Equity in Action Grant Program

Grant Final Report Form

Principal Investigators (PIs) are required to submit final reports within **60 days** of their EIA grant end date. A delinquent report may jeopardize or delay future Network funding. The information you provide helps us improve and justify the continuation of this grant program. The Network may also contact PIs for longer-term impact reporting and may request permission to use elements of these reports in Network activities (Conference sessions, Academy sessions, etc.) and communication both within the CSU system and to external stake-holders.

Summary Grant Information	
Grant Title:	Mentoring Students First - Support for Students with 2+ DFWs
PI Name:	Daniel Gabriner
PI Campus:	San Francisco State University
Grant Start Date (month/YYYY):	June 2022
Grant End Date (month/YYYY):	December 2023
Final Report Submission Date:	July 31, 2024

Major Outcomes

1. Summarize your project's outcomes against the original goals proposed for advancing equitable student learning, engagement, progression, and completion.

Although our final goal of enrolling for Fall 2024 is not yet complete, we have a pretty clear picture of our estimated final retention. For our freshmen group of students who had 2+ DWFs, our final retention was lower than our hopes of surpassing previous years performance of 80% retention to the 3rd semester. In fact, our retention of this group of highly at risk students was only 66%, which leaves much to be desired. Yet there are a few positive takes in the data showing that there still may be positive support from the interventions.

First off, although we only had 66% continuance within the program, continuance for this population outside the program was only 64%. When splitting by key factors, the program also appears to show continual boost of retention. For example, among URM students, 52% continued, while outside the program only 40% continued. Similarly, there is a positive advantage when looking at Non URM, Pell, Non Pell, and Category 4 Math and Writing students. Among those who did persist, the average number of DWF prior to the intervention was 2.93. For those who did not persist, the average was 3.16.

As reported in the interim report, work with 3rd year students (with 6+ DWFs) did not surpass the control group, although work with 4th year students (with 8+ DWFs) did, showing a 14% attrition compared to 20%.

All students who participated in the intervention did receive additional outreach and support, which led to more engagement opportunities compared to students who did not participate.

2. Comment on additional outcomes not directly associated with the project (partnerships formed, additional funding support gained)

By forming the team with this project, we were additionally able to better support the overall Metro program, as student leaders who were hired as mentors were also available to help students more broadly in our support center.

We also were able to use this project to better connect with the Peer2Peer program at SF State, and are now working to more closely align our efforts and learn from past successes connecting with students. Our student leader mentors were able to receive valuable training that has helped them in their work beyond the scope of this project.

3. Specify any unanticipated project developments (i.e. unanticipated barriers or unexpected wins)

With the challenging environment at SF State, it remained difficult to focus energy solely on the project, as other priorities continued to arise that took our team away from the core efforts of supporting students. Over the course of the project, we also went through an internal review of all of our efforts, and this has moved us towards developing a new system to better track our efforts so we can showcase our interactions and successes with students over time.

4. If applicable comment on any longer-term outcomes, you anticipate from your Equity in Action Grant funded project. Also, please estimate anticipated achievement dates (month and year.)

The best longer-term outcomes are most likely for the student leader mentors themselves, who were employed over the course of last year, and have deepened their abilities and contributions to the Metro College Success Program. This grant allowed us to expand our team, which has continued to be able to maintain its size despite heavy budgetary pressures.   One of our student leaders has graduated and is now working as a graduate student, and the others continue in their studies and support of our program.

Assessment and Communication

5. Describe efforts to communicate and disseminate project outcomes with your campus.

Results were shared initially internally with the Metro College Success Program team, but have also been communicated with other campus partners such as the Peer2Peer program, along with members of the Retention Operations committee. The efforts of this project have also influenced the work of other members of the Metro College Success Program, which now focus a large part of their efforts on students who have received multiple DWFs.

6. Provide a summary of your assessment activities and results, where available.

Assessments were carried out using data compiled with Campus Solutions, along with interaction data we stored internally, and were initially created in Excel, with more advanced analysis made with Tableau.

Lesson Learned

7. As you reflect on the strategies and activities implemented during this grant, which were successful?

When we were actually able to meet with students, there was positive feedback and students seemed to appreciate the support. Also, the trainings we provided with student leader mentors was well received and incorporated strategies that would be useful beyond the scope of this project.

8. By comparision, what strategies did you find were unsuccessful?

Phone calls were very challenging when students did not pick up their phones. Getting unresponsive students to engage was a persistent challenge, and one that should be addressed moving forward. Figuring out what other methods we have to communicate with students, and why there is the avoidance would help us to better understand what students may need to feel supported.

9. Given your experience with the Equity in Action Grant Program, what changes would you recommend to better support you toward your goals?

It would be great to have more regular check ins with feedback and advice on better connecting with students. It would also be great to hear about the other efforts that other projects are working on, so that we can gain from the ideas they are using. Also, helping to figure out how to continue the funding would be great, considering the project was forced to end after the two semesters.

10. What can the CSU Student Success Network do to help our campus in its efforts to identify, understand and disrupt inequities in our system?

It would be great to hear more about successful efforts as well as where initiatives are focusing their energies. By identifying students who need support earlier, as well as figuring out where the most efficient use of time is to support those who need it most, there is a lot more that can be done. Getting more student voice heard by administrators and staff would be critical for gaining the understanding needing to truly provide comprehensive support.