

**Recruitment, Retention, and Success for Students of Color and Low Income Students
Practice and Policy Checklist**

Institutional Practice/Policy Area	Example(s) of Policy Questions/Institutional Statements	Strengths/Gaps
Academic Planning	Mandatory process for students to plan degree/certificate programs.	
Access to Technology	Availability of computer resources, including open labs, at times matching student schedules. Corporate discounts for student purchases.	
Admissions Cycle	Cut-off dates for admissions either to institution or specific programs.	
Assessment/Placement	On-going evaluation of efficacy of cut scores, and periodic evaluation of the appropriateness of the placement instrument itself. Recognition of need for prompt feedback to students and faculty.	
Bilingual Intake Services	Access to college admissions processes for non-English fluent students.	
Campus Climate	Recognition of the value of all learners to the campus, zero tolerance for aggression based on race, ethnicity, income status, and other characteristics.	
Career Development	Services that assist students to develop clear, realistic aspirations for future work. This area should be coordinated with academic planning and counseling.	
Childcare	Provision of care for students' dependent children, especially children of single parents.	
Community-Based Organization (CBO) Links	Working agreements with CBO's who are often the first point of contact with higher education for low-income students/students of color.	



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Comprehensiveness of Student Services	How well do academic guidance and counseling, academic support, personal guidance and counseling, career counseling, and supplemental services function together?	
Continuous Quality Improvement	Use of data, information, and evaluation to accelerate success rates for low-income/students of color students that is part of a quality cycle leading to improved instruction, support programs, and services.	
Counseling (Personal Guidance)	Services that are distinct from advising that provide emotional and personal support for education success.	
Curricular Alignment	Alignment of competencies between basic skills/ESL programs and collegiate-level classes to bridge gaps and ensure seamless movement of students.	
Degree Auditing	Availability of student progress toward degree checks after completion of a threshold number of credit hours.	
Diversity	Institutional statements and other evidence recognizing the importance of diversity in multi-cultural/racial society.	
Engagement Strategies for Low-Income/students of color Students	Existence of purposeful strategies for low-income students/students of color that increase their interactions with the college in ways that are culturally-sensitive	
English as a Second Language Programs	Availability of instruction and programming to increase language acquisition skills for limited-English students.	
Enrollment Management	Targets established for low-income student recruitment and retention and corresponding support practices (similar to those depicted in this checklist).	



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Exit Criteria for the Developmental Education program	Specification of competencies required by Developmental Education completers to succeed in college-level programs. Evidence of correspondence with competencies specified in college-level programs	
Exit Criteria for the ESL program	Specification of competencies required by Basic Skills/ESL completers to succeed in college-level programs. Evidence of correspondence with competencies specified in college-level programs	
Faculty Mentoring	Programs that pair specific faculty with low-income students/students of color in need of intervention and support	
Financial Aid	Examples include flexible cut-off dates for institutional financial aid, earmarking a portion of tuition increases for low-income students, using financial aid to promote articulation with 4-year institutions, and targeting specific aid, i.e., grants v. loans, to low-income students.	
First Year Success Classes	Available? Required? Optional? Are success classes supplemented with information reinforced in other classes and/or /first year experiences	
Institutional Organization	Administrative responsibility identified for overall institutional efforts to promote low-income students/students of color student success	
Institutional Research Capacity	Identified responsibility for research on student success, especially low-income/students of color student success. Data on student enrollment patterns, especially course-taking and completion behaviors, disaggregated by race/ethnicity, first language, and socioeconomic status.	
Institutional Scholarships for Low-Income Students	Dollars earmarked from institutional revenues for low-income student financial aid.	



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Intake Orientation	A brief, mandatory session or sessions providing students an overview college policies and services available to them. Distinct from a longer-term student success class.	
Late Class Adds	Procedure for permitting (or denying) late registration for classes.	
Late Start Classes	Procedure for creating late start classes based on demand produced by late registrations.	
Learning Communities	Identify cohorts of students for support of common learning experiences, including classes and co-curricular activities.	
Mission Statement	Mission statement indicates commitment to serve low-income students/students of color	
One-Stop Shopping	Making necessary pre-admission and post-admission services more convenient for all students, but especially single parents and others with multiple time commitments.	
On-Line Support Services	Web-based availability of critical college facts and links to services	
Out-of-class Interactions with Faculty	Mechanisms for increasing interaction of low-income students/students of color with faculty outside of the classroom setting, a consistent factor in improved retention rates.	



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Partnerships with Other Higher Education Providers	Written agreements with other colleges for all students that can include transfer articulation agreements, sharing of resources, articulation of curricular competencies. Pathway and support programs for low-income/students of color students.	
Partnerships with the K-12 Sector	Written agreements with those secondary schools with large proportions of low-income/students of color that might include dual credit classes, early college programs, collegiate and financial planning, sharing of instructors, and/or curricular and competency alignment	
Partnerships with Workforce Agencies	Written agreements with local Workforce Investment Boards that provide access to college training for low-income/people of color. Career pathway partnerships with private and public entities that result in increased employability for low-income/students of color students	
Peer Tutoring/Counseling	Formal programs that supplement instruction with inside and outside of class peer tutoring	
Planning, Resources, & Budgeting	Data-based planning for low-income students/students of color success, accompanying budgetary allocations, and evaluation of program impact informing future planning and budgeting.	
Research and Policy Development	Policies and practices created or modified based on research	
Research on the Effectiveness Counseling, Advising, and Student Orientation	Identified part of overall institutional agenda for communicating student success	

