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.

- 56% White Students
- 32% Latino Students

Entering Student Population

= Equity

- 56% White Students
- 32% Latino Students

Graduating Student Population
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)**
  - 23 sections: 4 Honors, 15 PPI, 4 Standard Practice
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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)
<table>
<thead>
<tr>
<th>Goal</th>
<th>Components and Activities: Curricular FYE interventions</th>
<th>Outputs</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Short Term</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>during semester</td>
</tr>
<tr>
<td>Close equity gaps in Dominican University first year students’ experiences and outcomes through a curricular, fall seminar intervention</td>
<td>(1) Holistic Advising: Develop relationships to support students’ personal, socio-emotional, financial, cultural and vocational development and wellbeing.</td>
<td>Individual Advising: (1, 2, 3, 6) Advisors meet with students individually during summer SOAR</td>
<td>SOAR attendance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Small Group Advising: (1, 2, 3, 6) Advisor meets with small groups of students (Weeks 6-7)</td>
<td>Instructor survey</td>
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<tr>
<td></td>
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<td>Peer Advising: (2, 4, 6) Peer advisors meet with students individually to check in and plan spring course schedules (Weeks 8-10)</td>
<td>SSE records</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Individual Advising: (1, 2, 3, 6) Advisor meets with students individually (Weeks 11-12)</td>
<td>Instructor survey</td>
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<td></td>
<td></td>
<td>Student’s Goals and Aspirations PPI Step 1: (1, 2, 3, 6) Help students figure out what their goals and aspirations are (Week 2)</td>
<td>Instructor survey</td>
</tr>
<tr>
<td></td>
<td></td>
<td>DU Resources and Pathways to Success, PP Step 2: (1, 2, 5, 6) Provide resources and guidance to success (Week 3, Peer LEADers)</td>
<td>Instructor survey</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Linking Goals to DU PPI Step 3: (1) Help students set goals that are in tune with DU (Week 6)</td>
<td>Instructor survey</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Year 1 planning PPI Step 4: (1, 2) Academic plan for year 1, set co-curricular goals and reflect on factors that affect success (Week 6-12)</td>
<td>Instructor survey Canvas Download</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Future plans reflection PPI Step 5: (1, 2) Develop a 4-year action plan (Week 14)</td>
<td>Instructor survey Canvas Download</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Success Time Management: (Weeks 2-3, revisit in weeks 6-7)</td>
<td>Instructor survey</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Freshman Assembly (4) Normalize struggle and help seeking (Week 3)</td>
<td>Course attendance</td>
</tr>
</tbody>
</table>

(2) Guided Pathway Development: Guide students toward planning meaningful college experiences and graduating with a purpose.

(3) Success & Psychosocial Workshops: Build students’ time management skills to support academic success. Challenge students’ beliefs about what it means to struggle in college.
# Promising Pathways Intervention: Implementation Assessment

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

<table>
<thead>
<tr>
<th>Component</th>
<th>Implemented?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>on schedule, in the week scheduled</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Did instructors recommend keeping this element of the PPI seminar?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, definitely keep</td>
</tr>
</tbody>
</table>

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)
## Promising Pathways Intervention: Implementation Assessment

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

<table>
<thead>
<tr>
<th>Component</th>
<th>Implemented?</th>
<th>Comments/Suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes, this element was implemented…</td>
<td>on schedule, in the week scheduled</td>
</tr>
<tr>
<td></td>
<td></td>
<td>off schedule, at this time instead</td>
</tr>
<tr>
<td></td>
<td>Did instructors recommend keeping this element of the PPI seminar?</td>
<td>Yes, definitely keep</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Maybe, consider keeping</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No, remove from PPI</td>
</tr>
</tbody>
</table>

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)
Promising Pathways Intervention: Implementation Assessment

![Graph showing implementation and assessment of PPI components by PPI instructors.](image-url)
# Promising Pathways Intervention: Implementation Assessment

## Implementation and Assessment of PPI components by PPI instructors

<table>
<thead>
<tr>
<th>PPI Step</th>
<th>Implemented</th>
<th>Keep in PPI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1</td>
<td>93%</td>
<td>93%</td>
</tr>
<tr>
<td>Step 2a</td>
<td>87%</td>
<td>47%</td>
</tr>
<tr>
<td>Step 2b</td>
<td>80%</td>
<td>40%</td>
</tr>
<tr>
<td>Step 2c</td>
<td>74%</td>
<td>27%</td>
</tr>
<tr>
<td>Step 3</td>
<td>87%</td>
<td>67%</td>
</tr>
<tr>
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<td>73%</td>
</tr>
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</tbody>
</table>
Promising Pathways Intervention: Implementation Assessment

Implementation and Assessment of PPI components by PPI instructors

- PPI Step 1: 93% (Implemented), 93% (Keep in PPI)
- PPI Step 2a: 87% (Implemented), 47% (Keep in PPI)
- PPI Step 2b: 80% (Implemented), 40% (Keep in PPI)
- PPI Step 2c: 74% (Implemented), 27% (Keep in PPI)
- PPI Step 3: 87% (Implemented), 67% (Keep in PPI)
- PPI Step 4: 93% (Implemented), 73% (Keep in PPI)
- PPI Step 5: 80% (Implemented), 67% (Keep in PPI)
Promising Pathways Intervention: Implementation Assessment

Implementation and Assessment of PPI components by PPI instructors

- Brain Plasticity: 80% Implemented, 33% Keep in PPI
- Success Workshop: Time Mgmt: 93% Implemented, 13% Keep in PPI
- Success Workshop: Choice: 83% Implemented, 0% Keep in PPI
- Success Workshop: Notetaking: 67% Implemented, 0% Keep in PPI
- Wellness Presentation: 64% Implemented, 20% Keep in PPI
Promising Pathways Intervention: Implementation Assessment

Implementation and Assessment of PPI components by PPI instructors

- Brain Plasticity: 80% Implemented, 0% Keep in PPI
- Success Workshop: Time Mgm: 93% Implemented, 0% Keep in PPI
- Success Workshop: Choice: 83% Implemented, 0% Keep in PPI
- Success Workshop: Notetaking: 67% Implemented, 0% Keep in PPI
- Wellness Presentation: 64% Implemented, 0% Keep in PPI

Kept in PPI: 0%
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Keep in PPI: Step 4: Culturally informed holistic advising, focused on

- Wellness
- Meaning and Purpose Finding
- Financial Wellbeing
- Academic Wellbeing
- Socio-emotional Wellbeing
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

<table>
<thead>
<tr>
<th>Group</th>
<th>GPA S19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-PPI Comparison</td>
<td>3.17</td>
</tr>
<tr>
<td>PPI (Regular)</td>
<td>3.08</td>
</tr>
<tr>
<td>PPI (FYE)</td>
<td>3.02</td>
</tr>
<tr>
<td>PPI (FYE/Transitions)</td>
<td>2.69</td>
</tr>
<tr>
<td>PPI (Transitions)</td>
<td>2.74</td>
</tr>
<tr>
<td>Honors</td>
<td>3.78</td>
</tr>
<tr>
<td>Overall</td>
<td>3.14</td>
</tr>
</tbody>
</table>
Promising Pathways Intervention: Outcomes

Persistence to F19

- Non-PPI Comparison: 81.2%
- PPI (Regular): 72.2%
- PPI (FYE): 81.8%
- PPI (FYE/Transitions): 80.8%
- PPI (Transitions): 89.5%
- Honors: 77.2%
- Overall: (89.5%)

Persistence to F19
Promising Pathways Intervention: Outcomes

GPA F18

GPA S19

Persistence to F19
Promising Pathways Intervention: Outcomes

- GPA F18
- GPA S19
- Persistence to F19
Promising Pathways Intervention: Outcomes

- Race / Ethnicity
- First Generation
- Pell Grant
- Unmet $ Need
- SAT
- ACT
- Resident / Commuter
- Belonging*
- Time for Studies
- Prioritize school
- Performance Challenges*
- Student Involvement
- AEC Tutoring
- Alerts

GPA F18
GPA S19
Persistence to F19
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.
• *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.
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.
• 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:
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- Tina Taylor-Ritzler at tritzler@dom.edu
- Sheila Bauer-Gatsos at sbauergatsos@dom.edu