills, study habits, time management skills, and generally prepare them for the challenging academic environment they will encounter upon their matriculation. During the summer of 2014, Morehouse College

lowered PSEP tuition by 17% (from \$4,500 in 2013 to \$3,750 in 2014), expanded the academic course offerings, integrated new enrichment content, and increased the number of student participants by close to 50% (from 49 participants in 2013 to 73 participants in 2014).

Morgan State University (Baltimore, MD)

College Opportunity Commitment: Morgan State University (Morgan) committed to expand its Network for Excellence and Undergraduate Success (NEXUS) program with the Community College of Baltimore County (CCBC) from 53 students to 150 students in total over three years and to develop similar programs with other community college partners. NEXUS allows students, who were inadmissible to be enrolled at Morgan, to follow the Community College of Baltimore County's (CCBC) developmental curriculum while taking their classes at and living on Morgan's campus, to seamlessly transfer to Morgan after completing the NEXUS curriculum.

Morgan further committed to making the Reclamation Project permanent. Originally a pilot in spring 2012, Morgan continued to invest financially and programmatically to help students who have "stopped out" of the university. The program focuses attention and financial resources on students who left the university in good academic standing to assist them in returning to complete their degrees. This initiative is now part of a statewide effort coordinated by the Maryland Higher Education Commission (the One Step Away Program).

The University also committed to strengthen its efforts to seek greater external funding for the Pre-Freshman Accelerated Curriculum in Engineering (PACE) program, a summer transitional program from incoming engineering freshmen. The University has committed \$65,000 per year since 2009, supplemented with external funding from NASA and other entities. PACE students experience a 90% second-year retention rate for the overall freshman population, and 65% of the PACE scholars graduate in 4 years.

Finally, Morgan's School of Engineering committed to establish partnerships with local urban school districts to create a dual pre-college to higher education enrollment program directed at improving the transition of low-income high school students to Morgan. The program leveraged Morgan's expertise and technology to offer "flipped" credit-bearing courses to high school students in a blended learning format, in which students engaged in problem-solving and active, hands-on learning in the classroom, and listened to video-based and on-line lectures at home. This approach has successfully imbued high school students with the appropriate developmental foundation to enable them to be successful in engineering and other STEM disciplines.

Progress Made: In partnership with the Community College of Baltimore County, Morgan State University continues to support its innovative college access program, NEXUS, enrolling 54 students into the program this year. Of the 92 students who enrolled in the NEXUS program during its first two years (2012-2013), 53% successfully completed the program and enrolled in Morgan State as degree-seeking students and 90% of those who enrolled returned this fall to continue their progress to degree completion. Morgan continues to support its Reclamation Project, both financially and programmatically. This year the project will benefit greatly from the acquisition of degree auditing software, funded by a grant from the Maryland Higher Education Commission. This software will simplify the process of determining what courses "stopped out"

students need to complete their degrees, thus allowing the student and their academic advisors to easily plan the most efficient route to completion.

Mount Holyoke College (South Hadley, MA)

College Opportunity Commitment: Mount Holyoke committed to increase the number of full tuition scholarships awarded to non-traditional age, low-income students enrolling through Mount Holyoke's Frances Perkins Scholars Program. The new scholarship program had an anticipated commitment of up to \$3 million per year.

Mount Holyoke also committed to launch The Link program, an innovative curriculum-to-career initiative geared to align the College's curricular and co-curricular offerings with student preparation for life and career through four key elements: goal setting, practical experience, professional development through internships, and transition/launch from college. Every student was provided with a paid internship opportunity and pre- and post- internship guidance which represented a new annual expenditure of up to \$2 million per year, while serving up to 600 students.

Additionally, Mount Holyoke committed to expand and develop data-driven outcomes partnerships with K-12 tutoring and mentoring programs especially with low-income populations in Holyoke, Springfield, and South Hadley, Massachusetts to increase college readiness. More than 100 students currently work with youth and families through America Reads and America Counts work-study, course-based service learning, and volunteer service. The College prioritized growth and demonstrable outcomes in this work, including positive impacts on student performance, graduation, and engagement indicators.

Finally, an NSF-funded pilot project to increase the pipeline of low income transfer students majoring in STEM disciplines ,(in its third year) has shown promising results with a cohort of participants receiving scholarships, intensive support, and mentoring. The existing grant provides a science transfer cohort experience to young women (traditionally less inclined to obtain STEM degrees), to support their entry into this program.

Progress Made: Mount Holyoke exceeded its commitment to the Frances Perkins Scholars Program by offering thirty-seven full tuition scholarships of \$42,470 for first year FP Scholars (twelve more than their commitment to twenty-five) in September. The average aid to all Frances Perkins students has increased \$7,054 in the past three years (from \$26,518 in 2011/12 to \$33,572 in 2014/15, an increase of 27%.) At the same time, Mount Holyoke has expanded other support systems for these students, including an enhanced advising program for new Scholars.

The Link initiative supported 55% more students than in 2012-13, with 254 students pursuing internship opportunities, 152 engaging in research and creative activity, and 11 engaging in a professional experience in the form of business education.

Mount Holyoke is expanding its focus on tutoring and mentoring programs, and encouraging emphasis on early-college awareness, access, and increased support to students and their

families. The College established a “Spanish Corps” involving 17 Mount Holyoke students this semester who serve as interpreters and liaisons between the Holyoke Public Schools and families, in a district with over 80% English-language learning students. Additionally, 15 CBL program student “Community Fellows” facilitated campus visits and college-positive mentoring with over 200 youth from predominantly low-income communities of color in the nearby cities of Holyoke and Springfield. These fellows are also responsible for recruiting and mentoring over 120 Mount Holyoke student tutors and mentors of predominantly Latino/a youth in afterschool programs.

STEM Disciplines Transfer program recruited fourteen community college transfers, many of whom are mothers, to study in STEM fields. Seven have graduated; two in their first graduating cohort went on to grad school and received prestigious NSF graduate fellowships. Persistence within STEM majors and pursuing STEM related opportunities after graduation has been 100%. Mount Holyoke has also used the NSF grant to create a first-semester course for all science/math transfer students.

Navajo Technical University (Crownpoint, NM)

College Opportunity Commitment: Navajo Technical University committed to broadening STEM participation by increasing STEM recruitment and enrollment by 25 percent each year, increasing the retention and graduation rates of those in STEM majors to 70 percent or higher, and creating education programs that combine experiential education with academic rigor.

Progress Made: The Navajo Technical University initiated bachelor degree programs in Industrial Engineering, Computer Science and Electrical Engineering and Environmental Science as new programs for Fall 2014. In addition, the University was able to secure scholarship programs for these students by working with the Navajo Nation and a Coal company in their area to secure \$3,000 for 5 students in each of 9 Bachelor Degree offered, totaling 45 awards. For the Master's Degree, 5 students will get \$5,000 each.

Nebraska Wesleyan University (Lincoln, NE)

College Opportunity Commitment: As a community with a population of 225,000 and a rapidly changing demographic, the Lincoln Public Schools and Nebraska Wesleyan University identified the recruitment of students from diverse backgrounds to the teaching profession to be a high priority. To address this, Nebraska Wesleyan will partner with Lincoln Public Schools and Southeast Community College to provide a "2+2+2" program (last two years of high school + associate's degree + bachelor's degree) that guides low-income students into fully credentialed teaching careers, and then on to become school teachers.

Progress Made: The president of Nebraska Wesleyan University (NWU), the superintendent of Lincoln Public Schools (LPS) and the president of Southeast Community College (SCC) held preliminary conversations about this initiative in fall 2013. Subsequently, courses offered through the LPS Career Academy—as well as coursework for the pre-Education Associate degree program through Southeast Community College— were identified that could articulate into the Nebraska Wesleyan Education Baccalaureate degree. The superintendent of LPS

identified opportunities for graduates of the "2+2+2" program to return to and teach in Lincoln Public Schools with the opportunity to serve other districts within and outside of Nebraska. This program partnership, while still in development, will ultimately offer early identification of participants and their preparation for college-level study; a pathway to degree completion that balances rigor and strong support with affordability; and a clear pathway to a career serving other, increasingly diverse student populations upon graduation.

NWU has most recently established plans to launch a unique M.Ed. program in 2016 offered as an option for students who progress through the "2+2+2" curriculum. This program focuses on utilizing cultural immersion coupled with action research to prepare K-12 educators to develop pedagogical strategies grounded in resilience and adaptability to serve students throughout Nebraska.

North Carolina Community College System

College Opportunity Commitment: The North Carolina Community College System (NCCCS) committed to 15 statewide comprehensive initiatives focused on student success, including developmental education redesign, structured high school to college pathways, and stackable credential program models. The System also committed to providing a Student Success Learning Institute (developed from efforts of Completion By Design cadre colleges) that is a cohort-based approach aimed to lead to sustained changes at our colleges and advance statewide student success and a completion agenda.

Progress Made: The redesign of developmental education has been completed resulting in one modular curriculum for math and a second modular curriculum combining English and reading, which were previously taught separately. Students needing all levels of remediation should be able to complete the modular program in one year, half the time required by traditional developmental education. In addition to acceleration of the developmental education curriculum, many recent high school graduates no longer take placement tests since the Multiple Measures for Placement were developed based on research showing that high school academic performance may be the strongest indicator of aptitude for college success.

This revision of developmental education was followed by analysis of curriculum pathways, which led to the following five changes which resulted in more structured and deliberate pathways. First, mathematics pathways for both technical and college transfer programs have been appropriately redefined to better serve student learning needs and facilitate graduation. Second, entire sectors of the technical education curriculum of NC Community Colleges have been realigned to create a system of stackable credentials, including a list of technical core foundational courses utilized across the related technical programs. Third, structured programs are also provided for qualified high school students to dually enroll in community college courses that provide pathways that lead to a certificate, diploma, or degree as well as provide entry-level jobs skills. Fourth, eligible Basic Skills students are afforded the opportunity to enter a pathway to earn a workforce credential at the same time they are working towards high school completion. Finally, the Comprehensive Articulation Agreement with the University of North Carolina General Administration was revised to make transfer more intentional. The revised agreement provides a 30-hour core of guaranteed-transferable, general education credits coupled

with a major-specific second set of 30-hours designed to allow students to enter one of the 16 UNC institutions on track to complete a bachelor's degree in two years.

Northeastern University (Boston, MA)

College Opportunity Commitment: Northeastern University's Northeastern Neighborhood Partnership for Academic Success program committed to providing increased access and financial literacy education. It will do this by offering 150 full-tuition need-based scholarships to Boston Public School (BPS) graduates, including 30 new scholarships covering 100 percent of demonstrated need for low-income BPS students who live in neighborhoods surrounding its main campus. Working with BPS guidance counselors, Northeastern will host multiple College Readiness events on campus for BPS students and their families, aimed at helping them prepare and apply for college and financial aid.

Second, Northeastern committed to initiating a comprehensive, 360-degree financial literacy program focused on ensuring that all students obtain the skills and knowledge to make informed and effective financial decisions – not just regarding how to pay for college, but throughout their lives. Since we know that student debt causes many students to delay major life events such as buying a car, home, or getting married, the focus of our program will be to teach students how to manage their education financing such that they can pursue and successfully manage the major financial and life commitments they will encounter after graduation. A key focus of the initiative will be to help students lower their education debt by limiting and eliminating convenience borrowing. Counseling will include issues such as managing personal credit, loan repayment (including Pay as You Earn), and auto and home purchases.

Progress Made: Northeastern's Neighborhood Partnership for Academic Success program is currently providing 120 full-tuition need-based scholarships to BPS graduates who live in neighborhoods surrounding its Boston main campus. For Fall 2015, the university will provide an additional 30 new full-tuition scholarships covering 100 percent of demonstrated need for low-income BPS students. Additionally, this Fall Northeastern hosted two new College Readiness Programs for BPS students and their families to help them prepare and apply for college and financial aid, with two additional outreach programs planned during Spring 2015.

Northeastern initiated a comprehensive, 360-degree financial literacy program called the Financial Literacy Education Initiative to ensure all students obtain the skills and knowledge they need to make informed and effective financial decisions – not just regarding how to pay for college, but throughout their lives. Consistent with Northeastern's entrepreneurial identity and culture, the university has created an innovative, student-driven Center for Financial Independence to meet this urgent need. With students as architects, the Center will empower students while educating them about personal finance. The Center will house THRIVE—a permanent, sustainable idea generator incubator that continuously creates fresh and renewed content delivered in flexible, unexpected, socially relevant, and impactful ways. Northeastern plans an inaugural competition during Spring 2015 in which students will devise topics and content, and those who submit “winning” concepts will receive up to \$10,000 to develop novel instructional modules. Northeastern hopes these compelling “by students, for students” modules and programs can be replicated widely and the incubator concept used as a national model.

Northern Virginia Community College (Annandale, VA)

College Opportunity Commitment: Through Northern Virginia Community College's (NOVA) Achieving the Dream initiative, its developmental education redesign efforts, and its Pathway Connection program, NOVA committed to enhance college readiness and student success among first generation and low-income college students to reduce the percentage of recent high school graduates requiring remediation from 54 percent to 40 percent; increase by 30 percent the percentage of students who complete their developmental course requirements in one year or less; and increase the retention rate of fall to fall first-time full-time students from 62 percent to 70 percent.

Through its Pathway to the Baccalaureate partnership with the region's public schools, NOVA committed to assist over 3,000 low-income high school students annually to prepare for college attendance with a goal of 90 percent college attendance and a 65 percent graduation or transfer rate from NOVA within four years.

Through partnerships with the region's public schools and local businesses, by 2015 NOVA will increase to more than 20,000 the number of low-income students who are in a STEM studies pipeline. Through collective impact partnerships with community-based organizations such as Year Up, Training Futures, and Goodwill Industries, NOVA will increase to 1,000 the number of low-income students annually who will earn postsecondary credentials and who will be placed in jobs with average wages of \$14 per hour within one year of completion.

Progress Made: Pathway to the Baccalaureate served 3,016 low-income high school students in 2013-14 academic year, with 89% transitioning to post-secondary education to date. The program is on track to exceed 90% post-secondary attendance in 2014-15 upon completion of spring 2015 enrollment. NOVA is in the process of using National Clearinghouse data to validate the transfer rate for participants in the Pathway to the Baccalaureate program.

Using NOVA college completion data and student self-report on transfer enrollment, it is currently forecast that over 60% of current participants complete a NOVA credential and/or successfully transfer within a four year period. With an increase of 67% in Dual Enrollment in fall 2014 semester, NOVA's SySTEMic Solution continues to pilot a steady course of increasing more first generation and low-income students and reducing the percentage of recent high school graduates requiring remediation.

Northwestern University (Evanston, IL)

College Opportunity Commitment: On December 3, 2013, Northwestern University and the City of Chicago announced a new program to help Chicago Public School (CPS) students prepare for and gain admittance to selective colleges and universities. The Northwestern Academy is designed to help CPS high school students who are academically talented and qualify for the free or reduced lunch program with supplemental educational opportunities and support services to prepare them for highly selective colleges and universities. The program offers academic year and summer learning experiences, tutoring in academic skills, leadership development, self-

regulatory learning, comprehensive academic and college counseling, and family workshops over the course of 4 years. To date, the program has recruited and enrolled 74 ninth graders from 24 different CPS high schools. Approximately 88% of these students are Pell eligible. Eventually, over 300 students in grades 9 through 12 will be part of the Academy, which will cost an estimated \$2,500-\$6,000 per student per year to operate and will be funded through donations. The program is free for students who attend.

Progress Made: This past summer, the first class of students participated in field experiences at Northwestern University's Adler Planetarium, and Field Museum; completed mini capstone projects focused on sustainability and equality in the justice system, among other topics; and participated in custom tailored programs focused on different cultural exposures. During the fall, students will continue to meet at locations around the city, including the Chicago Public Libraries, meet with an individual adviser or facilitator, and participate in enrichment activities such as the Chicago Humanities Festival. Students may also visit Northwestern's Evanston campus to explore with graduate students what it means to study a topic across disciplines. Later during their junior year, each student will complete an in-depth capstone project involving analytical research and work with volunteer content advisors within the Northwestern community for help with writing and research.

Patrick Henry Community College (Martinsville, VA)

College Opportunity Commitment: Focusing on developmental math and English, PHCC committed to closing achievement gaps--completion rates--for low-income students, specifically students of color. Student populations tracked were African-American/white; female/male; and non-Pell/Pell. Additionally, Patrick Henry committed to a variety of curriculum and remediation reforms designed to improve student outcomes.

Progress Made: Steps taken include VA placement testing [VPT] for all 10th graders to determine college readiness; VPT practice courses; combined developmental courses with on-level courses; summer bridge program for GED students; and pre-test on first day of developmental math at no charge to students, possibly resulting in successful completion at no cost to students.

The results are promising. Low-income students are performing/completing at rates equal to or greater than higher income students. In developmental English, the success gap between white and African-American students has notably diminished from 13.3% gap in 2007/08 to 3% 2012/13. Completion rates in developmental math have prompted higher enrollments in STEM with pre-calculus recently adopted as core transfer program.

Pomona College (Claremont, CA)

College Opportunity Commitments: Pomona made several commitments to increase access and completion of underrepresented students. First, Pomona committed to increasing the number of Pell grant recipients from 17% to 20% or higher within 5 years.

Additionally, it committed to adding a second Posse to the student body beginning in fall 2015.

The College will dedicate one of the two Poses to students interested in the STEM fields, to advance the College's goal of graduating more first-generation and underrepresented students in the STEM fields. This will complement several other initiatives on campus, including the Pomona Science Scholars Program and the Howard Hughes Medical Institute High Achievement Program. This addition of the STEM Posse will build on Pomona's already successful Posse program, which has seen the graduation of five cohort groups, with a nearly-100% graduation rate. Currently, Pomona has four Posse cohorts, for a total of 42 students, on campus.

Finally, Pomona committed to increasing the number of low-income and underrepresented transfer students from community colleges from 1-4 in 2011-13 to approximately 7-10 by 2018, among the 15 total transfer students Pomona aims to enroll each year. To increase the number of transfer students from community colleges, Pomona College will increase resources dedicated to building relationships with targeted community colleges that are a good match for Pomona. Aspects of those relationships would include working with the community college's transfer coordinator to increase understanding about Pomona College as a transfer option, building networks with community college faculty who can identify students who would be a good fit with Pomona, and then linking those students to people and opportunities at the College. Options could include developing special admissions events, outreach programs, summer research opportunities, and skill enhancement workshops for identified students.

Progress Made: Pomona made progress on its commitments. First, the College increased its number of Pell recipients between 2013-14 and 2014-15. For 2014/13, the percentage of Pell eligible students was 18.1% with an average institutional grant of \$42,853. For 2014/15, the estimated percentage of Pell eligible students is 19.7% with an average institutional grant of \$45,502. The College continues to award financial aid on a need-blind basis, with a commitment to meet 100% of demonstrated need without packaging loans. Second, the College has added a second Posse to provide 10 full-tuition scholarships to Miami-area high school seniors interested in STEM studies and careers. These students will enroll at Pomona in the fall 2015 semester and join 42 current Posse students, from the Chicago area, already on campus studying across the curriculum. A team from Pomona visited Miami in September, joined by representatives from The Posse Foundation, and the selection process will continue in December.

Finally, Pomona is working to increase the number of low-income and underrepresented transfer students from community colleges to four-year private liberal arts colleges by reaching out to, establishing connections with and making presentations at a number of local community colleges, including Saddleback College, Chaffey College, and Mira Costa College. Contact has also been made with San Diego City College, Fullerton College, Citrus College and Crafton Hills College to determine how best to promote the option of transferring to Pomona. The focus for the rest of the year will be to begin developing articulation agreements with one or more local community colleges, as well as Miami Dade College, building off of Pomona's relationship with Miami through the new Posse commitment.

Princeton University (Princeton, NJ)

College Opportunity Commitment: Princeton University committed to significantly expand its partnership with the Leadership Enterprise for a Diverse America (LEDA), a program that brings

talented, low-income high school seniors to Princeton for summer courses and college counseling and supports them throughout their college experience. Princeton enrolls a higher number of LEDA alumni than any other institution and is hoping to grow the number of students who benefit from the summer program by at least 50 percent.

Princeton University has also committed to increase its efforts to identify and recruit students from low-income families across the country. It has put in place a new admission officer to lead these efforts and provide outreach and support for these students during the admission process. Princeton waives application fees for low-income students and has joined a College Board program that emerged from the Expanding College Opportunities initiative. Princeton University is raising funds to develop a summer scholars institute for disadvantaged Princeton freshmen interested in the STEM fields. Princeton's Fred Hughson, a professor in the Department of Molecular Biology, has developed a proposal for a new Freshman Scholars Institute (FSI) module targeted specifically at students interested in STEM fields, with the goal of reducing attrition from those fields. The Freshman Scholars Institute helps eligible students, including talented students from low-income families, make the transition to the rigor of a Princeton education.

Progress Made: Princeton has launched two new initiatives that aim to further increase the socioeconomic diversity of its student body and the range of students at Princeton who major in fields related to science and technology. First, the University has significantly expanded its partnership with LEDA, which will allow and increase from 60 to 100 in the number of students who will benefit from the program. Second, the University has obtained a donation that will make possible the development of the new STEM FSI module. The two initiatives fulfill commitments that were made this past January to increase and enhance college opportunities for low-income and disadvantaged students nationwide. The University also has expanded its efforts to identify and recruit students from low-income and disadvantaged backgrounds.

Scripps College (Claremont, CA)

College Opportunity Commitment: To appended to Scripps College's ongoing commitment to expand access and fortify retention, through broad recruitment efforts and meet the full documented financial need of Scripps' students, the college committed to expand recruitment of low-income, underrepresented, and first generation students through new collaborations with community-based organizations (CBOs). Stated objectives include a call for the expansion of financial aid and scholarship endowment by \$35 million over the next five years so the College can provide any deserving student access to a Scripps education, regardless of her ability to pay. Moreover, the College set a goal of expanding the number of QuestBridge scholars at Scripps from eight to as many as fifteen, increasing the percentage of first generation and low-income students overall.

Progress Made: This academic year, Scripps saw a marked increase in the number of enrolled first generation, first-year students; 26 members, or about 10%, of the incoming class of 2018 are the first in their family to attend college. It remains a long-term commitment of the College to increase the number of QuestBridge scholars to 10-15; Scripps continues to support eight such students.

Among the stated objectives of the College's comprehensive campaign is a call to expand its financial aid and scholarship endowment by \$35 million over the next five years so the institution can provide access to a Scripps education to any deserving student, regardless of his/her ability to pay. The We Want More Campaign for Scripps College has reached \$103 million toward its \$175 million goal, now the largest campaign in Scripps College history. To date, \$17 million in gifts and pledges toward the \$35 million committed to student scholarships has been dedicated.

Skidmore College (Saratoga Springs, NY)

College Opportunity Commitment: Skidmore College's Summer Educational Experiences-Beyond the Campus (SEE-Beyond) program helps students link academic interests with career goals by way of an applied summer experience. Many low-income and international students must secure paying jobs during the summer and are therefore unable to take advantage of such opportunities without financial support. Using external and internal resources, Skidmore provides a stipend that makes the academic program a viable option for these students without suffering financially. Through targeted fundraising, Skidmore committed to double the size of this annual program (from 20 to 40 over the next 3-5 years). Students of more limited financial means often must forego these summer learning opportunities in favor of earning a summer paycheck. Skidmore's goal is for every low-income student who wishes to avail himself or herself of the SEE-Beyond program to be able to do so.

Progress Made: SEE-Beyond awards have become a signature program in Academic Affairs and provide funded academic experiences across all of Skidmore's departments and programs. It is the only award program at the College that expands funded experiences beyond academic internships to include collaborative research in the field and lab (of interest to the sciences) and artistic apprenticeships and performance workshops (of interest to the arts).

During the 2012-2013 academic year, the Office of Academic Advising increased the visibility of the program by creating a dedicated SEE-Beyond webpage, hosting an information session and panel presentation delivered by past recipients, and working directly with faculty in almost every major or minor around developing "pathways" for engagement. In 2014, Skidmore had applications forwarded from 33 departments and programs and was able to fund the strongest 25 proposals. Awardees included 5 international students (20%), 5 high financial-need students (20%), and 11 students of color (44%). This represents a substantial broadening of access to historically underrepresented groups.

Skidmore has secured donor and institutional support to offer a minimum of 20 SEE-Beyond grants in 2014-2015, with an additional amount held in reserve to enhance the funding provided to international students. The college's commitment to fund 40 SEE-Beyond grants annually has not changed, and the program's support and endowment remain an explicit target in the current comprehensive campaign.

Smith College (Northampton, MA)

College Opportunity Commitment: Smith College committed to join the Posse Foundation’s STEM initiative to recruit and support low-income students in science, technology, engineering and math. Beginning in fall 2015, Smith will provide full scholarships for 10 Posse students from New York, as well as faculty mentoring and a summer enrichment program.

Progress Made: In partnership with the Posse Foundation, Smith College has begun recruiting its first STEM Posse. The ten Posse students, all from New York City and all interested in pursuing study in STEM fields, will be selected on December 10, 2014. Smith faculty, admission and financial aid staff will be working with Posse staff, our incoming Posse students and their families throughout the spring and summer of 2015 to prepare for their arrival on campus in September 2015. Their entry to Smith will include a two-week summer program on campus in July. Every member of the Posse will receive a full tuition scholarship as well as need-based aid to cover room, board, books, transportation and supplies up to their full demonstrated need.

Spelman College (Atlanta, GA)

College Opportunity Commitment: Spelman committed to seek new gifts to endow the “President’s Safety Net” (PSN) initiative in perpetuity with an initial drive to secure \$1 million in funding, of which \$200,000 had been initially committed. In 2008, the College launched the PSN initiative to ensure students affected by the economic downturn – seniors and juniors specifically – would have access to the funds needed to graduate. Since 2008, Spelman has successfully raised more than \$4 million toward this effort, making it possible for more than 1,000 students to complete their education and graduate. Fundraising for this initiative continues and currently provides annual support to an average of 150 students in need of financial support. What was an emergency in 2008 is now a chronic funding issue for Spelman women – 50 percent of whom are Pell Grant eligible – and a permanent, reliable funding stream is necessary.

Progress Made: Since announcing its commitment, Spelman College has raised \$335,000 toward the goal of \$1,000,000 to start the endowment of the President's Safety Net Fund. While making progress toward its endowment goal, Spelman has continued to raise funds for current-use. As a result, Spelman was able to help 193 juniors and seniors remain in school for the 2013-14 academic year. In the fall semester of 2014 alone, Spelman helped 122 more students stay in school with support from the President’s Safety Net Fund. Spelman is committed to seeing the success of their students, one student at a time. Since 2008, they have successfully raised more than \$4 million toward this effort, making it possible for more than 1,000 students to complete their education and graduate.

State University of New York System

College Opportunity Commitment: As the largest comprehensive system of higher education in the country, SUNY has long been dedicated to closing the gap on the success rates of the economically disadvantaged, academically disadvantaged, and under-represented students and their peers. Thus, SUNY committed to enhanced community-based recruitment efforts to ensure that all students and their families consider college an attainable path to future success. SUNY committed to form partnerships with community-based organizations to not only deliver information about opportunities and support programs at SUNY, but to answer general questions

about college and financial aid. Traditional recruitment at high schools and college fairs reach only students who anticipate going to college and do not provide substantial opportunities for interaction with family members. SUNY committed to the creation of a one-stop learning center for financial literacy. This effort would build on two years of transparency and financial aid efforts that SUNY has established.

To reduce time spent in remediation while improving student outcomes in initial college-level courses in mathematics and English, SUNY committed to pilot a predictive analytics tool combining multiple measures to determine initial course placement. The university will also incorporate remedial instruction into pre-enrollment introductory courses and initial college-level courses, both of which will reduce the number of students misplaced in developmental education and speed them on the path to on-time completion.

SUNY also committed to identifying replicable Educational Opportunity Program (EOP) practices to assist campuses in scaling up EOP supports that have the greatest benefit for low-income students. SUNY's EOPs have demonstrated success in supporting academically and economically disadvantaged students. Finally, SUNY committed to implement enhanced student supports as part of Open SUNY, the University's game-changing system-wide online learning initiative. This will enable SUNY campuses to support increased on-time completion by offering more online course options and degree programs, while at the same time increasing related faculty and student supports. Open SUNY provides flexibility for students with jobs and family commitments, open access to open textbooks and 24/7 student concierge services, as well as other supports that will help all students succeed on a schedule that fits into their lives.

Progress Made: SUNY has made progress in all five areas. SUNY enhanced community-based recruitment efforts in New York City, home to the majority of the state's disadvantaged students, through partnerships between the university's Center for Student Recruitment and the system-wide Educational Opportunity Program's (EOP) Recruitment Office with The College Access Consortium of New York—a collective of more than 200 community-based organizations that helps young adults gain access to college. Concerted efforts provided over 30 workshops on a broad range of topics: application filing, financial aid (English and Spanish), EOP, and themed workshops on specific academic programs. Additionally, in keeping with SUNY's goal to reduce time in remediation, SUNY's EOP director presented best practices including student early warning systems, course planning, and summer transitional programs to the Board of Trustees and meetings of SUNY presidents and chief academic officers. The EOP provides academic support and financial aid to economically and educationally disadvantaged students who show promise for college success.

SUNY launched the SUNY Smart Track online tool, the nation's most comprehensive effort to ensure financial aid transparency with information and interactive tools in areas including paying for college, banking basics, budgeting, borrowing, debt, taxes, and credit. This is in addition to SUNY's system-wide standard Financial Aid Award Letter that outlines the cost of attendance and financial aid offerings, and includes campus-specific graduation, median borrowing, and loan default rates.

To address remediation, SUNY community colleges have begun developing an innovative tool in

partnership with the Center for Analysis of Post-secondary Readiness and the Community College Research Center that will evaluate a “data analytics” placement method whereby colleges use multiple measures to predict student performance in college-level math and English courses, including placement test scores, high school GPA, high school course-taking patterns, and non-cognitive assessments. The predictive model will result in more accurate course placements, with fewer students being referred to remedial courses.

Additionally, SUNY’s Board of Trustees adopted changes to its “Non-credit Remedial Course Aid” policy to provide funding for colleges to develop pre-enrollment and refresher courses to prepare students for placement testing and college-level coursework. Results have already shown that students who take refresher courses score considerably higher on placement tests than similarly prepared students who do not. In some cases, as many as 62% of students are placing into college-level courses in the first semester, a more than 20 point improvement. The success rate of these students in college-level courses exceeds that of students who were exempt from placement due to high school GPA or standardized test scores with 80% earning a grade of “C” or better.

SUNY offers over 400 degree programs online, 64 of which offer enhanced supports, including a 24/7 helpdesk, online tutoring, personal student concierges, and applied learning opportunities. Open SUNY creates an environment where all students, in particular economically disadvantaged students considering online learning for the first time, can access 21st-century educational opportunities on a flexible schedule with personalized support. Open SUNY will be linked to SUNY’s degree-planning tool, which alerts students when a course is available online that is not available on their home campus—an obstacle that often delays completion.

Stony Brook University – SUNY (Stony Brook, NY)

College Opportunity Commitment: Stony Brook University (SBU) committed to increasing its 4-year graduation rate from 46 percent to 60 percent by 2018. Over a third of SBU’s undergraduate students qualify for Pell Grants, and Pell recipients already graduate at a rate 3-4 percentage points higher than the overall student body. Stony Brook committed to capitalize upon and extend the success of Pell recipients to become a national leader for student success and economic mobility.

In order to accomplish this goal, SBU committed to: (1) expand academic intervention through support, tutoring, experiential learning, and academic advising, including an increase in support for low-income students through the Educational Opportunity Program/Advancement on Individual Merit (EOP/AIM) program; (2) work to protect low-income students from future tuition increases; (3) greatly expand the use of evidence-based approaches to learning and teaching, and enhance SBU’s leadership role in increasing the participation of underrepresented minorities, economically disadvantaged students, and female students in STEM education and the workforce; and (4) strategically schedule courses and expand customized learning opportunities for students to maximize flexibility and increase graduation rates.

To accomplish these goals, SBU committed to invest \$5 million dollars over the next five years in additional academic support, advising, and tutoring for undergraduates, as well as expand

experiential learning, internship, STEM education, and research opportunities. In doing so, the university is set to increase the annual number of research placements by 400 students by 2019. To maximize the impact of SBU's EOP/AIM program -- resulting in significantly higher rates of graduation than the general student population -- SBU is set to invest an additional \$1 million dollars over the next four years. SBU will also protect low-income students from future tuition increases by investing more than \$2.2 million dollars in financial aid over the next two years. SBU committed to rebuild and expand its focus on data analysis to support student success by investing \$600,000 over the next five years in the tracking software for early intervention.

Progress Made: Stony Brook University has made significant progress to meet its commitment to increase its 4-year graduation rate to 60% by 2018. The President and Provost established a Graduate in Four Task Force composed of senior administrators, faculty leaders, and students that has developed significant structural recommendations about the student experience, course availability, and advising. A functional working group of mid-level administrators under the leadership of the Vice Provost for Undergraduate Education has implemented or begun implementation of a number of related strategies to improve student success and reduce barriers to on-time graduation.

Additionally, the University has met its commitment to cover increases in tuition for lower income students. Preliminary measurement of the four-year graduation rate for full-time, first-time students entering in fall 2010 will exceed 49%, an increase of 3 percentage points, (a gain of more than 20% towards their ultimate commitment of reaching their 60% goal) over the previous year, indicating that the confluence of deliberate strategies to improve student success is moving the institution toward its goal.

Based on recommendations from the Graduate in Four Task Force, the University has expanded its 'early alert' system to additional courses in fall 2014 and conducted outreach to students enrolled in spring 2014 who did not register for fall 2014, including collection of feedback from these students.

Tacoma Community College (Tacoma, WA)

College Opportunity Commitment: Tacoma Community College has made three major commitments: (1) TCC has committed to alignment of precollege pathways in composition and mathematics through the use of acceleration and contextualization models. Acceleration identifies methods to reduce the number of terms, classes, and credits needed to establish readiness for college-level work. Contextualization allows students to identify issues, activities, and problem-solving that are relevant to their interests and experiences through their coursework. (2) TCC and Tacoma Housing Authority are working to end homelessness through housing vouchers for qualified college students. This program will offer financial literacy training as well as active case management to ensure student success and completion. Participants of this program will have leveraged grant support through Worker Retraining, Basic Food Education and Training, Opportunity Grant and other sources to ensure that tuition costs are not a barrier to college completion. TCC is committing to ensure that students in need of remediation are able to afford classes and supplies in an environment of housing security in order to increase opportunities for success. (3) Tacoma Community College committed to further its Core to

College Initiative. This initiative is a collaborative effort between Tacoma Community College and its feeder high schools for 1) assessment and analysis of the gaps between secondary and post-secondary curricula in mathematics and English; and 2) an alignment of curriculum between TCC and high school to close gaps in knowledge, skills and standards.

Progress Made: In order to increase completion rates in math, TCC has begun extending contextualization work that was done for TCC's Introductory Algebra course two years ago for TCC's Elementary Algebra course. The math department is engaged in a careful curriculum review of Elementary Algebra to determine if the course can be made less STEM-centric and become a broader quantitative preparation for more students. TCC is expanding research-based models such as the Accelerated Learning Program (ALP) and Integrated Basic Education and Skills Training (I-BEST). TCC is developing theme-based coursework through college level composition that begins at the ABE curriculum level.

Tacoma Community College and Tacoma Housing Authority, under HUD's Move to Work Plan, are establishing a project to end homelessness through housing vouchers for qualified college students. In addition to housing vouchers, this program will offer Financial Literacy training as well as active case management to ensure student success and completion. TCC established a new partnership with Building Changes and Metropolitan Development Council on a project to end homelessness. The college houses an Education to Employment navigator, which identifies and recruits students experiencing homelessness. To ensure student retention and success, navigators help remove barriers by helping students make meaningful connections to services across four main areas: Education, Employment, Healthcare and Housing.

Tacoma Community College continues further alignment of precollege pathways from basic skills through to college level coursework. TCC has initiated conversations between high school teachers and college faculty intended to address gaps and create curriculum alignment in the areas of English and math. These conversations have included the challenges of introduction of new standards in the high school curriculum (the Common Core) and new assessment processes (Smarter Balanced). Additionally, TCC is expanding Accuplacer in the high school assessments and advising to ensure that students know what they need to do while still in high school in order to transition successfully to college without the need for remediation. TCC has improved English/Reading assessment, using several weighted measures allowing student placement using Writeplacer, Accuplacer, and SAT scores. College Ready High School Students. TCC continues to advance its Running Start and College in the High School activities with feeder high schools in an effort to enhance affordability and accelerate postsecondary attainment for college ready students.

Texas Association of Community Colleges (TACC)

College Opportunity Commitment: TACC believes a holistic approach is required to improve the success of students. To this end, there needs to be good data, accelerated developmental education, alignment with K-12, the creation of seamless pathways to the baccalaureate, and professional development of TACC's trustees, administrators, and faculty. On behalf of the 50 community college districts in Texas, the Texas Association of Community Colleges (TACC) made these commitments.

Texas community colleges committed to measuring and funding success through further refinement of a system of performance-based funding. The initial accountability measures were put in place in 2013, but additional work on the system is required to provide a complete set of measures for the colleges' work. TACC also committed to maintaining performance funding as a key component of community college funding.

Texas community colleges have committed to development and refinement of measures of internal accountability, and to developing the capacity of all colleges to be able to collect and analyze data to improve student outcomes. Texas community colleges are committed to improving college readiness and accelerating the developmental education sequence and developing program-appropriate mathematics pathways for students in statistics, quantitative reasoning, and STEM through the New Mathways Project (a partnership between TACC and the University of Texas at Austin). TACC is also committed to reducing the number of high school graduates requiring developmental education by enhancing the alignment between high school curriculum and college readiness standards. TACC is committed to accelerating the ability of returning adults or students testing below an ability to benefit from developmental education and achieve college readiness through the use of innovative technology and strategic partnership with providers like the Khan Academy.

TACC committed to creating seamless pathways for community college students who transfer to universities and the universal use of the Texas Common Course Numbering System among all public institutions of higher education in the state. Texas community colleges are committed to developing the field of study curricula in the most common areas to minimize loss of credit in the transfer process. TACC is committed to performance funding and accountability measures that reward sending and receiving institutions in their transfer process.

Texas community colleges are committed to providing professional development of trustees, administrators and faculty to accelerate our student success work through utilizing our resources to provide professional development programming in key areas of institutional reform. Additionally, TACC is committed to engaging all levels of our institutions in the student success conversation through meaningful conferences that result in institutional commitments to action.

Progress Made: Since the White House event, the Texas Association of Community Colleges (TACC) has made progress on each of its major commitments. TACC assembled a Metrics Task Force to refine measures of student success used in TACC's state performance-funding model. The system set a base performance level for each of their colleges where future performance funding is determined by improvements in performance at each college. The Task Force's recommendations were adopted by the Texas Higher Education Coordinating Board and are pending before the Legislature. Additionally, TACC has invested in a consortium of small, rural colleges to support development of a common data management system. The consortium requires adoption of common practices and negotiated purchase of common software/hardware packages that result in net savings to the colleges, and easier access to common data needs to inform student success initiatives.

TACC is addressing developmental education reform by aggressively working to scale

implementation of the New Mathways Project; NMP is a partnership of TACC and the Dana Center at University of Texas. TACC is in the second year of implementation and now has 20 of its 50 colleges offering NMP courses; 31 of the 50 are actively engaged with NMP with a goal of engaging all 50 colleges. To reduce the need for remediation, the NMP assembled a task force of college and K-12 experts to develop a common framework for college prep courses in language arts and mathematics to be delivered to high school students who, on completion of the course, will be classified as college ready and not needing remediation. The frameworks are available for use by their colleges and public schools beginning in Fall 2014 across the state. TACC will work with its team to evaluate the effectiveness of the frameworks courses and continue refinement with their K-12 partners.

TACC has formally adopted a legislative recommendation for universal use of the Texas Common Course Numbering System for all public institutions of higher education in Texas. This item will require legislative action in 2015. The Association is working to make greater use of existing tools to improve transfer through the Core Curriculum and Field of Study Curriculum (FOSC). TACC has contracted with Bush School of Government at Texas A&M University to study use FOSC, and is working with the Coordinating Board to update FOSC. TACC is also assembling a task force to do additional work on transfer pathways.

TACC hosted a major PD event, the Pathways to Progress Institute in Dallas, in late September 2014; 467 participants in 87 teams (including 6 teams from Arkansas) completed the three-day event. College teams completed pre-institute homework and left with action plans to address student success. Partners included Achieving the Dream, Jobs for the Future, CCRC, University of Texas, and others.

Tufts University (Medford, MA)

College Opportunity Commitment: In conjunction with the launch of the President's College Pipeline Initiative, Tufts University made three significant commitments to advance opportunity and success for low-income students at Tufts. Tufts committed to launch a bridge-year program that would provide entering students, regardless of financial need, with an opportunity to spend a year engaged in full-time national or international service and community engagement before beginning their traditional four-year undergraduate experience. By ensuring that students who are accepted for this program will have the financial support, the Tufts 1+4 program democratized the gap year, allowing a more diverse group of students to increase their direct experience with innovative approaches to local and global challenges.

Tufts also committed to identify and appoint a Chief Diversity Officer for the university. The officer was set to be a partner with identified leaders in all Tufts units to develop diversity and inclusion goals that would require significant effort, deep partnerships, and resiliency. Tufts committed to sharing data relevant to its diversity and inclusion goals, regularly updating the community on initiatives, and continuing to work with the community in identifying and pursuing key success indicators.

Additionally, Tufts committed that through its newly-announced Teaching and Learning Engagements program it would add a new dimension to the development of a cohort of faculty

leaders who are skilled at building inclusive learning environments through Faculty Learning Communities, which have been proven to be an effective faculty development mechanism.

Progress Made: Tufts has made significant progress on all three of its new commitments while continuing to build on its prior efforts to advance opportunity and success for low-income students at the university. The Tufts 1+4 Bridge-Year Service Learning Program is set to launch its inaugural service year in fall 2015. Led by the Jonathan M. Tisch College of Citizenship and Public Service, and acting as a demonstration model within higher education, Tufts 1+4 will engage high-potential leaders, regardless of their financial circumstance, in a year of transformative community service. Tufts has partnered with well-respected and recognized organizations (including City Year and LIFT) along with eight pre-selected service site locations (Detroit, Los Angeles, Philadelphia, Tucson, and sites in Brazil, Mexico, Nicaragua, and Spain). Placements will address community-identified needs such as urban education, poverty alleviation, narrowing of health disparities, wildlife protection, environmental sustainability, and child welfare. Each student accepted to Tufts will be invited to apply. The program has received generous support from individual donors as well as from Santander Bank, N.A., through its Santander Universities division.

The search for a Chief Diversity Officer and Associate Provost is nearing completion. Said officer will collaborate with academic and administrative leaders across Tufts to advance diversity and inclusion goals. Until then, in order to assure continued progress, a faculty member nationally known for innovative social-psychological research related to bias and racial stereotyping is serving as Special Advisor to the Provost on Diversity and Inclusion. To assure policy and programmatic oversight, a university-wide Diversity and Inclusion Leadership Council is in formation, along with a university-wide Diversity and Inclusion Working Group to facilitate data sharing, coordination of efforts, and sharing of best practices. A comprehensive diversity, inclusion, and engagement dashboard is under development to assure transparency, ongoing assessment, and shared accountability for efforts and outcomes.

Teaching and Learning Engagements (TALES) will support Tufts faculty in creating an inclusive learning environment for a changing student population by providing evidence-based pedagogical research to promote effective learning and facilitating the use of new technologies to enhance diverse student engagement. Tufts has conducted focus groups with approximately 90 faculty members from across its seven schools to frame guiding principles. Advisory groups, including the University-wide Committee on Teaching and Faculty Development and the Center for the Enhancement of Learning and Teaching, continue to address the structure of the TALES initiative, design specific activities and programs, and identify opportunities for interdisciplinary collaboration.

Tulane University (New Orleans, LA)

College Opportunity Commitment: The Cowen Institute at Tulane University introduced “freshman on-track” indicators at a set of 10 non-selective high schools in New Orleans. The goal was to reduce the city’s dropout rate and increase college readiness and success. In addition, Tulane partnered with College Track (CT), and the University indicated that it hoped to have its first cohort of Cowen Institute (CT) students in 2014.

Tulane has arranged with the Posse Foundation to provide scholarships for two cohorts of Posse students each year. The University committed to have seven Posse cohorts of 10 students each enrolled by fall 2014.

Progress Made: The Cowen Institute has spent the past summer and fall reviewing the “freshman on-track” initiative and learning the best way to realize this effort in the New Orleans community. By accessing the work of the Consortium on Chicago School Research, Tulane has designed this undertaking by first pursuing full understanding of the on-track indicators that can reliably identify (and help target interventions for) potential dropouts. Tulane is also working through a number of data collection issues. More than ninety percent of the city’s public school students attend charter schools; thus, a single data pool fails to account for varying data practices and systems across the city’s 27 high schools. Marking periods and course sequences also differ from school to school.

This year, New Orleans has begun building the necessary infrastructure by the new Education Research Alliance for New Orleans at Tulane, effectively capturing high school data and comparing it to other relevant data from secondary schools. The Data Warehouse will construct comprehensive understanding of college outcomes by gathering information from the state and obtaining National Student Clearinghouse records that track students at all institutions of higher education in the nation. Early discussions suggest school and district leaders in New Orleans are enthusiastic to implement early warning systems.

Tulane has also been effectively expanding college opportunity through admissions partnerships. As promised, Tulane and College Track (CT) have jointly admitted the first cohort of five CT students this fall. The second cohort is planned to enter in 2015. Since 2009, Tulane and the Posse Foundation have established seven cohorts on campus. Currently, Tulane University receives two Posse cohorts of 10 students annually. One of these cohorts involves students from Los Angeles and the other consists of Posse students recruited from New Orleans. As two cohorts of the six from Los Angeles have graduated, CT will have a full complement of eight Posse groups at Tulane next fall.

University of Arkansas (Fayetteville, AR)

College Opportunity Commitment: The University of Arkansas pledged to create greater access for first-generation, low-income students through a number of strategic initiatives. First is the establishment of a new scholarship program to address the critical financial challenges that low-income students encounter when pursuing their educational goals. This scholarship program would make it possible for more first-generation, low-income students to have the resources for important experiential learning opportunities, such as attending professional conferences, conducting research, and studying abroad. Second, the University of Arkansas pledged to expand its bridge program for transitioning first-generation, low-income freshmen to ensure a strong start to their college careers. Third is to cultivate partnerships with community colleges throughout the state with an eye to streamline the transfer process, provide financial aid to selected students, and support the transfer students with academic retention programming.

Progress Made: The University of Arkansas has made fundraising for diversity programs a major component of its new eight-year capital campaign, and established a goal of securing \$23 million in private support. In its first year, the University raised \$3.5 million, with approximately \$1 million going towards the launch of a new scholarship program known as the College Access Responsibility Endeavor (C.A.R.E.). This program provides gap funding for first-generation, low-income Arkansas students with an established record of academic excellence. Although GPA and board scores will be considered when making selections, students will also be assessed on a broader portfolio which includes demonstration of leadership skills, intellectual curiosity, and level of community involvement. In addition to its enhanced fundraising, the University has also expanded both its bridge and academic enrichment programs. Each initiative serves first-generation, low-income students by providing them with peer and professional mentoring, and better ensuring that students successfully matriculate.

University of California, Berkeley (Berkeley, CA)

College Opportunity Commitment: University of California, Berkeley Chancellor Dirks committed to visit 10 middle or high schools with elected officials in 2014 to encourage early college awareness. The Chancellor's actions expanded upon Achieve UC, a University of California system-wide program aimed to help low-income, first-generation-college students understand how to prepare for and achieve their path to higher education. In 2012, more than 10,000 students were reached through this event and the University of California saw a more than 10% increase in applications from participating schools.

Additionally, UC Berkeley committed to contribute \$500,000 to support Destination College Advising Corps and Transfer Alliance Project services for low-income, first-generation-college and underrepresented students. Destination College, part of the nationwide College Advising Corps since its inception, places highly trained recent college graduates in under-resourced high schools to provide college advising and foster college-going culture. The Transfer Alliance Project provides intensive one-on-one advising, academic enrichment opportunities and application assistance to prospective transfer students at community colleges throughout California.

Progress Made: UC Berkeley has made great progress in expanding outreach to low-income, first-generation-college and underrepresented students through the expansion of Destination College Advising Corps and Transfer Alliance Project. Chancellor Dirks visited Richmond High School, Berkeley High School, Cal Prep Charter School, Hayward High School and Tennyson High School to encourage early college awareness, and has plans to visit an additional 5 schools in Spring 2015 in Southern California and the Central Valley. Destination College Advising Corps (DCAC) has expanded to 10 new sites: four in West Contra Costa Unified, five in East Side Union, and 1 in San Lorenzo. DCAC now serves all six comprehensive high schools in West Contra Costa, maximizing the district-wide impact for college access and building a college- and career-going culture. DCAC is in all six San Jose Unified comprehensive high schools and was able to add five of the eleven comprehensive high schools in the East Side Union High School District (also in San Jose), and plans to expand to the other 6 schools next year. All three of the districts are funding a portion of the cost.

The Transfer Alliance Project (TAP) expanded services to 6 additional community colleges: Sacramento City College, American River College, Cosumnes River College, Sierra College, Foothill College, and Las Positas. TAP also increased its presence at five colleges in the Los Angeles area: Glendale College, Long Beach City College, LA City College, LA Mission College, and LA Trade-Technical College. The new funding supports two full-time staff to advise and support the cohorts of students who face significant barriers to transfer.. They provide students educational planning, academic enrichment opportunities on the Cal campus, and assistance with transfer and financial aid applications. TAP now serves 36 community colleges throughout California. Since its founding in 1999, more than 80% of participants who applied to UC Berkeley were admitted. TAP alumni thrive at UC Berkeley and have gone on to graduate programs at Berkeley, Harvard, Yale, Brown, Stanford School of Medicine/Law School, Berkeley Law, University of Virginia School of Law, and Oxford, among others.

University of California, Davis (Davis, CA)

College Opportunity Commitment: University of California, Davis committed to expanding its six-week Special Transitional Enrichment Program (STEP), which provides first-generation, low-income freshman students with transitional classes and skills development activities to enhance their capacity to meet academic goals. STEP begins with a four-week summer residential program and continues through students' first two years on campus. This program helps strengthen students' learning skills and study habits and prepares them for university-level academic work.

UC Davis also committed to growing its Transfer Opportunity Program (TOP) to include additional community colleges. This program helps community college students seamlessly transition into UC Davis academic programs by providing access and ensuring success of first-generation and low-income students.

Progress Made: This year, 50 additional students participated in STEP. Ultimately, there will be capacity for every eligible student to participate. UC Davis also expanded support services during the academic year, including group tutoring, special sections of math and science courses, academic advising and counseling, and four quarters of priority registration.

In addition, UC Davis expanded TOP to include Berkeley City College, Chabot College, City College of San Francisco, and Diablo Valley College. TOP offers in-person advising and workshops to help provide students with the tools and information they need to successfully transfer to UC Davis. This expansion brings UC Davis' TOP community college participant list to 23, promoting opportunity and access, and serving many first-generation, low-income, or underrepresented students. UC Davis has begun to develop relations with Fresno City College and Canada College, with the hope of bringing TOP services to these schools in the near future.

University of California, Merced (Merced, CA)

College Opportunity Commitment: UC Merced has made several commitments. First, UC Merced committed to provide \$460,000 in new funds to expand assistance to undocumented students by funding special career and academic advising, increasing employment opportunities

on campus, providing additional staff time to assist with admissions and academic transitions, and building a new website with links to on- and off-campus services specifically for undocumented students. In 2013-14, UC Merced enrolled 152 undocumented students with an average family income of \$23,000.

Second, UC Merced committed to launching a \$150,000 initiative to locate a career development coordinator in Silicon Valley to place 300 low-income, first-generation students interning and working for venture-backed companies in Silicon Valley and the San Francisco Bay Area.

Third, to enhance academic support to the 49 percent of UC Merced students majoring in STEM fields, UC Merced identified more than \$100,000 in additional funds for UC Merced's recently opened STEM Resource Center. The Center coordinates tutoring and mentoring, research and internship opportunities, and graduate school and career advising.

Fourth, UC Merced committed to invite low-income high school seniors from across the San Joaquin Valley to attend a one-day College and Career Readiness Conference to help over 100 students make a seamless transition from high school to higher education, learn how to read, understand and compare financial aid award letters and make an educated decision about the best postsecondary option for themselves.

Fifth, UC Merced committed to implementing a new program for its 80 emancipated foster youth students that will provide these students with intensive advising, year-round campus housing, special mentoring, and educational programming. The goal is to increase the graduation rate of emancipated foster youth who have one of the lowest rates of college attainment. This is a particularly acute problem in the San Joaquin Valley.

Sixth and finally, UC Merced committed to expand its efforts to improve financial literacy and minimize loan defaults to new counties across the San Joaquin Valley by reaching out to students about loan repayment options, working with families to reduce the need to take out loans, partnering to implement a website focused on money-management resources, and collaborating with the local community college, school district, and County Office to coordinate and leverage financial aid outreach events across Merced County.

Progress Made: UC Merced has made progress in its commitments. First, UC Merced added 124 undocumented students to the Fall 2014 incoming class. The additional funding provides two staff members dedicated to supporting this population. The first "career boot camp" program provided students with the resources and understanding of how to navigate life after college. This included funding for professional attire to help them compete in the internship and job market. The new website has been launched. The Student Law Clinic has participated in training sessions on the legal issues surrounding DACA, immigration, and relevant California legislation in coordination with the local Mexican Consulate. The initial campus investment cultivated a \$500,000 endowment from a local family foundation that supports the program's efforts and adds scholarship funds for this student population.

Second, the inaugural Silicon Valley Career Development Coordinator has developed relationships with new and existing employers in Silicon Valley and the San Francisco Bay Area.

From January 8 to September 22, 2014 compared to the same timeframe from the previous year, student job and internship placement with Silicon Valley and the San Francisco Bay Area companies increased by 112 percent, from 90 in 2013 to 191 in 2014. In 2013, there were four Silicon Valley companies conducting on-campus interviews or information sessions for students; in 2014, there were 17, which is a 325 percent increase. Finally, 91 meetings have been conducted with Silicon Valley and Bay Area companies about UC Merced student talent, an increase of 900 percent compared to the same timeframe from the previous year.

Third, the STEM Resource Center currently serves approximately 230 students. The Peer Tutor/Mentor Program serves 20-25 undergraduates per day through 20 peer and two faculty tutors. During 2013-14, 15 STEM Center scholars were accepted into Research Experiences for Undergraduates (REU) and scholarship programs, and 14 students obtained positions at UC Merced research labs. The Center initiated partnerships with UC Merced student support structures, faculty, and outside institutions and provided continued assistance to student chapters of STEM professional organizations.

Fourth, UC Merced held a one-day College and Career Conference in April 2014 to address college preparation, affordability, and career exploration for low-income, first generation community college-bound students. Seventy-four 12th grade students attended career workshops in the following trades: health, education, public service, and engineering.

Fifth, there are currently 80 foster youth on campus that are supported by the Guardian Scholars Program. Year-round housing is now available, as well as emergency funds to help with financial hardships. Additionally, the program has built alliances with two community colleges and three county offices of human services to support educational pathways. Early outreach programs have been launched including a summer overnight program with 80 middle school foster youth on campus to encourage higher education. The program also supports a California higher education pathways training program for foster parents and social workers so they feel prepared to advise youth of their options.

And sixth, in partnership with local financial institutions, UC Merced offered several “Money Wise” financial literacy workshops from March to October 2014. UC Merced is in the process of developing a financial literacy website.

University of California, San Diego (San Diego, CA)

College Opportunity Commitment: UC San Diego commits to expand its efforts in access programs aimed at regional high schools and community colleges. Drawing on faculty, students, and community educational partners, UC San Diego will provide outreach services and teacher professional development to improve pathways for underrepresented students to succeed in K-14 STEM-based courses. UC San Diego will also strengthen and expand the Chancellor’s Associates Scholarship Initiative, guaranteeing cost-free access to education to 100 low-income students from the San Diego region each year. To enable low-income community college students to attend UC San Diego, UC San Diego will re-launch a transfer guarantee program called UniversityLink with new rules and requirements to target low-income students. In the next three years, UC San Diego will make significant investments in programs and personnel for two

retention and placement programs to ensure that all low-income students are guaranteed a meaningful service learning opportunity and access to alumni mentors and employers.

A pilot of the Chancellor's Associates Scholarship Initiative program this year tripled the number of enrolled students from three partner high schools with a high proportion of low-income students by guaranteeing financial aid packages comprised entirely of grants and scholarships.

Progress Made: UC San Diego has committed \$1 million over three years to initiate the STEM Success Initiative through their Center for Research and Educational Equity, Access, and Teaching Excellence (CREATE). This effort links UC San Diego faculty, staff and students, and the San Diego education community to support K-20 STEM education in the region.

The UC San Diego Chancellor's Associates Scholarship Initiative, has been expanded to more low-income students from the San Diego region. Initially, only graduates from three partner high schools were eligible to receive this scholarship; now, the initiative includes qualified transfer students from three regional community colleges, students from federally recognized tribes, and students who participate in a local college-prep program. The pilot program resulted in a 25 percent increase in applications from students from the three partner high schools and doubled their yield rate.

A new coordinator focuses on programming to build community and engage student families through events and activities, including a summer transition program and the current development of a mentorship program for scholars.

UC San Diego is developing a strategic partnership between the Career Services Center and Alumni and Community Engagement to help students network, identify internship and employment opportunities, and converse with professional mentors. A new Alumni Advisory Network connects students with alumni to receive career advice and professional development tips. More than 750 students and 750 alumni are participating in the network.

Additionally, UC San Diego is creating a comprehensive database of experiential learning opportunities. The portal will be used by students who want to participate in on- and off-campus experiential learning opportunities, and by faculty, staff, and community and business partners who wish to provide experiential learning opportunities that adhere to established guidelines. These programs are especially critical in helping first-generation students define and achieve their academic and career goals.

This summer, UC San Diego launched a new Office of Undocumented Student Services to provide support and resources such as workshops, outreach programs and individualized consultations for students. In addition, the university is providing financial aid services and creating a campus resource center for undocumented students and students from mixed-status families. The university also re-launched a transfer guarantee program called UniversityLink with new rules and requirements to target low-income students.

University of California System

College Opportunity Commitment: A large number of California high school students demonstrate their ability to perform college-level work through their outcomes on the PSAT test. And yet, a substantial percentage of these students, particularly minority students, do not then take the recommended courses to prepare them for college. President Napolitano committed to partnering with the College Board in a variety of ways to help address this gap, including through broad-based mailings, targeted outreach to individual students, and concentrated visits to high schools to promote college readiness. President Napolitano has also committed to enhance the flow of community college students into the UC system, and to improve the academic success of enrolled transfers. This will include a major overhaul of the existing electronic system that provides information on preparation and transfer pathways across all public higher education institutions in California, and increased transfer opportunities in community colleges that enroll large numbers of underrepresented and low-income students, but send relatively few of these students on to UC. Finally, President Napolitano has committed \$5 million in seed funding to enhance support services for undocumented UC students—who experience unique problems in housing, employment, and other areas and often have fewer family resources to draw on—and to provide access to financial aid that seeks to place them on equal footing with their documented peers.

Progress Made: In spring 2014, all high-achieving, low-income PSAT test takers in California received a letter from President Napolitano praising their achievement and encouraging their continued study and preparation for higher education. Specialized information about the University of California and its signature financial aid program, the Blue and Gold Opportunity Plan, was made available to every student that received the President’s letter. Beginning in Fall 2014, the university will join the College Board in promoting the Board’s “All In” Campaign. The All In Campaign represents the College Board’s effort to unify and amplify the efforts of educators to ensure that 100 percent of African American, Latino, and Native American students who have academic potential enroll in at least one matched AP class. Through its Early Academic Outreach Program (EAOP), the university will convene parents, students and educators to highlight opportunities to complete the PSAT during the junior year at no cost. In the spring, EAOP and the College Board will offer regional workshops across California to raise awareness among high school counselors, AP® coordinators, and academic preparation program professionals about AP® Potential, a free online tool that allows schools to generate rosters of students who are likely to score a 3 or higher on a given AP® Exam. UC staff will support California high schools to advise students on steps, resources, and supports to enroll, engage, and succeed in advanced courses.

Building on the recommendations of UC’s Transfer Action Team (May 2014), the President’s Initiative on Enhancing Community College Student Transfer to the University of California has focused on streamlining and strengthening the transfer process for students, as well as broadening the range of students who transfer to UC. Recent achievements have contributed to fulfilling UC’s commitment. First, UC is reaching out to all new community college students this fall with a letter from President Napolitano encouraging them to prepare for and apply to a UC campus as a transfer student. Second, UC has selected 24 California Community Colleges (CCC) for the “CCC-UC Pipeline Initiative”, a partnership between UC campuses and CCC campuses

that send relatively low numbers of transfers to UC, but have the potential to send many more, especially students from groups that are underrepresented in higher education. These partnerships will result in expanded services to prepare greater numbers of students for transfer to UC. Third, UC is engaged in streamlining pre-major pathways for many of its most popular majors, so that prospective CCC students will have a clearer roadmap as they prepare to transfer. The Academic Senate will convene department chairs from across UC's nine campuses to consult on the proposed transfer admissions requirements by major. Finally, President Napolitano has begun a series of "Presidential Conversations" with community college leaders throughout the state. These gatherings are raising awareness about transfer to UC and engaging leaders in discussions about strengthening UC and CCC partnerships.

University of Chicago (Chicago, IL)

College Opportunity Commitment: The University of Chicago made a commitment to launch the College Success Initiative to increase the number of students who prepare for, gain admission to, and succeed in college. The initiative will empower educators and parents to improve their schools, monitor students' college readiness, and track students' success in college. It will also provide college-readiness curricula for grades preK-12. Supported by a \$10 million, five-year gift from a university trustee, the College Success Initiative will provide proven tools, best-in-class evidence, and training for schools and policy makers in Chicago and across the country to improve college readiness and access for underserved students. The initiative will reach 10,000 schools over the next five years and aims to dramatically increase the number of students who are well-prepared for college, gain admission, and graduate ready for success in their careers and lives.

Progress Made: Since January 2014, the Urban Education Institute has completed the research and development of interactive College Success tools designed to increase the number of student preparation, access, and success in college. Named The To & Through Project, the series of data, reports, and interactive tools will focus attention on college completion. To & Through will empower educators, parents, and students to make better decisions at key inflection points starting in middle school, monitor students' college readiness, and track their success through college.

The three-part December 2014 rollout includes multiple events, trainings and plans for significant outreach, aimed at changing the culture of expectations in education in Chicago and will be expanded nationwide in 2015. Using Consortium on Chicago School Research data and research, To & Through will release figures from 2006 showing only 8 out of every 100 Chicago Public School freshmen would complete college. New data will be released for the top 10 colleges Chicago students attend, as well as an examination of their institutional graduation rates, particularly among underrepresented students.

The interactive tool will enable users to access in-depth data on six key leverage points along the student continuum, including freshman on-track, all-school on-track, high school graduation, college enrollment, college persistence, and college completion. A focus group of high school principals will "beta test" the tool in November 2014, which will provide fine-grained evidence about the trajectory of students to and through their high schools, and the specific colleges these

students attend. The tools for each high school include evaluations to ensure students take the right courses, stay on-track, and enter, persist, and graduate from post-secondary school. Each will equip educators to focus on problem-solving efforts that, proven through Consortium research, will move more young people—at scale—to and through high school and college.

University of Colorado, Boulder (Boulder, CO)

College Opportunity Commitment: Colorado committed to a substantial expansion of the CU Promise program to provide need-based financial aid targeted to low-income resident undergraduate students. The University committed to providing financial support in the form of grants, scholarships, and work-study to cover 100 percent of tuition, fees, and books for all Pell-eligible students. CU expects this program to support between 550 and 600 new students. The program will provide a pathway for low-income students to pay for their education. Recruiting efforts will be expanded to those high schools with a high percentage of students receiving free and reduced price lunch.

In addition, Colorado committed to providing summer financial aid assistance to low-income students who do not have sufficient credits to progress to their junior year. Students eligible for the CU Achieve grant may take one or more classes during the summer to catch up. They will be awarded a \$1,000 grant if they enroll in 3-5 credit hours or \$2,000 if they enroll for 6 or more credit hours. This program is expected to provide 125 low-income students with the support necessary to stay on track for timely degree completion.

Progress Made: A total of 1,000 students qualified for the CU Promise program this year. Over 700 of those students qualified for support because the university expanded eligibility to any Colorado student who receives a Pell Grant. For the 2014-15 school year, total grant and work-study awards range from \$12,590 to \$17,170. CU Promise recipients received a congratulatory email to let them know they are part of a special university program that pays for their tuition, fees, and books. The University will send reminders to students on how to maintain eligibility for CU Promise funding in future semesters. Recruiting efforts are in progress for the 2015-16 academic year, which includes targeting Colorado high schools with high-need students.

University officials identified and contacted 300 students who were eligible to apply for the CU Achieve grant program this summer. A total of 91 low-income students decided to participate, receiving \$139,122 in financial aid assistance. This summer, 51 students (56 percent) earned enough summer credits to become juniors. An additional 15 students (16 percent) earned more than three academic credits, moving them closer to junior status—and timely graduation—over the summer.

University of Delaware (Newark, DE)

College Opportunity Commitment: University of Delaware will work to include its pilot program with the Christina School District as a central piece for future recruitment of low-income students. In 2013, University of Delaware piloted a partnership with the local Christina School District for the College Readiness Scholar's Institute (CRSI) to better reach low-income, first generation students to help them see a college education is a goal they can have. Through this

program, students have attended a residential, two-week program where they learn what college can offer. After the summer program, University of Delaware students follow up with participants at their high schools each week, and reinforce what they have learned. This dialogue provides a vital bridge between high school and college.

Progress Made: Of the 25 seniors in the 2013 College Readiness Scholar's Institute (CRSI) cohort, 21 enrolled in college, two enrolled in a vocational program, and one enlisted in the military. The second implementation of the program includes 35 students. UD students are meeting with these CRSI Scholars bi-weekly to assure similarly positive results for this cohort.

In Fiscal Year 2014, UD invested \$13M in the Commitment to Delawareans program, meeting full financial need for all Delaware residents. For the fall of 2014, 92 percent of Delawarean applicants were admitted to either Newark or to UD's Associate in Arts program. 810 Students in the A.A. program benefited from reduced tuition, and the curriculum helped them build foundational knowledge and skills for success through intensive tutoring and support, small classes, and close faculty contact. The first to second year retention rate is 83.5 percent and the three-year graduation rate is 65.3 percent. Of those who started in the program in 2010 and completed the A.A. degree, 96 percent transitioned into a bachelor's degree program on UD's Newark campus. This places UD's AA degree in the top 4 percent of U.S. associate's degree granting institutions.

University of Maryland, Baltimore County (Baltimore, MD)

College Opportunity Commitment: In the next three years, the University of Maryland, Baltimore County (UMBC) commits to expanding the lessons learned from UMBC's partnership with four Maryland community colleges on the "Transfer STEM Scholar Pathway," which lays out a clear program of study, from community college to university to graduation. UMBC will disseminate guiding principles and best practices to the higher education community and expand its partnerships with community colleges throughout the region. UMBC commits to working with its community college partners to focus on high-impact, low-cost interventions that can be scaled to reach the broadest number of transfer students possible, with the goal of ensuring that all students have the tools and support needed to succeed. UMBC also commits to: better aligning STEM curricula, learning outcomes, and competencies to reduce lost credits and the need for students to retake courses; improving academic and career advising; heavily utilizing online tools; and creating programs, such as peer mentoring and transfer seminars, to better support students during the transition from a two-year to four-year college.

Progress Made: UMBC and its four community college partners in the STEM Transfer Student Success Initiative (the "t-STEM Team"), which includes almost 100 people across the five institutions, have made significant progress during 2014. Inter-institutional working groups meet regularly (e.g., Curricular Alignment, Transitional Programs, Transfer Success), as do Project Managers and Pre-Transfer Advisors. An inter-institutional t-STEM Team retreat is held once a semester and meetings are held regularly to facilitate inter-institutional work. The working group on Curricular Alignment has made progress in aligning curricula in mathematics and chemistry to improve learning outcomes and ensure credit transfer. A new t-STEM website was launched at the end of May that provides resources, tools, information, and support for potential STEM

Transfer Students across the institutions. Further online resources, including a “student success video,” are being developed and will go public in the near future. Peer mentoring has provided new supports for prospective and current STEM transfer students. Approximately 449 prospective and/or current STEM transfer students have been served by Peer Alumni from Community College (PACC) mentors across the five institutions since the Spring 2014. In addition, t-STEM Pre-Transfer Advisors have served approximately 1,263 prospective STEM transfer students across the five institutions since Fall 2013. Prior to 2014, the t-STEM Team presented nine sessions at seven conferences (local and national). In 2014, the team has presented eight sessions at seven conferences. Topics included curricular alignment, peer mentorship, pre-transfer advising, leveraging online resources for transfer success, and inter-institutional collaboration. UMBC co-hosted, with OSTP, one of four regional workshops on undergraduate STEM education, during which Provost Philip Rous discussed the progress of the STEM Transfer program.

University of Minnesota (Minneapolis, MN)

College Opportunity Commitment: The University of Minnesota committed to launch a new program focused on student success. This initiative, Retaining all Our Students (RaOS) will be built around four components: an enhanced financial literacy program; incentives for low-income students who are also in the President’s Emerging Scholars (PES) program to participate in the PES Summer Seminar (a summer bridge program); the development of better success tracking tools for advisers to monitor the academic progress and enhance the advising of these students during their critical first year; further leveraging the resources of the SMART Learning Commons, by promoting the available services and connecting low-income students with peer tutors. The University of Minnesota expects to have all four parts of the initiative operational by Fall 2016, with the enhanced financial literacy program in place by Summer 2014.

Progress Made: An email communication strategy targeted at Pell-eligible, first-generation, and first-year students on loan management, budgeting, and financial resources, was launched in October 2014. 1,785 students received instructions on how to find their current loan debt on the national student loan database and how to use a debt calculator to estimate their monthly student loan payments after graduation. Eight One Stop Counselors have begun a Personal Financial Management certification program.

UMN is exploring ways to alert academic advisers about which of their advisees are part of the RaOS cohort and may be engaging in academic behaviors that may make it more likely for them to be off-track to graduation. UMN will also provide a stipend for students attending the President’s Emerging Scholars Summer (PES) Seminar. Fifty-six percent of all PES students received a Pell Grant and 62.8 percent received the U of M Promise Scholarship in 2013. Finally, the SMART Learning Commons Tutoring Center is designing and implementing a communication plan to reach out to the RaOS target population in an effort to increase their awareness of the academic support resources available.

University of Nebraska (Kearney, Lincoln, and Omaha, NE)

College Opportunity Commitment: University of Nebraska (NU) has committed to scale the

university's pilot Nebraska Virtual Scholars program to make online courses available to many more low-income, rural, and first-generation college students. Through Virtual Scholars, NU has over the past several years offered a limited number of scholarships for Nebraska students to take online high school courses from the NU High School for free. The program has made a diverse range of fully accredited Advanced Placement, STEM, elective and foundational courses available to many students who likely would not otherwise have had access. The courses have helped students explore potential colleges and careers, take higher-level courses than those offered at their schools, and stay on the path to graduation. NU intends to significantly expand the Virtual Scholars program to offer more high school courses and foundational courses to middle school students, in an effort to remedy academic preparation gaps that often exist in low-income and rural communities, accelerate college completion, and lower the cost of a four-year degree. NU commits to communicate to all Nebraska middle school students and their parents, teachers, and counselors about college preparation using new and nontraditional, relevant tools that effectively target lower-income, rural, and first-generation students. New strategies will include leveraging social and digital platforms, reaching out to youth organizations, pairing current NU students with middle school students in their hometowns to serve as role models, bringing groups of underrepresented and low-income students to university campuses, and developing materials to be sent home with students. NU also initiated a national search for an individual whose responsibilities will include directing an enhanced education and outreach effort to increase college-going. NU commits to significantly increase the number of low-income and first-generation students who participate in summer scholars programs on the university's four campuses. The university intends to expand participation in these programs to help low-income and first-generation make a successful transition to college and prepare them for continued success. NU also commits to expand the University of Nebraska Medical Center's High School Alliance, which offers unique science classes not available in a typical high school setting to students interested in health care.

Progress Made: This summer, NU announced a third phase of the Nebraska Virtual Scholars program, making 150 scholarships available for Nebraska students. Once again, demand exceeded the available scholarships. Thanks in part to a private gift, NU funded all 200-plus qualifying applications. There is a high need across Nebraska for expanded course offerings that help students stay on track to graduation, prepare for the rigors of college, and begin thinking about careers. NU has a new social media strategy for Collegebound Nebraska, which guarantees full tuition coverage for low-income Nebraska students, to include messaging on university admission requirements and other relevant points. NU has developed new "bridge" opportunities and expanded efforts to help students transition successfully to college. The University of Nebraska-Lincoln added three new programs: the Nebraska First-Generation Leadership Symposium, which will host 300 first-generation high school students on campus for sessions on the importance of a degree and financing college; Nebraska Preview Days, an on-campus experience designed to educate first-generation students about academic and student life opportunities, college admissions and the financial aid process; and the First Huskers Program, a four-day program for 100 first-generation students that will precede the first week of classes.

University of North Carolina, Chapel Hill (Chapel Hill, NC)

College Opportunity Commitment: University of North Carolina at Chapel Hill committed to

doubling the size of the Chancellor's Science Scholars Program, which improves STEM outcomes for low-income, first-generation, and other underrepresented students, from 20 to 40 within four years; launching a University-wide initiative to improve graduation rates for all undergraduate students, with a focus on low-income, first-generation, and underrepresented students; and expanding the Carolina College Advising Corps to 65 partner high schools across North Carolina, as part of a coordinated effort led by the John M. Belk Endowment and the College Advising Corps.

Progress Made: UNC Chapel Hill has made progress on all of its commitments. Last August the Chancellor's Science Scholars Program enrolled 32 entering first-year students on its way to a doubling of the program to 40 entering students next fall. Based on the experiences of the first cohort of Scholars, who enrolled in the preceding year, UNC modified summer courses for enrolling Scholars and strengthened advising, peer learning, and tutoring. The 55 Scholars now in residence are performing well academically and making exemplary progress towards their STEM degrees. This program continues to benefit from the generosity of the University of Maryland at Baltimore County, whose Meyerhoff Scholars Program provided the model for this program. Last January, following Chancellor Folt's commitment to a University-wide initiative to improve student success, Provost James Dean, Jr., charged a group of faculty and staff with developing an initial plan for the initiative. This plan, now being implemented, expands existing academic courses that help new first-year and transfer students transition successfully to UNC-Chapel Hill; supports quantitative skill-building for students in STEM disciplines; enhances support for first-generation-college students; and encourages units across campus to partner with one another to develop new initiatives to strengthen student success.

Working closely with the John M. Belk Endowment, the College Advising Corps, and distinguished new college and university partners, UNC-Chapel Hill expanded the Carolina College Advising Corps from 32 to 42 advisers and from 52 to 62 partner high schools. Advisers work full-time in underserved schools to provide near-peer admissions and financial-aid advising, with the goal of helping students find their way to colleges and universities where they will thrive. In one rural school district served by the Carolina Corps, the most recent college-going rate was 9.0 percentage points higher than in a comparison or control group of other North Carolina high schools with similar academic and demographic profiles. The rate of enrollment in four-year colleges and universities was 16 percentage points higher.

University of Rochester (Rochester, NY)

College Opportunity Commitment: University of Rochester committed to double, at least, its work in 2014 and beyond with the Say Yes to College organization. As an inaugural partner, Rochester enrolled 14 students from low-income urban schools in nearby Syracuse, and now will sustain the same commitment level west to Buffalo City School District, as well as raise the income threshold for guaranteed full-tuition awards from \$75,000 to \$100,000. Rochester's new 2014 efforts in collaboration with the Rochester City School District (RCSD) included expanding the \$100,000 Rochester Promise beyond the first 70 participating students to enroll a first cohort of at least ten in 2014 with a four-year, full-tuition guarantee, while adding public charter schools; extending two Upward Bound programs to hundreds of RCSD students; two local transfer partnerships; two campus-based college prep centers for hundreds of students,

funded by local banks; and a new STEM outreach club. As a collaborative effort with Story to College and the College Bound Initiative/Young Women's Leadership Academy schools in New York City, Rochester expanded outreach to 100 low-income and first-generation students in the early high school years in both Rochester and New York City, to provide them with in-depth training and counseling. Participating students will learn and take advantage of coaching for turning their life stories into effective college essays and preparing for college success. As a partner of the Hillside Work-Scholarship Connection, Rochester joined in the local agency's expansion from 115 high school student worker placements to nearly 300 over the next few years. Students paired with youth advocates to realize their academic potential, learn work skills, and gain paid experience. 100 percent of Hillside students have graduated from high school and enrolled in post-secondary education; 96 percent are attending with full tuition and housing scholarships.

Progress Made: Rochester has made important progress. Two more students joined the Say Yes to College class of 2018 cohort. Rochester Promise enrolled 11 students in the class of 2018. Twenty-four NYC high school sophomores attended this summer's Story to College seminar and 24 students attended this summer's College Bound Initiative/Young Women's Leadership Academy seminar. In college prep centers in Rochester City School District high schools, more than 600 students received college counseling and support at East High and more than 400 at Franklin High. More than 150 high school student worker placements were made.

University of Pennsylvania (Philadelphia, PA)

College Opportunity Commitment: The University of Pennsylvania (Penn) committed to launch a new outreach initiative to further inform prospective low- and middle-income students, underrepresented student populations, and first-generation college students about Penn's all-grant, no-loan financial aid program which meets 100 percent of a student's full demonstrated need.

Progress Made: Penn has implemented targeted initiatives for low-income, first generation, and historically underrepresented students through broad-based national recruitment and additional Quaker Day recruitment. In 2013, Admissions restructured their office paradigm to a recruitment-driven model that aligns staff to their geographic recruitment needs aimed at increasing awareness of Penn in populations where the knowledge of a Penn education is low. As a result of the shift in recruitment efforts they have increased the number of staff visits to Community Based Organizations (CBOs), visiting close to 100 CBOs across the country last year. In 2014, Penn increased the number of sponsored low-income students to attend Quaker Days from roughly 130 to 172 by paying for their travel expenses to attend. The yield for low-income students was 55%. Penn Early Exploration Program is a Fall open house for highly talented prospective students who are considering Penn October 12-14, 2014. A total of 88 students from across the country were sponsored to attend the three day/two night overnight program to learn about the opportunities at Penn. Over 85% were from under-represented minority populations and nearly half qualified for Free or Reduced-Price Lunch.

University of Puget Sound (Tacoma, WA)

College Opportunity Commitment: University of Puget Sound committed to increase access for low-income students. Since 1995, University of Puget Sound has partnered with the Tacoma Public Schools to conduct Access Programs, which promote academic excellence for middle and high school students and expand college opportunities for traditionally underrepresented youth. To do so it committed to meet the full demonstrated financial need of Access Program participants. This represents a significant financial commitment for the college. Additionally it developed a cohort program for Access Programs students who enroll, providing them with pre-college programming, leadership development training, mentoring, and social and academic ongoing support. Puget Sound aimed to enroll between 5 and 10 new Access Programs alumni annually (for a total of between 20 and 40 students on campus over the next four years) by expanding resources devoted to meeting financial need and providing the opportunity to be part of a cohort program.

Progress Made: The January 2014 Access Programs financial aid commitment and the Tacoma Public School District's recent efforts to create a college-going culture provided the inspiration for Puget Sound's recent commitment to expand our relationship with the school district and meet full financial need for all admitted applicants who graduate from one of Tacoma's eight public high schools. This expanded commitment will triple financial aid investment in Tacoma public school graduates by over \$1,500,000 over four years. It succeeded in enrolling two Access Programs alumni in the fall of 2014. To facilitate student preparedness for the application process, Puget Sound added two new components to Access Programs to strengthen our effort to increase access for low income students, and developed the framework for the first cohort. The two components include an SAT Preparation Workshop Series and a Writing Preparation Workshop. Both workshops are designed for high school juniors and seniors who participate in Access Programs. Beginning in the fall 2015, we will launch our Access Scholar's cohort. The cohort will serve as a peer support network where each student can encourage persistence and eventual success among one another. The cohort brings together 5-10 students per year, all of whom have completed Access Programs. The Cohort has two components. The first is a Sociocultural Leadership Development (SLD) pre-orientation summer institute. The week-long summer institute will offer transitional support to college life, an introduction to Puget Sound academic expectations, opportunities to explore personal identity development, engagement in leadership and community building activities, and enhancement of writing skills. The second component includes mentorship from a faculty member paired with a three to five students. Mentors will meet scholars individually once every two weeks, and collectively once per month. These gatherings are safe spaces for students to connect, converse, and support each other culturally, socially, and academically.

University of Tennessee, Knoxville (Knoxville, TN)

College Opportunity Commitment: The University of Tennessee, Knoxville (UT) committed to implementing a coaching program for students who face barriers to their success at the university. UT developed a retention index which helps us better understand a student's potential and risk factors that may stand in the way of successful degree completion. Tennessee carefully examined factors including the student's academic profile, support systems which are or have been available to the student, and a student's Pell Grants eligibility. UT committed to hire more professional coaches to work with students to assist in the transition to university life, and coach

them in academic and non-academic success strategies. UT committed to also develop a summer math camp for rising freshmen. The camp would target students who are interested in math-intensive majors, but who do not have the ACT sub-score in math necessary for such majors. The goal of the camp was to help students transition into these majors or identify majors that interest them but have less of a focus on math. The camp would include lectures, directed problem-solving sessions, and math-related activities outside of the classroom. UT committed to expanding transfer programs with community colleges and establishing a clear path for transfer to UT. The programs would offer support from both campuses and set clear benchmarks for successful transfer. UT will invest in professional staff and support materials to enhance recruitment, transition, and retention.

Progress Made: The coaching approach at the University of Tennessee, Knoxville (UT) has been integrated into two existing programs: UT LEAD, a program that focuses on students with high need, and First-Year Studies 101, a course that offers transition assistance to UT freshmen. A retention index was used to predict likelihood of first year retention. Factors such as first generation status and family income are important factors in the index. Retention of students was analyzed based on different levels of risk. Most groups of students out-performed expectations. Participation in the UT LEAD and FYS 101 programs enhanced retention for students who participated in those programs. In its inaugural year, 81 students participated in math camp: 58 percent were women, 59 percent were non-white, and 84 percent were Pell-eligible students. Those Pell-eligible students received participation scholarships. Overall, 89 percent of the students lived on campus during the three-week camp. All participants were interested in a major requiring a higher level of math competency than their ACT math score would indicate they have achieved. Of the participants, 57 percent placed into a higher level of math than their ACT score would have predicted. Another 16 percent tested at a level that predicts a high level of success in their first math class. All math camp students received advising and are being monitored for success in math classes as well as for changes in career choices. UT hired three transfer advising counselors who are located in the three major regions of Tennessee. It established a new transfer admissions policy guaranteeing admission to students who complete an associate degree at a Tennessee community college and earn a GPA of 3.0 or higher. This policy sets a clear goal. UT is also developing eight-semester plans to provide road maps for community college students who wish to transfer into the institution. These supplement the existing state-wide transfer pathways. UT has more than tripled the size of the Volunteer Bridge program which offers students the opportunity to live on the UT campus for the first year while taking coursework at a near-by community college. UT will continue to partner with community colleges as Tennessee moves toward implementing the Tennessee Promise in fall of 2015. This program will offer free tuition to students who begin community college in the fall after their high school graduation.

University of Texas, Austin (Austin, TX)

College Opportunity Commitment: In January 2014, the University of Texas at Austin committed to improving the Texas college pipeline by increasing strategic investments in student incentives and streamlining student pathways through partnerships and rigorous curriculum. The university committed to expanding its University Leadership Network (ULN) to help low-income students succeed as leaders and scholars. ULN includes structured training in academic and leadership skills, as well as meaningful campus and community service. In exchange for participation and

good standing, students receive financial aid via monthly \$500 disbursements in the fall and spring semesters, up to \$20,000 over four years. To streamline pathways through strong partnerships and rigorous curriculum, UT Austin committed to expanding the Path to Admission through the Co-Enrollment (PACE) program in 2014. PACE students take most of their classes at Austin Community College, plus one course per semester at the University of Texas at Austin, until completing the statutory core curriculum. Students with satisfactory academic performance may automatically transfer into UT Austin. Participating students save about \$4,000 in tuition a year by taking core courses at ACC. Additionally, within the Reverse Transfer Program, UT Austin committed to leading statewide efforts to develop and implement modern processes to automate transferring semester credit hours earned at universities to community colleges. UT Austin planned to work with local community colleges and national foundations to develop an innovative, scalable system for reverse transfer. Finally, UT Austin also committed to expanding high school student access to college courses through the OnRamps initiative. The initiative is a series of courses aligned with the expectations of UT Austin for hybrid (online and in-person) delivery; they can be taught as dual enrollment courses in high schools or as credit bearing courses in community colleges or universities. The courses, in English, Mathematics, Computer Science, and Statistics incorporate in class technologies and learning analytics to give students and teachers new opportunities to engage with content and practice academic skills.

Progress Made: UT Austin is making progress on its commitments. The University Leadership Network class of 2017 cohort is comprised of 502 students, 481 (96 percent) of these students entered UT Austin with a predicted four-year graduation rate of 50 percent or less. Of the same cohort, 408 (81 percent) entered with an SAT equivalent score of 1200 or less. UT Austin is encouraged by the first year performance of the 2017 cohort - 93 percent of students persisted from fall to spring semester, eight percent higher than the comparison group. Additionally, 54 percent of the cohort completed 30+ semester credit hours (compared to 13 percent of the comparison group) and averaged a grade point average of 2.90 (also, higher than that of the comparison group). In fall 2014, the number of participants in PACE increased to 204 students. This partnership with Austin Community College is a promising strategy for increasing student access and overall academic success. UT Austin and Lone Star Community College System secured commitments from 18 institutions to participate in the first year of the Texas Reverse Transfer Initiative (TRTI). These two-year and four-year partner institutions are working to streamline processes to award associate degrees to students who have earned the necessary credits after transferring to a four-year institution. In addition, TRTI partner institutions are working with National Student Clearinghouse to create a workable process across state lines. To measure the project's impact, UT Austin's Texas Education Research Center will conduct an evaluation using quantitative and qualitative data. In its pilot year, 15 teachers and approximately 500 Texas high school and community college students participated in OnRamps courses.

University of Vermont (Burlington, VT)

College Opportunity Commitment: Through the New American Program, the University of Vermont committed to increasing the enrollment of children from New American families; immigrant families who have settled in Vermont. Most of these students are from families who have been settled in Vermont through refugee resettlement programs. Virtually all of these students are from low income families and will be the first person from their family to attend

college. The focused outreach to New Americans in Vermont builds upon UVM's extensive, long-standing, commitment to access for Vermonters, specifically low income and first generation Vermonters. UVM committed a staff member who has over 30 years of admissions experience in the State of Vermont to perform this work. The staff member would work collaboratively with the University's Vermont Admission Team to leverage existing outreach and recruiting programs and relationships with the Vermont Student Assistance Corporation's Outreach Counselors, Upward Bound, and the Community College of Vermont, with particular focus on increasing the enrollment of students from the State's New American populations. This assistance includes early college awareness, demystifying the admissions and financial aid processes, and guidance through the admissions and financial aid processes leading to enrollment.

Progress Made: UVM has committed a long term staff member to oversee this program. The goals of this year's activity included raising awareness in Vermont schools about New American outreach, bringing groups of students together, building more New Americans from Vermont into the applicant pool, and continuing to engage the stakeholders across campus interested in New Americans. To meet these goals, UVM has met with school counselors across the state in eight meetings to promote support for New Americans. Because of an idea from a University stakeholder planning meeting, UVM held the first annual college planning session for its employees who are New Americans and who have high school-aged children –with plans to continue the effort. UVM hosted students from Upward Bound and the Boys and Girls Club for an introduction to college session and campus tour – and will repeat these programs moving forward. Additionally, we have reached out to local high school diversity groups and ELL classes and sent Admissions staff and UVM students to speak with these groups about college transition and planning. UVM will also host an ELL class from local high school this year. We have expanded efforts to include New American prospective students in invitations to well-established campus visit programs for students from under-represented groups – starting with 'Three-for-All for 9th graders, which the University shares with Champlain College and St. Michael's College. UVM enrolled six New American first-year students, up from four in 2013, who were awarded the New American student scholarship and we worked closely with Trio program staff to ensure that the recipients were connected with student success services through the Trio program office. Finally, we plan to host a luncheon for six New American first-time, first-year students this fall to ascertain how they are doing at UVM – and to enlist them in helping us yield the Class of 2019.

University of Virginia (Charlottesville, VA)

College Opportunity Commitment: The University of Virginia (UVA) developed a comprehensive strategy, based on research from UVA faculty Sarah Turner and Ben Castleman, to recruit and support high-achieving, low-income high school students from Virginia. UVA identified low-income, high-achieving students that could be admitted to UVA, and will send personalized messages to students that are designed to increase awareness and understanding of college cost, need-based financial aid, and net price. UVA continued to provide practical information and individualized guidance during the college application and financial aid process, including offering personalized assistance in filing for financial aid to students who have applied to UVA but have not yet submitted financial aid forms. UVA also strengthened partnerships

with high schools in low-income areas of the state as well as with local and regional college access organizations that work closely with at-risk students, provide opportunities for low income students to visit the University for free, and provide students with peer and faculty mentors.

Progress Made: UVA has identified low income high schools in the state and has developed a visit/recruitment program that increases communication with these students and schools. The intent is to increase the pipeline of college-ready students and promote access and affordability. Additionally UVA has raised money to offer need-based scholarships for several pre-college summer programs the University promotes with CBOs and with low income high schools. This past summer UVA's summer programs were much more diverse. UVA will not know if students who attended apply and matriculate until next summer. The University has also partnered with CBO's, in VA and nationally. UVA's text messaging is starting this fall and plans to text students about aid and admission deadlines and then again over the summer to mitigate melt. While UVA cannot pinpoint the reason with certainty, the enrolling class of first year students was more racially and socioeconomically diverse than previous years. UVA believes these efforts and initiatives contributed to increased diversity.

University of Wisconsin (Madison, WI)

College Opportunity Commitment: University of Wisconsin committed to expand its Pre-college Enrichment Opportunity Program for Learning Excellence (PEOPLE) program to increase under-represented students in college. Efforts focus on academic preparation, and the provision of career and college advice, as well as financial aid information. PEOPLE students who matriculate at UW-Madison receive in-state full tuition scholarships and academic support throughout their college careers. Additionally, it committed to enhancing Posse program staffing and support. UW-Madison enrolls four Posses annually, including one New York STEM-focused Posse. It committed to establish WISCIENCE, a cross-university program designed to increase STEM involvement and coordinate STEM programs. Finally, it committed to increase the number of Pell-eligible students at UW-Madison by increasing support for need-based FASTrack and BANNER scholarship programs.

Progress Made: UW-Madison is making good progress on initial commitments and anticipates producing additional quantifiable metrics in the coming year. UW-Madison set a new goal of increasing student participants in the PEOPLE program, aiming to serve an additional 200 students over a 4-year period. Efforts are underway to define a new partnership with UW System institutions (the UW System is comprised of 13 4-year and 13 2-year campuses), to address unmet need for support services for Native American students from at least three Wisconsin tribal communities, as well as first generation, low-income student populations in key areas throughout the state.

UW-Madison is taking steps to ensure all pipeline program participants complete the FAFSA form, thereby capturing the full representation of students who are Pell Grant eligible and being able to document the effectiveness of these efforts on low-income students. UW-Madison has reorganized some campus-wide student advising services (Pathways) for underrepresented students to better serve students who are not in designated support programs, in order to close the

achievement gap and increase retention and graduation rates. Additionally, initial coordination has begun between units tasked with student services for underrepresented students and educational innovations to directly address the achievement gaps in gateway courses across campus.

Interest and enrollments in STEM fields are growing and the campus is dedicating more resources and attention to these areas. In particular, the percentage of UW-Madison Juniors and Seniors in STEM majors increased from 33% in 2004 to 41% in 2013. This includes targeted ethnic minority and first generation college student populations, which increased from 25% to 33% and from 30% to 43% in STEM, respectively. Efforts include enhanced pre-college programs for prospective students; intensive orientation programs, freshman seminar courses, peer-to-peer mentoring and tutoring for STEM students in transition (first-year and transfer); and an increased commitment to STEM residential learning communities for freshmen.

University System of Maryland

College Opportunity Commitment: The University System of Maryland (USM) committed to expand the Achieving Collegiate Excellence and Success (ACES) program statewide. ACES serves students originally from Montgomery County that are underrepresented in higher education—including African American, Hispanic, low income or first generation college students—by providing them a pathway and support to earn their baccalaureate degrees.

Progress Made: During the past year, the 2013 inaugural class of ACES students have flourished under the guidance, encouragement, and mentorship provided by the ACES coaching staff. During the summer months, ACES students participated in a series of summer bridge programs that focused on topics including academic and career preparedness, success skills, and professional training. As a result of this comprehensive and continuous support structure, 98% of the MCPS seniors in ACES applied to a 2 or 4-year college or university. Of the 562 ACES seniors, 53% enrolled at Montgomery College. In Fall 2014, approximately 550 new MCPS juniors were welcomed into the ACES program, bringing the total number of ACES students to more than 1,300. The Maryland Legislature has been so impressed with the ACES Program in Montgomery County they have charged the USM, the Maryland Association of Community Colleges and the Maryland Department of Education with submitting a report by December 1, on how to expand and replicate the ACES program across Maryland.

Vassar College (Poughkeepsie, NY)

College Opportunity Commitment: Vassar committed to make its current Transitions pilot project, permanent. Transitions is a pre-orientation program which currently brings 40-50 new first year students to campus before the standard orientation program, and follows up with them at various points in the freshman year. This program previously served low-income and/or first generation college students, and was expanded to include incoming cohorts of military veterans. Vassar also committed to expand writing skills support for students who are non-native English speakers as well as math skills support for students who enter school with inadequate math preparation for their chosen academic path.

Progress Made: Transitions, which began as a four-year pilot project in 2010, is now a permanent part of Vassar's freshman orientation program. Beginning with the incoming class of 2018, the program has been expanded to include incoming cohorts of military veterans through the Veterans Posse program. Transitions provides incoming students with an introduction to academic expectations before the school year begins, an awareness of campus resources and support opportunities, and an opportunity to begin to build peer and mentor relationships. To date, 167 students have taken part (35-50 participants each year; family income <\$40K). In sum, all four Transitions classes included 88 first-generation college students, with 97 women and 70 men representing 16 states and the following ethnicities: Asian (34); Black (53); Latino (41); White (37); Native American (2). The Quantitative Center (or Q-Center) began as a drop-in tutoring center in the fall of 2011. At the Q-Center peer Q-tutors provide assistance in quantitative subject areas, especially gateway courses in Math, Chemistry, and Economics. Vassar has increased the number of Q-tutors and anticipates further additions. In addition to peer tutoring, the Q-Center supports a Supplemental Instruction (SI) program in Math and Chemistry. This program employs a cohort of SI leaders who provide out of class instruction and tutoring to students in particular courses in these subject areas. Vassar has also increased the number of SI leaders to better support students wishing to pursue academic interests for which they may have inadequate preparation or who will benefit from additional instruction time.

Washington & Jefferson College (Washington, PA)

College Opportunity Commitment: Washington & Jefferson College made two commitments. In December, W&J College announced a new program to meet full demonstrated financial need (tuition, room and board, and expenses for books and travel) for all students admitted to W&J from any of seven surrounding counties who are eligible for PHEA grants (a low income education assistance program in Pennsylvania) and who have a GPA of 3.4 or higher. This assistance continues for all four years of the student's education. In addition, each will be eligible for the Magellan Program, the Leadership and Service Institute, and other leadership opportunities on campus. Announcement of this program was mailed to all families and guidance counselors in the region. In addition, the vice president for enrollment and the college president hosted breakfasts and lunches throughout the region to ensure counselors understand and direct students to the program. W&J anticipated that more than 100 students would enroll through this program, increasing the university's Pell-eligible student population by more than 30%.

Second, W&J created a number of fully endowed "Millennial Scholarships" to underwrite all costs for high ability, low-income students. The college committed to securing more of these scholarships. These students pay nothing for their tuition, room and board, ancillary expenses, and receive spending money. Last year, one donor, now in her upper nineties, made a written pledge in her will of at least \$15 million to fund this effort. In addition, donors from Florida, Connecticut, and New York have funded Millennial Scholarships. This kind of support ensures that students can afford college and focus on their studies rather than needing to work.

Progress Made: Washington & Jefferson College has met its commitment. In January, Washington & Jefferson College committed to meet full demonstrated financial need for all students from the college's seven surrounding counties who are eligible for PHEA grants and who have a GPA of 3.4 or higher. The program assisted 99 students this fall and will increase

W&J's Pell-eligible freshman student population by 50 percent. Administrators believe that the college's percentage of Pell Eligible freshmen students is the highest in the top 100 national liberal arts colleges in Pennsylvania at 32 percent.

Washington University in St. Louis (St. Louis, MO)

College Opportunity Commitment: Washington University in St. Louis made several major commitments. The University committed to serving more students from low-income families and pledged to raise \$400 million in philanthropic gifts for financial aid for needy families. Additionally, the University committed to join the National College Advising Corps, to increase the number of first-generation college going, low-income, and/or underrepresented students who apply, enter, and complete college. Recent Washington University graduates were identified to serve as full-time college advisors in underserved high schools in St. Louis. The University committed to partner with "Say Yes to Education," a national nonprofit group that helps organize and galvanize entire cities around the goals of making higher education accessible and affordable for children in their communities. Washington University committed to helping talented students from the St. Louis region who face challenging circumstances prepare for admission to selective colleges through the creation of the Washington University College Prep Program. Finally, the University committed to expanding its sponsorship of charter schools in the City of St. Louis.

Progress Made: Washington University has raised \$280 million in philanthropic support for financial aid for needy families, progressing more than halfway to its goal of \$400 million. In addition, in one year, the University increased the number of Pell-eligible enrollees in its incoming freshman class from 6% to 8%, a trend the University will continue and accelerate. Washington University is in the process of becoming a formal partner institution of the National College Advising Corps. The University is coordinating with the organization to hire a local program director and provide 8-10 advisors, the advisors are being selected from a competitive pool of recent Washington University graduates. The university's partnership with "Say Yes to Education" was formalized last year. It had two students from the Say Yes New York City Chapter in the Washington University High School Summer Scholars Program. In addition, two University representatives will attend the national conference in November. Officially launched in summer 2014, the Washington University College Prep program is a multi-year college residential readiness experience for St. Louis area high school students. The first cohort enrolled 26 students from 20 different high schools. All will be first generation college students. Due to the success of the entering cohort, Washington University has committed resources to expand the number of students served by this program. Beginning with Summer 2015, the College Prep Program intends to nearly double the size of the incoming class to roughly 50 students targeting the expansion to area school districts where the average rate of students receiving free and/or reduced lunch is 50% or greater. Finally, Washington University sponsored a second Knowledge Is Power Program (KIPP) charter school in the summer of 2014, as well as the Hawthorn Leadership School for Girls that will open in fall 2015. Expansion of up to five KIPP schools in the City of St. Louis is planned over time.

Wellesley College (Wellesley, MA)

College Opportunity Commitment: Wellesley College made three commitments. First, the

college committed to improving STEM outcomes for low-income students by beginning a new program to graduate more low-income students in the sciences. The program included immersion in a science-focused experience highlighting career possibilities. In addition, students participated in a supervised and paid, ten-week summer collaborative research project. Through Wellesley's Summer Science Research Program, participants focused on a research question, designed experiments, and were exposed to successful alumnae scientists and weekly outside speakers. Second, to support the transition to a successful college experience for low-income students, the WellesleyPlus program has offered curricular and co-curricular enrichment to students who are first-generation or come from under-resourced high schools. Wellesley College enhanced this transition effort to focus on the needs of low-income students to promote better integration into its academic community, and to ensure their sense of belonging and awareness of campus opportunities. Enhancements included increasing participant numbers, and adding a paid summer service internship program. In addition, a new winter session service program involved low-income students in a service opportunity in the U.S. and offered sustained opportunity for learning and reflection on the application of their education to real-world problems. Additionally, a new networking/mentoring program created a framework of meetings throughout the year for conversation, workshops, and presentations relevant to the needs of low-income students.

Finally, Wellesley College committed to increase the number of low-income students who apply to Wellesley and other colleges by perfecting a college cost estimator, called "My inTuition." This tool enables families to enter just six basic financial inputs (total family income, home value, mortgage balance, cash savings, retirement savings, and non-retirement savings) to arrive at an estimate of the cost to attend Wellesley. The estimator was optimized for use by the lowest-income families. Wellesley committed to ensure knowledge of the estimator reached those students and their school counselors, and promote the use of a similar estimator at many other colleges.

Progress Made: Wellesley has made progress on its commitment to improving STEM outcomes for low-income students. This year, 36 percent of participants in its summer research program were underrepresented (including low-income) students, a rate that is more than double that of previous years and greater than the percentage of underrepresented students in the applicant pool. Wellesley has also increased opportunities for underrepresented students to participate in its Sophomore Early Research Program (SERP). SERP places work-study eligible sophomores in faculty research labs for their work assignments. For 2014-15, the College increased funding for the program, doubling the number of placements available. Of participating students, nearly half are Pell-eligible and more than 60% are members of underrepresented groups.

Additionally, several underrepresented students who participated in the 2014 summer research program are continuing work on their projects in the same lab during 2014-15 through SERP. In this way, Wellesley is creating "on-ramps" for underrepresented students into STEM programs and developing pathways for them to complete STEM degrees.

Efforts to enhance the WellesleyPlus program are also well underway. Placements in the Boston area for the 2015 summer internship program are being identified and an application process for the program is under development. Many placements are being arranged through Wellesley alumnae, which will strengthen the mentoring component of the program.

Wellesley is creating a co-curricular residential program for the participating students, modeled after a successful service-learning program already in place through the College's Center for Work and Service. In addition, low-income students have applied to participate in the winter session service program and several service opportunities are being finalized. Wellesley is also hosting a one-day workshop on connecting the liberal arts to early thinking about careers for these students. The workshop, which will take place at the end of winter session, will include guidance on career planning, fellowship and internship opportunities, and résumé development.

Finally, Wellesley has achieved excellent results in the first year of the implementation of My inTuition. The results to date—which also include a market research study to test the visibility and effectiveness of the tool—show strong usage, with the tool providing 26,000 estimates for a college with an enrollment of 2,200 students. There is likewise strong satisfaction among users, with over 80% saying that they were satisfied with the tool and found it easy to use (it takes an average of three minutes to enter data and receive an estimate using the tool). In addition, there has been a 20 percent increase in the size of the College's applicant prospect pool, which amounts to 3,500 additional prospective students each year. Conclusions drawn from this first year are that additional emphasis on outreach efforts is required, and that the tool should be adopted more broadly by peer institutions to have a greater impact on college-going behavior of lower income students.

Wesleyan University (Middleton, CT)

College Opportunity Commitment: Wesleyan University committed to expand efforts to enroll first generation students. As part of this effort, Wesleyan committed to enroll larger cohorts of Questbridge scholars in coming years. In the fall of 2014, Wesleyan enrolled a cohort of veterans, most of whom the university anticipated would be on full scholarships. Wesleyan committed to enroll a new group of 10 veterans each year. Additionally, it committed to expand efforts to retain students from under-represented groups in STEM fields. Wesleyan revamped the teaching of introductory biology so as to retain more students from under-represented groups, and applied the same principles and techniques in other sciences with the same goal in mind. Finally, Wesleyan committed to develop a new summer bridge program to increase the capacities of students from under-represented groups to be successful in STEM fields.

Progress Made: Wesleyan has made significant progress toward its commitments. The University enrolled 34 Questbridge students with this fall's entering class – more than in most of recent years. Additionally, it enrolled its first group of 10 Posse veterans with this fall's entering class. Wesleyan has reduced the size of its introductory physics class for majors and is offering more sections. Following the biology model, sections break up into smaller groups that employ flipped classroom technologies and problem-based learning sessions. Wesleyan uses techniques developed by Eric Mazur at Harvard that have been shown to improve retention of under-represented groups in physics including women. Wesleyan plans to implement the same strategies in introductory computer science. Wesleyan Math and Science Scholars (WesMASS) targets students from under-represented groups. A summer bridging component was established in spring 2014 to build student confidence by giving them the skills, to navigate Wesleyan. This summer 11 students participated in the residential bridge portion and an additional 11 students

joined them for the on-line component. All 22 students are now on campus and experience regular mentoring and cohort-building activities. In summer 2014 Wesleyan had 182 students on campus performing summer research. The residential bridge program was designed to coincide with a final poster session in the internship program, allowing WesMASS students to envisage their potential trajectory at the institution and begin forming relationships with current science majors.

West Virginia Higher Education Policy Commission

College Opportunity Commitment: In 2013, the West Virginia Higher Education Policy Commission launched a pilot program to provide students with college counseling and assistance via text message. The project, funded by the Kresge Foundation and supported by the research of Dr. Ben Castleman, a researcher at the University of Virginia, provides students with accessible, one-on-one personalized assistance in completing financial aid and college enrollment processes. Additionally, the project supports college completion by offering students detailed guidance through their first year of postsecondary education. In the project's first year, four college partners signed on to staff the initiative and provide personalized counseling via text message. In answering President Obama's call to increase college readiness and completion commitments, the Commission pledged to add at least one additional college partner in 2014 and to serve an additional 1,000 students annually.

Progress Made: Over the past year, the Commission has provided college counseling via text message to more than 1,000 students and is on track to begin providing services to an additional 1,500 students by the end of the year. The Commission and its partners send approximately four college planning messages per month, reminding students to complete key college tasks such as submitting enrollment deposits, accepting financial aid award packages, or meeting with academic advisors. In 2014, the Commission added two new college partners to the effort, bringing the total number of campus partners to six. The two new partner institutions are in the process of launching messaging programs that will begin in January 2015. Students have responded enthusiastically to the messaging and assistance. In addition to receiving the scheduled messages sent from the Commission and its partners, students can text the support line anytime to receive personalized help. In 2014, the Commission received more than 1,700 messages from students requesting guidance on a range of topics from completing financial aid applications to purchasing textbooks. Considering the length of the intervention (18 months), the Commission's texting campaign has demonstrated a low opt-out rate. Ninety percent of students who signed up to receive the messages remain on the messaging list after 10 months of messaging. Qualitative data collected from participants through the texting portal indicates that the majority of opt-outs are due to students changing cell phone numbers, rather than a desire to discontinue messaging.

Whittier College (Whittier, CA)

College Opportunity Commitment: Whittier College committed to expand its partnerships with local school districts by extending opportunities currently offered in Whittier Union High School District (WUHSD) to students enrolled at El Rancho Unified School District in neighboring Pico Rivera, a city with a 12 percent college graduation rate among its largely (97%) Latino

population and where 58 percent of the students qualify for free or reduced lunch. Whittier's expanded partnerships doubled the number of students in two specific programs. College students mentored high school students, who were not in a "college-bound" program, throughout the college application process. Additionally, students who mastered high school math curriculum were permitted to enroll in advanced math courses and earn college credit tuition-free. Whittier College also pledged to provide a summer writing course for El Rancho college-bound students to enhance college-level writing skills. Within last year's cohort, 26 of 29 students – all, the first in their families to attend college -- were accepted into an average of 3.4 colleges and universities; 3 students were enrolled in Whittier's math courses. Whittier College pledged to develop programs to lower the cost of college and increase four-year college graduation rates among socio-economically challenged students. With significant experience in successfully educating underrepresented transfer students from community colleges, the next commitment involved developing a low-cost (less than \$10,000), high quality, honors AA/AS degrees to be offered in conjunction with community colleges and partnering with American Honors to provide academic support and transfer advising. Through this project Whittier College pledged to broaden students' horizons about college access, keep them on track to earn a four-year degree in four-years, reduce the overall cost of college, and help students obtain significant financial support through the completion of their bachelor's degree.

Progress Made: Through the new partnership Whittier College doubled the number of students served by incorporating El Rancho as the second high school district. Whittier developed a STEM track for girls at an existing partner high school. To better meet the needs of students, the college extended the mentoring program to cover three academic semesters (beginning in the fall of junior year through fall of senior year) to provide promising high school students with extra coaching and support. To date, 22 of the 26 students at El Rancho High School and 11 of 13 participants in the STEM-focused female mentoring group have persisted and this fall they are completing college applications with support from mentors. In addition, Whittier College has developed the two-year honors curriculum, and is seeking a community college partner and securing approval from accrediting bodies. Whittier College will implement a variant of the curriculum through an "early college" program involving 15-20 students at WUHSD who have completed all or most of their high school curriculum. The program, will enable talented students to dual enroll in college courses in their senior year of high school. On top of these commitments, Whittier College has created a 2+2 program with Pasadena City College (PCC) to enroll a cohort of 10-15 PCC students who, after securing their associates degree, will earn a 4-year degree in biology or chemistry from Whittier College. Faculty developed a fully articulated curriculum and, working with each other and transfer coordinators, will identify students early in their enrollment at PCC, ensure they take the requisite courses preparing them for a smooth transfer and timely graduation, and arrange activities on the Whittier College campus to introduce students to faculty and peers. Whittier College will provide substantial financial support to the cohort expected to be ready for matriculation in fall 2016.

Wilkes University (Wilkes-Barre, PA)

College Opportunity Commitment: Wilkes University committed to launch the first-ever Founder's Gala to raise funds from business and community leaders, alumni, and trustees to help financially needy, first-generation students complete college. This initiative honored Wilkes'

long history as a university dedicated to helping northeastern Pennsylvania's first-generation students. At any given time, between 30 and 50 percent of Wilkes students can be considered the first in their families to earn a college degree. As would be expected in this population, a very large portion of Wilkes University students qualify for Pell grants.

Progress Made: Wilkes University experienced an extraordinary response to its Founders Gala, which raised money for the First Generation Fund. The university netted \$150,000 from 300 people for scholarships used to offset unmet financial need. The funds were distributed via a need/merit-based model and increased the number of financially needy students who enrolled at Wilkes. As a result, Wilkes offered \$5,000 scholarships to eight students. Each award is in addition to any merit or need-based aid and these awards have the potential to be worth \$20,000 because they are good for four years provided the students remain in good academic and financial standing. The Founders Gala was so successful that Wilkes intends to make this its premier annual fundraising event. Wilkes hopes to raise enough funds next year to add another 6 to 10 students. Wilkes is also in the preliminary stages of creating a similar event for its programs in Mesa, Ariz. Wilkes is committed to working with business and community leaders from the Phoenix area to establish a First Generation Fund for students. These funds will also be targeted to students who have earned associate degrees from the region's community colleges.

Wilkes was founded to help improve the economic and social welfare of the families who worked in the manufacturing and coal industries of northeastern Pennsylvania. The gala honored that unique history. Wilkes is also one of the oldest, if not the oldest, institution in the United States to partner with Upward Bound, a federal TRIO program dedicated to providing young people with the opportunity to succeed and prepare for college. TRIO emerged out of the Economic Opportunity Act of 1964 in response to the War on Poverty. Upward Bound has been part of Wilkes since 1967.

Finally, Wilkes created a nationally recognized program known as the First-Year Student E-mentoring Program. It won the 2013 Excellence Award from the Student Affairs Administrators in Higher Education. The E-mentoring program pairs all first-year students with an upperclassman in the same field of study to aid the transition to college and provide an extraordinary support environment for academic achievement and personal growth.

Yale University (New Haven, CT)

College Opportunity Commitment: Yale made several new commitments to promote college access, by launching and expanding initiatives related to admissions, enrollment, student services, and outreach. Yale committed to increasing the number of QuestBridge Finalists in the freshman class by 50 percent, from 50-60 students per year, to 75-80 students for entry in fall 2014 and 2015. Yale also committed to expanding the Freshman Scholars at Yale (FSY) program which provides a cohort of incoming low-income and first-generation students an early Yale experience by living and studying on campus during the summer. Yale committed to running FSY in the summers of 2014 and 2015 at the same scale or slightly larger, and to conducting an evaluation of the program. The University committed to develop online course modules in pre-calculus to test in summer 2014, conduct an evaluation, and modify the modules to develop a complete, freestanding offering in summer 2015. Yale made several commitments

to expand its recruitment of low-income students. The University committed to conduct joint outreach sessions with Harvard, Princeton, and the University of Virginia in 18 cities, and planned to send over 300 “Student Ambassadors” to their hometowns over term breaks to make presentations about Yale admissions and financial aid, with the goal reaching over 600 schools in 2014-2015. Undergraduate admissions committed to send three distinct outreach mailings directed toward 20,000 high-achieving low-income students, who were identified by a national testing service, to raise awareness of aid policies, provide counseling, and encourage fee waivers. Yale also committed to sign on to Say Yes to Education’s College Compact and pay the tuition and fees for any admitted student from the program whose family makes less than \$75,000 per year.

Progress Made: Yale University has satisfied all of its original commitments. The Yale freshman class of 2018 was one of the most socio-economically diverse classes in history. Sixteen percent U.S. citizens and permanent residents in the class qualified for the Pell-Grant program and 79 students were QuestBridge finalists, a 50% increase. Additionally, 35 incoming freshman participated in the FSY program. A recent evaluation showed that FSY participants earned higher GPAs and were more likely to “strongly agree” they were prepared to seek academic support, when compared to a control group. A second program, Online Experiences for Yale Scholars (ONEXYS), began as a pilot in summer 2014 for 20 incoming freshmen who received online mathematics instruction. In addition to building students’ mathematics skills, the program forged new collaborations between faculty, administrators, and current students. In summer 2014, Yale expanded its targeted mailing campaign to high-achieving, low-income students. After receiving information about institutional aid policies and a student’s first person account of her experience receiving financial aid, applications from targeted recipients increased at three times the overall rate. In October 2014 admissions officers traveled to 18 cities in collaboration with the universities listed in the original commitment, and recruitment has begun for Yale’s Student Ambassadors. In winter 2014, Yale signed onto the Say Yes to Education College Compact. The University is proud to continue and expand all of these commitments into the next academic year.

Zane State College (Zanesville, OH)

College Opportunity Commitment: Zane State College committed to develop a multi-faceted holistic placement program that relies upon placement scores, high school and college transcripts, the Noel Levitz College Student Inventory and faculty or advisor assessment in an effort to place students where they have the best effort for success. The goal was to increase enrollment by developmental students in gateway math and English by 10 percent within the first year. In an effort to simplify and personalize the intake process, Zane State College reorganized its Student Services from four front end-offices to two, with a focus on cross training. Students enter the College One-Stop and talk to one advisor about all facets of their educational path from admissions, to financial aid to class choices and individual needs. The system provides students a clearer roadmap to success to help achieve the goal of increasing application to first-semester enrollment rate by 10 percent. Zane State College integrated developmental and college level coursework throughout the first year. Courses of study that link developmental and college course outcomes were developed to provide students with an opportunity to enroll simultaneously in both types of courses, helping students conceptualize the importance of

developmental education. This integration was projected to help to increase the average first-year college-level credit accumulation for developmental students to 20 hours. Zane State College committed to address technological limitations that allow students to circumvent interventions designed to insure they are adequately progressing. By addressing limitations, Zane State College extended mandatory advising policies to students based on credits, program of study, sequenced courses and other thresholds that allow for analytics of progress.

Progress Made: Zane State College has made progress in meeting its commitments. The Dean of General Studies and Liberal Arts and the Department Chair for Developmental Education have designed a holistic advising decision tree and training has begun with One-Stop advisors. The process was beta-tested for fall 2014 and will be continued in spring of 2015 with refinements planned for the 2015-2016 academic year. Preliminary fall data will be available for February 2015. The One-Stop advising is up and running. Cross-training of staff is ongoing with particular attention being paid to the areas of financial aid and academic advising. Baseline data is being evaluated for the 2012-2013 and 2013-2014 to allow for side-by-side analysis of inquiry-to-application and application-to-enrollment. Training for faculty was part of an October professional development activity. Program clusters have been identified and faculty have been charged with development of three-year curricular plans for each program by April 2015 and revised and coordinated first-year curricula by September 2015. Credit accumulation data for students participating in integrated developmental education courses are still expected to be available in June 2015 as originally intended. The Team for Data Quality continues to analyze data related to credit accumulation and student success for the 2012-2013 and 2013-2014 academic years. These efforts will provide baseline data for comparison to the 2014-2015 academic. A full impact evaluation is planned for June 2015 once the 2014-2015 (intervention year) data are available.

Nonprofits, Organizations, Foundations, and Businesses

100Kin10

College Opportunity Commitment: The 100Kin10 Funders' Collaborative is a network of 30 diverse funders committed to preparing, supporting, and retaining 100,000 excellent STEM educators by 2021 through innovative grant-making to 100Kin10 Partner organizations. 100Kin10 launched its third fund with \$5 million, with leadership from JP Morgan Chase, the Overdeck Family Foundation, and the Hewlett Foundation. In addition, the New York State Attorney General directed \$7.5 million from a settlement with Pearson Foundation to support 100Kin10 and its partners; 100Kin10 will channel the vast majority of those funds to directly support partner organizations as part of Fund III.

Progress Made: 100Kin10's third Fund officially closed on November 20, 2014 at the White House ceremony to honor the recipients of the National Medal of Science and the National Medal of Technology and Innovation, during which President Obama called 100Kin10 "worthy of applause." The White House highlighted 100Kin10's accomplishments in the associated press release. Thirteen different Funders pledged nearly \$29 million as a part of the third Fund to support the STEM teaching work of 100Kin10 Partner organizations. Eight of the 13 pledges are from Funders who spent down prior pledges. Their re-commitment to the third Fund

demonstrates the success of the model to date, as does the high level of awarded grants from the Funders' Collaborative. Of the more than \$80 million in total pledged funds, over \$52 million has been awarded in grants to Partners; and although the Fund is still young, one Funder has already made one grant of nearly \$400,000 to a Partner.

American Council on Education (ACE)

College Opportunity Commitment: The American Council on Education (ACE) committed to develop a broad-based public service advertising campaign with the Ad Council designed to encourage low-income students to prepare for and enroll in postsecondary education. This effort builds on the highly successful "KnowHow2GO" campaign that ACE developed with Lumina Foundation and the Ad Council in 2007. In this new campaign, ACE committed to work closely with the US Department of Education, the Obama Administration, the higher education community, and other local and statewide groups to develop the most effective messaging and outreach strategy.

ACE also committed to extending its successful American College Application Campaign to all 50 states by Fall 2014 and to grow the number of high schools that are currently participating. The American College Application Campaign is a national effort to increase the number of first-generation and low-income students who pursue a postsecondary education by helping them navigate the college admissions process and submit an admissions application. In 2012, approximately 1,600 high schools participated, and more than 129,000 students submitted nearly 195,000 applications. As of Fall 2013, 39 states plus the District of Columbia had participated, and four of the remaining 11 states had already committed to join in Fall 2014.

Progress Made: In 2014, ACE successfully extended its American College Application Campaign to all 50 states plus the District of Columbia. Early estimates from the states anticipate that over 4,000 high schools will participate this year. The coming year will be focused on strengthening the network of states, and more importantly, finding a cost effective way to provide data for each state.

American Association of Community Colleges (AACC)

College Opportunity Commitment: The American Association of Community Colleges (AACC), committed to creating the Virtual 21st Century Center. The Center would serve as a repository of promising practices and provide technical support resources for institutions. The Virtual 21st Century Center is part of AACC's three-phase 21st Century Initiative, which sets forth seven recommendations and 22 strategies grounded in the three "Rs" – redesigning students' educational experiences, reinventing institutional roles, and resetting the system. Over the last year, 112 community college presidents and CEOs, faculty, and higher education thought leaders have been developing guidelines to support colleges in implementing a robust student success agenda.

AACC also committed to leveraging the work of the nine implementation teams under AACC's 21st Century Initiative charged with designing strategies that increase student success and completion, while preserving access. Specifically, AACC will consolidate the action plans into

an Implementation Guide to be released at AACC's 94th Annual Convention. After the release of the Implementation Guide, AACC will embark upon a dissemination strategy in several regions of the country to support the efforts of community colleges interested in pursuing reforms designed to improve the outcome of academically underprepared students.

In addition, AACC committed to establish, showcase, and sustain the AACC 21st-Century Center to benefit community colleges nationally and work to identify strong examples of community college and K-12 collaboration for strengthened college readiness that is outcome-oriented. This work includes efforts to redesign developmental education fundamentally, create new evidence-based pathways that accelerate students' progress toward successful college-level work by incorporating design principles emerging from community college research and practice such as acceleration, contextualization, collaborative learning, and integrate student and academic support.

Finally, AACC committed to support the construction of coherent, structured pathways to certificate and degree completion and efforts to incorporate high-impact, evidence-based educational practices; integrate student support with instruction; promote implementation at scale; rigorously evaluate the effectiveness of programs and services for students; and end ineffective practices.

Progress Made: In April 2014, AACC launched a virtual 21st Century Center to serve as a central location for resources related to the 21st Century Initiative, as well as a social networking area. The same month, AACC's 21st Century Implementation Guide was released as planned following a Super Spotlight Session held during the 94th Annual Convention. The session, entitled, "21st Century Implementation Launch: Empowering Community Colleges to Build the Nation's Future," served as the official unveiling of the action strategies that the 9 implementation teams identified over the previous year to implement and institutionalize the recommendations. This session was attended by approximately 600 community college leaders. Over 2,500 implementation guides have been disseminated to date.

The Association has also hosted several groups that play a significant role in supporting community colleges in the implementation of the AACC's seven recommendations, including: coordinators of several of the leading doctoral programs in the country to discuss collaborations between community colleges and graduate programs; a small working group of college leaders to discuss the status of the development of a national credentialing system; the National School Superintendents Association to discuss college readiness and "shoring up" pathways; and the American Association of State Colleges and Universities, and the Association of Public and Land-grant Universities (APLU) to sign a public pledge to work together to facilitate and accelerate efforts to reach these important national educational attainment goals. Finally, AACC launched a webinar series focused on its 21st Century recommendations, which was recorded and made publically available.

Blue Engine

College Opportunity Commitment: Blue Engine committed to provide an additional 10,000 students with rigorous, small-group instruction over the next 5 years. Blue Engine partners with

high school teachers to accelerate academic achievement in "gateway" skills and uses an innovative human capital model to elevate levels of "college readiness" in low-income communities while training a new wave of educators to enter the profession. Key to implementing Blue Engine's program model in 9th and 10th grade is the deployment of BETAs (Blue Engine Teaching Assistants) – highly motivated, recent college graduates who devote between one and two years of service in schools by collaborating with lead teachers to help students develop proficiency in gateway skills aligned to college-readiness. In 2012-13, Blue Engine increased college readiness on New York State Regents Exams by 61 percent.

Progress Made: Last year, 52 BETAs served over 1,000 students across five New York City high schools. Blue Engine's partnership with three schools increased college readiness on New York State Regents Examinations (Algebra, Geometry, and English Language Arts) by 61 percent. Blue Engine is entering its fifth year of programing and has gained significant momentum. This year, Blue Engine supports 68 BETAs working across six NYC high schools with 1,200 students. Last spring, Blue Engine received 650 applications to fill 56 new BETA positions. With BETAs in the classroom, we have increased students who pass with proficiency New York Common Core Algebra Exam by 55 percent.

Carnegie Foundation for the Advancement of Teaching, Achieving the Dream, Jobs for the Future

College Opportunity Commitment: Achieving the Dream, Carnegie Foundation for the Advancement of Teaching, and Jobs for the Future committed to creating a Breakthrough Collaborative to reclaim the mathematical lives of 250,000 students over the next five years. The goal of the Collaborative is to help students needing remediation in math complete their developmental math instruction and their first college level math course in one year. By doing so, the Collaborative expects more students to persist in college and earn credentials; currently, only 28 percent of students who start college in remedial courses earn a credential in eight years. Using the principles of improvement science and convening annually to compare progress, colleges will learn from each other and accelerate student success.

Progress Made: The three collaborating national organizations are designing a structure to support the Collaborative and raising funds for an early 2015 launch. Institutions that have expressed interest in being in the first wave of colleges committing to the Collaborative goals are Alamo Colleges, Austin Community College, Bay de Noc Community College, Borough of Manhattan Community College, Central Piedmont Community College, Ferris University, Harper College, Lee College, Los Rios Community College District, McComb Community College, Miami Dade College, Northern Virginia Community College, and the Virginia Community College System.

Chegg

College Opportunity Commitment: Chegg committed to creating, managing, and distributing a free content series, including videos, webinars, and articles that inspire high school students to advanced academic achievement; guide them through the steps they need to take; and highlight the resources already available nationally and in their communities. Additionally, Chegg pledged

to launch a free resource for community college students that matches them with the schools best suited to their individual needs and aspirations, while guiding them through all of the steps necessary to successfully matriculate in to a four-year program.

Progress Made: Taking its initial commitment a big step further, Chegg launched in September an innovative one-on-one online college counseling service that matches well-trained and qualified counselors with aspiring college applicants. In partnership with ImFirst.org, Chegg has made the service free for first-generation low-income students and affordable (\$24/hour) for everyone else. Additionally, over the last year Chegg has developed, executed, and marketed a webinar series targeted at high school students. This webinar provided content in the areas of SAT and ACT test prep, how to complete the FAFSA, identifying colleges that meet full financial need, how to write a college essay, to name just a few. This webinar series has reached 20,000 students this year. Chegg also launched a resource center targeted at low-income students and marketed it to over 600,000 low-income students, letting them know about the Resource Center, Webinars, and College Counseling. Chegg launched transfer match over the past year to connect Community College students to their best-fit four-year institutions, which generated 40,000 matches for transfer students. And as part of its commitment, Chegg indicated a goal of matching 150,000 low-income high school students to best fit colleges but was able to connect 593,000 low-income high school students to best fit colleges this year.

College Board

College Opportunity Commitment: With the help of its member institutions of higher education, the College Board announced that every income-eligible student who takes the SAT will receive four fee waivers to apply to college for free.

Progress Made: In August 2014, the College Board launched its delivery of four electronic college application fee waiver forms to all seniors in the Class of 2015 who tested using an SAT fee waiver. More than 2000 cooperating colleges and universities have agreed to accept these application fee waivers. The forms are personalized and easily accessible through a student's College Board web account.

As of mid-October, nearly 42,000 students had accessed their college application fee waivers online via their account. In October, an average of 6,700 students per week accessed their waivers for the first time. To ensure awareness and use, the College Board launched an extensive communications program that provides all eligible students with prominent alerts, reminders, and emails at key interaction points, including SAT registration and SAT score delivery and score sending. In addition, the College Board is providing information to counselors and college advisors via email, webinars, and fall counselor workshops to help them guide students to the waivers.

College Possible

College Opportunity Commitment: College Possible committed to launching a new site in Philadelphia to serve at least 350 new students. College Possible also pledged to expand the number of colleges with formal partnerships, focusing on increasing college access and success

rates for students at those schools. College Possible currently has partnership agreements with five colleges in the Midwest, and College Possible promised to create at least four additional partnership agreements with colleges around the country to expand joint efforts to support college success for low-income students.

Progress Made: The newly-launched College Possible Philadelphia site is now serving nearly 500 students in four high schools. The students served report an average family income of less than \$24,000 and 92 percent are students of color. AmeriCorps coaches will help this first cohort raise their SAT scores and prepare them to apply to their best-fit colleges, the first step in a continuum of support that will go through college graduation.

College Possible has convened a College Success Corps coalition, made up of 11 leading organizations working to close the degree divide. The Coalition—driven by the knowledge that coaching is a proven, cost-effective approach and that a surplus of willing, able, potential AmeriCorps service members exists—is calling for the dedication of the 5,000 AmeriCorps coaches needed to serve more than 200,000 promising, low-income students. The College Success Corps could create the college graduates their workforce needs with little or no additional federal investment.

CollegeSpring

College Opportunity Commitment: CollegeSpring committed to increase the number of students served by their SAT preparation work from 2,350 in FY13 to 4,150 in FY15 across multiple regions. CollegeSpring committed to encouraging more students from low-income backgrounds to take the SAT, putting them on the path to start higher education at four-year colleges. On average, students from low-income backgrounds score 189 points lower on the SAT than all other students.

CollegeSpring also committed to expanding college readiness programming for these students. CollegeSpring will continue to expose high school juniors to high-achieving undergraduates via mentoring and tutoring to support their efforts to reach and succeed at four-year institutions, and to provide concrete guidance around college choice, college admissions, and financial aid. They committed to exploring partnerships and internal solutions to continue to strengthen the curriculum and resources they are able to offer students in this area so that they can make informed college decisions.

CollegeSpring committed to taking concrete steps towards expanding its work to high school seniors and college freshmen by implementing pilot programs for both groups by 2015. CollegeSpring committed to exploring ways in which they could support students with the college admissions and financial preparation process during their senior years. CollegeSpring also committed to build programming for students bridging into freshman year of college to provide support with the academic, social, emotional, and financial aspects of transitioning to college.

Progress Made: In addition to ensuring high program quality for the coming year, CollegeSpring is also working closely with the CollegeBoard and Khan Academy to effectively adapt

curriculum to the new SAT, which be launched in 2016. CollegeSpring will likely be one of a handful of initial pilot partners this spring that will test the Khan Academy's new SAT video instruction platform. Close collaboration with these organizations gives CollegeSpring a unique opportunity to share key research insights drawing on extensive program data, which will help the CollegeBoard and the Khan Academy create solutions that are equitable and effective.

This year, CollegeSpring partnered with UAspire, an organization with a well-established college readiness curriculum, to incorporate updates around college affordability and financial aid into its curriculum. College readiness curriculum was also revised across the board internally and adapted to provide accurate information for both California and New York students.

In FY15, CollegeSpring launched programming in New York City, the organization's first region outside of California, setting the stage for national growth. CollegeSpring will serve 3,300 students in FY15 instead of an anticipated 4,150, due to the additional bandwidth required to prepare for the new SAT and because CollegeSpring's senior year programing will not begin in FY15. CollegeSpring laid the groundwork for its pilot programs by building the framework for a pilot program bridging into senior year and beyond, but will wait to launch this programming until the junior year curriculum is updated for the new SAT.

College Summit

College Opportunity Commitment: College Summit committed to expand college access services into Kansas City, providing \$1.5 million in services to 6,000 students in the next six years. Partners will use peer leadership, custom curricula, real-time student performance data, and technology to help these high school students from low-income communities attend and complete college.

In addition, Deloitte, Darden, Walmart, AT&T, Mutual of America, and the Samberg Family Foundation are committing \$5 million over four years to support College Summit, and especially a collaboration called *ScholarJob*, which will help low-income students across America connect getting an education with getting a great career. *ScholarJob* partner companies employ 1.8 million Americans and will bring their expertise to help students understand the steps they should take in high school to prepare for success in diverse careers.

In its first year, as it brings on more partners, ScholarJob has two goals: First, it will design pathways to show students the steps they need to take to be great candidates for careers at ScholarJob companies. High school students will see the math skills and the work-ready abilities like teamwork and customer service required to succeed in the workplace. Second, it will connect employees from ScholarJob companies with students so that these career opportunities come alive. This year, with an investment from the Bezos Family Foundation, ScholarJob volunteers will partner with College Summit student Peer Leaders to scale the program, equipping more than 100,000 high school students from low-income communities in 10 cities with cutting-edge technology to help them explore careers, and to attend and complete college.

Progress Made: College Summit has partnered with Hickman Hills, Kansas City, Kansas, and Kansas City, Missouri school districts to provide its college access services in Kansas City for

the first time. 700 students are being served this school year. Participation exceeded expectations for the first year of the program, and the organization is on track to serve 6,000 students in the first six years.

College Summit has identified entry-level positions at *ScholarJob* companies for which it is creating pathways to entry-level positions, like Junior Benefits Processor at Mutual of America and Assistant Store Manager at Walmart. To communicate these pathways and inspire students, College Summit is partnering with Roadtrip Nation to make the entry-level career profiles and pathways available through the Roadtrip Nation platform. With the design phase complete, College Summit is rolling out App-a-thons, a program to equip high school students from low-income communities with cutting-edge technology to help them explore careers and succeed on the path to college enrollment and graduation. Through the support of the Bezos Family Foundation, progress is being made toward executing 10 App-a-thons during the 2014-15 school year.

Council for Opportunity in Education (COE)

College Opportunity Commitment: The Council for Opportunity in Education committed to encourage its 900 member institutions to recruit low-income students by more effectively utilizing college access programs. COE pledged to engage admissions officers of member institutions and offer professional development opportunities on specific methods of outreach and engagement with low-income students, including learning how to partner with college access and success programs. COE also planned to organize local alumni of college access programs to help recruit potential college students in low-income communities.

Progress Made: In the summer of 2014, COE piloted a Personalized Adaptive Learning Summer Bridge Program focusing on college mathematics for Student Support Services programs at 12 colleges. In partnership with Colorado State University, COE developed a 15-credit graduate certificate program that focuses on enhancing professional foundations and practice in pre-collegiate preparation and postsecondary support programs for underserved student populations.

In September 2014, COE hosted its annual meeting at which 1,500 college access and success professionals participated in a multitude of professional development sessions on an array of topics, including: data-tracking to improve program performance, college match, summer melt, financial literacy, transfer from 2- to 4-year colleges, and college and career readiness. COE professionals have also traveled to state and regional meetings of college access and success professionals across the nation to conduct professional development sessions on these topics.

COE has expanded its internal staff to include an Alumni Relations Consultant. It has also invited alumni and current college access program students to participate in 100 Days of Celebration of the 50th Anniversary Celebration of the Upward Bound program.

Complete College America

College Opportunity Commitment: Complete College America made a number of commitments, including (a) pushing states to adopt common college completion metrics and tie state

appropriations to those metrics; (b) supporting the 22 states that have committed to the White House that they will significantly increase in the number of college-remedial students who complete college-level math and English courses in their first academic year; (c) expand the number of states and institutions that are implementing "15 to Finish" strategies that will dramatically increase the percent of students who enroll in 15 credits per term, allowing them to stay on track graduate on time; (d) support the three states that have committed to implement structured schedules that allow the over 75% of postsecondary students who must balance work, family and college. Structured schedules allow students to take their courses in morning, afternoon, evening or weekend blocks, enabling students to honor work and family obligations.

Finally, Complete College America committed to reduce time and credits to degree for students in 8 states by developing Guided Pathways to Success that provide students a semester-by-semester plan and proactive advising support that reduces student enrollment in unnecessary credits and enables students to complete their bachelor's degrees in four years or associate degrees in two years. GPS also significantly reduces college costs and lowers student debt.

Progress Made: Complete College America has made significant progress in its commitment at the state level. For example, 30 states collect and submit college completion data to CCA annually. Further 26 states have developed performance funding systems - many of which include completion metrics in their funding formulas. CCA is working with 3 states on completion implementing metrics calculating up-to-date progress in their state's performance funding formula.

Second, Two states have fully scaled the implementation of co-requisite remedial education strategies and will have data on student success in gateway math and English courses by March 2015. Four other states have committed to full scale implementation of co-requisite remediation by Fall 2015, and will have data on gateway course success by March 2016. Six states are developing strategies for dramatically increasing gateway course success in math through the development of multiple math curriculum pathways into programs of study.

More institutions are participating in Complete College America's efforts as well. 20 states have or are implementing either statewide and/or institutional level "15 to Finish" programs. States or institutions that have implemented these strategies have seen measurable improvements in the percent of students enrolled in 15 credits. Five states will implement Guided Pathways to Success strategies for students committed to STEM degrees in fall 2015. An additional three states will implement Guided Pathways to Success strategies statewide by Fall, 2016.

Education Commission of the States

College Opportunity Commitment: As part of its "Blueprint for College Readiness" initiative, the Education Commission of the States (ECS) has committed to delivering meaningful policy-oriented documents and technical assistance to states. The purpose of this work is to enhance states' capacities to design strategies focused on improving college readiness, transitional successes, and college retention and completion, most especially for students from traditionally underserved communities and low-income students. The purpose of this initiative would be to help states consider strategies to improve the performance of their need-based aid.

ECS' 2014 agenda included the delivery of policy documents that are unique in the nation and focus specifically on the ways in which states might create conditions that enhance the previously mentioned objectives. Additionally, ECS committed to making the staff of ECS available to states to provide technical assistance in support of college readiness policies selected by leaders in those states. To this end, ECS anticipated engaging state policy leaders from throughout the nation, including by hosting state-level and regional policy workshops, providing policy support to state staff, and keeping state policy leaders informed of policy trends and successes in states.

ECS has been deeply committed to assisting states in designing new strategies to assist low-income students.

Progress Made: Over the course of the year, ECS made significant progress. ECS released a first-of-its-kind 50-state, plus the District of Columbia, analysis of policy activity in ten critical areas known to support college readiness and expand opportunity for students. The report – “The Blueprint for College Readiness” – was widely distributed through professional associations, membership organizations, and the mass media. Specific partnerships were created to ensure that state leadership was made aware of the report and its findings, with a specific emphasis on newly elected legislators and governors’ policy staff. Additionally, ECS provided significant technical support to state leaders in the form of official testimony, detailed policy analysis, and direct consultation, all geared toward assisting state leaders in the design and implementation of policy to improve student performance incentivize institutional operations. Finally, ECS published several policy-focused reports and issue briefs to support state-level policymaking. Topics ranged from financial aid policy trends, to dual enrollment strategies, to tuition discounting policies.

The Leona M. and Harry B. Helmsley Charitable Trust

College Opportunity Commitment: The Helmsley Charitable Trust’s Education Program committed to investing \$30 million from 2013 through 2015 to support initiatives that increase the number of college graduates in STEM fields through improvements in persistence to graduation. Helmsley leaders developed this program under the belief that a sustained science and engineering workforce is the foundation for America’s global leadership and economic competitiveness. Additionally, Helmsley leaders believed that education is the key to unlocking individual potential and providing pathways out of poverty through upward social mobility. The trust actively seeks to support initiatives that improve student learning and engagement in introductory STEM courses, as well as to promote the implementation of policies, systems, and other supports that will improve retention, particularly for under-represented students.

Progress Made: The Helmsley Charitable Trust is pleased to report that it has reached its goal of committing \$30 million to STEM-focused initiatives one year earlier than originally planned. Through more than 20 grants, the Trust is supporting more than 150 colleges and universities in networks that seek to develop and scale new approaches in STEM education that will drive higher student engagement and retention. Additionally, the Trust is supporting important research on undergraduate STEM education by the National Academy of Sciences, UCLA’s

Higher Education Research Institute, the OMG Center for Collaborative Learning, and the Aspen Institute, as well as the development and implementation of scalable tools for institutions to monitor their own progress towards the improvements the United States needs to graduate more students in STEM. Over the coming year, the Trust expects to commit an additional \$10 million in funds to support similar, nationally scalable efforts, particularly among community colleges and institutions that serve less resourced communities of students.

Hewlett Foundation

College Opportunity Commitment: The Hewlett Foundation committed to make four grants in 2014: \$500,000 for the Carnegie Foundation’s Community College Pathways Program; \$500,000 for Expeditionary Learning to support expansion of deeper learning teacher professional development and curriculum; \$1 million in support of new research on “hard to measure (but important) student outcomes” like developing an academic mindset; and \$500,000 for Open Stax (free open community college textbooks).

Progress Made: The Hewlett Foundation has made progress on all of its commitments, matching its monetary goal in each grant, as well as exceeding its commitment to Community College Pathways with a total \$1 million grant. The \$1 million commitment on student outcomes was delayed until 2015.

Hispanic Association of Colleges and Universities (HACU)

College Opportunity Commitment: HACU is committed to engaging elected officials from both sides of the aisle at the national and local levels to ensure HSIs get the resources they need to push increasing numbers of Hispanic students to pursue higher education. HACU’s efforts also include increasing the number of Hispanic students entering the STEM fields through the development of a HACU STEM Taskforce. The Association also committed to creating more and wider collaborations between Hispanic Serving School Districts (HSSDs) and HSIs throughout the nation in order to contribute to improving the cradle to career pipeline.

Progress Made: In October, the HACU STEM Task Force held the first of four meetings to begin developing policy and practice recommendations for increasing Hispanic participation in STEM. A successful STEM Summit to prepare students for STEM careers was held in California last spring and another is planned for this fall. A symposium is being planned for HACU’s 2015 Annual Conference to highlight and promote K-12/HSI collaborations. HACU’s advocacy continues to focus on increasing funding for HSIs.

“I Have a Dream” Foundation

College Opportunity Commitment: The “I Have A Dream” Foundation (IHDF) committed to developing a comprehensive Alumni and Postsecondary program that would include forging partnerships with the higher education community and members of the private sector to support their network of over 12,300 Alumni and nearly 3,000 future Alumni as they journey ‘to and through’ postsecondary education. The Foundation’s local affiliates currently offer their Dreamers a series of supports from elementary school through their first year of college, and the

national office will continue similar supports through the completion of college.

IHDF is committed to opening and funding College Savings Accounts (CSAs) for Dreamers in its network. The Foundation will tie the funding of Dreamers' CSAs to the achievement and celebration of specific evidence-based milestones that are critical achievements towards attending college (for example, completing the SAT/ACT).

Progress Made: The "I Have A Dream" Foundation has worked with the National Student Clearinghouse to access verified college participation information for Dreamers. After analyzing the data, the Foundation found that over 67% of Dreamers who complete high school pursue some form of postsecondary education (higher than their low-income peers who matriculate at a rate of 52%) and 15% complete postsecondary—nearly double the rate of the national average. IHDF is furthering their efforts at a comprehensive strategic alumni effort by collecting current contact information for as many of their 15,000 alumni as possible.

Since January 2014, the Foundation has opened and funded 258 College Savings Accounts for Dreamers in New York, Portland, and Des Moines. Each CSA is funded through the achievement of milestones on the path to and through college. IHDF is enthusiastic of future growth in the program and the possibility of opening up more accounts nationwide.

iMentor

College Opportunity Commitment: iMentor committed to match 20,000 new students with mentors over a five year period, ending in 2018. iMentor partners with high schools in low-income communities and matches every student with a college-educated mentor for a minimum of three years. In the process, the organization changes the human capital dynamics around how schools leverage the community to prepare student for college. Instead of one counselor for 471 students, every single student has a college graduate solely dedicated to his or her success.

Progress Made: iMentor is on track to meet its commitment of 20,000 new students matched with mentors by 2018. Since making this commitment, iMentor has matched approximately 4,500 students with mentors in 12 communities around the country.

iMentor plans to expand to three additional cities by 2018, starting with Chicago in 2015. This move will give the organization the opportunity to learn the unique challenges that students in other cities face on the path to college.

Additionally, iMentor will continue to develop its program, including a redesign to its technology platform, the refinement of its curriculum, the deepening of its college years programming, and the codification of best practices. Additionally, iMentor will collect and analyze student data, allowing it to better understand students' trajectories and share its learnings with peers and partners. In 2011, iMentor launched an comprehensive evaluation of 2,400 student across seven-years with Jim Kemple and New York University's Research Alliance for New York City Schools. The evaluation process, in addition to the program growth mentioned above, has been supported by the federal Social Innovation Fund.

These investments will lead to improvements to the iMentor program model and will allow iMentor to develop a more nuanced understanding of the challenges its students face. As a result, iMentor will impact more students in more locations around the country and become a more educated and active partner in the national conversation around college success.

Joyce Foundation

College Opportunity Commitment: The Joyce Foundation committed to awarding three grants, totaling \$1.4 million, in December 2013 to support the creation and promotion of educational technologies to help adult learners improve their literacy, numeracy, and 21st century skills, such as critical thinking. Representing one of the first major investments by philanthropy in adult education technology, the objective of these grants was established to directly improve college and career success for low-income workers by catalyzing a healthy market where new tools are being developed, tested, and implemented for improving adult student outcomes. Specifically, MIT Media Lab will develop several new education technology prototypes over the next two years based on extensive input from employers and educators. Digital Promise will lead a national conversation and facilitate partnerships around opportunities to accelerate adult learning through the use of digital tools and advancements in learning sciences. Ed Surge, an online news organization, will help educational institutions and others navigate technology options by cataloguing and spotlighting promising education technology tools for adult learners. The Foundation also planned to make additional investments in 2014 to evaluate the effectiveness of existing adult education technologies in order to help schools make better purchasing decisions, and to accelerate entrepreneurship by individuals and companies trying to address the adult learning challenge through technology.

Progress Made: The commitment made by the MIT Media Lab, Digital Promise, and EdSurge has noticeably progressed. The MIT Media Lab team generated more than a dozen innovative learning-technology concepts during a two-day design workshop, only to narrow and more fully develop the three most promising concepts after subsequent idea-vetting and prototyping. The Lab has also expanded relationships with a variety of new research and employer partners. Digital Promise hired two new staff to lead this adult-focused work, and created a “Beacon Communities” program to highlight innovative local partnerships across the country using technology to accelerate adult learning and skill-development. Digital Promise has played an increasingly prominent role in the national conversation on adult learning and how technology can help adults learn more, faster. EdSurge has produced a series of articles highlighting the nature of the adult learning challenge, and has begun to catalogue some of the most promising tools available to serve this community. The organization’s work has brought these issues and opportunities to a much wider audience of education innovators and technology companies.

In part due to the work of these organizations, the Foundation has observed a growing interest among policymakers, educators and technology developers in the potential of digital learning tools for low-skilled adults. Building on this initial success, the Joyce Foundation has made additional investments to advance and expand this mission.

Kresge Foundation

College Opportunity Commitment: The Kresge Foundation, along with Jobs for the Future, committed to supporting the launch of at least three new statewide Student Success Centers in 2014, and to join four existing centers in Arkansas, Michigan, Ohio and Texas. The significant growth of initiatives designed to improve the number of Americans securing postsecondary credentials can sometimes pose challenges for policymakers and community colleges. These centers seek to link all of a state's community colleges around a success agenda so that they can best adapt and scale up the most applicable and effective reforms.

The Kresge Foundation will provide \$1 million to the California Community Foundation to support the Los Angeles Scholars Investment Fund (LASIF). Today, nearly half of all Los Angeles 9th graders will not graduate high school, and of those who are admitted to college, a majority do not receive a degree. LASIF seeks to reverse this trend by providing counseling, academic preparation, college planning, family engagement, financial aid, mentoring, peer networks, internships and on-campus support to ensure that more young Angelenos apply to, attend and graduate from college.

Progress Made: Since the January Summit, Kresge and JFF selected three new statewide Student Success Centers in California, Connecticut, and New Jersey, bringing the total to seven centers.

The California Community Foundation announced a \$1 million grant from Kresge on February 25, 2014 to help low-income Los Angeles students get to and through college. On October 29, 2014, CEOs for Cities and Living Cities announced the winner of the Kresge-funded \$1 million Talent Dividend Prize to Akron, Ohio, the metro area that exhibited the greatest increase in the number of post-secondary degrees granted per capita. Akron increased the percentage of local degrees produced by 20.2 percent over four years. Because it worked closely with other northeastern Ohio cities, the city of Akron agreed to share the prize with Cleveland, Youngstown, and Canton, Ohio.

Portland, Oregon also achieved the second highest increase, 17.6 percent. The Center for Houston's Future was cited for strong leadership of its local Talent Dividend effort. Buffalo-Syracuse was recognized for strong cross-sector and regional collaboration on degree completion. Louisville, KY won recognition for strong cross-sector and regional collaboration. And Los Angeles-Long Beach-Santa Ana had the greatest percentage increase in Latino, African American and multiracial graduates earning AA degrees from 38 percent of all graduates in 2009 to 49 percent in 2012-13. Orlando-Kissimmee, Florida increased its share of Latino, African American and multiracial graduates from 22 percent of all graduates in 2009-10 to 28 percent in 2012-13.

Leadership Enterprise for a Diverse America (LEDA)

College Opportunity Commitment: LEDA's commitment to the college pipeline focused on expanding its program model and scaling the impact and scope of its work. LEDA committed to growing the size of its current cohort by at least 50 percent over the next year and a half in collaboration with its current higher education partner, Princeton University.

LEDA also committed to implementing a financially viable and programmatically sustainable

strategic plan over the next three to five years through the creation of a consortium of selective colleges and universities that will (a) replicate the success of the original program model in order to increase the number of cohorts served, (b) increase LEDA's geographic footprint and reach, and (c) institutionalize proven best practices in recruitment, preparation, college guidance and college success.

LEDA committed to documenting practices in areas of talent identification, recruitment, college guidance, freshman transition and college success for talented low-income students. LEDA will continue to expand its recruitment efforts both geographically and by leveraging its expertise in identifying "under the radar" students who are academically gifted but are not familiar with the range of college options available to them. In order to disseminate best practices and to grow the pipeline of eligible students for LEDA and its partner institutions, LEDA will join forces with national, regional, and local nonprofit organizations dedicated to supporting college opportunity initiatives for low-income students. In an effort to build the knowledge pool of outcomes of various interventions that garner success for low-income students, LEDA will formulate the parameters for, and implement, a longitudinal evaluation of this population.

Progress Made: LEDA has launched an expansion of its cohort size by more than 60 percent, and has begun to recruit 100 students for its incoming cohort (up from 60 students in prior years). LEDA has nearly completed detailed programmatic guidelines to document best practices in the area of residential life and community building, talent identification, and college guidance for high-achieving low-income students. LEDA has begun working on its financially viable and programmatically sustainable strategic plan, having completed an initial market study examining possible avenues for scalability and replication.

LEDA has expanded its recruitment efforts by adding additional personnel to implement new strategies for talent identification and by adding several new geographic territories to in-person recruitment efforts. This year's recruitment efforts have included Montana, the Native American communities of Northern California, Delaware, Hawaii, the Mississippi Delta, and the Southwest. In addition, LEDA has initiated new partnerships with more than 300 national, regional, and local nonprofit organizations to expand its college access pipeline and share best practices.

LEDA has developed the initial protocol for the first phase of a longitudinal evaluation. The first phase will document college admission outcomes for a control group of low-income students who did not participate in the LEDA Scholars Program.

National Center for Academic Transformation (NCAT)

College Opportunity Commitment: The National Center for Academic Transformation (NCAT) committed to publishing two new guides on how to successfully complete a course redesign in mathematics. Both guides integrate what NCAT has learned over the past 13 years and can be used independently by institutions, systems and states without direct NCAT intervention. The guidebooks are free of charge and can be reprinted with attribution for non-commercial purposes.

NCAT also committed to continuing the Redesign Scholars Program, which links those new to

course redesign with more experienced colleagues to whom they can turn for advice and support. Trained in NCAT's course redesign methodology, Redesign Scholars have led successful redesigns that have been sustained over time. Individual institutions that want to initiate course redesigns may wish to invite a Redesign Scholar to visit their campuses. NCAT has designated a number of Redesign Scholars in mathematics, 12 of whom have particular experience in modularizing the developmental math sequence using the Emporium Model.

Progress Made: Two new how-to guidebooks on math course redesign have been published and widely distributed— one on how to redesign all sections of a single math course at both the developmental and college levels, and the other on how to redesign the entire developmental math sequence rather than a single course.

NCAT's Redesign Scholars Program continues to link those new to course redesign with more-experienced colleagues to whom they can turn for advice and support. Individual institutions that want to initiate course redesigns invite a Redesign Scholar to visit their campuses. Site visits focus on issues of curriculum and pedagogy, administrative matters, assessment and evaluation efforts, and implementation issues. Redesign Scholars are also available to campuses via telephone and e-mail for ongoing consultation. Redesign Scholars are engaged on a per-event basis and determine their consulting fees individually.

National Council for Community and Education Partnerships (NCCEP)

College Opportunity Commitment: The National Council for Community and Education Partnerships committed to gathering data about successful program models and practices currently in place across GEAR UP programs. In doing so, NCCEP would assess the level and degree of college match strategies in the GEAR UP community, and help identify which practices have potential for scale. NCCEP promised to assist the U.S. Department of Education with in-person interviews with GEAR UP directors at the February 2014 NCCEP/GEAR UP Capacity-Building Workshop.

NCCEP also committed to conducting a formal survey of the interventions used across GEAR UP, working in partnership with the Department to capture the most relevant data. Finally, NCCEP proposed to host a focus group of GEAR UP state directors to explore the details of promising interventions. NCCEP then committed to helping share information and delivery models across the GEAR UP community, as well as other stakeholders across the broader college access community. NCCEP agreed to host both a plenary session and a workshop session on college match for an audience of 1,200+ college access professionals at the February 2014 GEAR UP conference. NCCEP also committed to testing and refining promising strategies on the ground. NCCEP's commitment to train participants in the GEAR UP Alumni Leadership Academy on the near-peer model and encourage their use of the model in their program work reflects this strategy.

Progress Made: NCCEP has fulfilled all of its commitments except for the longitudinal research that is underway but will continue for many years. A full report was submitted to the White House detailing progress.

NCCEP was able to assess the level and degree of college match strategies in the GEAR UP community, and help identify which practices have potential for scale. NCCEP has a written report of that survey that is available for the White House. It details promising and replicable practices of near peer engagement across the GEAR UP programs. That report is now in the final stages in preparation for publication and dissemination.

NCCEP created and marketed an opportunity for the U.S. Department of Education IES contract researchers to conduct in-person interviews with GEAR UP directors at the February 2014 NCCEP/GEAR UP Capacity-Building Workshop. A report was submitted by the contractors on those successful conversations.

NCCEP fulfilled commitments to make sure that the GEAR UP community was trained on the area of college fit. At its capacity building Workshop in February of 2014, NCCEP hosted a plenary session for 1100+ attendees with the leading practitioners, researchers and program leads from College Board, MDRC and GEAR UP. A smaller workshop on college match was offered for the college access professionals in attendance.

NCCEP offered training to 28 participants in the GEAR UP Alumni Leadership Academy on the near-peer model and encourage their use of the model in their program work.

Finally, NCCEP's commitment to conduct an analysis of the data from the 14-state Evaluation Consortium continues. As the only voluntary multi-state self-evaluation of any Department of Education-funded program, our progress toward those goals is bolstered by entering multi-state memorandums of agreements, continuing active partner work with ACT and the National Student Clearinghouse Research Center, collecting the first wave of student-level data and drafting the first reports that will create the benchmark for the study. NCCEP's analysis is ongoing at this point and will help build understanding of the links between college visits and college match, and evaluate whether college visits are a promising strategy to increase match.

National Association for College Admission Counseling (NACAC)

College Opportunity Commitment: In January 2014, the National Association for College Admission Counseling (NACAC) pledged to make four significant contributions to improving college opportunity. First, NACAC committed to offer free resources to school counselors from every public high school in the U.S. to ensure that all counselors have resources from trusted sources, such as NACAC and guiding students and families on the path to postsecondary education. Second, NACAC committed to providing training for counselors and other staff in college readiness counseling, with the goal of improving college enrollment outcomes for underrepresented students. Third, NACAC committed to raise awareness of community college and transfer admission as viable pathways to a baccalaureate degree by developing resources for the professionals who assist students in the transition to higher education. Specifically, NACAC would deliver research- and policy-to-practice information about non-traditional paths to the baccalaureate degree to more than 100,000 professionals serving as high school counselors, two-year college admission and advising officers, and four-year college admission officers in 2014. Finally, NACAC committed to work with postsecondary institutions through our National College Fair program to (1) increase the number of under-represented students at the Fairs, (2)

offer training for school counselors who work with under-represented students, and (3) work with school districts with large numbers of low-income students to address college access gaps. NACAC's 59 National College Fairs reach more than 850,000 students annually, a number NACAC seeks to increase to 1 million through this initiative.

Progress Made: NACAC is making progress in all four commitment areas: First, in May 2014, NACAC launched its new Summer Academy, a 12-part webinar series, to support the professional development and training of college counselors, including a specific focus on public school counselors, over a 14 week period. Webinars were provided to school counselors on a variety of topics related to counseling students for college readiness. In 2015, NACAC will launch a new Essentials of Professional Development initiative in four public school systems. The objectives of Essentials are focused on fostering capacity-building and innovation in college readiness, access and success as well as strengthening the networks between public school systems and postsecondary institutions. This initiative will impact approximately 1000 school counselors throughout the four public school systems with reach to more than 500,000 students. In July 2014, NACAC launched a new online Transfer Knowledge Hub, which offers college readiness counseling and transfer professionals an opportunity to learn about the basic types of transfer, discover more about transfer statistics nationally, acquire research and best practice information about how to effectively counsel and recruit transfer students, and search for legislation on transfer or articulation policies currently in place or being considered. Finally, NACAC launched an \$85,000 initiative to provide busing for students in under-served public schools for all 59 of its National College Fairs in 2014. As a result, free transportation was provided for more than 200,000 students to attend fairs and visit with representatives of two- and four-year colleges. In addition, NACAC partnered community college advisors, transfer counselors, and veterans affairs departments to provide National College Fair counseling centers in an effort to provide additional service to non-traditional students.

National College Access Network (NCAN)

College Opportunity Commitment: The National College Access Network (NCAN) committed to increase college access and success for students by offering the following new services to the college access and success field: publishing an annual, national benchmarking report on college access and success programs, launching an online platform to teach college access advising skills, and developing a texting system to improve “nudging” for students on key college-going tasks.

Each of these commitments was intended to expand awareness and adoption of effective strategies to increase college access and success. The national benchmarking report would demonstrate the increase in college enrollment and persistence achieved by college access and success programs and share effective practices. The online platform would expand training affordably to a broad community of individuals providing college access and success services. The texting system would provide a tool organizations can use to implement nudging, shown in recent research to motivate students and to help them meet deadlines.

Progress Made: NCAN will release their first benchmarking report in December 2014. To prepare the report, they conducted data analysis involving 24 NCAN member organizations that

pooled the records of more than 150,000 students, allowing the National Student Clearinghouse (NSC) to calculate the percentage of their students who enrolled in and completed college. The first year of data demonstrate that participating programs produced much stronger results on college enrollment and graduation than the national averages for underrepresented students and Pell Grant recipients.

To expand the training opportunities available for those working with students, in September 2014 NCAN launched an e-learning platform to teach advising skills to college access advisors, guidance counselors, and any others working with college-going students. The first 75-minute module, Financial Aid Fundamentals, is free to everyone, thanks to the U.S. Department of Education's Office of Federal Student Aid. The module introduces the basic vocabulary of financial aid (cost of attendance, EFC, etc.) and provides an overview of federal aid programs.

When completed, the platform will include 10 modules with 30 hours of professional development on topics from early awareness programming to college student retention strategies. Future content will be affordably available and discounted for all NCAN members and will include digital badging to recognize content mastery. Additional module topics will include advisor roles and responsibilities, standardized college entrance exams, college advising for first-generation college-goers, FAFSA filing, scholarship processing, data collection and analysis, and considerations for serving foster, homeless, and opportunity youth. The online platform will improve professional development in college and career readiness for school counselors and non-profits with the goal of increasing college access for all students.

Finally, NCAN has supported increased adoption of texting strategies in partnership with texting provider Signal Vine, which waives setup fees for NCAN members. To date, eight organizations have signed contracts for Signal Vine services with 29 additional in the exploration process. Signal Vine is serving 25,000 students and anticipates adding an additional 150,000 by April 2015. Additionally, NCAN is assisting researchers Dr. Lindsay Page of the University of Pittsburgh and Dr. Benjamin Castleman of the University of Virginia who are conducting a controlled study of the use of text reminders to increase FAFSA completion in several school districts in the Houston and Austin, TX areas in 2015. NCAN is supporting the project by reviewing the text message templates that students will receive and informing local college access nonprofits about the project. The results of the study may help encourage many more state education agencies, school districts, and nonprofit organizations to adopt texting.

National College Advising Corps (NCAC)

College Opportunity Commitment: The College Advising Corps is announced it will grow by 34% in the 2014-15 school year, adding 129 advisers and serving 38,700 additional students. Including multiple-year commitments made by funders and universities, over three years, these commitments will serve 82,200 students. Currently the College Advising Corps, in partnership with 23 universities, places recent college graduates in underserved high schools to increase the number of low-income, first generation, and underrepresented students entering and completing college. NCAC's advisers are a diverse and effective group of public servants: 69% are from underrepresented populations, 63% were Pell eligible when they were students, and 54% were first in their families to go to college. New university partners include, Davidson, NC State, and

Washington University in St. Louis. University partners expanding the number of advisers they will support include Brown, University of California-Berkeley, University of Illinois, University of Michigan, University of Missouri, University of North Carolina at Chapel Hill, University of Southern California, and University of Virginia.

Progress Made: To meet this commitment, in the 2014-2015 academic year, the College Advising Corps has implemented two program strategies-- the core, in-school model and a recently launched eAdvising initiative-- to serve a combined 146,250 students.

As pledged, the College Advising Corps in-school model has placed 456 advisers from 23 partner institutions of higher education in 483 high-need high schools to serve more than 140,000 students. NCAC successfully launched, through the \$10 million investment from the John M. Belk Endowment, which was announced at the White House Summit, chapters at Duke University, Davidson College, and NC State University. They are in a planning year with Washington U in St. Louis and also expanded the number of advisers serving from Brown University, University of California-Berkeley, University of Missouri, University of North Carolina at Chapel Hill, University of Southern California, and University of Virginia.

The College Advising Corps eAdvising initiative launched in fall 2014 with Bloomberg Philanthropies and the College Board to provide college advising services virtually. 15 eAdvisers (primarily alumni of the in-school model) will be trained to provide support to targeted students using text messages, online video chat, telephone, and email. The goal is to increase the number of high achieving, low and moderate income students who apply and matriculate to the nation's 200+ selective colleges and universities. eAdvisers will serve 6,250 high-achieving, low-moderate income high school students across the country, as identified by the College Board.

OneGoal

College Opportunity Commitment: OneGoal committed to grow to serve 5,000 students annually in five markets by 2017. Second, OneGoal prioritized innovations that not only work for the student population they directly serve but those innovations that also have systemic implications for all students. And to augment their efforts, they committed to work alongside K-12 partners and the broader higher education community to disseminate and replicate the lessons they collectively learn in order to reach the President's 2020 College Completion Goal.

Progress Made: In the nine months since they made the commitment during President and Mrs. Obama's summit on college opportunity, OneGoal has made significant progress on their commitments. Right now, they are on track to exceed their target for 5,000 students served in five markets by 2017 and expect to serve 8,000 students in six markets by that same school year. OneGoal also exceeded their target for identifying and selecting new sites: their third site, New York City launched in July and OneGoal National Board of Directors voted to approve the Greater Boston Area as Site 4—a quarter ahead of schedule.

OneGoal's progress in disseminating and replicating best practices with K-12 partners includes participating as an advisor to Chicago Public Schools in their work to expand college success coaching and metrics in high schools across the district. It also includes disseminating and

replicating best practices with higher education partners to identify and implement proactive, scalable and sustainable supports that are highly effective in helping underserved students graduate, and sharing those with their College Partners.

Additionally, OneGoal continues to evaluate the efficacy of their curriculum and program through continued collection, analysis and interpretation of data. Their National Program team strengthens the OneGoal curriculum through yearly revisions and innovations, making data-based decisions that lead to improved outcomes for OneGoal Fellows.

Finally, researchers from the University of Chicago's Chapin Hall and Center for Economics of Human Development recently completed a rigorous quasi-experimental evaluation of OneGoal's impact on long-term student outcomes. The study, led by Tim Kautz and Wladimir Nanoni and directed by Nobel Laureate James Heckman, was released on November 19. The results show that OneGoal has a statistically significant positive impact on students' postsecondary outcomes, increasing college enrollment and persistence rates by 10-20 percentage points. The evaluation proves that it is possible to change the life trajectory of students with a late-adolescent intervention that is both low-cost and high-impact; that students benefit significantly from improving their non-cognitive skills; and that middle-to low-performing students from low-income, urban districts can succeed in college, with the right supports.

Pearson

College Opportunity Commitment: Pearson committed to working with 50 institutions and their low-income and remedial students, over three years, to analyze how students learn and where they struggle. Through this work, Pearson will identify best practices and help institutions as they redesign their course offerings to better support the success of all students regardless of their income or level of academic preparedness. The ultimate goal of this work is to help institutions across the United States make statistically significant improvement in the number of students completing credit bearing courses

Progress Made: Pearson Education Foundation has partnered with Achieving the Dream to conduct a study of outcomes associated with the advising models that colleges put in place to guide students through developmental education into credit-bearing courses and in STEM-related courses. The results of this research will be used to develop examples of best-practices in college-level student advising programs that will be shared with other community colleges.

PG&E

College Opportunity Commitment: PG&E committed \$1 million by 2016 to high school redesign efforts. This funding may go towards existing academy support, new academies and/or other programs that support low-income student success.

Additionally PG&E committed to expand the number of PG&E Energy Academies by 50 percent by 2016. The partnership academy model has proven to be successful particularly with underserved and at-risk students. When the required curriculum is provided in a relevant manner and the students understand how what they are learning can be applied in the "real world" to

solve problems, make change, and advance society, these students begin to envision a future for themselves and their families.

PG&E committed to graduate 1,000 PG&E Energy Academy students by 2020. PG&E is proud of the nearly 150 seniors from the first graduating class of the Energy Academies in 2013. Nearly 80 percent of these students planned to attend community college or a four-year university. PG&E anticipates continued growth in the academies and expects to see at least 1,000 graduates by 2020.

PG&E committed to advocate for the expansion of partnership academies by connecting California school districts with state and federal funding opportunities. PG&E will assist in connecting school districts with funding sources.

Overall maintenance of a college-bound rate of 75 percent or higher. To supplement the efforts of the teaching staff, PG&E will provide internships so that students can gain work experience to help them understand that a job can become a career with a college degree. PG&E's mentoring program will endeavor to match students with mentors that can also serve as role models.

Progress Made: PG&E added Arroyo Grande HS in San Luis Obispo, CA as the newest school in the PG&E Energy Academy program. This addition demonstrates progress towards our commitment of expanding the Energy Academies by 50 percent by 2016.

During the summer of 2014, PG&E launched the first summer internship program specifically for high school students enrolled in the PG&E Energy Academy programs. This four-week paid internship helped students prepare for a career in the utility and energy industry and exposed them to a real-world work environment. These 82 students earned industry certificates such as the OSHA-10 certificate and received on-site work experience guided by more than 100 employee mentors representing 20 unique participating departments.

PG&E partnered with four regional consortiums to support their California Career Pathway Trust applications (CA-SB 597) to create energy pathways for youth. Of these four applications, one consortium – CRANE (Capital Regional Academies for the Next Economy) was successful and received \$21 million in state funding to create a variety of pathway programs throughout the Sacramento, CA region.

In addition, PG&E continues to fund summer jobs for youth in partnership with the Boys & Girls Clubs. Since 2012, PG&E has provided career readiness training for 1,800 high school students and helped place 489 students into paid summer jobs in their communities. \$2.1 million has been invested in this program to cover administrative costs as well as wages for the summer jobs.

PG&E continues to offer the Bright Minds scholarship program each year to provide 100 students with college scholarships. Priority is given to students studying STEM majors and are the first in the family to attend college. After their college freshman year, these scholars are invited to apply for a paid 10-week summer internship at PG&E.

Posse Foundation

College Opportunity Commitment: The Posse Foundation secured commitments from 10 top colleges and universities to join its STEM Posse initiative. These institutions committed \$70 million in STEM scholarships to 500 Posse Scholars over the next five years. The participating Posse partner schools are: Brandeis University, Bryn Mawr College, Davidson College, Franklin & Marshall College, Georgetown University, Middlebury College, Pomona College, Smith College, Texas A&M, and the University of Wisconsin-Madison.

Progress Made: The Posse Foundation is in the process of recruiting the first 100 STEM Posse Scholars. More than 15,000 students were nominated this year for Posse Scholarships across the nation. These students have already completed their first large group interviews and are now in the process of completing their second individual interviews. In December 2014, Posse will host ten finalist meetings for each of its ten STEM partners. Those finalist meetings will include more than 200 outstanding candidates. Then, 100 of these young people will be selected as winners of the Posse STEM Scholarships. In addition, The Posse Foundation will convene a national conference call with the presidents of these ten institutions to continue the dialogue about how to best support and develop these young leaders.

Starfish Retention Solutions

College Opportunity Commitment: Starfish Retention Solutions made three major commitments to support the access, opportunity, and success of college students. First, it committed to provide a team of qualified researchers comprehensive anonymized data sets (including student engagement in instruction, student support referred and received, and student outcomes) from more than 240+ college and universities. Second, Starfish committed that its Director of External Relations, Dr. Rosemary Hayes, would share knowledge between leading not-for-profits and colleges engaged in innovative student success practices. Finally, they committed to develop a public domain Taxonomy of Student Support in collaboration with colleges, industry standards bodies and student services associations. The adoption and promotion of the standard within software systems and client community will allow detailed and rapid cross institution research and benchmarking of more than 4 million students in their paths to success.

Progress Made: Starfish Retention Solutions has entered into research partnerships with the University of Virginia (Dr. Ben Castleman) and the University of Chicago (Dr. Andrew Means) to explore how to maximize student success. The UVA team is conducting a descriptive analysis of the anonymized data provided by Starfish to better understand the students, their challenges, and the interventions taken to assist them. Dr. Means is interested in the outcomes of minority male students and they will formalize a research plan during the Spring of 2015.

Dr. Rosemary Hayes has engaged more than 60 thought leaders throughout higher education associations and nonprofits to explore research collaborations on student success and the Taxonomy of Student Support project. As a result of the company's outreach to many thought leaders in the higher education community, Starfish Retention Solutions has advanced conversations with a highly regarded national higher education association that is willing to serve as the non-profit caretaker and coordinator of the Taxonomy of Student Support project

and pursue grant funding to assist with its development.

Student Success Initiatives at The University of Texas at Austin

College Opportunity Commitment: Student Success Initiatives (SSI) committed to creating and supporting independent school district (ISD)/community college partnerships and implementing and scaling successful cross-sector interventions in the three focus areas of college readiness, transition to college, and developmental education, to improve college readiness and student success, particularly for low-income students and students of color.

Participating community colleges and partner ISDs committed to improving college readiness by scaling the college readiness assessment of high school students, increasing participation in Dual Credit/College Prep courses and increasing participation in Summer Bridge opportunities. They also committed to improving college transitions by embedding college success content into high school curriculum, increasing college awareness through College 101 programs, and FAFSA, financial aid, and college application assistance, including dedicated college advisors in high school. Finally, participating community colleges and partner ISDs committed to improving developmental education by aligning community college and ISD curriculum, scaling college student success courses, mandating intrusive advising and support and modularized and/or accelerated developmental education offerings.

SSI's commitment also continues for board training for community college trustees, focusing on data-informed governance and the role of the board in creating policy to improve student success, particularly board actions that impact low-income students, students of color, and underprepared students.

Finally, SSI commits to continue training and supporting Achieving the Dream's Leadership Coaches in their guidance of over 200 community colleges nationwide toward institutional transformation for student success.

Progress Made: Almost a year later, SSI has had the privilege of serving as the facilitator of unprecedented cooperation levels between Gulf Coast ISDs and community colleges. Although the need for connecting these two sectors has long been apparent, it has required a dedicated funder and courage from the participating institutions to work through the complex issues related to improved alignment and collaboration. The data show striking improvements. Student success rates increased on every key indicator—in the aggregate, for both genders, and across all ethnicities.

SSI's annual Board of Trustees Institute (BOTI), begun in 2007, currently serves 26 community college districts, encompassing 76% of all community college students in Texas. BOTI has enabled significant progress at institutions aiming to move the needle on student success, of which boards and the policies they enact are a crucial part.

United Negro College Fund (UNCF)

College Opportunity Commitment: In 2008, Congress designated UNCF as the beneficiary

organization of revenues generated from the sale of the 1964 Civil Rights Act Commemorative Coin (“Coin”). Issued in 2014, the new Coin celebrates the 50-year anniversary of the signing of this landmark legislation. UNCF committed to use Coin proceeds to sustain and enhance the capacity of UNCF member institutions to address the needs of low-income students, and establish an endowed scholarship fund to support scholarships for minority students.

Progress Made: UNCF is working with the U.S. Mint to promote the sale of the Coin issued in 2014 to celebrate the 50-year anniversary of the signing of this landmark legislation. As much as \$1,000,000 may be generated through Coin sales by December 31, 2014. While the precise amount has not yet been determined, a portion of the proceeds will be allocated to an endowed scholarship fund named after civil rights icon, Congressman John Lewis, to support student scholarships and internships. The remaining funds will be used for operating support and technology at UNCF member HBCUs.