

# Data Dialogue: Promising Pathways Intervention (Entering Cohort F18)

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Dominican University

Tuesday, October 22, 2019



# Overview

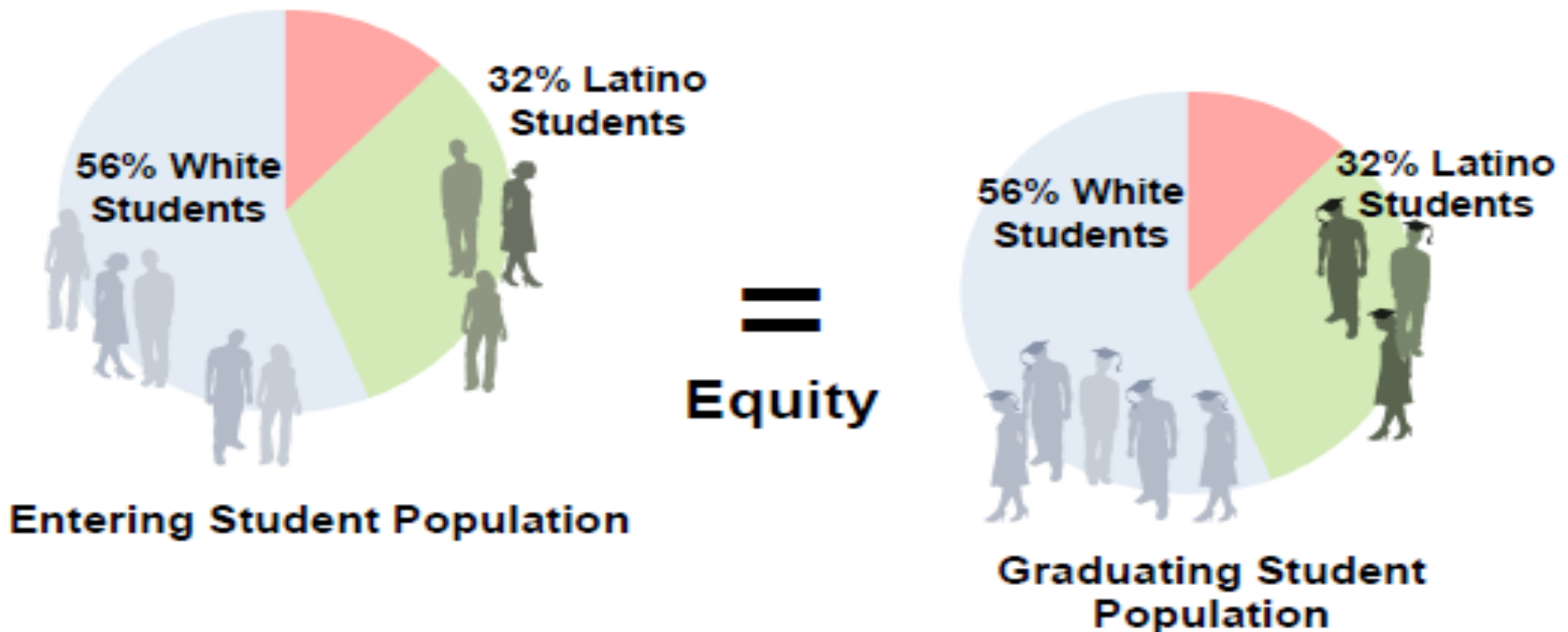
- The case for equity mindedness
- A framework for dialogue
- Overview of PPI
  - Goal
  - Components
  - Implementation (Entering Cohort F18)
  - Outcomes (Entering Cohort F18)
- Dialogue



# The case for equity mindedness

Equity is...

**Representational Equity:** The proportional participation of historically underrepresented student populations at all levels of an institution.



# A framework for dialogue

Main take aways



Suggestions for intervention

Questions

# Promising Pathways (PPI) Overview

AAC&U (2016-2018)

U.S. Department of Education (2017-2022)

- ✓ Equity-based intervention
- ✓ Developmentally appropriate
- ✓ Systemic, core curriculum
- ✓ Scalable

## PPI Cohorts

Year 1: Fall 2016 Cohort (500 freshmen)

- 28 sections: 4 Honors, 6 PPI, 18 Standard Practice

Year 2: Fall 2017 Cohort (441 freshmen)

- 26 sections: 4 Honors, 11 PPI, 11 Standard Practice

Year 3: Fall 2018 Cohort (447 freshmen)

- 25 sections: 3 Honors, 15 PPI, 4 Standard Practice

Year 4: Fall 2019 Cohort (419 freshmen)

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Faculty-Staff Collaboration for Student Success



# Promising Pathways Intervention

## Fall Seminar Components

1. Holistic Advising
  - Individual Advising (Summer SOAR)
  - Small Group Advising (Weeks 6-7)
  - Peer Leader Advising (Weeks 8-10)
  - Individual Advising (Weeks 11-12)
2. Guided Pathway Development
  - Step 1: Students goals (Week 2)
  - Step 2: DU resources, clubs and orgs, experiential learning (Week 3)
  - Step 3: Liberal arts, Core Curriculum, majors & minors (Week 6)
  - Step 4: Year 1 planning & success considerations (Weeks 6-12)
  - Step 5: Reflection and 4-year planning (Week 14)
3. Psychosocial & Success Workshops
  - Time management- Planning life and school (Weeks 1-2, revisit)
  - Freshman Assembly- Normalizing struggle & help seeking (Week 3)



Goal	Components and Activities: Curricular FYE interventions		Outputs	Outcomes		
				Short Term (during semester)	Medium Term (end of semester)	Long Term (over 4-6 years)
Close equity gaps in Dominican University first year students' experiences and outcomes through a curricular, fall seminar intervention . <b>(1)</b>	<b>(1) Holistic Advising:</b> Develop relationships to support students' personal, socio-emotional, financial, cultural and vocational development and wellbeing.	<b>Individual Advising: (1, 2, 3, 6)</b> Advisors meet with students individually during summer SOAR	SOAR attendance	<b>Short Term</b>  <b>Belonging: (2, 4, 5)</b> Students feel like they belong and fit in at DU (Student Survey 1 & 3)  <b>Wellbeing: (2, 4, 5)</b> Students feel happy and accepted at DU (Student Survey 2 & 3)  <b>Performance Challenges: (2, 5, 6)</b> Students manage performance challenges (Student Survey 2 & 3; Alerts, Student Info System)  <b>Student Involvement:</b> Students attend events on campus (SSE records)  <b>AEC Tutoring:</b> Students appointments with tutors in the AEC (SSE records)	<b>Medium Term</b>  <b>Persistence: (1, 2, 5)</b> Students return to DU in the spring (Student Info System)  <b>GPA: (1, 2, 5, 6)</b> Students maintain GPA above 2.0 (Student Info System)  <b>Credit Hours Earned: (2)</b> Students are on track with credit hours to graduate in 4 years (Student Info System)	<b>Long Term</b>  <b>Persistence: (1)</b> Students return to DU each semester (Student Info System)  <b>GPA: (1, 2, 5, 6)</b> Students maintain GPA above 2.0 (Student Info System)  <b>Credit Hours Earned: (2)</b> Students accumulate credit hours to graduate in 4-6 years (Student Info System)  <b>Graduation: (3, 5)</b> Students graduate from DU in 4-6 years (Student info System)
		<b>Small Group Advising: (1, 2, 3, 6)</b> Advisor meets with small groups of students (Weeks 6-7)	Instructor survey			
		<b>Peer Advising: (2, 4, 6)</b> Peer advisors meet with students individually to check in and plan spring course schedules (Weeks 8-10)	SSE records			
		<b>Individual Advising: (1, 2, 3, 6)</b> Advisor meets with students individually (Weeks 11-12)	Instructor survey			
	<b>(2) Guided Pathway Development:</b> Guide students toward planning meaningful college experiences and graduating with a purpose.	<b>Student's Goals and Aspirations PPI Step 1: (1, 2, 3, 6)</b> Help students figure out what their goals and aspirations are (Week 2)	Instructor survey			
		<b>DU Resources and Pathways to Success, PP Step 2: (1, 2, 5, 6)</b> Provide resources and guidance to success (Week 3, Peer LEADers)	Instructor survey			
		<b>Linking Goals to DU PPI Step 3: (1)</b> Help students set goals that are in tune with DU (Week 6)	Instructor survey			
		<b>Year 1 planning PPI Step 4: (1, 2)</b> Academic plan for year 1, set co-curricular goals and reflect on factors that affect success (Week 6-12)	Instructor survey Canvas Download			
	<b>(3) Success &amp; Psychosocial Workshops:</b> Build students' time management skills to support academic success. Challenge students' beliefs about what it means to struggle in college.	<b>Future plans reflection PPI Step 5: (1, 2)</b> Develop a 4-year action plan (Week 14)	Instructor survey Canvas Download			
		<b>Success Time Management:</b> (Weeks 2-3, revisit in weeks 6-7)	Instructor survey			
<b>Freshman Assembly (4)</b> Normalize struggle and help seeking (Week 3)		Course attendance				

# Promising Pathways Intervention: Implementation Assessment

## 1. 3 instructor surveys (Weeks 5, 10, 16)

Component	Implemented?	Yes, this element was implemented...		Did instructors recommend keeping this element of the PPI seminar?			Comments/ Suggestions
		on schedule, in the week scheduled	off schedule, at this time instead	Yes, definitely keep	Maybe, consider keeping	No, remove from PPI	

## 2. 3 instructor community of practice discussions (Weeks 6, 11, 16)

## 3. Canvas course records

- Attendance
- PPI Step 4 (1-year planning tool and success considerations)
- PPI Step 5 (Reflection and 4 year plan)

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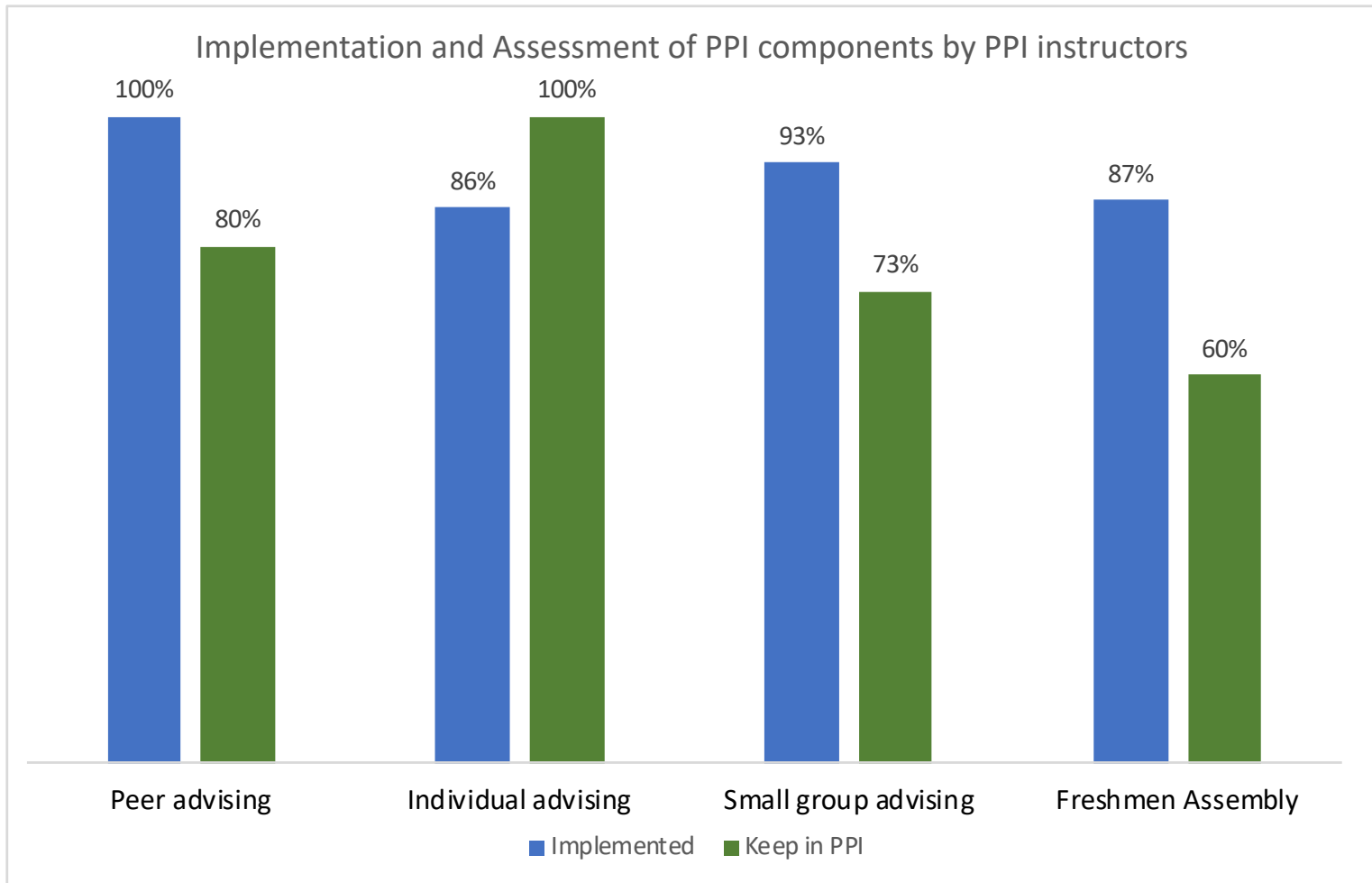
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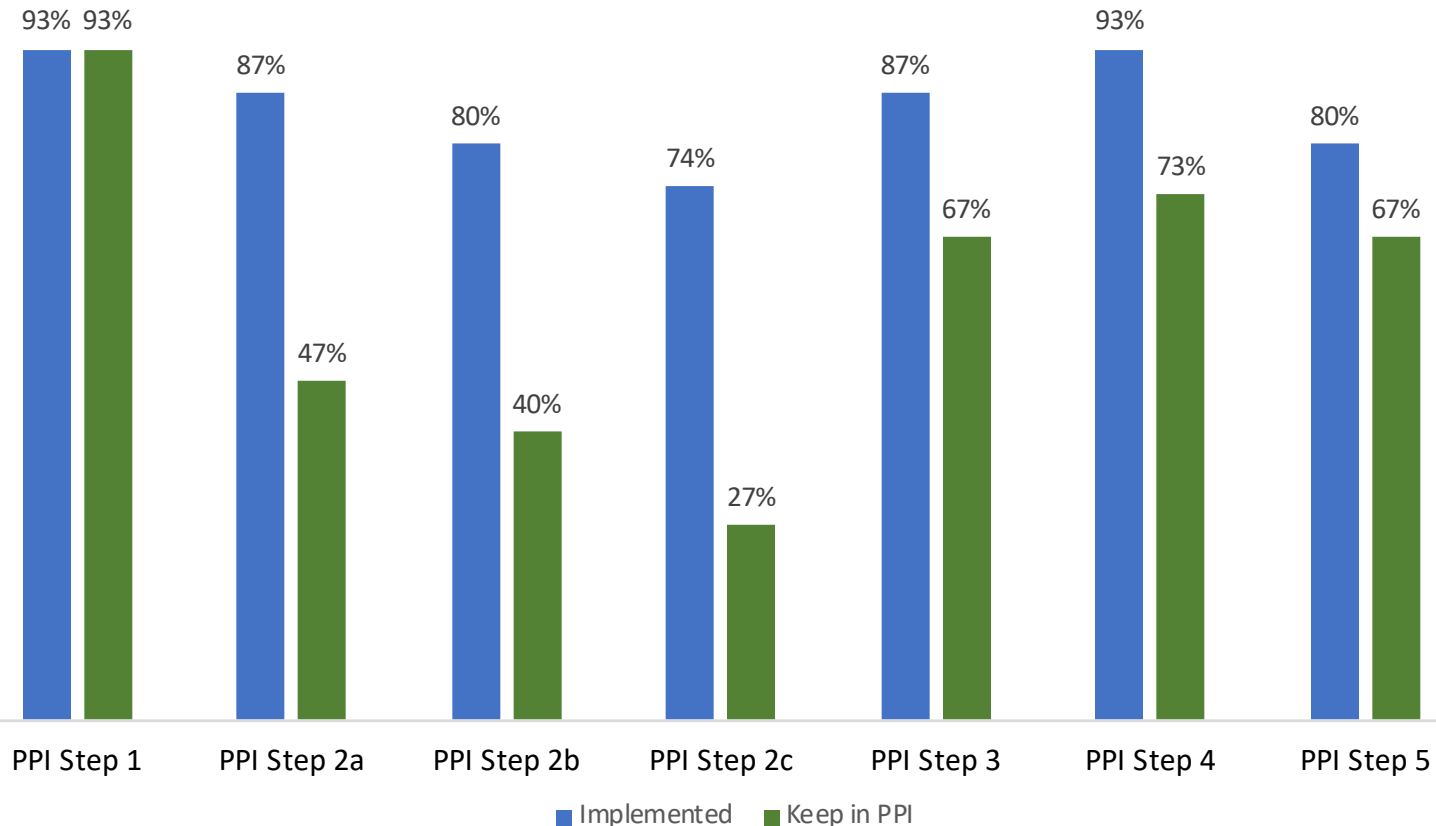
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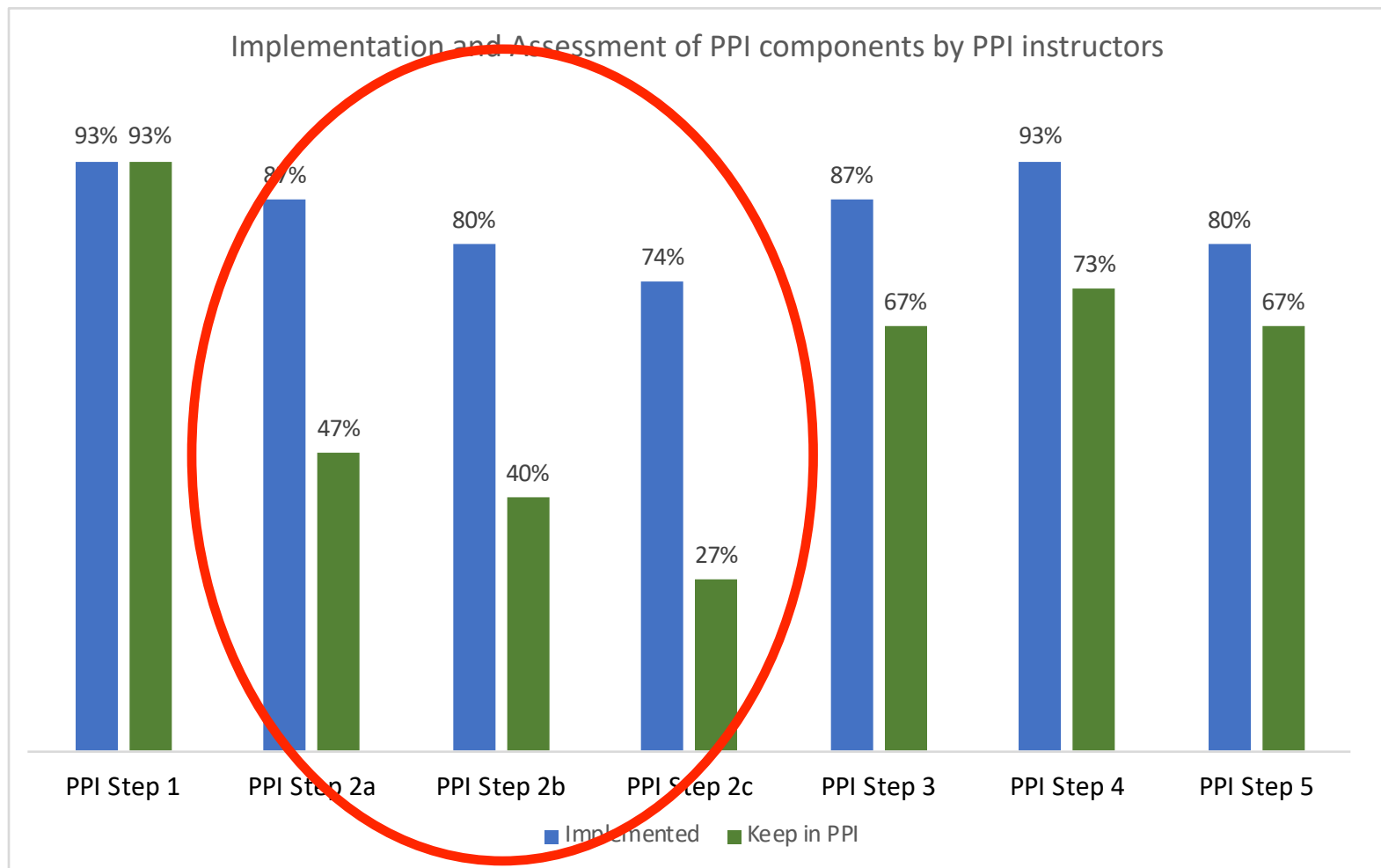


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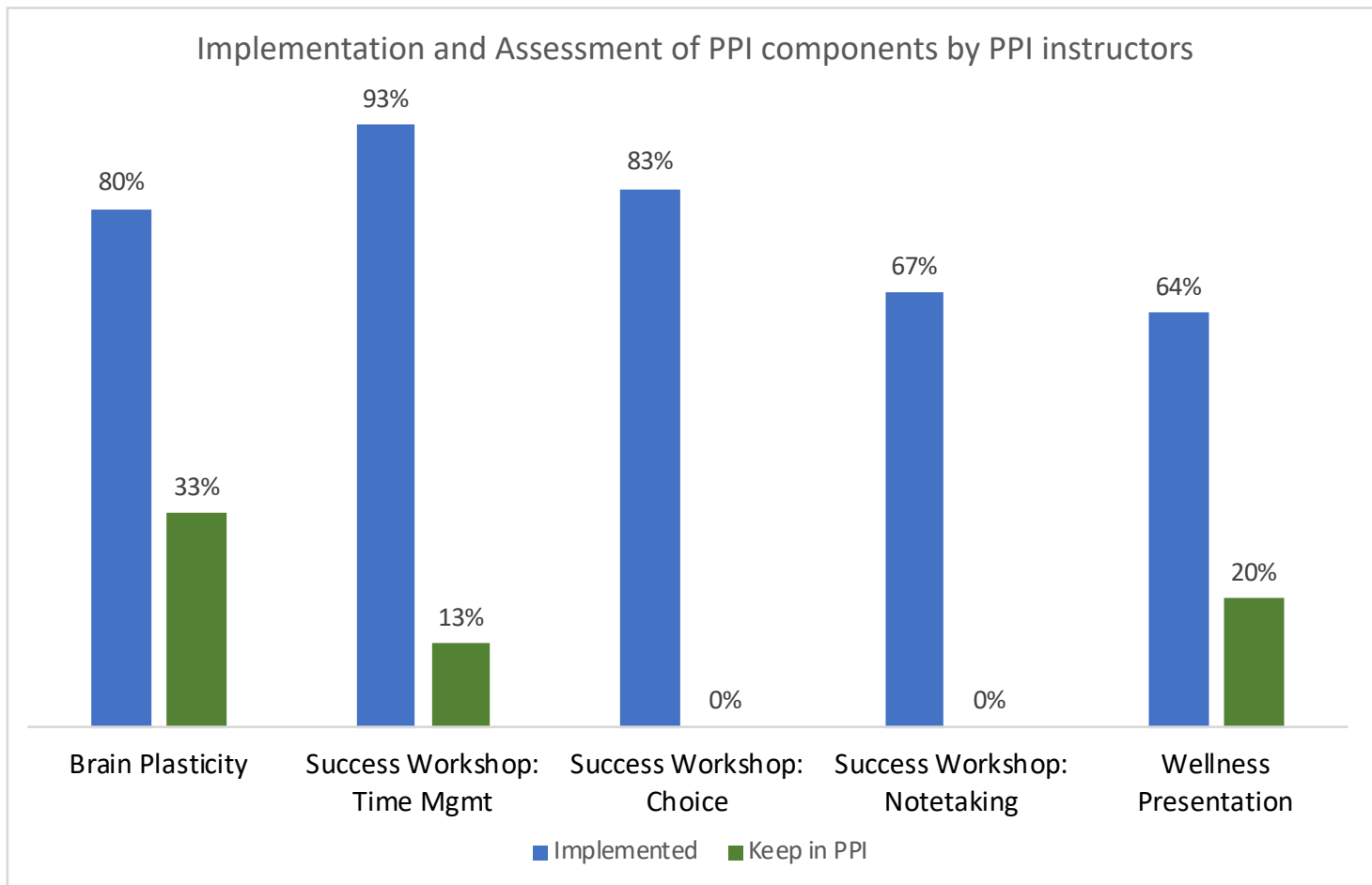
Implementation and Assessment of PPI components by PPI instructors



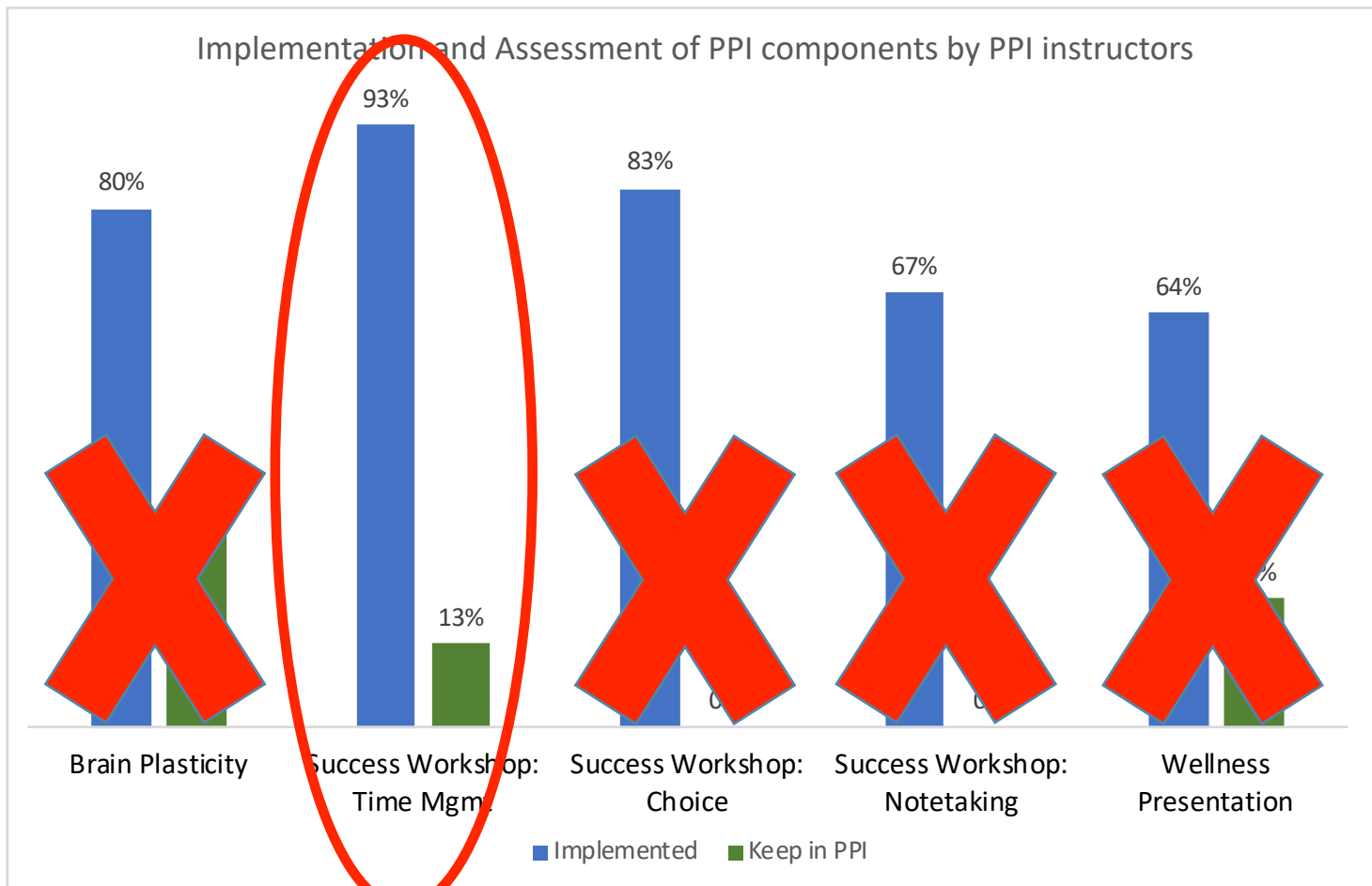
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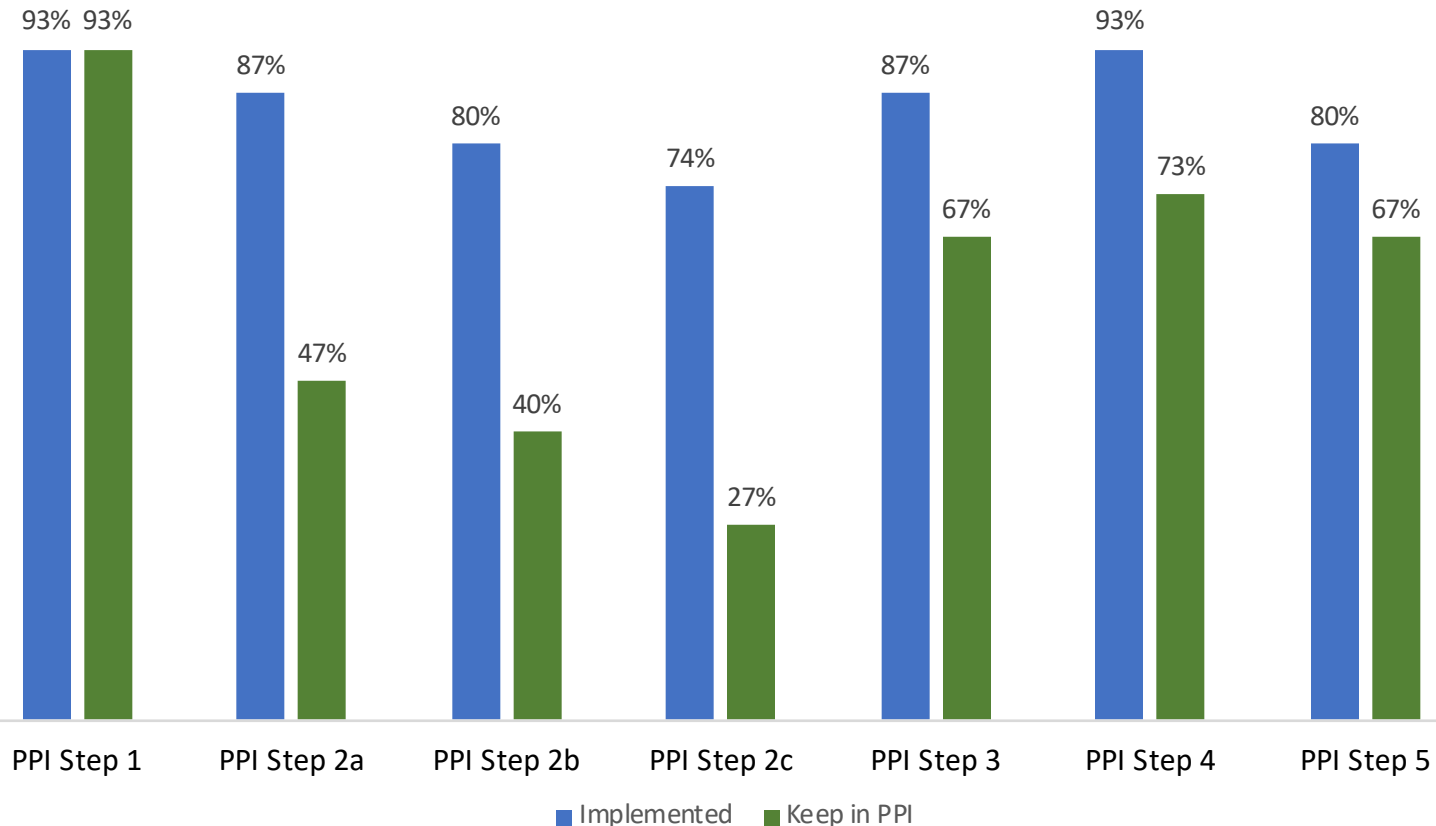
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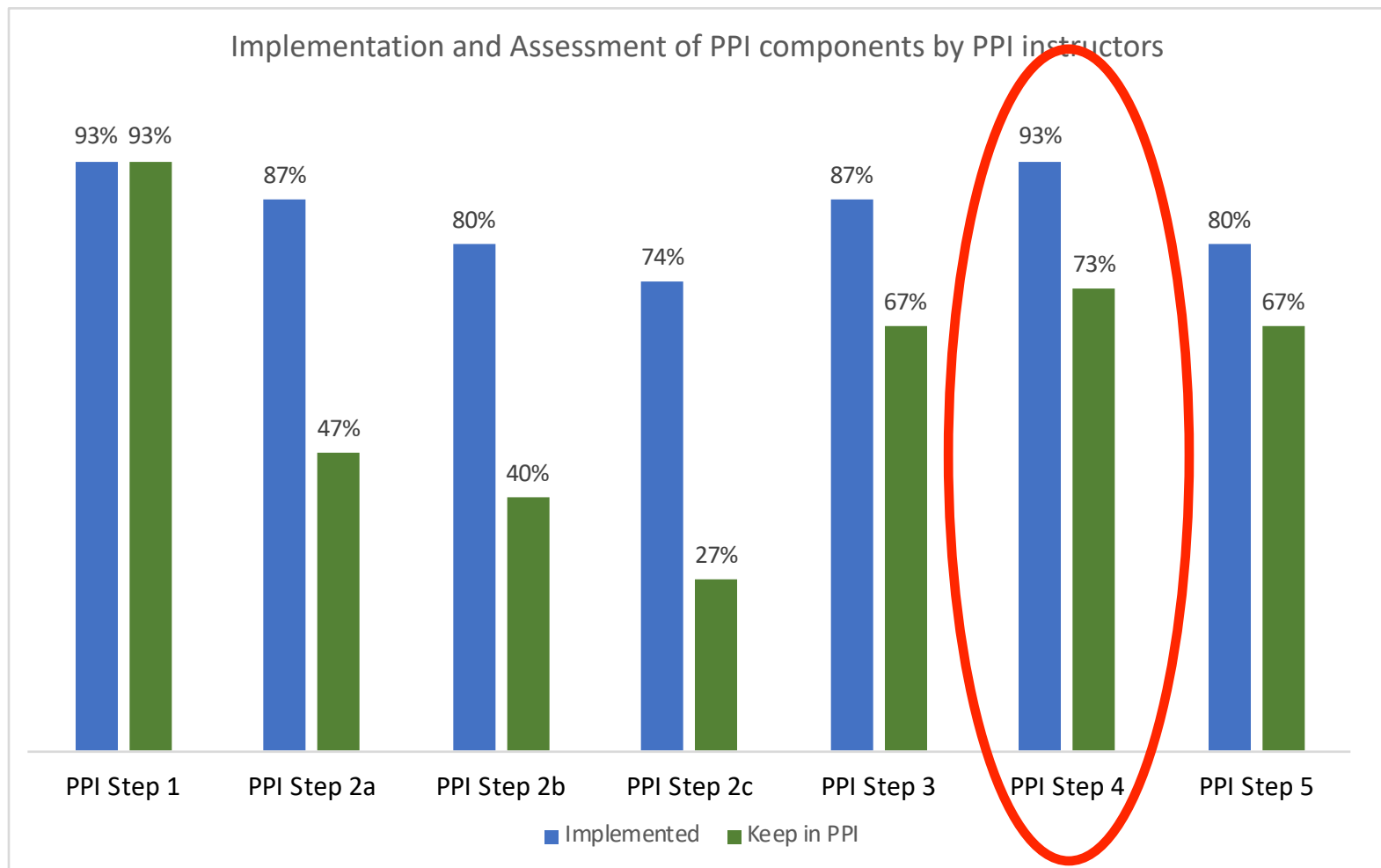


# Promising Pathways Intervention: Implementation Assessment

Implementation and Assessment of PPI components by PPI instructors



# Promising Pathways Intervention: Implementation Assessment



# Keep in PPI: Step 4: Culturally informed holistic advising, focused on



# Promising Pathways Intervention: Outcomes Assessment

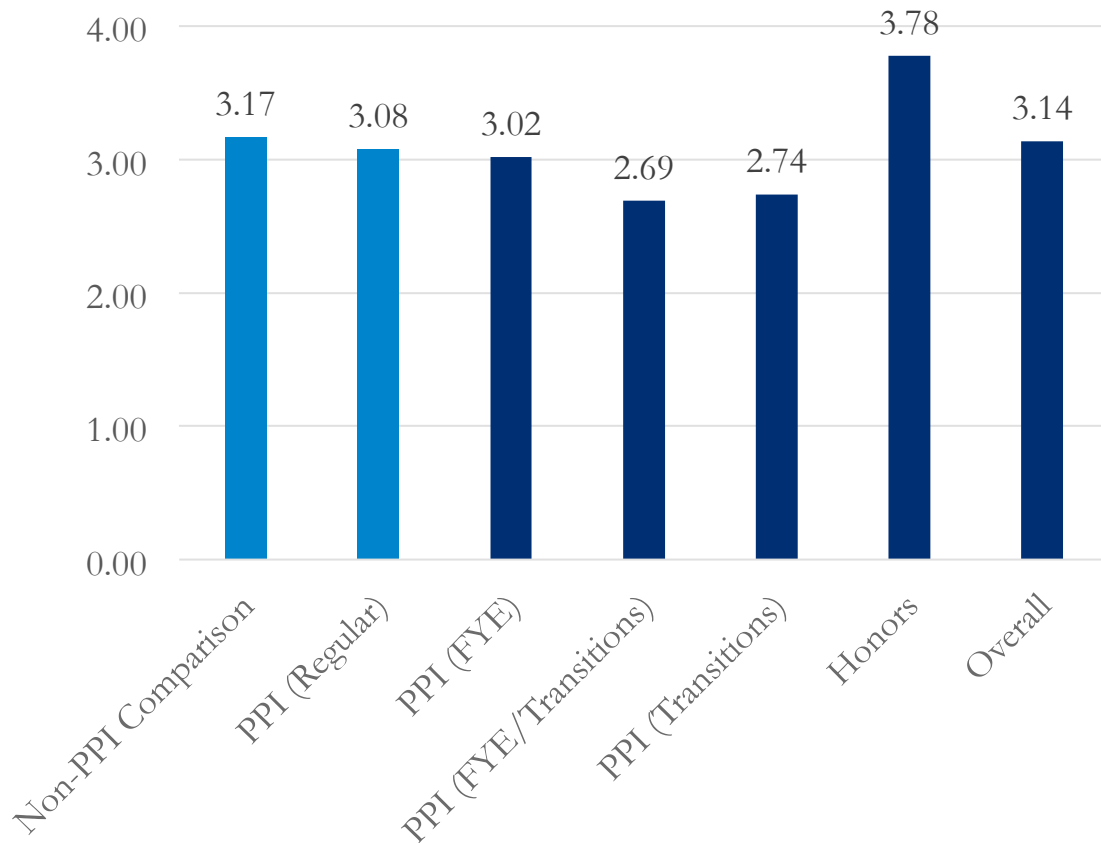
PPI and Comparison groups are comparable on:

1. ACT composite scores
2. SAT composite scores
3. Pell Eligibility
4. Unmet \$ Need
5. First Generation Status
6. Resident Status at DU (commuter vs. resident)

Moreover, PPI and Comparison groups do not carry different cumulative risk based on the factors above ( $M=2.5$ ,  $s=1.68$ , CI [2.39, 2.69])

# Promising Pathways Intervention: Outcomes

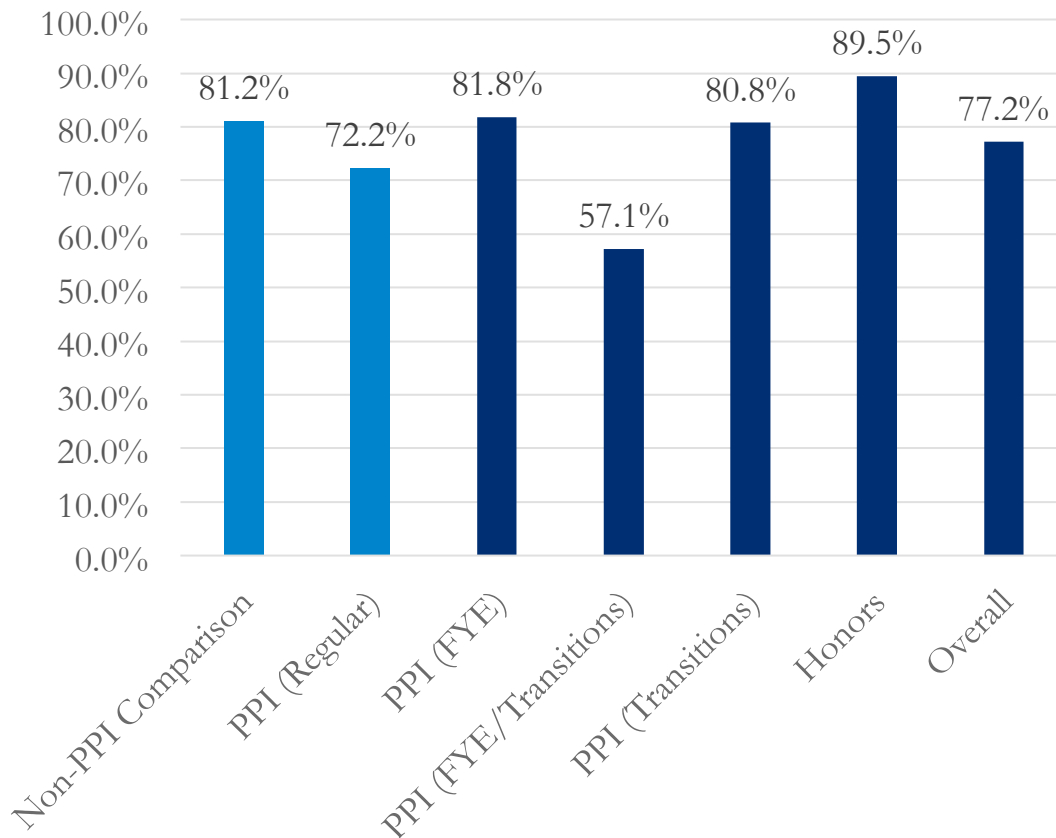
GPA S19



GPA S19

# Promising Pathways Intervention: Outcomes

Persistence to F19



**Persistence  
to F19**

# Promising Pathways Intervention: Outcomes

**GPA F18**

**GPA S19**

**Persistence  
to F19**

# Promising Pathways Intervention: Outcomes

**GPA F18**

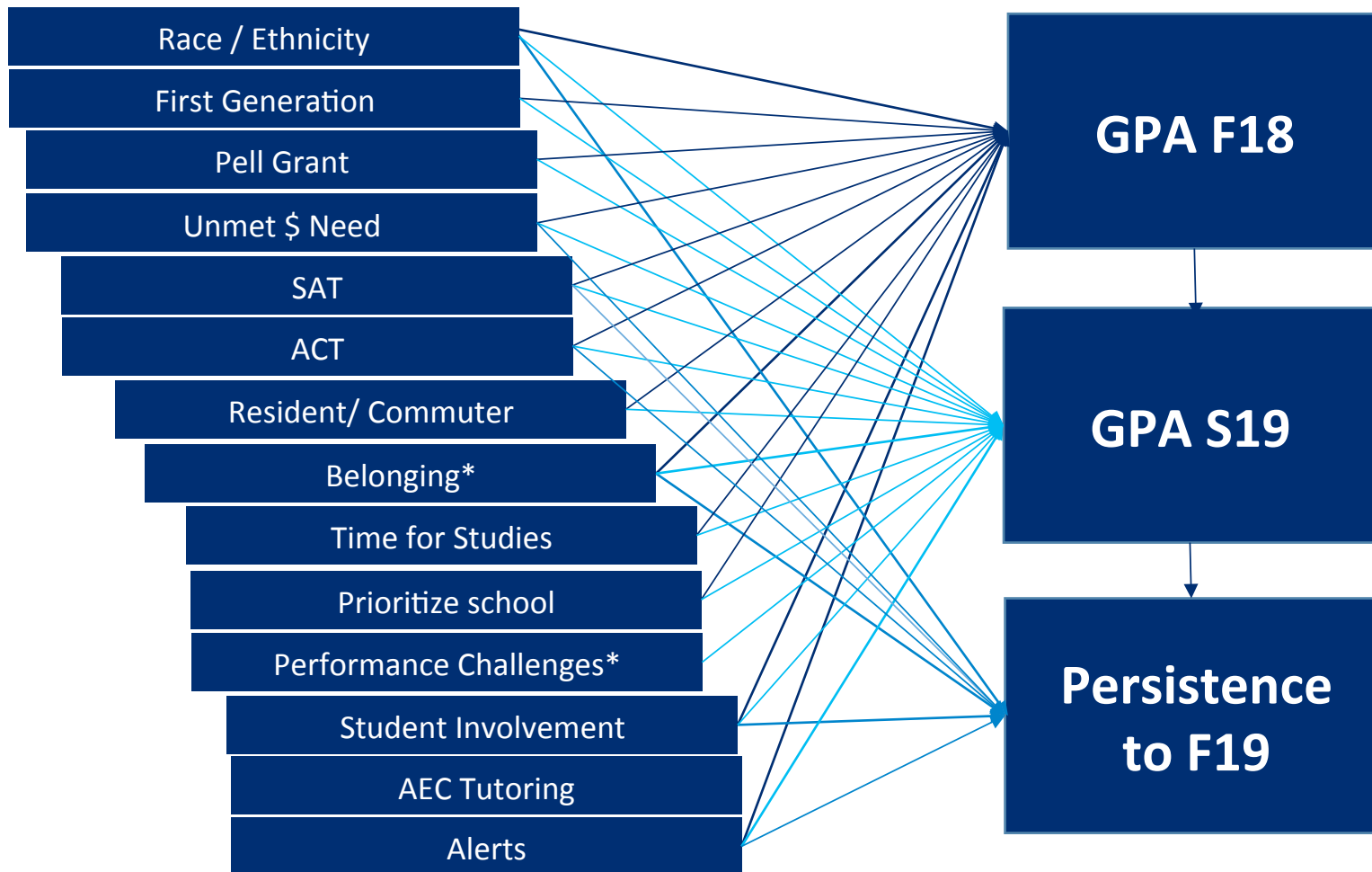
**GPA S19**

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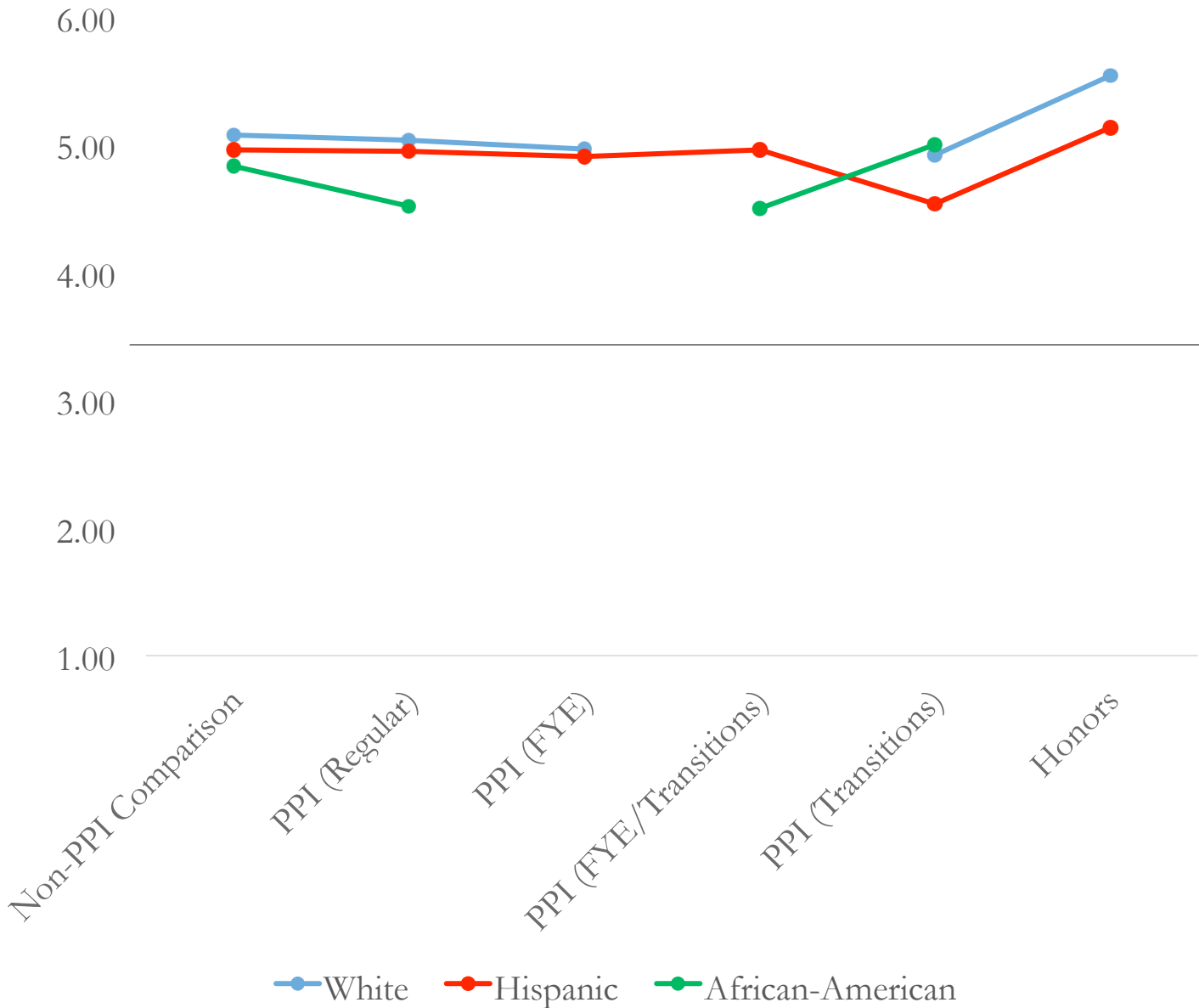




# Promising Pathways Intervention: Outcomes

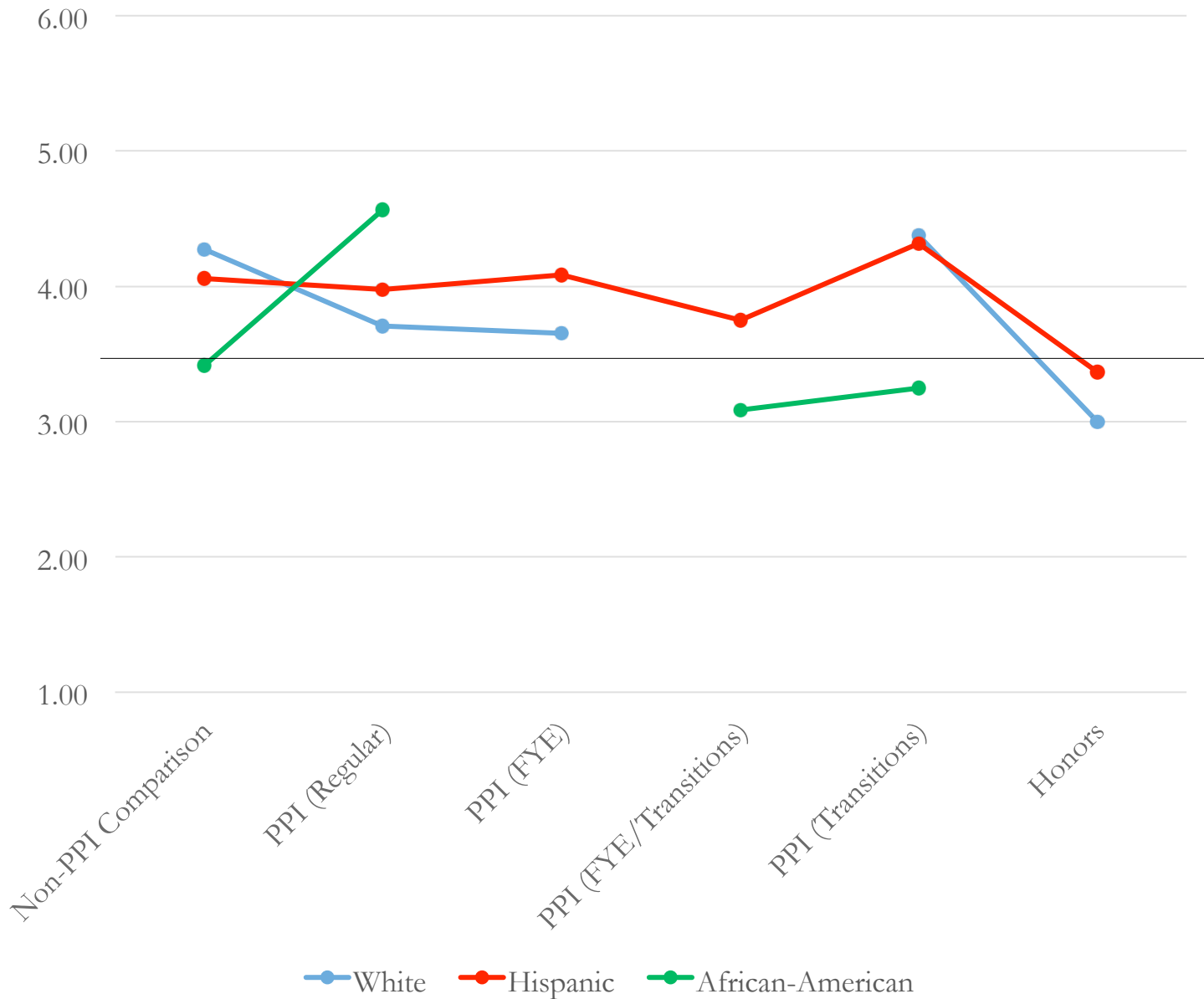


## F18, Week 14 Belonging Scale



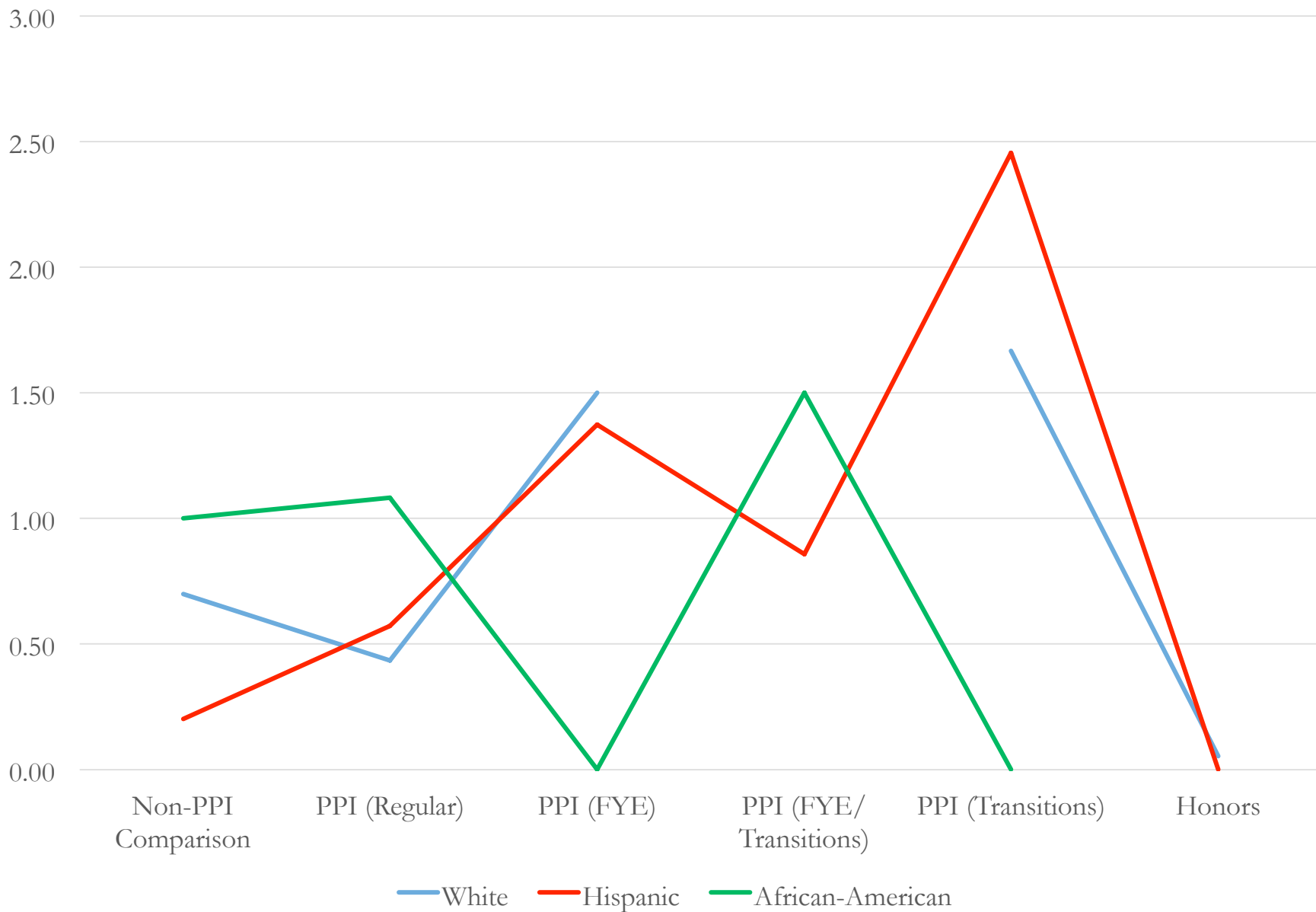
- People at Dominican like me.
- I feel comfortable here at Dominican.
- I belong at Dominican.
- People at Dominican are a lot like me.
- I fit in well at Dominican.
- I get along well with people at Dominican.

## F18, Week 14 Performance Challenges Scale

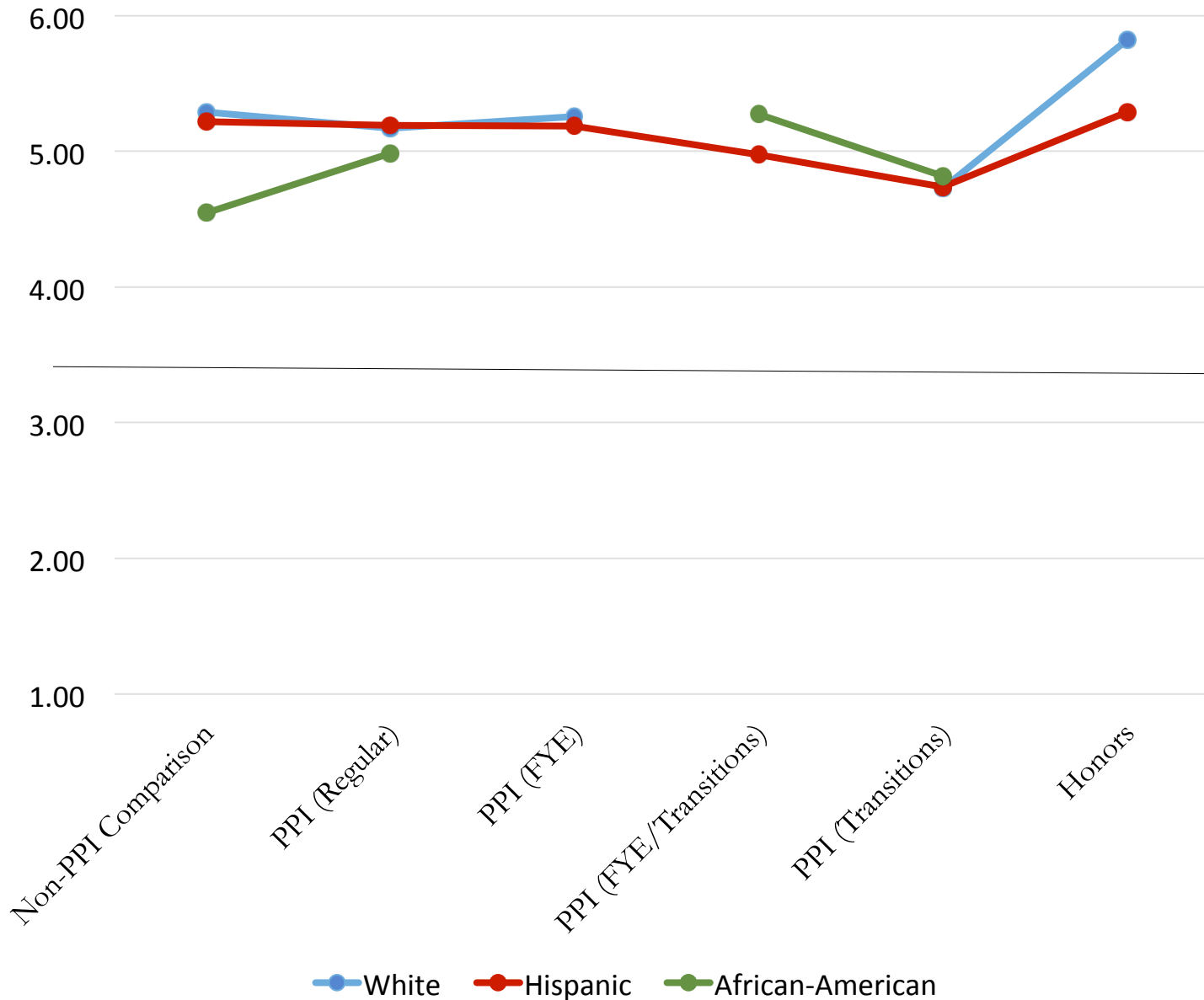


- \*My other life responsibilities sometimes make me miss classes.
- \*I would perform better in college if I didn't have to work at a paid job.
- \*My other life responsibilities often get in the way of my studying or homework.
- \*I am often distracted from my schoolwork by life challenges.

## F18 AEC Tutoring Appointments

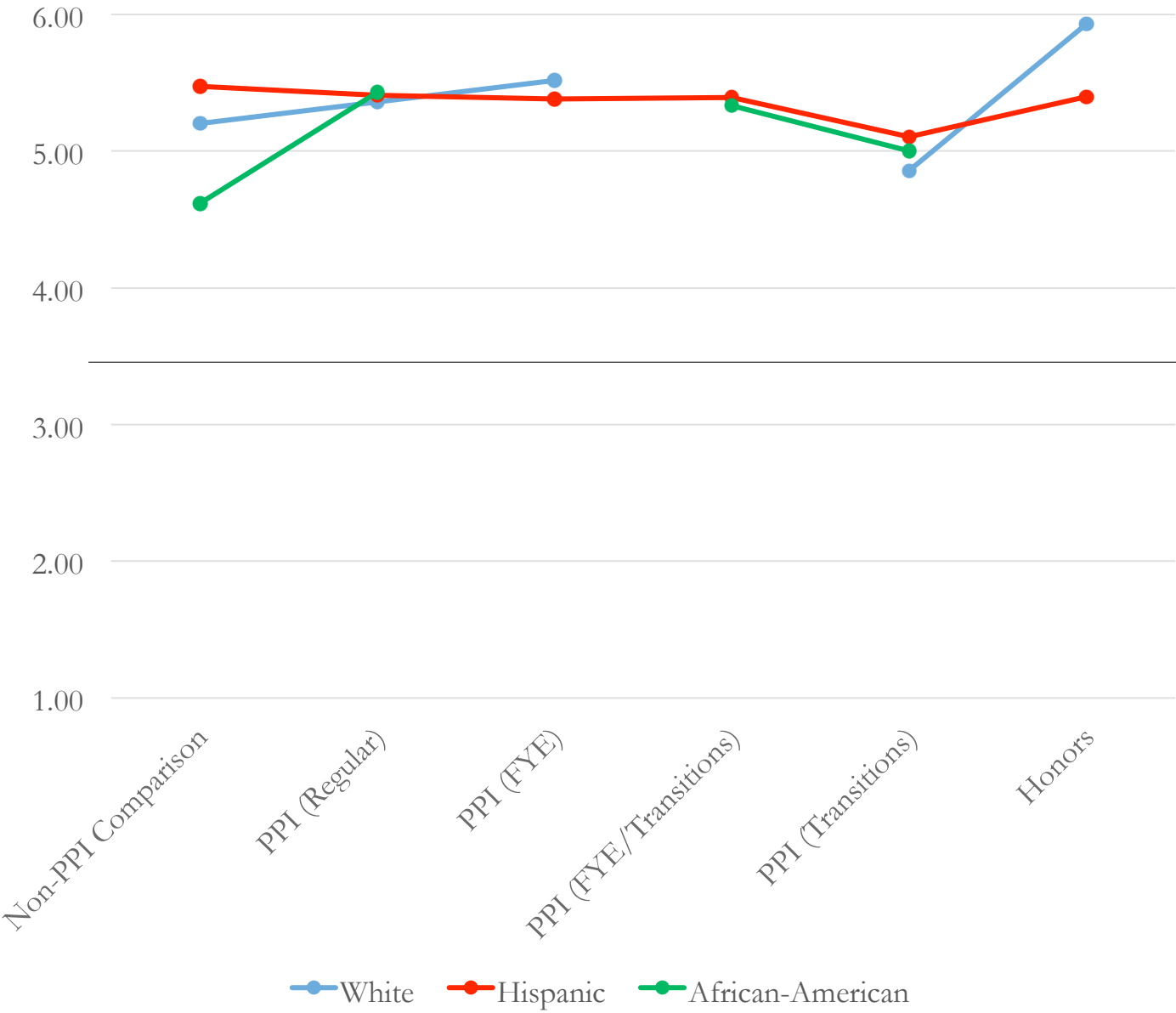


## F18, Week 14 Wellbeing Scale



- I will pass my classes with at least a C- (minimum grade for core and many major classes).
- My instructors genuinely care how I am doing.
- I interact with my instructors outside of class (via email or in person).
- I feel accepted and appreciated by professors in my classes.
- My instructors give me the feedback I need to correct or improve my school work.
- The material in my courses relates to me (e.g., my life experiences and/or my goals).
- My faculty advisor is helping me to navigate and adapt to college.
- I feel like a welcomed member of the DU campus community.
- I know how I can become involved on campus.
- I know about opportunities outside the classroom to grow as a person.
- I feel good about how DU can help me achieve my goals.

# F18, Week 14 Awareness of Campus Resources Scale



- If I have a question about college, I know who can answer me quickly.
- The university has many programs and services that promote my success.
- Academic tutoring is available to me in college.
- Career advising is available to me in college.
- Wellness resources are available to me in college.
- Internship opportunities are available to me in college.
- Research opportunities are available to me in college.

# A framework for dialogue

Main take aways:

Suggestions for intervention:

Questions:



# Questions?

- Tina Taylor-Ritzler at [tritzler@dom.edu](mailto:tritzler@dom.edu)
- Sheila Bauer-Gatsos at [sbauergatsos@dom.edu](mailto:sbauergatsos@dom.edu)

