

**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   |                |

