



College Access and Success Resources to Explore

The College Access and Success Community compiled a list of resources for grantees to explore on college readiness and success with a particular focus on economically disadvantaged and first-generation students. The resources include journal articles, presentation materials, and briefs. Each resource contains a brief summary and respective links.

1. **Cabrera, F. A., Deil-Amen, R., Prabhu, R., Terenzini, P. T., Lee, C., & Franklin, E. R. (2006). Increasing the college preparedness of at-risk students.**

Journal of Latinos and Education

<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.571.9649&rep=rep1&type=pdf>

This study, the first in a series of planned analyses, examines the aggregate, or overall, impact of comprehensive intervention programs on students' preparedness for college, as reflected in their reading and mathematics abilities. The study notes that comprehensive and coordinated intervention programs may be more effective than traditional approaches for promoting the reading and math skills of low-income students as they progress toward college entry. Despite the small sample size in the study, the authors note that comprehensive intervention programs (e.g., GEAR UP) are contributing to students' college readiness; however, they also note that the results warrant further research.

2. **Castro, E. (2013). Racialized readiness for college and career: Toward an equity-grounded social science of intervention programming.**

Community College Review

<http://journals.sagepub.com/doi/abs/10.1177/0091552113504291?journalCode=crwa>

Using critical race theory, the article argues that Conley's framework for college and career readiness interventions needs to be augmented. The author provides both conceptual and practical recommendations for community college practitioners, evaluators, and policymakers. The author argues for frameworks that recognize how the broader social-political dynamics of structural racism, poverty, and educational neglect disproportionately hinder students of color and lower-income students in terms of being college and career ready.

3. **Conley, D. T. (2011). Four keys to college and career readiness.**

<http://knowledgecenter.csq.org/kc/system/files/conleyPDF.pdf>

This presentation focuses on what it takes for students to succeed in college and how to prepare them for success. The four keys of college and career readiness highlighted in this article are key cognitive strategies, key content knowledge, key learning skills and techniques, and key transition knowledge and skills. Conley argues that accountability systems should focus on successful transitions beyond high school, and he says that more measures are needed to gauge college readiness beyond math and English tests.



4. Conley, D. T. (2011). Redefining college readiness, Volume 5.

Educational Policy Improvement Center

<http://www.ct.edu/files/pdfs/p20/RedefiningCollegeReadiness.pdf>

This paper outlines an operational definition of college readiness as “the level of preparation a student needs to enroll and succeed without remediation in a credit-bearing general education course at a postsecondary institution that offers a baccalaureate degree or transfer to a baccalaureate program.” Conley advocates for college readiness to encompass cognitive and metacognitive capabilities, in addition to possessing specific types of content knowledge and having behaviors attributed to success in college.

5. Conley, D. T. (2007). Rethinking college readiness: High schools need to graduate greater numbers of young people prepared for college and careers. But how should readiness be defined?

Forum: College and Career Readiness

<https://files.eric.ed.gov/fulltext/EJ794245.pdf>

The article argues that measures of college preparation are not equipped to communicate to both students and educators what students must do to succeed in college. Conley outlines a comprehensive framework for college readiness to include the following four facets: key cognitive strategies, key content knowledge, academic behaviors, and contextual skills and knowledge.

6. Engle, J., & Tinto, V. (2008). Moving beyond access: College success for low-income, first-generation students.

The Pell Institute

<https://files.eric.ed.gov/fulltext/ED504448.pdf>

This Pell Institute report examines the status of low-income, first-generation college students in higher education. The authors discuss barriers faced by such students and recommend strategies for colleges and universities to address these barriers and help them obtain a degree. The strategies highlighted entail improving academic preparation for college, providing additional financial resources for college, increasing transfer rates to four-year colleges, easing the transition to college, encouraging engagement on college campuses, and promoting reentry for young and working adults.

7. Pathways to College Network and the National College Access Network. (2011). The role of mentoring in college access and success.

<http://www.ihep.org/research/publications/role-mentoring-college-access-and-success>

This brief synthesizes research on the role of mentoring to promote college access and success. It offers resources to practitioners to ensure that their mentoring programs are research based and will produce the most positive outcomes for students. The article provides recommendations for practitioners on different phases of implementing a mentoring program to include the planning stage, mentor recruitment and training, delivery of mentoring services, and monitoring program effectiveness.



- 8. Kinzie, J., & Kuh, G. (2016). Review of student success frameworks to mobilize higher education.**

Indiana University Center for Postsecondary Research

<http://cpr.indiana.edu/pdf/Student%20Success%20Framework%20Report%20Kinzie%20and%20Kuh%20Edited%20Report%20for%20posting%202017.pdf>

This report from the Indiana University Center for Postsecondary Research defines student success and summarizes extant student success frameworks. The report also suggests next steps for mobilizing student success in higher education. Examples of these next steps are to require that student success interventions be based on demonstrably effective policies, programs, and practices; highlight the fact that students' success efforts are complementary and integrated rather than what the authors call piecemeal incrementalism; use data monitoring systems to gauge implementation efforts and evaluate their efficacy; and invest in additional field-based research to discover additional promising structures and strategies.

- 9. Martinez, M. A., Everman, D., & Haber-Curran, P. (2017). A college outreach mentorship program for high school students: Considering college student mentors' roles and perspectives.**

Collaborations: A Journal of Community-Based Research and Practice

<https://scholarlyrepository.miami.edu/cgi/viewcontent.cgi?article=1003&context=collaborations>

This case study examined a university-based college outreach work-study mentoring program in Texas. In this program, mentors—comprising college students—assist high school students from underserved backgrounds in navigating the college admission process.

- 10. Mattern, K., Burrus, J., Camara, W., O'Connor, R., Hanson, M. A., Gambrell, J., Casillas, A., & Bobek, B. (2014). Broadening the definition of college and career readiness: A holistic approach. ACT Research Report Series.**

ACT Research Report Series

<http://files.eric.ed.gov/fulltext/ED555591.pdf>

This report posits that discussions about college and career readiness (CCR) can be broadened to include non-cognitive skills, and that discussion of students' CCR should be assessed prior to high school. Further, the report advocates for a multidimensional and holistic model of CCR and success to include core academic skills, cross-cutting capabilities (e.g., critical thinking and collaborative problem solving), behavioral skills for success in education and the workforce, and skills to navigate educational and career paths.



- 11. Perna, L. W. (2014). Promoting college access for all students (presentation for the Leading the Way Compact Forum, West Virginia Higher Education Commission).**

University of Pennsylvania Scholarly Commons

https://repository.upenn.edu/cgi/viewcontent.cgi?referer=https://www.google.com/&httpsredir=1&article=1452&context=qse_pubs

This presentation focuses on improving higher educational attainment for all individuals. It offers insights on college enrollment decisions and advocates for focusing on context to improve college access and completion.

- 12. Perna, L., & Thomas, S. L. (2006). A framework for reducing the college success gap and promoting success for all.**

National Postsecondary Education Cooperative

https://nces.ed.gov/npec/pdf/Perna_Thomas_Report.pdf

This report develops a conceptual model for understanding student success and identifying ways to reduce gaps in success across income, class, and racial/ethnic groups. The stated goal is to inform the development, implementation, and evaluation of policy and practice rather than to identify particular policies or programs that will ensure success for all students.

- 13. Sablan, J. R., & Tierney, W. G. (2014). Examining college readiness.**

American Behavioral Scientist

<http://journals.sagepub.com/doi/abs/10.1177/0002764213515228>

This issue explores the definition of college readiness, how to assess and evaluate students' college readiness, and interventions and policies to enable high school students to graduate college-ready. The issue also delves into ownership of learning and self-efficacy to promote college readiness, and it offers insights into summer bridge programs.

- 14. Tierney, W. G., & Duncheon, J. C. (2016). The problem of college readiness.**

Journal of College Student Development

https://www.researchgate.net/publication/310601081_The_Problem_of_College_Readiness_ed_by_William_G_Tierney_and_Julia_C_Duncheon

This book uses California as a case study to demonstrate how the state has strived to make postsecondary opportunities accessible for all students. Tierney and Duncheon also explore the challenges with postsecondary access and attainment and address what states and schools can do to improve college readiness and completion. For example, in addition to academic readiness, they assert the importance of enhancing non-cognitive competencies and college knowledge (e.g., admissions and financial aid procedures). The authors also discuss college readiness policies such as the college-for-all curriculum and college readiness assessment.



- 15. Tierney, W. G., & Garcia, L. D. (2014). Getting in: Increasing access to college via mentoring. Findings from 10 years of a high school mentoring program.**

ERIC

<https://eric.ed.gov/?id=ED559562>

This report discusses the University of Southern California's mentoring program, which guides twelfth-graders through the college and financial aid application processes. The program works with high school seniors in high-poverty, low-college-going high schools to present them with the same opportunities to attend a four-year institution as their wealthy peers. The mentoring program addresses the issue that many college-eligible high school students do not attend postsecondary institutions, or attend less demanding ones, because: (1) they lack the counseling and support structures necessary to apply to college, or (2) they lack the counseling and support structures that enable them to apply to the kind of institution to which they should aspire.

- 16. Tierney, W. G., Bailey, T., Constantine, J., Finkelstein, N., & Hurd, N. F. (2009). Helping students navigate the path to college: What high schools can do (NCEE #2009-4066).**

National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education

https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/higher_ed_pg_091509.pdf

This *What Works Clearinghouse* guide is designed to help schools and districts develop practices to increase access to higher education for students who face barriers to college entry. This guide highlights steps to implementing the recommendations for school and district administrators, teachers, counselors, and other education staff. The recommendations focus on preparing students academically for college by offering a college preparatory curriculum and assessing students' college readiness skills. The other recommendations focus on how high schools can implement and sustain college aspirations by surrounding students with adults and peers who foster these aspirations.

- 17. Wiley, A., Wyatt, J., & Camara, W. J. (2011) The development of a multidimensional college readiness index.**

The College Board

<https://files.eric.ed.gov/fulltext/ED563050.pdf>

The College Readiness Index discusses what it takes to be successful in college and is geared toward students and families to inform them of what it takes to be college ready. The Index is intended to summarize students' college readiness post-high school.