



POSTSECONDARY TRANSITIONS & PERSISTENCE MODEL - WORKING DRAFT

POSTSECONDARY PREPARATION & PERSISTENCE

	SITUATIONS/CHALLENGES	SOLUTIONS	MEASURES OF SUCCESS
ACADEMIC	<ul style="list-style-type: none"> Gap between minimum requirements to graduate high school and minimum requirements for postsecondary success Lacking study skills needed for postsecondary success Availability of pre-college coursework 	<ul style="list-style-type: none"> Exposure to postsecondary education while in high school (dual credit) Enhanced developmental education Intrusive advising, coaching, and general support services Gather student feedback to inform program improvement Incorporate qualitative data collection methods to understand student experiences and program impact Track student progress (retention, GPA, graduation rates) 	<ul style="list-style-type: none"> Postsecondary enrollment rates Credential attainment / course completion Relationship between persistence and developmental education proposed enhancements
SOCIAL	<ul style="list-style-type: none"> Role models and family history Representation and identity in institutions (e.g., peer/affinity groups) Race and gender bias regarding "who should be in college" Natural support group perceptions of value of college Economic conditions (cost of tuition and employment rates) 	<ul style="list-style-type: none"> Cohorts of students that create a sense of shared experience and belonging Mentorship from program staff, faculty, and community partners and peers who reflect the diversity of students Trauma-informed and person-centered mentorship from program staff, faculty, and community partners 	<ul style="list-style-type: none"> Alignment of staff and student representation Student perspectives of representation
PERSONAL	<ul style="list-style-type: none"> Awareness of available programs Ability to build relationships with mentors (personal history contributing to mistrust), and connect and build relationships with faculty and institutional staff Perceived utility of postsecondary education Ability to meet basic needs 	<ul style="list-style-type: none"> Scholarships, grants, and emergency aid to address basic needs and financial barriers Workshops and other opportunities to develop leadership skills Help students explore their cultural background and develop a strong sense of self 	<ul style="list-style-type: none"> Persistence (remaining enrolled) Participation in campus activities Participation in leadership programs and roles Credential attainment
INSTITUTIONAL	<ul style="list-style-type: none"> Ability to gather and use student input School success based on student success (how many students remain enrolled after the first year) Differentiated learning / catch-up opportunities can delay credential attainment Operating on anti-racist, trauma-informed, and culturally responsive values 	<ul style="list-style-type: none"> Offer culturally relevant programming and incorporate our 6 culturally sustaining practices Implement a two-person leadership model with a strategic advisor (administrative focus) and student success specialist (student experience focus) Explore funding options like endowments, grants, donations, and student fees Evaluate factors contributing to student exits to adjust programs and build persistence Enroll students in classes earlier (early enrollment is a strong indicator of remaining enrolled) 	<ul style="list-style-type: none"> Composition of staff Budget allocations for affiliated practices (DEI, ARTI, and professional development) Teacher performance evaluations aligned with student persistence measures Participation in cohorts and individual supports