Coordinating Resources Efficiently to Bolster Success among Underserved College Students

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Digital Strategist, Rowan University
2009 - First Year of NJCAA Competition
Goals of this Presentation

- Walk through my journey of creating academic success programming at Montgomery County Community College
- Present some data about how programming impacted my students over the course of five years
- Stir up some creative ideas on how you can track data to use in developing programming at your institutions
2008 - 2009 Provisional Year

Eligibility

- 12 credits
- 2.00 GPA

11.68 credits
2.34 GPA

Completion Rate
88.4%

Success Rate
70.6%
How can I build a new program?

- Working with no budget
- Creating buy-in
- Not an expert
2009 - 2010: Study Hall

- Complete x hours of study hall each week
- Monday reports were sent to coaches
- Enforcement varied from none to extra work at practice to benching players at games
Study Hall Details for All Students

<table>
<thead>
<tr>
<th></th>
<th>2008/2009</th>
<th>No Study Hall</th>
<th>Study Hall</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPA</td>
<td>2.34</td>
<td>2.42</td>
<td>2.68</td>
</tr>
<tr>
<td>Credits Earned</td>
<td>11.68</td>
<td>15.77</td>
<td>17.96</td>
</tr>
<tr>
<td>Completion Rate</td>
<td>88.4%</td>
<td>94.2%</td>
<td>95.2%</td>
</tr>
<tr>
<td>Success Rate</td>
<td>70.6%</td>
<td>77.7%</td>
<td>81.6%</td>
</tr>
</tbody>
</table>
Study Hall Details for All Students

Effects of Study Hall on All Students

- GPA
- Credits
- Completion
- Success

Study Hall vs No Study Hall
2009 - 2010 First NJCAA Year

Eligibility
- 12 credits
- 2.00 GPA

Completion Rate
- 94.6%

Success Rate
- 79.1%

16.51 credits
2.51 GPA
Anecdotal Indications of Struggle

- She thought the syllabus only outlined punitive guidelines
- She had no idea what a rubric was or how to use it
- He was too afraid to see his professor during office hours
- He didn’t go to class because there was no attendance requirement
- He thought he could do extra credit at the end of the semester
- She kept missing the bus and didn’t know she could switch sections
- He thought the professor hated him because he didn’t return emails
- She had to pick up extra hours at work because her mom lost her job
Underserved Student-Athletes

- First-generation****
- Receiving financial assistance
- Underperforming high school
- At least one developmental course
- Non-traditional, international or displaced
- English as a second language
- Disabled and/or veteran
- LGBTQ+, at-risk status
Are Underserved Students Underperforming?

<table>
<thead>
<tr>
<th></th>
<th>Study Hall</th>
<th>Non-Under.</th>
<th>Underserved</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GPA</strong></td>
<td>2.68</td>
<td>2.99</td>
<td>2.32</td>
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<tr>
<td><strong>Credits Earned</strong></td>
<td>17.96</td>
<td>20.33</td>
<td>15.46</td>
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<tr>
<td><strong>Completion Rate</strong></td>
<td>95.2%</td>
<td>95.8%</td>
<td>94.2%</td>
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<tr>
<td><strong>Success Rate</strong></td>
<td>81.6%</td>
<td>90.6%</td>
<td>71.8%</td>
</tr>
</tbody>
</table>
Are Underserved Students Underperforming?

![Graph comparing GPA, Credits, Completion, and Success between Underserved and Non-Underserved students.](image-url)
Is Study Hall working for Underserved?

<table>
<thead>
<tr>
<th></th>
<th>No Study Hall</th>
<th>Study Hall</th>
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</thead>
<tbody>
<tr>
<td><strong>GPA</strong></td>
<td>1.93</td>
<td>2.32</td>
</tr>
<tr>
<td><strong>Credits Earned</strong></td>
<td>11.66</td>
<td>15.46</td>
</tr>
<tr>
<td><strong>Completion Rate</strong></td>
<td>91.0%</td>
<td>94.2%</td>
</tr>
<tr>
<td><strong>Success Rate</strong></td>
<td>64.1%</td>
<td>71.8%</td>
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Is Study Hall working for Underserved?

Effects of Study Hall on Underserved Students

- GPA
- Credits
- Completion
- Success
Underserved Students

- Still supporting all student-athletes
- Track data for all for NJCAA Eligibility
- Narrowed study for Grad Thesis
2010 - 2011: Programming Changes

● **Intellectual Mentoring**  *NEW!*
  ○ Male Minority Mentoring Program
  ○ ACT 101 Mentoring Program
  ○ Power Hours with Professors
  ○ Academic and Career Advisors

● **Academic Support**  *IMPROVED!*
  ○ Study Hall
  ○ Tutoring Services
  ○ TA & Exam Prep Session
<table>
<thead>
<tr>
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<tr>
<td>GPA</td>
<td>1.94</td>
<td>2.16</td>
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<tr>
<td>Credits Earned</td>
<td>13.54</td>
<td>14.50</td>
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<tr>
<td>Completion Rate</td>
<td>93.8%</td>
<td>97.2%</td>
</tr>
<tr>
<td>Success Rate</td>
<td>66.9%</td>
<td>71.0%</td>
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</table>
Intellectual Mentoring + Academic Support

Effect of Intellectual Mentoring + Academic Support

- GPA
- Credits
- Completion
- Success

Legend:
- Not Participating
- Participating

- **Social Support** *NEW!*
  - Peer Mentoring Program
  - Mustangs All-Star Program
  - Non-athletics Volunteering

- **Coach Mentoring** *NEW(ish)!*
  - Onboarding support
  - Ongoing support
  - Good Student Workshops

- **Intellectual Mentoring**
  - Male Minority Mentoring Program
  - ACT 101 Mentoring Program
  - Power Hours with Professors
  - Academic and Career Advisors

- **Academic Support**
  - Study Hall
  - Tutoring Services
  - TA & Exam Prep Session
### The Works!

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<tbody>
<tr>
<td>GPA</td>
<td>1.97</td>
<td>2.56</td>
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<tr>
<td>Credits Earned</td>
<td>6.70</td>
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<td>Completion Rate</td>
<td>84.4%</td>
<td>92.6%</td>
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<tr>
<td>Success Rate</td>
<td>43.5%</td>
<td>82.5%</td>
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The Works!

Effects of The Works on Underserved Students

- GPA
- Credits
- Completion
- Success

Not Participating
Participating
2012 - 2013: Final Year (No Changes)

- **Social Support**
  - Peer Mentoring Program
  - Mustangs All-Star Program
  - Non-athletics Volunteering

- **Intellectual Mentoring**
  - Male Minority Mentoring Program
  - ACT 101 Mentoring Program
  - Power Hours with Professors
  - Academic and Career Advisors

- **Coach Mentoring**
  - Onboarding support
  - Ongoing support
  - Good Student Workshops

- **Academic Support**
  - Study Hall
  - Tutoring Services
  - TA & Exam Prep Session
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<tr>
<td><strong>GPA</strong></td>
<td>2.57</td>
<td>3.48</td>
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<td><strong>Credits Earned</strong></td>
<td>10.75</td>
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<tr>
<td><strong>Completion Rate</strong></td>
<td>91.3%</td>
<td>94.3%</td>
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<tr>
<td><strong>Success Rate</strong></td>
<td>78.9%</td>
<td>92.8%</td>
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</table>
The Works! Part Two

Effects of The Works on Underserved Students, Part Two

- GPA
- Credits
- Completion
- Success

Not Participating
Participating
2012 - 2013 Fourth NJCAA Year *(Underserved)*

**Eligibility**
- 12 credits
- 2.00 GPA

**Completion Rate**
- 94.3%

**Success Rate**
- 92.8%
Five Year Trend - GPA

Average GPA by Participation & Underserved Status

- Non-Underserved, Not Participating
- Non-Underserved, Participating
- Underserved, Not Participating
- Underserved, Participating

08-09 09-10 10-11 11-12 12-13
Five Year Trend - Credits Earned

Credit Earned by Participation and Underserved Status

- Non-Underserved, Not Participating
- Non-Underserved, Participating
- Underserved, Not Participating
- Underserved, Participating

Year:
- 08-09
- 09-10
- 10-11
- 11-12
- 12-13
Five Year Trend - Completion Rate

Completion Rates by Participation and Underserved Status

- Non-Underserved, Not Participating
- Non-Underserved, Participating
- Underserved, Not Participating
- Underserved, Participating

Yearly Trends:
- 08-09: Non-Underserved, Not Participating and Underserved, Not Participating show similar trends, with Non-Underserved, Not Participating slightly higher.
- 09-10: Non-Underserved, Participating and Underserved, Participating show similar trends, with Non-Underserved, Participating slightly lower.
- 10-11: Non-Underserved, Not Participating and Underserved, Not Participating show similar trends, with Non-Underserved, Not Participating slightly higher.
- 11-12: Non-Underserved, Participating and Underserved, Participating show similar trends, with Non-Underserved, Participating slightly lower.
- 12-13: Non-Underserved, Not Participating and Underserved, Not Participating show similar trends, with Non-Underserved, Not Participating slightly higher.
Five Year Trend - Success Rate

Success Rates by Participation and Underserved Status
Lessons Learned

- Do research, rely on experts
- Get to know everyone on campus
- Always be advocating/partnering
- Spend time with your students
- Be creative with existing resources
- Write everything down, make lists
- Track as much data as you can get
- Look for patterns, make sense of them
- Try something different
- It’s okay to be wrong

Academic Support
Study Hall/Tutoring

Intellectual Mentoring
Role Models

Social Support
Peer Engagement

Coach Mentoring
Pathway Support

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Review of Programming and Results

Academic Support
- Study Hall/Tutoring

Intellectual Mentoring
- Role Models

Social Support
- Peer Engagement

Coach Mentoring
- Pathway Support
Cat Tax!