

Final Report 2013-2014
Office of Residence Life

Submitted By – Ana Brown, Coordinator for Diversity and Retention Initiatives

Date: 8/1/2014

Department Website URL: <http://www.bgsu.edu/residence-life.html>

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 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 2092.

The number of students who submitted the FAP is 877.

The number of students who submitted the FYAP is 1215.

(Centennial Hall participated in a pilot program that differed from FAP/FYAP; the 430 responses from that project are NOT included here.)

Data Collection Timeframe

Data collection for the FAP/FYAP began in the fifth week of Fall Semester 2013 and continued through the tenth week of Spring Semester 2014.

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 10 question quantitative and qualitative paper tool that was administered to residents by their Resident Advisors: Four were demographics questions, four were Likert Scale items, one was a yes/no question, and one was an open ended question. The FAP program evaluation was an 11 question quantitative and qualitative paper tool that was administered to residents by their Resident Advisors: Four were demographic questions, four were Likert Scale items, one was a yes/no question, and two were open ended questions.

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, with no more than 26.53% of respondents answering negatively to any question.

Key Results

- 92.26% of FYAP responses indicated "yes" when asked if they were likely to return to BGSU next year.
- 71.07% of FYAP responses indicated a 4 or 5 when asked if they gained valuable knowledge about important campus resources from their one-on-one meetings with their RAs.
- 83.4% of FYAP responses indicated a 4 or 5 when asked if they enjoyed their one-on-one meetings with their RAs.
- 96.64% of FAP responses indicated "yes" when asked if they were likely to return to BGSU next year.
- 68.51% 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.
- 86.59% 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

- Although this model has proven somewhat effective, the Office of Residence Life is changing the programming/community building model, which drastically alters the frequency and types of conversations that will be occurring. For this reason, the FAP/FYAP as they stand will no longer be in existence, and aspects of the conversations will be integrated into the new model. The goals for the new model are:
 - to create a greater sense of community not only among residents of the floor but also of the building as a whole
 - to increase interactions between the RAs and their residents AND among residents themselves, encouraging higher retention
 - to make these conversations more natural and less forced and to decrease the amount of resident unresponsiveness

APPENDIX

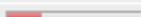
Graphs containing select data from the FAP and FYAP follow this report.

2013-2014 FYAP: Select Data

Q5. I enjoyed speaking with my Resident Advisor in a one on one setting.

Count	Percent		
16	1.32%		1 - Not at all
33	2.73%		2
152	12.55%		3
260	21.47%		4
750	61.93%		5 - Very much
1211	Respondents		

Q6. I feel these meetings have benefited my academic success at BGSU.

Count	Percent		
66	5.45%		1 - Not at all
87	7.19%		2
257	21.24%		3
320	26.45%		4
480	39.67%		5 - Very much
1210	Respondents		

Q7. I intend to return to BGSU next year.

Count	Percent		
1085	92.26%		Yes
91	7.74%		No
1176	Respondents		

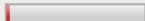
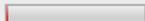
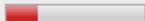
Q8. One on one meetings with my RA influenced me to return to BGSU next year.

Count	Percent		
138	11.43%		1 - Not at all
121	10.02%		2
301	24.94%		3
256	21.21%		4
391	32.39%		5 - Very much
1207	Respondents		

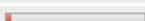
Q9. I gained valuable knowledge about important BGSU resources from my one on one meetings with my RA.

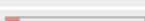
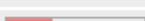
Count	Percent		
36	2.99%		1 - Not at all
68	5.65%		2
244	20.28%		3
308	25.60%		4
547	45.47%		5 - Very much
1203	Respondents		

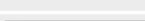
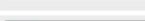
2013-2014 FAP: Select Data

Q5. I enjoyed speaking with my Resident Advisor in a one on one setting.			
Count	Percent		
16	1.83%		1 - Not at all
14	1.61%		2
87	9.98%		3
196	22.48%		4
559	64.11%		5 - Very much
872 Respondents			

Q6. I feel these meetings have benefited my academic success at BGSU.			
Count	Percent		
83	9.53%		1 - Not at all
64	7.35%		2
173	19.86%		3
213	24.45%		4
338	38.81%		5 - Very much
871 Respondents			

Q7. I intend to return to BGSU next year.			
Count	Percent		
806	96.64%		Yes
28	3.36%		No
834 Respondents			

Q8. One on one meetings with my RA influenced me to return to BGSU next year.			
Count	Percent		
144	16.61%		1 - Not at all
86	9.92%		2
174	20.07%		3
169	19.49%		4
294	33.91%		5 - Very much
867 Respondents			

Q9. I gained valuable knowledge about important BGSU resources from my one onone meetings with my RA.			
Count	Percent		
56	6.44%		1 - Not at all
69	7.93%		2
149	17.13%		3
222	25.52%		4
374	42.99%		5 - Very much
870 Respondents			

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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

143 SMART Mentees

Data Collection Timeframe

Academic Year 2013-2014

Data Collection Methods

Personal communication, one-on-one reports, retention statistics, and grade reports.

Limitations

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

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 is living up to its name. Mentees are retained at a much higher rate than their non-participating counterparts. 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, Academic Preparation, Learning Styles, Social Media, and Personal Growth were also among the most beneficial events to the students.

Key Results

- Mentees received an average 2.460 Spring Semester GPA, improving slightly from last year's 2.424 Spring Semester GPA
- Mentees maintained an average 2.538 cumulative grade point average for AY2013-2014, improving from last year's 2.384 cumulative GPA average
- 36.6% of mentees received at least a 3.0 GPA Spring Semester (compared to 30.1% Spring 2013); 54.2% of mentees received at least a 2.5 GPA Spring Semester (compared to 52.8% Spring 2013)
- SMART Staff received Spring and cumulative GPAs of 3.079 and 3.102 respectively, above the overall BGSU GPAs of 2.882 (Spring) and 2.964 (Cumulative)
- SMART Mentees are retained at a rate of 67.9% compared to the overall BGSU retention of 70.2%; however, African American students participating in SMART are retained at a rate 69.0%, compared to the 49.9% for African American students overall
- Overall, participants in SMART agree that their SMART Program experiences influenced their decision to return to BGSU, that they would recommend SMART to other first year Students of Color, and that the SMART Program helped with their transition to BGSU, helped them feel included at BGSU, and 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.