Signature Program/Service Overview – FAP/FYAP
The Falcon Achievement Program (FAP) and the First Year Achievement Program (FYAP) are outlines for directed conversations that Resident Advisors have with the for first year and transfer residential students (FYAP) and upper-class students (FAP) on their floors. This series of conversations are intended to increase student retention and resident's knowledge of campus resources. The FAP and FYAP booklets provide topics for Resident Advisors (RAs) to assist them with the discussions and relevant resource pages at the end of every conversation for residents.

LEARNING OUTCOMES
University Learning Outcome
Personal and Social Responsibility
BGSU recognizes and intentionally fosters a learning environment in which students strive for excellence, cultivate personal and academic integrity, contribute to a larger community, take seriously the perspectives of others, and develop competence in ethical and moral reasoning, as shown by:

- Interacting with and understanding diverse perspectives.
- Engaging communities as a participant and leader using civic and professional knowledge as a basis for values-driven action.
- Giving full consideration to ethical integrity and actions consistent with one’s principles as part of each individual’s exploration of purpose.

A balanced approach to questions of meaning also includes preparation for students’ multiple and changing roles, including work, citizenship, family, and membership in multiple communities.

Student Affairs Learning Outcomes
1. Divisional Student Learning Outcome #1 – Intellectual and Practical Skills
   Critical and Constructive Thinking – Solving Problems Creatively:
   Being strategic with regards to planning and adapting to changing environments (being able to identify at least two academic or social resources on campus)

2. Divisional Student Learning Outcome #3 – Personal and Social Responsibility
   Personal Development – Self-Leadership:
   Develop and assess personal plans for growth and development (being able to summarize their future plans to remain at BGSU)

Signature Program Learning Outcomes with Target Achievement Level
1. Through conversations with their RAs, students who participate in the FAP/FYAP will be able to identify at least two academic or social resources on campus. This will be measured through a program evaluation distributed during weeks 10-13 of the spring semester.

2. Through conversations with their RAs, students who participate in the FAP/FYAP will be able to summarize their future plans to remain at BGSU. This will be measured through a program evaluation distributed during weeks 10-13 of the spring semester.

METHODS AND PROCEDURES
Project Sample/Participant Overview
The total number of FAPs/FYAPs submitted is 2601. The number of students who submitted the FAP is 602. The number of students who submitted the FYAP is 1768. (Offenhauer submitted the numbers in a combined format; it is impossible to tell which ones are first-year numbers and which are returners.)

Data Collection Timeframe
Data collection for the FAP/FYAP began in the fifth week of Fall Semester 2012 and continued through the tenth week of Spring Semester 2013. Data was then compiled by hall staffs and submitted to the Coordinator for Diversity and Retention Initiatives, who analyzed the data.

Data Collection Methods
The FYAP program evaluation was a 12 question quantitative and qualitative paper tool that was administered to residents by their Resident Advisors. Four were demographics questions, five were Likert Scale items, two were yes/no questions, and one was an open ended question.
The FAP program evaluation was a 12 question quantitative and qualitative paper tool that was administered to residents by their Resident Advisors: Four were demographic questions, four were Likert Scale items, three were yes/no questions, and one was an open ended question.

Limitations
Students receiving the wrong booklet. (RAs are in charge of ensuring that students receive the proper information for their academic level.) Booklets not being transferred from one hall to another when a student changes room assignment. Students not submitting data to their RAs. Students submitting incomplete data to their RAs. Hall Directors not submitting all the data to the Coordinator.

RESULTS AND CONCLUSIONS
Sharing the Results
Overall, the results were extremely positive and will be shared widely in electronic and print publication materials.

Summary
The questions “One on one meetings with my RA positively influenced me to return to BGSU next year” and “I feel these one on one meetings have benefited my academic success at BGSU” give a sense of the impact the one-on-ones had on both retention and academic success and are key in determining whether or not the expressed learning outcomes were met. The Likert scale ranged from 1-5, with one being disagreement/negativity and five being agreement/positivity. The vast majority of respondents indicated high levels of agreement/positivity with the statements. 87.7% of FYAP and 88.2% of FAP respondents indicated that they were able to list two academic or social resources on campus. 82.0% of FYAP and 78.7% of FAP respondents indicated that the one-on-one meetings with their RAs influenced their decision to return to BGSU next year. This is a vast improvement over the 56% of FYAP responses and 55% of FAP responses to the same question last year.

Key Results
- 86.5% of FYAP responses indicated a 4 or 5 when asked if they were likely to return to BGSU next year.
- 80.7% of FYAP responses indicated a 4 or 5 when asked if they gained valuable knowledge about campus resources from their one-on-one meetings with their RAs.
- 87.7% of FYAP responses indicated a 4 or 5 when asked if they enjoyed their one-on-one meetings with their RAs.
- 96.3% of FAP responses indicated “yes” when asked if they were likely to return to BGSU next year.
- 70.4% of FAP responses indicated a 4 or 5 when asked if they gained valuable knowledge about campus resources from their one-on-one meetings with their RAs.
- 87.2% of FAP responses indicated a 4 or 5 when asked if they enjoyed their one-on-one meetings with their RAs.

See graphs in the Appendix.

ACTION TAKEN/CLOSING THE LOOP
Decisions and Recommendations
Challenges:
While the responses are overwhelmingly positive, the data indicates that fewer people actually completed the FAP and the FYAP than in years past. Thus, the retention rates may not be as high as indicated by the given statistics. Additionally, many of the upper-class students expressed that, while they enjoyed the conversations with their RAs, they did not feel they were necessarily as beneficial as they could be. Also, because of the way the data was compiled, it was unable to be added to and processed by Campus Labs.

Recommendations:
- Both the FAP and FYAP were reorganized this year, but additional tweaking could be done to make them more user-friendly for the RAs.
- Training should be adjusted to assist the RAs to make the conversations more meaningful and casual. Some reported that the process felt very unnatural and forced, particularly when residents were unresponsive.
- An additional category needs to be added to adjust the gender binary.
- The FAP should undergo a major overhaul to make the questions more relevant to the upper-class experience.
- Options for electronic assessment/evaluation should be explored; the data compilation process is extremely time-consuming in the current paper setup. And obviously, when formatted incorrectly, Campus Labs is unable to be used. If electronic data collection is implemented, the challenge will be how to ensure enough are received to render the data usable.

APPENDIX
Graphs containing the data from the FAP and FYAP follow this report.
FYAP - Specific Questions

FYAP - Gender/Age Breakdown/General Questions
FAP- Specific Questions

![Bar chart showing enjoyment of conversations, academic success, and knowledge of campus resources and activities.]

FAP- General Questions

![Bar chart showing gender, age, retention at BGSU, RA/Retention, and ability to name services.]

Legend:
- Male
- Female
- Freshman
- Sophomore
- Junior
- Senior
- Transfer
- Yes
- No
Submitted By – Ana Brown, Coordinator for Diversity and Retention Initiatives  
Date: 5/17/2013  
Department Website URL: http://www.bgsu.edu/offices/sa/reslife/index.html  

Signature Program/Service Overview – SMART Program  
The Students of Color Mentoring, Aiding, Retaining, and Teaching (SMART) Program is designed to aid first-year underrepresented students in making a successful transition to college life on the BGSU campus, serving as a foundation for retention into the second year and ultimately graduation of participating students. Additionally, the SMART Program strives to provide a forum for discussion of the undergraduate student experience in order to make it as positive and rewarding as possible.

LEARNING OUTCOMES  
University Learning Outcome  
Personal and Social Responsibility  
BGSU recognizes and intentionally fosters a learning environment in which students strive for excellence, cultivate personal and academic integrity, contribute to a larger community, take seriously the perspectives of others, and develop competence in ethical and moral reasoning, as shown by:  
- Interacting with and understanding diverse perspectives.  
- Engaging communities as a participant and leader using civic and professional knowledge as a basis for values-driven action.  
- Giving full consideration to ethical integrity and actions consistent with one’s principles as part of each individual’s exploration of purpose.  
A balanced approach to questions of meaning also includes preparation for students’ multiple and changing roles, including work, citizenship, family, and membership in multiple communities.

Student Affairs Learning Outcomes  
1. Divisional Student Learning Outcome #1 – Intellectual and Practical Skills  
   Engaging Others in Action – Participating:  
   Balance participation between personal life and academic and career endeavors  
   (being retained at BGSU into the second year)  
2. Divisional Student Learning Outcome #3 – Personal and Social Responsibility  
   Civic and Community Involvement – Understanding Diverse Perspectives:  
   Understand one’s own personal identities and appreciate that of others  
   (successfully transitioning to college life on the BGSU campus as an underrepresented student at a predominantly White institution)

Signature Program Learning Outcomes with Target Achievement Level  
1. Mentees participating in SMART will academically progress satisfactorily over the course of Fall and Spring Semesters. This outcome will be measured by grade reports compiled by the Office of Residence Life.  
2. Mentees participating in SMART will be retained at BGSU due to their membership in the SMART Program. This outcome will be measured over the course of Fall and Spring Semesters by personal communication, evaluations, and one-on-ones/reflections.

METHODS AND PROCEDURES  
Project Sample/Participant Overview  
140 SMART Mentees  

Data Collection Timeframe  
Academic Year 2012-2013

Data Collection Methods  
Personal communication, reflection/one-on-ones, evaluations, and grade reports.

Limitations  
Evaluations had poor rate of return; report relies heavily on personal communication, observation, grade reports, and one-on-ones/reflections.

(continued, next page)
RESULTS AND CONCLUSIONS
Sharing the Results
Overall, the results were extremely positive and will be shared widely at recruitment events and in electronic and print publication materials.

Summary
Though continued progress is necessary, SMART mentees made slight academic improvements in Spring Semester over last year's group. Mentees indicated that the social programs (such as SMART Start—our Opening Weekend Meet & Greet event) were among the most beneficial to them. Also, monthly All-SMART Meetings, which covered topics such as Wellness and Safety, Cultural Differences, Learning Styles, Social Media, and Personal Growth, were also among the most beneficial events to the students.

Key Results
- Mentees received an average 2.42 Spring Semester grade point average, improving from last year’s 2.175 Spring Semester GPA
- Mentees maintained an average 2.38 cumulative grade point average for AY2012-2013, improving slightly from last year’s 2.34 cumulative GPA average
- 30.1% of mentees received at least a 3.0 GPA Spring Semester; 52.8% of mentees received at least a 2.5 GPA Spring Semester
- 70.0% of Year-End Evaluation respondents agreed or strongly agreed that their SMART Program experiences influenced their decision to return to BGSU for Fall Semester 2013;
- 100% of Year-End Evaluation respondents agreed or strongly agreed that they would recommend SMART to other first year Students of Color
- 98.4% of Midyear Evaluation respondents agreed or strongly agreed that the SMART Program helped with their transition to BGSU
- 86.6% of Midyear Evaluation respondents agreed or strongly agreed that the SMART Program helped them feel included at BGSU
- 93.3% of Midyear Evaluation respondents agreed or strongly agreed that the SMART Program provided them with resources to be a successful BGSU student

ACTION TAKEN/CLOSING THE LOOP
Decisions and Recommendations
Challenges:
- Based upon a recommendation from last year to improve attendance, with the exception of the first six weeks, SMART held programs and events every other week. This improved attendance a bit, but overall, numbers were still somewhat disappointing.
- Involvement of males, Latinos/Latinas, International Students, and other non-Black racial groups was lacking. As these numbers increase on campus, they need to be reflected not only among SMART mentees but on SMART Staff as well.

Recommendations:
- Better advertising and publicizing of events; using social media to advertise; using relationships with hall staff to improve attendance.
- Heavier recruitment by SMART Student Staff during the first week of class and intentional recruitment in the halls and at student organization meetings that are geared toward males, Latinos/Latinas, International Students, and other non-Black racial groups.
- Continue improving academic focus of program, which will, in turn, continue to improve GPAs and retention.

APPENDIX
None.