RECAP OF THE PS STRATEGY

POSTSECONDARY SUCCESS STRATEGY

The goal of the Gates Foundation Postsecondary Success strategy is to **improve student outcomes and close opportunity gaps for Black, Latino, and Indigenous students and students from low-income backgrounds**, ensuring that race, ethnicity, and income are not predictors of postsecondary success.

THE SOLUTIONS

THREE SOLUTIONS TO SUPPORT STUDENT SUCCESS

We have chosen to focus on **Developmental Education Reform**, **Advising**, and **Digital Learning** as they play complementary roles and involve deep institutional capacity-building that spans the student journey from matriculation to transfer and graduation.

They are expected to maximize the likelihood of success for our priority student populations by improving Key Performance Indicators including course completion ratio, gateway course completion, 1st-year credit accumulation, program of study selection, 1st-year retention rate, and student ROI.
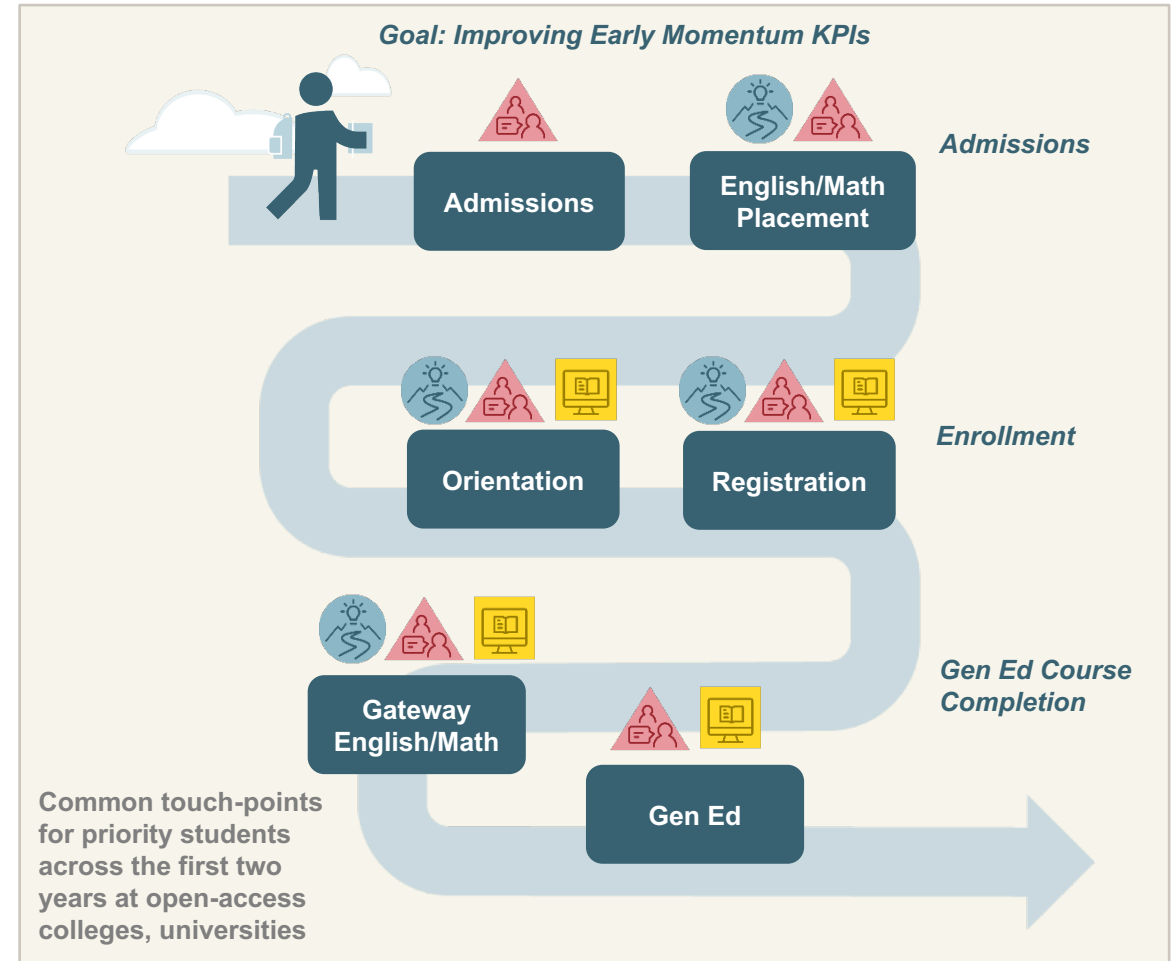
Dev Ed Reform	Advising	Digital Learning

Goal: Improving Early Momentum KPIs

Admissions

English/Math Placement

Admissions

Orientation

Registration

Enrollment

Gateway English/Math

Gen Ed

Gen Ed Course Completion

Common touch-points for priority students across the first two years at open-access colleges, universities

Dev Ed Reform | Advising | Digital Learning

DEVELOPMENTAL EDUCATION REFORM

Redesigning gateway courses and removing the obstacles of traditional remediation so that priority students enter at college level on a path aligned to their goals.

We invest in placement, acceleration, and alignment reforms to maximize the likelihood that our priority students will pass gateway math and English within the first year of enrollment.

Black, Latino, and Indigenous students, as well as students from low-income backgrounds are disproportionately relegated to enrolling in remedial math and English courses. Another key obstacle is that there is little relevance and unclear alignment of math courses to programs of study and educational goals.

Efficacy: State policy making developmental education courses and placement tests optional in Florida, along with parallel reforms, resulted in an increase in the completion of gateway math and English courses measured across 251,000+ students. These improvements increased the likelihood of passing gateway math courses by 6.81 percentage points (ppt) for Black students and 6.44ppt for Hispanic students, as well as increased the likelihood of passing gateway English courses by 14.78ppt for Black students and 11.02ppt for Hispanic students. (Park et al., 2018). Gateway completion rates increased for all students across the entire state by 3.4ppt in English and 2.9ppt in math (Park-Gaghan et. al., 2020).

Data Point: In a sample of 97,000 students referred to developmental math, only 10% went on to complete a gateway math course. (Bailey et. al. 2010)

How We are Prioritizing Our Priority Student Populations: Make comprehensive, structural changes to eliminate inequitable practices of placement and irrelevant remedial course offerings, particularly for priority student populations. Place students directly into transferable, college-level courses with co-requisite supports to put more priority students on the path to degree completion.

Dev Ed Reform | **Advising** | Digital Learning

ADVISING

Utilizing integrated technologies, actionable data, and equity-centered practices to ensure proactive support leads to timely progress and seamless transition for priority students to achieve their career goals.

Spurred by its interest in how technology can enhance and scale evidence-based practices, the foundation saw an opportunity to invest in advising to improve student experiences and accelerate student success. The advising solution focuses on the use of student-centered institutional practices, as well as integrated technology products to support priority students and advisors in a comprehensive, personalized, and culturally relevant way. We seek to catalyze institutions' ability to streamline and scale effective and efficient advising support through the implementation and integration of four core product categories:

1. Academic planning & audit
2. Caseload management
3. Diagnostics; Alerts, Signals, & Notifications
4. Performance Measurement & Management

Efficacy: Research by MDRC and the Community College Research Center (CCRC) on IPASS finds null effects to date for 4-yrs. Early signs of KPI improvement at 2-yr sites where first-year students earned 2 additional credits and the course completion rate increased by 3 percentage points.* Lessons from IPASS helped inform a more comprehensive advising reform model. Randomized control trials and rigorous impact evaluations across thirteen community colleges in three states demonstrate advising programs that are sustained, strategic, integrated, proactive, and personalized can double three-year graduation rates. (Hodara, Gandhi & Yoon, 2017; Weiss et. al. 2019). In one of these programs at the City University of New York, Black students benefited from the intervention and were 27ppt more likely to graduate. (Weiss et. al. 2019).

Data Point: On average, 2-year graduates accumulate 21 credits beyond what's required for associate's degree and 4-year graduates accumulate an additional 14 unnecessary credits, leading to student attrition, longer time to degree, higher cost of degree, and loss of financial aid (CCRC, 2016)

How We are Prioritizing Our Priority Student Populations: Focus on supporting academic success and excellence for Black, Latino, and Indigenous students and students from low-income backgrounds through holistic advising redesign. We are grounded in an understanding that the culture (norms, values, beliefs, customs) of institutions of higher education do not reflect the experience of priority students and institutional transformation is required.

Sources: CCRC A Framework for Advising Reform 2019; Scrivener et. al. 2015; MDRC Final report on CUNY ASAP; Sommo et. al. 2018. Two-Year Findings from the ASAP Ohio Demonstration; Hodara, Gandhi and Yoon. Education NW. Findings from the Future Connect Evaluation; SSIPP Implementation Studies

Dev Ed Reform | Advising | **Digital Learning**

DIGITAL LEARNING

Investing in courseware, teaching practices, and institutional policies that can help educators and priority students experience a high-quality, effective blended learning experience anytime, anywhere.

Historically, the top 20 highest-enrolling gateway courses have failed to support the academic success and excellence of outcomes for Black, Latino, and Indigenous students, as well as for those from low-income backgrounds. To address this, digital learning focuses on the development and scaling of equity-centered, high-quality courseware in tandem with evidence-based teaching practices in service of better learning, deeper mastery, and improved experiences for the students we aim to serve.

Efficacy: Meta-analyses of BMGF-funded courseware implementations from 2009 - 2018 have found small to moderate effects on learning outcomes (ranging from +0.09 to +0.47), and effects on course completion rates have ranged from moderate (+0.37) to no effect. An evaluation of Next Generation Courseware funded implementations demonstrated a greater effect on learning outcomes for underrepresented minorities (+0.16), when compared to the improvement experienced by all students (+0.09). (SRI, NGCC Evaluation, 2019).

Data Point: Gateway courses at community colleges have failure rates of 50-60%, leading to significant dropout rates for students between their first and second years. (Koch, 2017, forthcoming; Koch & Drake, 2018, 2019, 2021.)

How We are Prioritizing Our Priority Student Populations: Focus on supporting academic success and excellence for Black, Latino, Indigenous, and low-income students in the top 20 gateway courses at focus institutions, by ensuring learning experiences are more equitably designed, resulting in higher course completion rates for priority populations, and higher ROI for institutions and priority students.
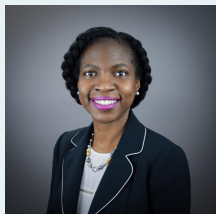
SOLUTION NETWORK: STRONG START TO FINISH

Sponsor Organization: ECS

Focus: Developmental Education

https://strongstart.org/

Contact:

Maxine Roberts, PhD
Director

The Ada Center

Note: These network members depicted here represent current network members as of February 2022. Network members may change as the Solution Networks mature and move into new phases of work. Slide by Bensimon & Associates.

SOLUTION NETWORK: ADVISING SUCCESS NETWORK

Sponsor Organization: NASPA

Focus: Advising

https://www.advisingsuccessnetwork.org/

Contact

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Senior Director

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SOLUTION NETWORK: EVERY LEARNER EVERYWHERE

Sponsor Organization: WICHE

Focus: Digital Learning

https://www.everylearnereverywhere.org/

Contact

Jessica Rowland Williams, PhD
Director

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