

Faculty and Staff Diversity Mini-Grant Final Report

Project title: At-Promise Retention Pilot Study

Grant Recipients:

Andrea Kitomary, Team Lead

Kaylee Moreno

Elizabeth Burbatt

Michael Wade

David Darrow

Shelly VandePanne

Date Project Started: September 2018

Amount of Money Funded by the Mini-Grant \$5,000

1. How was the grant used to address a diversity or inclusion related goal?

The grant was used to address the diversity and Inclusion goal #3 that focuses on recruiting, retaining, and graduating a diverse student population. This pilot study sought to understand if traditionally marginalized populations (academically, economically, and historically underrepresented students) are academically adjusting, engaged in the campus community, and feeling a sense of community on Ferris's campus.

2. Describe the audience that was impacted by the grant's implementation.

Provide quantitative data, if available.

The audience that was impacted by the grant's implementation were students identified as at-promise, meaning these students were academically, economically, and/or historically underrepresented students. In this pilot study, pre and post survey data were collected on the constructs of academic self-efficacy, mattering and sense of community. However, in spite of the groups' efforts to encourage post survey participation by using the grant funds to purchase gift cards, there were not enough post surveys to significantly report any results. Yet, the impetus behind the grant pilot was also to understand if intervention programming was affecting retention among students in the at-promised groups verses those who didn't receive any services. Based on the outcomes identified, it was found that students who participated in

at least one intervention program were retained at a higher rate than those who had no intervention. Surprisingly, we also learned that students who placed in the medium risk group for attrition were not served better in participating in more than one intervention program. Attrition increased if students were medium risk and more than one intervention program. To capture the data on all outcomes, a Power Point presentation is attached to the submission of this report.

3. Grant recipients are required to provide a short narrative that details the specific efforts each of the collaborators made to the implementation of the grant.

Each grant recipient was responsible for conducting the pilot study through his/her office or with his/her program participants. Pilot study activities designed included program participant meetings, pre/post survey distribution and follow-up of completion of surveys, review of progress reports, review of midterm grades, completion of an academic goals plan, and any activities related to the office/program’s intervention method(s). The chart below details the different pilot student activities and intervention methods each office/program conducted.

Kitomary-LEAD	Moreno/Burke-Latin@ Studies	Burratt-TIP & Emerging Scholars	Wade-(OMSS)TOWERS & BMN	Darrow-COEHS-RAP
Pre-survey	Pre-survey		Pre-survey	
5 th week Progress Reports	5 th week Assessment grade report	Peer Success Coach student meetings	Informal office touch points	
Review of Midterm grades	Review of Midterm grades	Review of Midterm grades	Review of Midterm grades	Review of Midterm grades
LEAD Plan-goal setting, portfolio development, Strengths Quest results	Meeting with Promesa Coordinator and individualize plan	TIP Scholars Needs Assessment	Academic Achievement Plan and discussion	Recovery Achievement Pathways {RAP}-Action Plan
Recovery Achievement Pathways {RAP} Action Plan and presentation	Various academic workshops promoted	Peer Success Coach student meetings	Formal meeting with OMSS staff member	RAP presentation of campus resources
Mandatory Weekly Academic Success Coaching as follow-up on	10 week Assessment grade report	Various academic workshops	Informal office touch points and academic workshops	Voluntary Academic Success Coaching

RAP Action Plan		promoted	promoted	
Post-Survey	Post-Survey		Post-Survey	

4. What is your overall assessment of the project’s impact on the Ferris community? How did this impact compare to what you expected?

The group was able to present this project at the HatchEd Conference, fall 2019 to demonstrate the impact the study has on retaining students of color and other marginalized students. Due to some of our expectations with the pilot not being fulfilled due to challenges with acquiring data from Rapid Insight, and being able to launch the study over the course of one-year and not getting a sufficient amount of post survey data, we have redesigned some aspects of the pilot and will rerun the study during the 2019-2020 academic year.

5. Present a final budget including all funds received and spent related to the project, with special focus on the funds received via the Diversity Mini-grant.

Budget Overview					
	Requested Grant Funds	Funding from other	TOTAL BUDGET	Expenditures Grant Funds	From Other Sources

		sources			
STIPEND		In-kind School of Education paid at \$1700 for grant evaluator per 3 months of work	\$2700		\$566 for 1 month of work
HONORARIA-Gift Card to student participants @ \$10 per card for 200 students to be split among the offices participating in the study. If we have more students than gift cards, each office as agreed to devise how best to give out the gift cards-affle, first 50 to sign-up etc...	\$2,000		\$2000	\$500	
TRAVEL					
FOOD					
RENTALS					
PRINTING & DUPLICATING-printing cost of consent forms per student		In-kind office/program budgets, estimated based on .13 @ 250 copies for a total of 32.50 divided among all	\$32.50		\$27.60

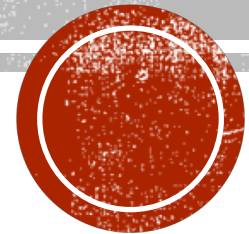
		team members internal budgets			
PROMOTION					
SUPPLIES & POSTAGE					
RESOURCE MATERIALS					
ASSESSMENT TOOLS- The School of Education has a subscription with Survey Monkey to for the creation and distribution of the survey online to students.		In-kind School of Education subscription on Survey Monkey-no value due to standing subscription			
OTHER					
TOTAL	\$2,000	\$ 1732.50	\$3,732.50	\$500	\$593.60

Primary Grant Recipient's Signature _____

Date _____

HOW DOES INTERVENTION PROGRAMMING AFFECT RETENTION: STUDENT AND ACADEMIC AFFAIRS COLLABORATION

At-promised Retention Pilot Study 2019



AT-PROMISED DEFINED

- Academically Disadvantaged- taking a remedial course and/or below university high school GPA or testing scores
- Economically Disadvantaged- receiving some form of Pell Grant and/or Medicaid recipient for a minimum of two years
- Historically Underrepresented- belonging to an ethnical/racial group that has not been represented in higher education



COLLABORATORS ON THE RESEARCH PILOT

- Office of Multicultural Student Services-T.O.W.E.R.S Leadership Program & BMN
 - TIP Scholars & Emerging Scholars
 - College of Education and Human Services-Recovery Achievement Pathways
 - School of Education-LEAD by Design
 - Center for Latin@ Studies-Promesa Scholars
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- General Studies, RSS-Control Group



PILOT RESEARCH STUDY

- Planning began the summer of 2018
- Mini-diversity grant secured for research assistance
- IRB approved Fall 2018- but failed to launch
- Launched -spring 2019-one semester
- Pre-survey and Post Survey
- Mid-term grade review
- Interventions per our programs
- Banner data on GPA, Credits, fall-to-fall retention
- Rapid Insight predictive analytics used to examine attrition after the academic year



DEMOGRAPHIC SUMMARY-STUDENT TYPE

	C-Continuing	Didn't enroll	F-FTIAC	R-Readmit	T-Transfer
	Count	Count	Count	Count	Count
TIP	21.5%	0.0%	75.2%	0.0%	3.3%
TIP Emerging	6.6%	0.0%	93.4%	0.0%	0.0%
LEAD	5.8%	0.0%	80.8%	1.9%	11.5%
Promesa Scholars	23.8%	4.8%	71.4%	0.0%	0.0%
OMSS-T2S	11.1%	0.0%	77.8%	0.0%	11.1%
OMSSBMN	92.9%	0.0%	0.0%	0.0%	7.1%
TOWERS	88.5%	0.0%	11.5%	0.0%	0.0%
RAP	75.7%	0.0%	19.1%	2.9%	2.2%
Control Group	83.1%	0.0%	1.7%	5.1%	10.2%



DEMOGRAPHIC SUMMARY-ETHNICITY

	American Indian/ Alaskan Native	Asian Pacific Islander	Black or African American	Hispanic/Latino	Multiracial	White
TIP	0.8%	0.8%	39.7%	15.7%	8.3%	34.7%
TIP Emerging	1.6%	0.0%	36.1%	16.4%	6.6%	39.3%
LEAD	0.0%	1.9%	17.3%	7.7%	7.7%	65.4%
Promesa Scholars	0.0%	0.0%	0.0%	80.0%	5.0%	15.0%
OMSS-T2S	0.0%	0.0%	33.3%	11.1%	11.1%	44.4%
OMSSBMN	0.0%	0.0%	85.7%	0.0%	7.1%	7.1%
TOWERS	0.0%	0.0%	92.3%	7.7%	0.0%	0.0%
RAP	2.2%	0.0%	25.7%	7.4%	1.5%	63.2%
Control Group	0.0%	0.0%	36.2%	5.2%	3.4%	55.2%
Overall	1.0%	0.4%	35.0%	13.1%	5.0%	45.5%



RISK OF ATTRITION FROM THE UNIVERSITY

		Risk Groups		
	N	High	Low	Medium
TIP	120	39%	27%	34%
TIP Emerging	61	48%	28%	25%
LEAD	52	38%	31%	31%
Promesa Scholars	17	47%	24%	29%
OMSS-T2S	9	33%	56%	11%
OMSSBMN	14	57%	36%	7%
TOWERS	27	26%	30%	44%
RAP	136	27%	29%	43%
control group	188	46%	25%	29%



INTERVENTIONS

Kitomary-LEAD	Burke-Latin@ Studies	Burbatt-TIP & Emerging Scholars	Wade-TOWERS & BMN	Darrow-COEHS-RAP
Pre-survey	Pre-survey		Pre-survey	
5 th week Progress Reports	5 th week Progress Report	Peer Success Coaching	Informal office touch points	
Review of Midterm grades	Review of Midterm grades	Review of Midterm grades	Review of Midterm Grades	Review of Midterm Grades
LEAD Individualized plan	Promesa Coordinator mgts.& individualized plan	TIP Scholars Needs Assessment	Academic Achievement Plan and discussion	Recovery Achievement Pathways {RAP}-Action Plan
Recovery Achievement Pathways {RAP} Action Plan and presentation	Various academic workshops promoted	Peer Success Coach student meetings	Formal meeting with OMSS staff member	RAP presentation of campus resources
Mandatory weekly Academic Success Coaching following RAP Action Plan	10 week Progress Report	Various academic workshops promoted	Informal office touch points and academic workshops promoted	Voluntary Academic Success Coaching
Post-Survey	Post-Survey		Post-Survey	



OUTCOME #1

To increase fall-to-fall retention by 5% for at-promise students participating in an intervention program and flagged as **at-risk [medium risk]** for attrition versus those who didn't participate in an intervention program.



OVERALL PROGRAM INVOLVEMENT AND RETENTION

	High Risk	Medium Risk	Low Risk
Control Group	48%	63%	35%
1 Program	50%	68%	65%
2 Program	62%	67%	72%



OUTCOME #2

To evaluate if targeted interventions increase retention as measured by continued academic progress toward degree completion and increasing GPA per semester among students who are flagged [medium risk] through predicative analysis verses those in the control group.



G.P.A GAIN/LOSS BY RISK GROUP

	High Risk Group				Medium Risk Group				Low Risk Group			
	Fall 2018 GPA	Spring 2019 GPA	GPA Gain 2019	Count	Fall 2018 GPA	Spring 2019 GPA	GPA Gain 2019	Count	Fall 2018 GPA	Spring 2019 GPA	GPA Gain 2019	Count
TIP	2.36	1.87	-0.51	47	2.31	2.03	-0.15	41	2.25	2.30	-0.10	32
TIP Emerging	2.43	1.91	-0.66	29	2.43	2.67	0.23	15	2.52	2.57	-0.10	17
LEAD	2.11	2.09	-0.12	20	2.23	2.15	0.07	16	2.25	1.55	-0.95	16
Promesa Scholars	2.22	2.31	0.10	8	2.28	1.89	0.07	5	1.60	1.30	-0.55	4
OMSS-T2S	2.35	1.80	-0.56	3		2.57	2.57	1	2.59	2.07	-0.51	5
OMSSBMN	1.64	1.53	-0.28	8	2.43	1.55	-0.88	1	2.73	2.47	-0.26	5
TOWERS	2.39	1.48	-1.12	7	2.62	1.97	-0.43	12	2.63	1.89	-0.74	8
RAP	2.03	1.92	-0.20	37	2.29	2.29	-0.15	59	2.38	2.10	-0.21	40
Control Group	1.72	1.71	-0.07	27	2.27	2.14	-0.22	24	2.62	2.44	0.14	8



CREDITS EARNED/LOSS BY RISK GROUP

		High		Medium		Low	
		Mean	Count	Mean	Count	Mean	Count
TIP	Total cr lost	5.70	47	6.07	41	5.19	32
TIP Emerging	Total cr lost	5.41	29	3.60	15	3.88	17
LEAD	Total cr lost	4.40	20	5.69	16	7.44	16
Promesa Scholars	Total cr lost	5.13	8	6.80	5	5.50	4
OMSS-T2S	Total cr lost	3.00	3	0.00	1	7.20	5
OMSSBMN	Total cr lost	7.38	8	6.00	1	3.80	5
TOWERS	Total cr lost	5.29	7	6.00	12	3.00	8
RAP	Total cr lost	6.43	37	4.93	59	6.63	40
Control Group	Total cr lost	8.44	27	5.50	24	4.25	8



OUTCOME #3

To understand which intervention strategies are most effective in increasing student perceptions of academic preparedness, social integration, and sense of community.

-Not enough data collected



REFLECTIONS AND MOVING FORWARD

Challenges 2018/2019

- Timely data accessibility
- Pre and Post Survey Timeline
- Progress Report Distribution
- Midterm Grades Reported
- Institutional Structure of “silos”

Changes 2019/2020

- Started interventions earlier
- Moved the Pre/Post timeline
- Add C4 Program
- Midterm Grades-focus on Reading, English, Math
- Shared interventions cross divisions/colleges and increased communication cross divisionally/colleges

