Faculty Staff Diversity Mini-Grant Application. Electronic submission is required. A signature page signed by each team member is required; please include a scanned/digitized copy with your submission or send the signature page separately to the Diversity and Inclusion Office.

Project Title (up to 25 words) At-Promise Retention Pilot Study

List the members of the team and indicate their roles on the project. One member should be identified as Team Leader.

1 (required) ___Andrea Kitomary_____   Role on team: _____Team Lead_____

2 (required) __Kaylee Moreno_____   Role on team: _____member_____

3 (required) __Elizabeth Burbatt_____   Role on team: _____member____

4 (optional) _Michael Wade_____   Role on team: _____member_____

5 (optional) ____David Darrow_____   Role on team: _____member_____

6 (optional) _____Shelly VandePanne_____   Role on team: _____member_____
Add additional lines as necessary to list all team members

Contact Information for Team Leader:
College of Education and Human Services
School of Education
Dr. Andrea Kitomary, Student Retention Coordinator
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Project Summary/Abstract

The At-Promise Retention Pilot Project is an effort to decrease attrition at Ferris State University among academically, economically and/or historically underrepresented students. This research pilot project is a collaboration between various offices on campus that serve at-promise students. Students with high attrition indicators are often deemed at-risk; but, we have renamed them at-promise because if we can retain them at Ferris their potential can be unlocked and developed. This project study seeks to measure over an academic year students' academic self-efficacy, sense of community and mattering, and social integration at the university. These theoretical concepts based in positive psychology and student development theory are well documented in the literature as conceptual frameworks for reducing

attrition among at-promise students. Additionally, the project will assess if targeted interventions significantly increase students' perceptions of the theoretical constructs, increase persistence from fall-to-fall, and provide best practices intervention strategies for the targeted populations.

Project Narrative. Please be Concise. Structure your narrative as follows. Do not omit any section.

1. Discuss the need for this project;
   This project is needed to support student retention at Ferris State University among highly at-promised {often referred to as at-risk} disadvantaged academic, economic, and historically underrepresented students on campus. Nationally, completion rates within six-years at four-year public institutions for African American students is the lowest at 45.9%, followed by Hispanics at 55% (Shapiro et al., 2017). FSU falls below national completion rates with an average completion rate among African American students at 30% and Hispanic students at an average at 35% within six years. Subsequently, completion rates within six years among Pell recipients nationally are at 51.4% (Kelchen, 2017), whereas among FSU Pell recipients the average completion rate of bachelor's degree holders within five years is 44%. It is imperative that FSU address the disparity in completion rates among these highly at-promised students by focusing on retention.

   This project is needed because it is designed to assess student academic, social and sense of community perceptions, which if negative can increase attrition. This project study will provide data on which interventions contributed to positive increases in academic, social and community perceptions to help Ferris understand best practices among these targeted groups.

2. Provide a detailed description of the project, including how it will be implemented and the specific roles of each member of the team;
   In support of these specific groups of students, the Retention and Student Services (Student Academic Affairs), TIP Scholars, the School of Education, the College of Education and Human Services (Student Academic Affairs) the Office of Multicultural Students Services, and the Center for Latin@ Studies, have committed to the initiative of providing the academic support needed to help ensure student academic progress. Each office will receive [Rapid Insight] predicative analytics at the individual level based on an agreed upon decile number. Rapid Insight is the predicative analytics software used by Ferris State University. Rapids Insight software identifies characteristics, specific to Ferris students, that are high at risk for attrition. These indicators will help us flag our students.

   Students participating in programming through the respective offices will be flagged for intervention. Common intervention strategies for flagged students will be progress reports, mid-term grade review, and success plan creation and monitoring to the particular programmatic elements of the office/program as well as other interventions to ensure academic progress and success. All participants, in the aforementioned programs, will receive a pre-test and two post-tests. The assessment will allow us to measure if students that received targeted interventions based on predicative analytics were retained at a higher rate than those students who didn't receive services, or may have received limited services.

3. <u>Provide the timeline for the project. Be sure to specify at what point the grant will be considered complete. Final Report is due within 3 months after completion;</u>
   - The timeline for the project is one academic year September 2018-April 2019.
   - Final participant list for each program/office will be gathered by Sept. 15th (exceptions are Student Academic Affairs Offices as these are not programs)
   - Rapid Insight predicative analytics data at the individual level based on program identifiers were submitted for a report to be drafted based on the low to low-middle end of the spectrum as these students are most at-risk for attrition, expected by mid-October.
   - Progress reports, supported by the Provost, will be sent with the students the eighth week (mid-October) of school to give their professors based on those who were identified in the respective offices/programs through the predicative analytics.
   - An informational meeting about the study will take place by each team members' (Dr. Kitomary, Mr. Wade, Ms. Moreno, Mr. Darrow, Ms. VandePanne, and Ms. Burbatt) office/program between Oct. 10-25th to explain the study and sign the consent form. Students will self-select into the study.
   - Pre-surveys will be dispersed by email by team members ending October 26th to those who elect to participate in the study.
   - Data will be electronically collected and analysis performed per the request of each office.
   - Intervention strategies will be put in place with the basis for any intervention beginning with a success plan.
   - Midterm grades will be reviewed by each team member's (Dr. Kitomary, Mr. Wade, Ms. Moreno, Mr. Darrow, Ms. VandePanne, and Ms. Burbatt) office/program.
   - If needed, an additional intervention will be incorporated to new students who were not on the Rapids Insight predicative list in the fall, as well as further assistance provided to those originally on the predicative list.
   - Student will take a post survey online at the end of the semester (early December).
   - In the second semester, students on the predicative analytic list will repeat the process with progress reports in mid-February, success plan, midterm grades, and additional interventions if needed. However, additional students will be flagged who are now on academic probation and these students will be contacted by Student Academic Affairs (Mr. Darrow and Ms. VandePanne) to create a success plan and follow-up.
   - All students will take a post-post-test online at the end of the year in late April, which will conclude the study.
   - Data will be analyzed over the summer to produce a report by July 31, 2019.

4. <u>Describe the target audience and indicate how many participants are expected. Discuss how the project will be publicized and promoted and, if appropriate, how participants will be selected.</u>
   The target audiences for the project are academically (based off of high school GPA or developmental courses) economically (based on Pell Grant recipient) and/or historically underrepresented students. It is anticipated that across all programs/offices upwards of 200 students will participate in this project.

   The project will be publicized through the team members from each program/office to their specific participant list. Students on each of the team members program/offices finalized

participation list for the academic year will serve as each offices/programs invitation list for participation in the study. This would include students who are on the predicative list and those who are not.

5. <u>Discuss specifically how the project relates to the current Ferris State University Diversity and Inclusion Plan;</u>
This project aligns with the vision of the Diversity and Inclusion Office as it seeks to understand through evidence based research if "all members of the [campus] community including historically underrepresented groups, enjoy a campus that [is] academically and professionally supportive, respectful, safe, and welcoming…" as the study includes marginalized groups from low economic status, academically disadvantaged and historically underrepresented groups. Utilizing quantitative research methods, this project study will provide validity to retention best practices specific to Ferris, provide data on gaps where Ferris can improve retention efforts, and provide a scalable framework for the university to consider implementing. Currently, this research study is in the IRB review process.

Additionally, this research project relates to Goal 3 of the Diversity and Inclusion plan that focuses on recruiting, retaining, and graduating a diverse student population. As noted in the diversity plan, Ferris has increased the number of diverse student populations on campus over the last several years. However, in review of attrition data, Ferris still has areas of improvement, especially for the targeted populations of this study. This project is solely focused on understanding if students are academically adjusting, social integrating, and feeling a sense of community [safe, welcomed, supported] on Ferris's campus. This project study also seeks to understand if current interventions among the various offices/programs are effecting retention, which if proven to significantly impact persistence, can provide Ferris specific knowledge on how best to retain students from the targeted groups.

6. <u>List at least 3 measurable outcomes for this project/event. For each outcome, identify how it is connected with the Ferris State University Diversity and Inclusion Plan. Include a description of how the outcome will be assessed.</u>

1). To increase fall-to-fall retention by 5% for at-promise {identified as underrepresented, economically disadvantaged, and/or probation students} students flagged as most at-risk for attrition by predicative analytics verses those who are not flagged.

> Each team members' office/program will be provided a list of their most at-risk students who should be flagged for intervention. Students who are flagged will receive intentional support from one or more of our programs/offices as well as progress reports as an early warning effort to intervene. Students who are not flagged, but in one of our programs will have midterm grade review and will receive intervention, if needed.

> This measurable outcome is related to Goal 3, focused on retaining and graduating diverse students as it will help to increase fall-to-fall retention among these targeted populations. Literature supports that for disadvantaged and marginalized populations the biggest attrition happens between freshmen and sophomore year.

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 through predicative analysis.

> Research study participants will be monitored at the end of each semester. Academic progress in terms of number of classes dropped, or not passed will be documented for flagged and non-flagged students. Furthermore, student GPA information will be gathered from Banner and analysis completed to understand average GPA increases between the two groups (flagged verses non-flagged).

> This measurable outcomes is related to Goal 3, focused on retaining and graduating diverse students. Improving completion rates must involve monitoring academic progress (credit load and credit progress) and GPA gains to ensure students are moving toward completion.

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

> Research participants will complete a post survey at the end of fall semester and another post survey at the end of the year to assess what intervention strategy was most helpful in increasing students' academic perceptions, social integration, and sense of community at the university.

> Again, this measureable outcome is related to Goal 3 of the Diversity and Inclusion plan as it seeks to support diverse students at the university. This research will give viable ways to augment support for these targeted at-promise students.

Budget and budget Justification. Use the attached budget form. Required components are:

Final Report.
A final report is required. Failure to submit the final report will exempt all team members from future mini-grant funding.

Expected completion date: _July 31, 2018_____

The final report is due 90 days after the expected completion date. Final reports should be submitted to the Diversity and Inclusion Office.

Budget Overview

	Requested Grant Funds	Funding from other sources	TOTAL BUDGET
STIPEND		In-kind School of Education paid at $1700 for grant evaluator per 3 months of work	$2700
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-raffle, first 50 to sign-up etc…	$2,000		$2000
TRAVEL			
FOOD			
RENTALS			
PRINTING & DUPLICATING-printing cost of consent forms per student		In-kind office/program budgets,	$32.50

		estimated based on .13 @ 250 copies for a total of 32.50 divided among all 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**

The At-Promised Retention Pilot Study project requests $2,000 in funding to support our efforts from the Diversity and Inclusion Office.