

The Educational Policy Institute's

student success

February 2007

The Newsletter for Higher Education Professionals

Stedman Graham

Helping Students Succeed in Life

UConn Shows the Way

EPI's 2006 Retention Award Winner

Campus Climate & Students of Color

An Essay by Dr. Watson Scott Swail

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student success

February 2007

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THE EDUCATIONAL POLICY INSTITUTE



The **Educational Policy Institute (EPI)** is a non-profit, non-partisan, and non-governmental organization dedicated to policy-based research on educational opportunity for all students. EPI is a collective association of researchers and policy analysts from around the world dedicated to the mission of enhancing our knowledge of critical barriers facing students and families throughout the educational pipeline.

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Opening Shots

Welcome to our first edition of Student Success for 2007, EPI's online newsletter devoted to postsecondary education.

This is a busy year for Educational Policy Institute with regards to student retention and success. This spring we have four main professional development events for our readers:

On March 8-9 we will host our first **SEM Workshop** in Norfolk, Virginia at the Tidewater Community College. This event targets enrollment staff and managers and arms them with strategies to take back to their campus.

On March 18-20, we host Retention 101 in Napa Valley, California. The Retention 101 series is a 2.5 day introductory retreat aimed at postsecondary professionals interested in creating a plan for improving student success on their campus. **Retention 101** encourages teams to enroll, and each team walks away with a plan for engagement back home. I'll be hosting the workshop along with Dr. Peter Dietsche (Mohawk College) and Dr. Alberto Cabrera (UMaryland).

In April, we are hosting our first **Retention 101 CANADA** event at the beautiful Fairmont Chateau Lake Louise in the Canadian Rockies. With the same format as the Napa Valley event, this is an opportunity for Canadian colleges and universities to look at issues specific to them. Again, I'll host with Peter Dietsche of Mohawk College and Alex Usher of EPI Canada.

In early May, in conjunction with the British Columbia Career College Association (BCCA) and the National Association of Career Colleges (NACC), we'll be putting on a special one-day student success workshop in Vancouver, BC. This event is open to proprietary colleges across Canada and the United States.

And finally, our main event, **Retention 2007**, will be held at the Westin Riverwalk Resort in San Antonio Texas. Retention 2007 is our international conference on student success, this year expanding to include a special track on high school success and a second track on science, technology, engineering, and mathematics (STEM). We have an outstanding list of speakers lined up for this year's event, including Representative Chaka Fattah, University of Texas - El Paso President Diana Natalicio, Old Dominion University President Roseanne Runte, Texas' Commissioner of Higher Education R aymund Paredes, NCCEP's Hector Garza, Sarita Brown of Excellencia in Education, and others. Other events are coming down the pike, but we thought you'd like to know what's immediately on the horizon.

In this edition of Student Success, we are pleased to provide you our interview with Stedman Graham. Mr. Graham is the author of a number of books, the latest being "Diversity: Leaders not Labels," and "You Can Make it Happen."

We also have the opportunity to tell you more about the success of the University of Connecticut (UConn), who won our 2006 Retention Award, as well as a feature on the issue of campus climate. This is an area of increasing importance and great neglect on many campuses. We look at what institutions can do to improve in this area.

Feel free to share Student Success with your colleagues.



*Join us at Retention 101 this March in
Napa Valley, California*

Campus Climate & Students of Color

Dr. Watson Scott Swail

While researchers tend to agree that “institutional fit” and campus integration are important to retaining college students to degree completion, campus climate mediates undergraduates’ academic and social experiences in college. The normal challenges associated with maneuvering through the college system are stressful to most students; however, minority students at predominately White campuses (PWIs) encounter additional stresses that come from having a minority status. Smedley et al (1993) found that minority students at PWIs experienced stress on five separate factors, including social climate, inter-racial stresses, racism and discrimination, within-group stresses, and achievement stresses. Major issues identified by students included:

- Not having enough professors of my race
- Few students of my race
- Racist institutional policies and practices
- Difficulty having friendships with non-minorities
- Rude and unfair treatment because of race
- Being discriminated against
- People close to me thinking I’m acting “White”
- Doubts about my ability to succeed in college.

Minority students who are inadequately prepared for such non-academic challenges can experience culture shock. Lack of diversity in the student population, faculty, staff, and curriculum often restrict the nature and quality of minority students’ interactions within and out of the classroom, threatening their academic



performance and social experiences. Qualitative data on African Americans attending PWIs suggests the availability of ethnic and cultural organizations and the “critical mass” of African American students help reduce isolation and alienation often found on predominately White campuses (Hall, 1999). At the same time, Tracey and Sedlacek (1985) argue that noncognitive factors like self-concept, an understanding of racism, and the ability to use coping mechanisms can have a positive effect on students’ academic performance and persistence in college.

The research literature shows that Historically Black Colleges and Universities (HBCUs) support campus climates that foster opportunity for student self-pride and confidence and lead to academic and social success. While most African Americans at HBCUs do not experience culture shock associated with race, they do experience the culture shock of transitioning from a secondary to post-secondary system. To ameliorate these issues, institutions traditionally use holistic

approaches for developing students intellectually and socially, from pre-college outreach programs to extensive academic and career counseling (Reyes, 1997). One characteristic of many HBCUs that has remained constant throughout the institutions’ history is the personal academic relationships that HBCU faculty establish with their students. This partially explains the tendency of HBCU students—despite any academic and economic difficulties—to demonstrate higher levels of psychosocial adjustment, academic gains, and greater cultural awareness than do their African American counterparts at PWIs (Himelhock, 1997). However, as HBCUs’ non-African American student population continues to increase, they also must ensure that a nurturing campus climate exists for all students, regardless of race and ethnicity (Swail, 1995).

Unfortunately, biased practices of many PWIs inadvertently contribute to minority students’ cultural shock and alienation. Just (1999) argues that racial climate influences almost every aspect of minority students’ college experience, leading

to academic and social marginalization. Gonzalez (1999) reported that Chicano males attending a western PWI felt that the institutional members at large trivialized their culture by not accepting their styles of bilingual communication, dress, and music, and by excluding physical and academic representations of their culture. In addition to marginalizing minority cultures, pervasive racial remarks demean ethnic minorities on campus. Tolerance.org, a web site operated by the Southern Poverty Law Center to monitor and promote racial and cultural tolerance estimated one million bias incidents occur every year on our national campuses, with the majority of them going unreported to the authorities. Liu & Liu (2000) characterized the alienation of minority students on campus as a structural issue rather than an individual one, making colleges and society in general partially responsible for these students' lack of college persistence.

Empirical studies investigating student perceptions of and satisfaction with campus climate are ambiguous. Some studies found significant racial and ethnic differences in these perceptions while

others did not. Ancis (2000) found African Americans and Asians perceived and experienced greater pressure to conform to stereotypes, and had less favorable interactions with faculty and staff. Other studies indicated that students satisfied with campus life often persisted. Bennett and Okinaka (1990) found that Hispanic and White college students' attrition behavior and satisfaction with campus experiences correlated closely, but differed for African and Asian Americans. Their study revealed that as African and Asian Americans students persisted to the fourth year of college, they appeared more dissatisfied with campus life than those African American and Asian American students who left prematurely. Feagin and Sikes (1995) also found that greater social integration at a prominent PWI increased the probability of attrition for students of color. Conversely, Liu & Liu (2000) found that minority students did not have any greater tendency to be dissatisfied with the college environment than their White counterparts.

What the research suggests, therefore, is that while campus climate and campus satisfaction are important to many ethnic

minority students' college retention, campus climate alone will not sustain high graduation and retention rates at colleges (Arrington 1994, AASCU).

Special programmatic efforts including bridge programs, structured campus residences, mentoring, and other ethnic and cultural programs designed to support ethnic minorities academic and social integration have eased some students' transition to college. However, these structured programs tend to limit participating students' social and cultural networks to program experiences, which alienate them even further (Feagin & Sikes, 1995; Fiske, 1988; Himelhoch, Nichols, Ball, & Black, 1997).

Many PWIs want to create inclusive and safe-learning environments that meet the needs of every student, but most higher education institutions must also adhere to constitutional law protecting freedom of speech. While higher education institutions consider freedom of speech central to scholarly inquiry, they also recognize that this law and others inadvertently allow many perpetrators of biased and racist acts to go unpunished. As Palmer,

Strategic Enrollment Management

An EPI Professional Development Workshop



March 8-9, 2007 Norfolk, Virginia

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Penney, and Gehring (1997) state in a research report on campus codes of conduct:

“As student populations become more diverse, it becomes more critical that administrators develop policies and programs conducive to campus learning environments where safety and civility will predominate.” (p.118)

Actively supportive, nondiscriminatory campus environments are associated with greater college satisfaction, adjustment, and persistence. PWIs with successful minority graduation rates have:

- Shifted from tolerance to acceptance when the minority enrollments reach a certain threshold;
- Provided opportunities for cultural, social and educational development to maintain a “comfortability factor”;
- Examined and improved institution’s relationships with community minority organizations;
- Committed institutional resources, such as visible leadership (including minority leadership) funds for educational intervention;
- Employed a comprehensive and systemic approach;
- Were supported by State legislation. (Richardson, Simmons, & de los Santos, 1987)

PWIs have approached campus climate from programmatic and legal perspectives designed to ease ethnic minorities’ college transition and protect their legal integrity. Yet, Richardson and Skinner (1990) point out that while many PWIs address campus climate issues, they are hesitant about advocating systemic change because of the belief that campus diversity diminishes academic quality. The authors offer a model for diversity that harmoniously integrates access and achievement into the organizational culture through appropriate institutional goals and strategies. Ultimately, institutions that successfully support minority access and achievement focus on learning environment rather than race or ethnicity. Institutions that support diverse learning experiences are those that emphasize quality instruction and learning.

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The Educational Policy Institute's

retention 101

A working retreat for post-secondary professionals

April 19-21, 2007
Fairmont Chateau Lake Louise, Alberta

The Educational Policy Institute is hosting a 2.5 day retreat in beautiful Lake Louise, Alberta for institutional leaders directly involved in the planning and implementation of a student success strategies for their institution. Participants from colleges and universities will work in a relaxed atmosphere to learn about the challenges to student retention as well as strategies that can be implemented to improve retention and persistence rates. Participants will leave with a plan for action to take back to their campus. Registration is limited. For more information, call (757) 271-6380, email us at info@educationalpolicy.org, or register at our website. **See you in Lake Louise!**



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An Interview with Stedman Graham



After having the opportunity to hear popular educator, author, and businessman Stedman Graham speak at this past summer's NCCEP/GEAR UP National Conference in Washington, DC, EPI approached Graham to talk about his perspectives on helping young people succeed in school. His responses reflect his Nine-Step Success Process, as outlined in some of his books including *You Can Make It Happen: A Nine Step Plan for Success*, *Diversity: Leaders Not Labels: A New Plan for a the 21st Century*, and *Build Your Own Life Brand!: A Powerful Strategy to Maximize Your Potential and Enhance Your Value for Ultimate Achievement*.

The Success Process calls for individuals to increase self-awareness, create a vision, develop a plan, understand and follow personal values, take risks, manage responses to those risks, build a support team, make wise decisions, and form a total commitment.

Actively involved in education, Stedman Graham is a former adjunct professor at University of Illinois at Chicago where he has taught a leadership course based on his Nine-Step Process. At the Kellogg Graduate School of Management at Northwestern University, he taught a management strategy course entitled "The Dynamics of Leadership." He founded and directed George Washington University's Forum for Sport and Event Management and Marketing—the first of its kind in the nation. He is also the founder of AAD Education, Health and Sports, a nonprofit organization of athletes and other civic leaders committed to developing leadership in underserved youths.

Can you share with our readers your nine steps to success that you proposed in your book, *Teens Can Make It Happen*?

Parents and teachers know as well as I do that there are so many distractions for young people today . . . television, music, et cetera. With all these distractions, it is very hard for young people to form a strong foundation in their lives. I wrote *Teens Can Make It Happen* to give young people guidance on how to build a strong foundation for their lives.

Schools today are not providing this foundation. Education today is a system based on routines, on memorization of facts, but not on relevance. Young people today need a relevant education. They need to be guided to take what they learn in school and make it meaningful and relevant to their own lives.

This is the basis for *Teens Can Make It Happen*. The first step—self-awareness—asks teens to figure out their purpose. The next is to create a vision of what they want their life to become. From that point, they can use this visualization to motivate themselves to develop a plan to make this vision a reality. Their education is part of that plan, but it is up to the students to make their education relevant to their own lives.

Your “You Can Make It Happen” workshops for young people are based on the same nine steps discussed in your book. What has been the response of young people attending “You Can Make It Happen” workshops?

We have had great responses from kids, teachers, and parents attending these workshops and presentations. For many of them, they realize they’ve missed an equation in their development, and they don’t have a strong core base on which they can build. Once they realize this, they have found the missing piece in their lives, and they become very excited about doing it right.

It’s empowering them to take ownership of their lives. So many of them move on to become leaders as well.

Can you share a personal story of how a young person’s life was transformed as a result of applying the nine steps to his/her life?

One time I was delivering a presentation to young people in Las Vegas, a community in which high school dropout is a significant issue. I was speaking to a large group, nearly 800 students at one time. At the conclusion of my presentation, a young man walked up to me. He explained that he had always been very interested in music but had not felt sure if it should become his career path.



Because of his attendance at the presentation and his understanding of the nine steps, he told me that he now realized that there was a wider range of career possibilities in music than he had previously considered, including recording production and artist management. This new understanding helped to validate his life choice.

I love this story, because it reminds all of us that we must remain focused on our passion. We all have our own uniqueness, our own “brand,” our own purpose. This must be the foundation for our per-

sonal development. From there we can imagine, visualize the possibilities of how to pursue our passion. That young man was empowered by realizing that he had the freedom to pursue his passion.

Too often young people are discouraged from applying for college because of their own assumptions that college is “not for them.” What counsel would you provide to these students?

I would remind young people to figure out what they love, visualize their future, then spend all their time—every 24 hours—growing and working toward the pursuit of that vision. They must figure out what they need in order to achieve the dream. For some students, achieving the dream will mean attending college. It doesn’t matter if they are

poor or first-generation students. If attending college will help them achieve their dream, they must figure out how to make it happen. They need to develop a plan—figure out how to finance their studies, what high school courses they will need to take, what college they should attend. For some young people, attending college will mean taking risks, but if they want to achieve their dream, they must assume those risks.

You have often commented that one of the keys to success is to fully understand your own abilities, talents, and values. How can counselors and advisors at the college level best guide students to take stock of their lives?

Counselors and advisors play a critical role in education. They can be a guiding light to students. My advice to them would be to focus on the student’s strengths, not their weaknesses, when

they engage in conversations with him or her. Their aim should be to bring out the best in students, not to lower their self-worth by focusing on what they are not doing right.

I would also encourage them to use my nine-step process as a guide to facilitating discussion with students. Talk with students about their life purpose, help them to visualize their future, and work with them to develop a plan to achieve that vision. Help them to understand and follow their personal values, and encourage them to take risks and manage the responses to those risks. Encourage them to build their own support team.

Please tell us about the mission and activities of the AAD Education, Health and Sports, a non-profit organization that you founded which provides scholarships and leadership development for youth.

This organization has a 23-year history. We have served over 15,000 students during that time. We have over 500 professional athletes that are part of our organization. It also has great support from civic leaders. The mission of this organization is to attract the attention of young people and encourage them to stay away from drugs and to lead a healthy lifestyle. It took us a while to learn that in order to achieve these ends, we needed to focus on the positive. For instance, we want kids to be physically active, to do well in school. To that end, we plan a range of activities, such as field trips and parent activities. After 23 years, we know that we are building something special. We know we are making an impact. This program is not just for disadvantaged kids, too. We go into the inner city and the suburbs. All kids, regardless of where they live, need this type of focus.



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March 18-20, 2007

Napa Valley, California

The Educational Policy Institute is hosting a 2.5 day retreat in beautiful Napa Valley, California, for institutional leaders directly involved in the planning and implementation of a student success strategies for their institution. Participants from colleges and universities will work in a relaxed atmosphere to learn about the challenges to student retention as well as strategies that can be implemented to improve retention and persistence rates. Participants will leave with a plan for action to take back to their campus. Registration is limited. For more information, call (757) 271-6380, email us at info@educationalpolicy.org, or register at our website. **See you in Napa!**

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UConn Wins 2006 Retention Award

On May 23, 2006, the Educational Policy Institute awarded the University of Connecticut (UConn) the 2006 Outstanding Student Retention Program Award at its annual RETENTION 2006 conference in Las Vegas, Nevada. UConn was selected to receive the award based on the exemplary work its Retention and Graduation Task Force had done to improve undergraduate retention and graduation rates. Since 1998, freshmen retention for all students had risen from 86 percent to 92 percent. For students of color, the freshmen retention rate rose to 93 percent from 88 percent. Four- and six year graduation rates improved from

one of the top public universities in the country.”

A primary focus of the school’s retention efforts is its “Finish in Four” initiative, which aims to get most of the school’s undergraduates to diploma in four years. From looking at data on students who took longer than four years to complete their degrees, retention staff at UConn noticed that the top reasons for a longer-than-normal completion time included taking less than 15 credits a semester, an inability to gain entry into needed classes, changing majors more than twice, taking time off, or double majoring.

Shrinking class sizes is only one of many initiatives that UConn has been implementing the last year. UConn starts planting the seed early, by focusing on its freshman class and creating the expectation with students that they will finish on time. A key aspect of the “Finish in Four” program is guaranteeing that all students have sound academic advice from their advisors. Advisors are charged with the responsibility of ensuring that students are taking 15 credits each semester, and that they are taking classes in the correct order for their major.

Many students enter college uncertain of what their future career paths, which can make selecting classes as a freshman a particularly difficult and daunting class. UConn therefore assigns professional development advisors to incoming freshmen to help them figure out what they want to major in. Those advisors stay with the students through their second year of college and then pass them on to faculty advisors for career advice in their junior and senior years.

Representatives from UConn will be presenting at this year’s **Retention 2007** conference May 22-24, 2007 in San Antonio, Texas. Join us this spring to hear more about the school’s amazing progress and learn about the latest research in the field on student retention. Visit the conference website at <http://www.educationalpolicy.org/retention2007.html> for more information, or email Sarah Hosford at shosford@educationalpolicy.org.



UConn’s rising status as a well-respected institution of higher learning is evident in the quality and number of students vying for admission each year. UConn currently enrolls 20,000 students, with 3,200 in its freshman class. That number has not changed in the past six years, and

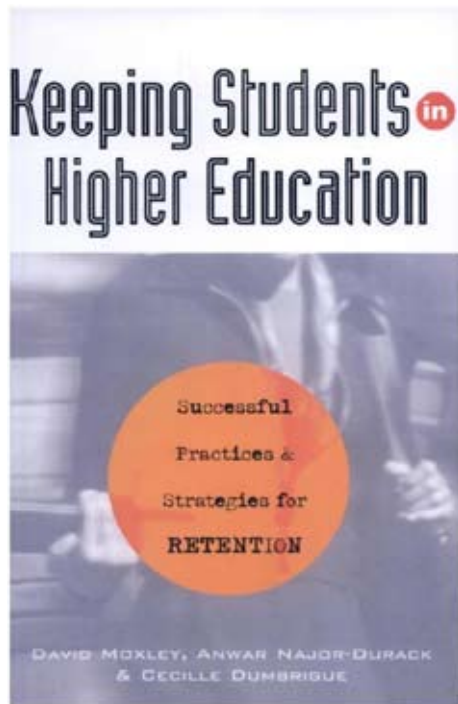
43 percent and 54 percent to 69 percent and 72 percent, respectively.

During a presentation at the Retention 2006 conference, Dolan Evanovich, Vice Provost for Enrollment Management, highlighted the importance of soliciting stakeholder buy-in when developing a retention program. He touched on that topic again in a recent interview, noting that one key to UConn’s success is the quality of its leadership. “We have great leadership”, Dolan Evanovich said, “Our President has been with us for ten years and he is dedicated to making UConn

the school has no intention of increasing its class size. “We are at capacity now”, said Evanovich. “What we want to focus on is creating and getting our student-to-faculty ratio down.”

To address the issue of overcrowding in classes, UConn has dedicated \$5 million to create additional seats in its courses. The University also currently has a proposal in front of the state legislature asking for additional funds to hire 175 faculty members. UConn’s current student-to-faculty ratio is 17 to 1. The school’s goal is to reduce that ratio to 15 to 1.

Keeping Students in Higher Education



Moxley, David, Najor-Durack, Anwar, & Dumbrigue, Cecille (2001). *Keeping Students in Higher Education*. London, UK: RoutledgeFalmer. 195 pages.

EPI Rating (4/5)



The authors of this 2001 book hail from Wayne State University in Michigan, but provide a perspective that is more inclusive of higher education around the globe, without hyperfocusing on the American experience.

This well-written book is composed in four sections: Part I: The Challenge of Retention; Part II: The Institutional Framework of Retention; Part III: The Five Dimensions of Retention Programmes; and Part IV: The Conclusion.

While practical in most terms, the book does talk much in the way of theoretical overview, but it does this well. The first two sections provide this foundation, while Part III provides more concrete strategies for how to move retention on campus.

At first blush, this book provides great promise by the use of examples to help drive points home. For instance, it starts off with two illustrative stories of “Charlie,” a student with special needs. The first story provides a “negative” tale of what happens to Charlie when the institution of higher education is mostly passive. The second is a “positive” tale of a supportive environment, inclusive of the institution and community at large. The illustration is used throughout parts of the book to show that institutions, in tandem with the external community, do have the power to change lives if they choose to do so. While the example works, it isn’t perhaps the best example to outline a book on student retention from the perspective of a worse-case scenario—one that rarely occurs. It may have been better to use an example of a student without special needs or in a special situation to connect with readers and practitioners in a more familiar way. Still, it works.

An important message in this book, one that formulates much of EPI’s work in

Retention 101, is that retention is a retail issue between colleges and students, rather than a wholesale approach of “cohorts,” as many colleges would like to believe. Moxley et al. suggest the importance of a personalized approach to retaining and serving students; that each student has particular needs that require specialized involvement of the institution. This is an important statement that many colleges just don’t understand.

In Part III, the authors explore the five dimensions of retention programs, starting with defining the scope of student retention programming on campus. The scope is particularly important because it ultimately defines what the institution is. It defines, in reality, the mission of the institution. Four separate categories are suggested, including student readiness, academic development, personal and social development, and an oft-missed area—professional and career awareness and choice. This last area, in particular, is one of those examples where institutions think that this work is done in high school. In reality, many students are poorly guided in career development and it ultimately does fall upon the institution to do something about career development in order to appropriately steer students toward their future, not the institutions.

Keeping Students in Higher Education is a good resource for stakeholders of the retention process. Readers can take away broad strokes or specific strategies to consider in their work on campus. This is a strongly encouraged read.

Events

Strategic Enrollment Management Workshop, March 8-9, Norfolk, VA

The Strategic Enrollment Management (SEM) Workshop provides participants with an in-depth introduction to strategic enrollment management for postsecondary institutions. The two-day event will allow participants to interact with two of the top experts in SEM, Dr. Robert Wilkinson, Director of Analysis, Planning and Assessment at Pittsburg State University, and Dr. Watson Scott Swail, President of the Educational Policy Institute.

Retention 101 US (Spring), March 18-20, Napa Valley, CA & Retention 101 CANADA, April 19-21, Lake Louise, Alberta

EPI's Retention 101 Retreats are geared towards leaders and practitioners from postsecondary institution interested in increasing the success of students. With beautiful Napa Valley and Lake Louise as backdrops, participants will have the opportunity to simultaneously relax and focus on learning about student retention and designing plans to improve the suc-

cess of students at their campuses. Led by internationally-recognized experts Dr. Watson Scott Swail (Educational Policy Institute), Dr. Peter Dietsche (Mohawk College), and Dr. Alberto Cabrera (University of Maryland, College Park), the retreats are designed for institutions who are either at the initial stages of planning for student retention or need to enhance an existing program.

Retention 2007, May 22-24, San Antonio, TX

Retention 2007 is EPI's second annual conference dedicated to discussing issues related to student retention. At EPI we are dedicated to the mission of providing educational opportunities to underserved students, especially minorities and those from low-income families. Retention 2007 will bring together the top researchers, policy makers, and professionals involved in student retention today. Attendees will have the chance to interact with peers struggling with similar retention issues and gain insight on best practices and programs that work. Join us and experience everything that Retention 2007 has to offer, from a pre-conference workshop to over 40 presentations from some of the leading experts in the field.



EPI Live

EPI Live is the Educational Policy Institute's new web-based news and information show on educational issues. Each week, EPI hosts guests from K-12 and postsecondary education to discuss important issues that impact classrooms and colleges.

Moderated by EPI President Dr. Watson Scott Swail, EPI Live provides a forum for the discussion of these issues using cutting-edge webinar software. Participants log on from wherever they have high-speed internet access and dial in on the phones for audio.

Upcoming EPI Live shows include:

February 23, 2007: "Data Quality and the No Child Left Behind Act," with special guest Aimee Guidera, Director, Data Quality Campaign.

March 2, 2007: "Youth Policy & The Future of America's Children," with Ms. Betsy Brand, Director, American Youth Policy Forum and former Assistant Secretary of Education, U.S. Department of Education.

March 9, 2007: "The Next Steps on Affirmative Action," with Ward Conerly, founder and chairman, American Civil Rights Institute.

March 16, 2007: "Educational Opportunity: What Research Says," with University of Southern California professor William Tierney.

Participating in EPI Live is free but requires registration in advance of the session. Visit www.educationalpolicy.org for more information.

Reports

High School to College and Careers: Aligning State Policies

Southern Regional Education Board
(www.sreb.org)

Differing state policies govern many key areas of college readiness, including: the courses and tests required in high school, early outreach, joint enrollment programs, college admission and placement standards, colleges' reports to high schools about their graduate' performance, and state financial aid. This update to the 2005 and 2002 reports provides a one-page summary of each SREB state's policies in these areas.

From College Access to College Success: College Preparation and Persistence of BPS Graduates

Boston Higher Education Partnership
(www.bhep.org)

In 2006, the Boston Higher Education Partnership undertook a preliminary study of how high school preparation and the first-year college experience influences Boston Public School graduates' ability to persist and complete a college degree. What makes this report different from other reports of college readiness and success is the look it takes at both sides of the college transition process: K-12 preparation and postsecondary supports and students' perceptions of both. The result is a report that calls for shared responsibility and collaboration to better prepare and support Boston students in their quest for a college degree.

Hispanic Education in the United States

By Adriana D. Kohler and Melissa Lazarin, National Council of La Raza (<http://www.nclr.org>)

Latinos are a significant and growing proportion of the United States student population. This statistical brief provides a summary of the key data concerning Latinos in the educational pipeline.

Canadian Post-secondary Education: A Positive Record – An Uncertain Future

The Canadian Council on Learning

The Canadian Council on Learning issued a report that calls for concerted national action on the challenges facing Canada's post-secondary education sector. The report warns that, without action, the country's long-term productivity and continued prosperity are at risk.

Accessing the Student Voice: Using CE-Query to identify what retains students and promotes engagement in productive learning in Australian higher education

Geoffrey Scott, University of Western Sydney (www.dest.gov.au)

Accessing the Student Voice is the final report of a project funded by the Government of Australia's DEST's Higher Education Innovation Programme (HEIP). The research used CEQuery to analyse a data base of 280,000 comments on the national Course Experience Questionnaire (CEQ) from 90,000 students in 14 Australian Universities. The report identifies a set of quality assurance checkpoints for optimising student retention and ensuring that their learning is both engaging and productive. It makes recommendations on how to improve the quality of learning design, support, tracking and assessment and identifies the relative importance of these factors, noting how this varies by field of education.

Engines of Inequality: Diminishing Equity in the Nation's Premier Public Universities

By Danette Gerald and Kati Haycock, The Education Trust (www.edtrust.org)

The nation's 20 flagship universities serve disproportionately fewer low-income and minority students than in the past, according to a new report by the Education Trust. Students in the entering and graduating classes at these schools look less and less like the state populations those universities were created to serve. The study shows how financial aid choices made by these prestigious public universities result in higher barriers to college enrollment and success among low-income students and students of color.

Perceptions of Student Price Responsiveness

By Hans Vossenstyn, Center for Higher Ed-

ucation Policy Studies (CHEPS), Enschede, NL (www.utwente.nl/cheps/)

This thesis focuses on the relationships between financial incentives like tuition fees and student support and student choice. The study concludes that perceptions of finances do matter and that student from different socio-economic backgrounds vary considerably in the way they evaluate costs and benefits.

The New Backlash on Campus

By Daryl E. Chubin and Shirley M. Malcom (www.aaas.org)

Colleges and universities across the country are sharply cutting back initiatives aimed at increasing diversity in their student body and faculty in response to high-visibility legal actions. Published in the Fall 2006 issue of *College and University Journal*, urges college and university leaders to resist the short-sighted temptation to restrict these initiatives by activist organizations who are intimidating universities using race and ethnicity as factors in admissions.

State of Decline? Gaps in College Access and Achievement Call for Renewed Commitment to Educating Californians

By Colleen Moore, Institute for Higher Education Leadership and Policy (www.ihep.org)

In analysis of California's performance on key higher education measures looking at regional and racial differences, the Institute for Higher Education Leadership and Policy found that many students are enrolling later in life and tend not to finish.

The College Ladder: Linking Secondary and Postsecondary Education for Success for All Students

By Jennifer Brown Lerner & Betsy Brand, American Youth Policy Forum (www.aypf.org)

This report is the result of a two-year effort to identify, summarize, and analyze schools, programs, and policies that link secondary and postsecondary education to help students earn college credit or take college-level courses. EPI conducted the external validation for this report.



The Educational Policy Institute presents

Retention 2007



An International Conference on Student Retention

May 22-24, 2007, Westin Riverwalk, San Antonio, Texas



Representative Chaka Fattah, U.S. House of Representatives



Sarita Brown, President, Excellencia in Education



Diana Natalicio, President, UT-El Paso



Hector Garza, President, National Council for Community & Education Partnerships (NCCPEP)



John Gardner, Executive Director of the Policy Center on the First Year of College



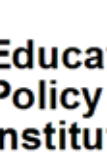
Cliff Adelman, Independent Consultant



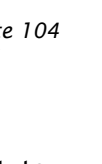
Raymund Paredes, Commissioner, Texas Higher Education Coordinating Board



Alberto Cabrera, University of Maryland



Watson Scott Swail, President, Educational Policy Institute



Roseann Runte, President, Old Dominion University, Norfolk, VA

The Educational Policy Institute cordially invites you to attend Retention 2007, an annual conference dedicated to exploring contemporary issues related to student success. Hosted by the Westin Riverwalk Hotel in San Antonio, Texas, May 22-24, 2007, this year's event will bring together teachers, administrators, researchers, and policy makers dedicated to promoting student persistence in secondary and postsecondary education.

Early Bird Registration open until February 28 (\$495). To register, visit our website at www.educationalpolicy.org.

**May 22-24, 2007
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