

COLLABORATIVE SUPPORTS FOR STUDENTS' SUCCESSFUL TRANSITION TO COLLEGE

Pathways to Adult Success Solutions Forum

Everyone Graduates Center, Johns Hopkins University School of Education

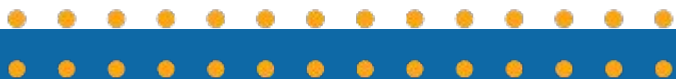
October 12, 2023

Welcome and Agenda

- Welcome and remarks
- PAS 2022-23 Design Challenge Teams:
 - **Peer Power Student Intern Tutor Program**
 - Marygrace Hemme and Sara Benson, Peer Power Foundation, Memphis TN
 - **Research Learning Experiences**
 - Holly White and Nate Flint, University of Maine Systems
- Open Discussion and Resource Sharing
- Upcoming Events

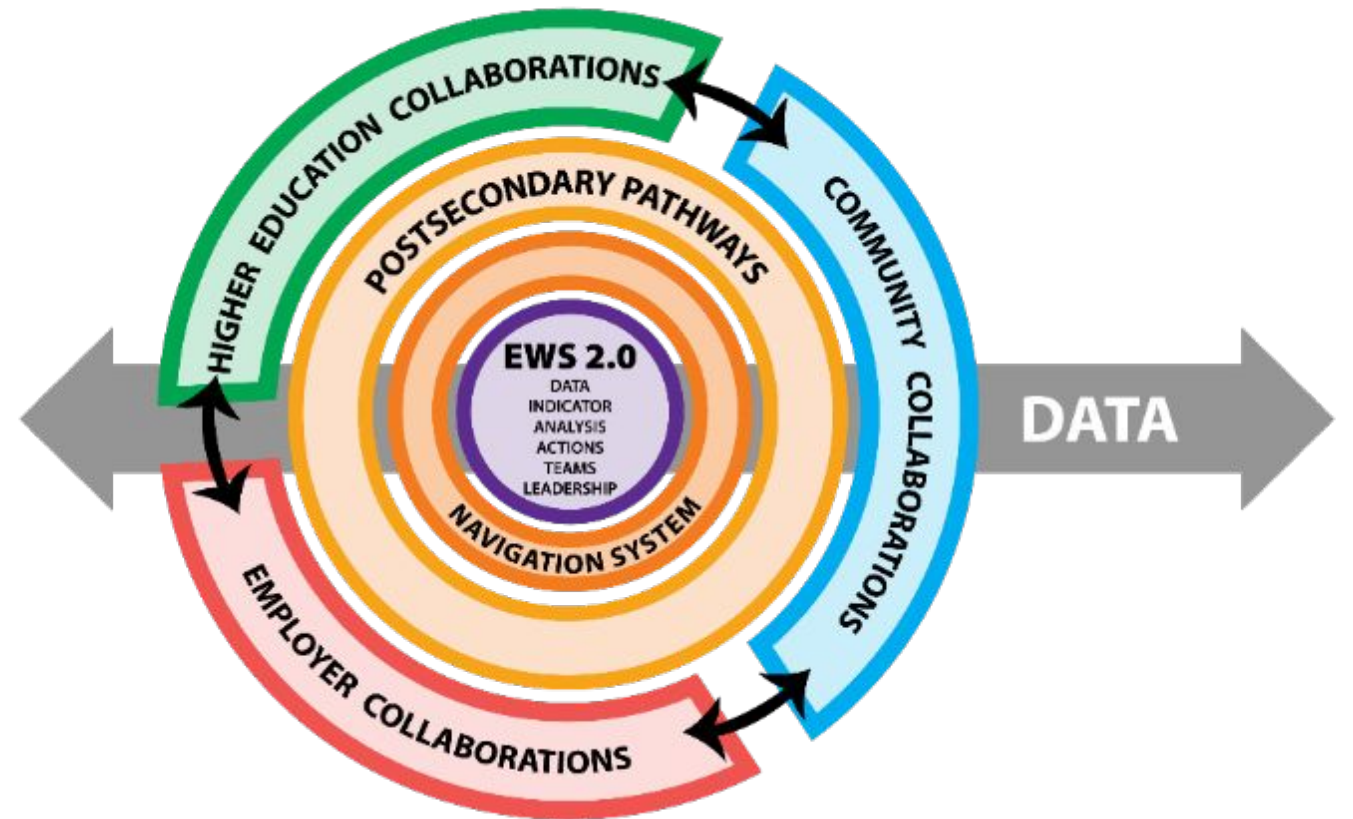
Organizing Our Discussion

- We have a large and diverse group of people and organizations participating in today's session (K-12, Higher Ed, Non-Profits, State Depts. of Ed.).
- Please share ideas, resources, and ask questions via the chat function.
- One of the moderators will read each question or comment out loud, and then ask for responses via the chat function.
- The moderator may ask the participant to respond verbally for elaboration or clarification.
- After the session, we will send out all resources shared and add to the Solutions Forum webpage on the PAS website.



Building Pathways to Adult Success for and with all students has never been so crucial

- The pandemic has disrupted existing student support and guidance systems.
- Uncertainty is the norm.
- Momentum to and through postsecondary is being impacted.



COLLABORATIVE SUPPORTS FOR STUDENTS' SUCCESSFUL TRANSITION TO COLLEGE

Peer Power Student Intern Tutor Program



Charles McVean, Founder

PAS Solutions Forum

Peer Power Student Intern Tutor Program

Dr. Sara Benson
and
Dr. Marygrace Hemme



Who We Are



Charles McVean, Founder

- Peer Power Foundation
- CORE Program

What We Do: Our Programs



Charles McVean, Founder

- Programs
 - Core Program
 - SIT Program
 - ACT University
 - Peer Power Fellowship
- Events
 - Fall Break ACT and Workforce Development Camps
 - Spring Break Camp
 - UM Connect Day

High School Student Intern Tutor Program



Charles McVean, Founder

- Partnership between Peer Power and MSCS-employ high achieving Juniors and Seniors with at least a 3.5 GPA.
- Train high school students to tutor/mentor elementary and middle school students after school.
- Provide additional services:
 - Free ACT prep
 - College Readiness
 - Soft Skills
 - Access to all Peer Power programming/events

Design Challenge: SIT Case Study



Charles McVean, Founder

- At peak for 2022-2023, we employed 200 SITs who tutored in 45 after-school programs
- For the 2023-2024 school year we revamped the program and we have 45 tutors across 6 school programs
- Our questions:
 - Does employing high-achieving high school students as supportive adults in schools for K-8 students work to improve social-emotional and academic outcomes?
 - Does the experience of tutoring during high school increase interest in teaching as a profession and create a talent pipeline?

Design Challenge: SIT Findings



Charles McVean, Founder

- For 2022-2023 76 out of 171 Student Intern Tutors who completed the year responded to our survey.
- We are waiting for test results for academic data
- We have received tutored student survey responses from 9 schools (students)
- 45 out of 76 tutors reported increased interest in teaching as a future profession
- K-8 Student enjoyment of tutoring reported as 4.8 out of 5
- 29% (or 1 in 3) K-8 students reported an increase in enjoyment of school overall after beginning tutoring

ACT Prep University and Success Coaches



Charles McVean, Founder

- ACT University
 - Partnership with MSCS- provide free ACT Prep sessions for all area high school students and we had 180 participants .
 - Combination of in-school sessions, after-school sessions, and Saturday sessions.
 - Students who attend at least 4 out of 6 sessions saw a 2-4 point increase in test scores!
 - Higher scores = more money and more opportunities
 - Last semester we had 80 SIT tutors attend our ACT U sessions.
- SIT-To-Success Coach Pipeline
 - SIT tutors who stay in the city of Memphis were invited to continue with our program as a College Success Coach. They received a pay increase as well as all of the benefits of being a Success Coach
 - We had 22 SIT tutors transition to our CORE program and were employed as Success Coaches

UM Connect and Spring & Fall Break Camp



Charles McVean, Founder

University of Memphis Connect Day

Partnership with the University of Memphis in which we provide an official campus day visit for seniors and juniors.

- Students are able to meet with admissions counselors, attend campus tours, meet with student organization leaders, and speak with someone about their financial aid package.
- We had 161 students attend and one student received a scholarship to attend the U of M this year!

Spring and Fall Break Camp

- Spring Break Camp Attendance: 60 - 80 students per day
- Week long enrichment camp for high school students during spring break where students had the opportunity to receive ACT prep, college 101, etc..
- Our Fall Break camps are an ACT and workforce readiness focus camps.

THANK YOU!!!



Charles McVean, Founder

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Dr. Marygrace Hemme

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Research Learning Experiences



Research Learning Experiences (RLEs) for First-year Students: Assessment and Student Outcomes

University of Maine System Student
Success & Retention initiative

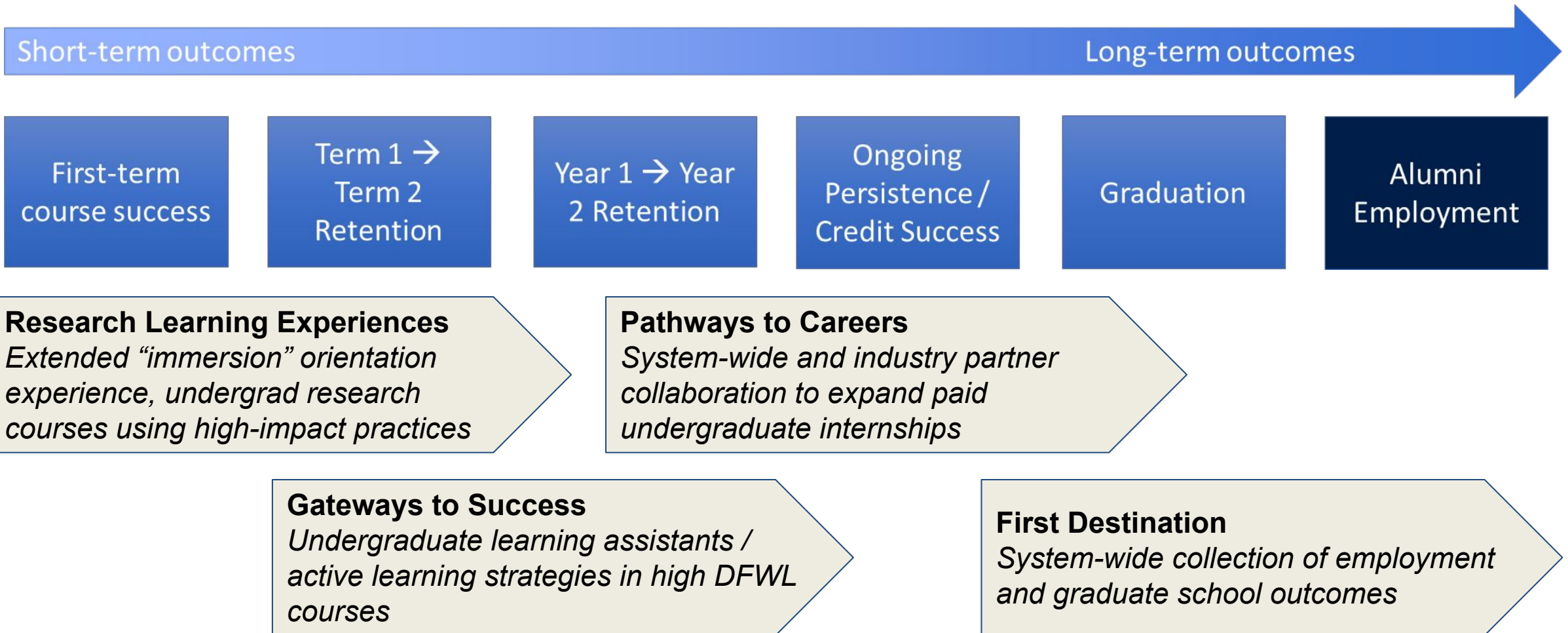
Holly White, Doctoral Student
Nate Flint, Evaluation Specialist

Debra Allen, Associate Provost for IR & Assessment
Brian Olsen, Executive Director of UMS Transforms SSR
Katharine Ruskin, Lecturer and Undergraduate Coordinator
John Volin, EVP for Academic Affairs and Provost

Research Learning Experiences Context

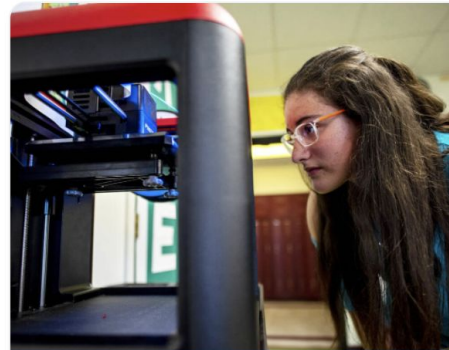
- Student Success & Retention - Outcomes & Initiatives
 - RLE Definition, Growth, and Scale
 - Assessment

Student Success & Retention Outcomes and Initiatives



What makes an RLE?

- Immersion experience, early contact with campus & instruction
- Small class size (<24)
- Course-based research for credit
- Pedagogy focused on discovery, knowledge creation, experiential learning, active learning
- First-semester experience



RLE 01
Print in 3D

[Learn more →](#)



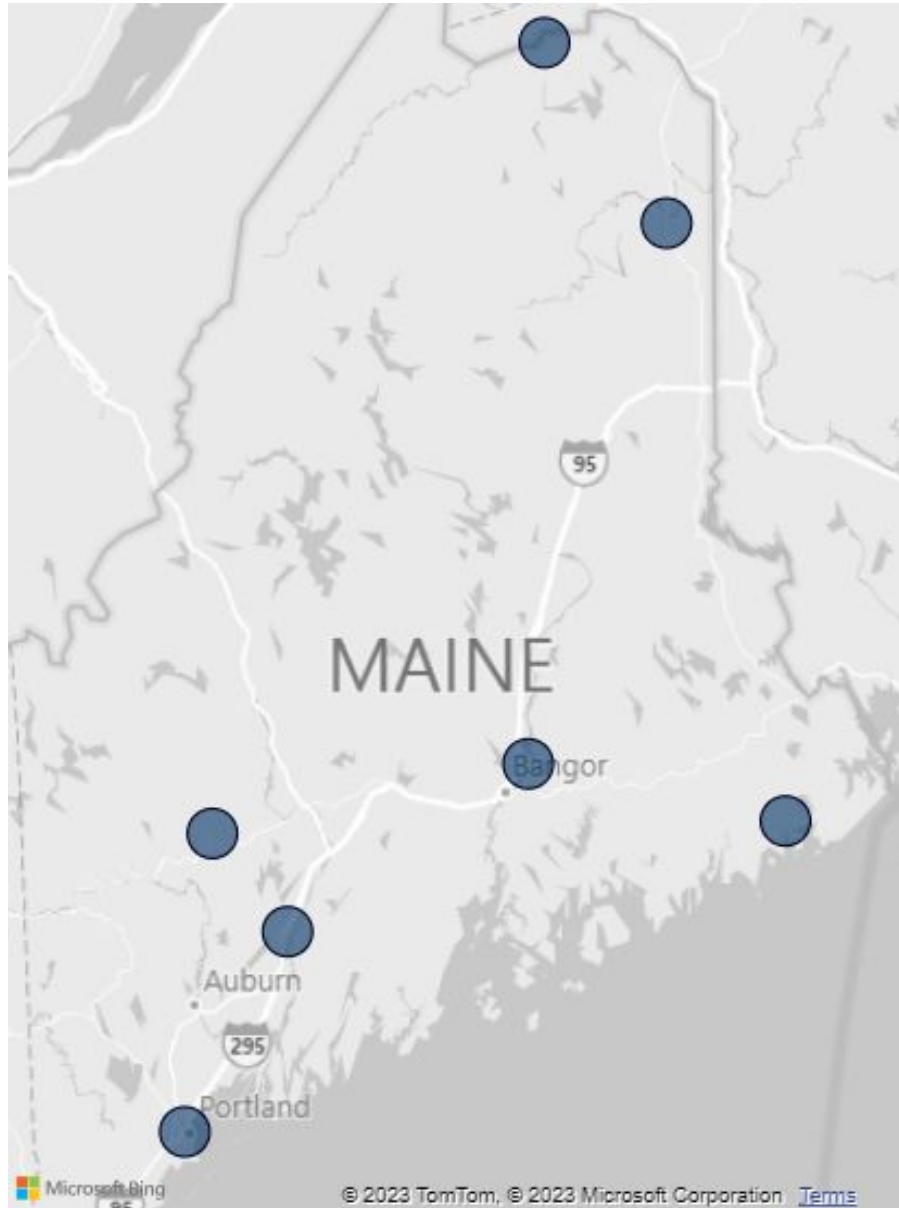
RLE 14
Make a better farm

[Learn more →](#)



RLE 23
Perform music

[Learn more →](#)



Growth and Scale of RLE

Students (Courses)	Year 1 2021-22	Year 2 2022-23	To-Date 2023-24
University of Maine at Augusta		17 (1)	38 (3)
University of Maine at Farmington		129 (11)	170 (9)
University of Maine at Fort Kent		28 (4)	10 (3)
University of Maine at Machias	6 (1)		37 (3)
University of Maine	241 (39)	433 (42)	581 (46)
University of Southern Maine			85 (6)
University of Maine at Presque Isle		9 (5)	9 (6)
University of Maine System	247 (40)	616 (63)	930 (76)

Assessment in RLEs

Assessment Activity	Timing	Time needed	Tech System	RLE sections	non-RLE control group
Faculty alignment survey <i>Provide information on alignment of course and assignments with the learning outcomes</i>	First 1-2 weeks	As needed	Qualtrics	✓	
Student pre-course survey <i>Scales on sense of belonging, academic self-efficacy, research self-efficacy, etc...</i>	First 1-2 weeks	15 minutes	Qualtrics	✓	✓
Faculty survey <i>High-impact practices and instructional approaches employed, feedback on implementation, likelihood to teach an RLE again, etc...</i>	After midterms	15 minutes	Qualtrics	✓	
Student post-course survey <i>Scales on sense of belonging, academic self-efficacy, research self-efficacy, etc, experiential learning and project ownership...</i>	Last 1-2 weeks	15 minutes	Qualtrics	✓	✓
Rubric Assessment <i>Faculty assess students on at least one cognitive learning outcomes</i>	Last week / finals	As needed	Brightspace	✓	

Preliminary Findings

Preliminary Survey Outcomes:

Fall 2021:

Though RLEs trended positively in several survey outcomes, we found **no statistically significant differences between RLE and non-RLE gains.**

Fall 2022:

RLE students had significantly higher gains compared to non-RLE students on several survey outcomes: Belonging to UMaine, Reflection, Research Identity, Belonging in Course, and Morale.



Table 1. Significance of model variables to survey post-values.

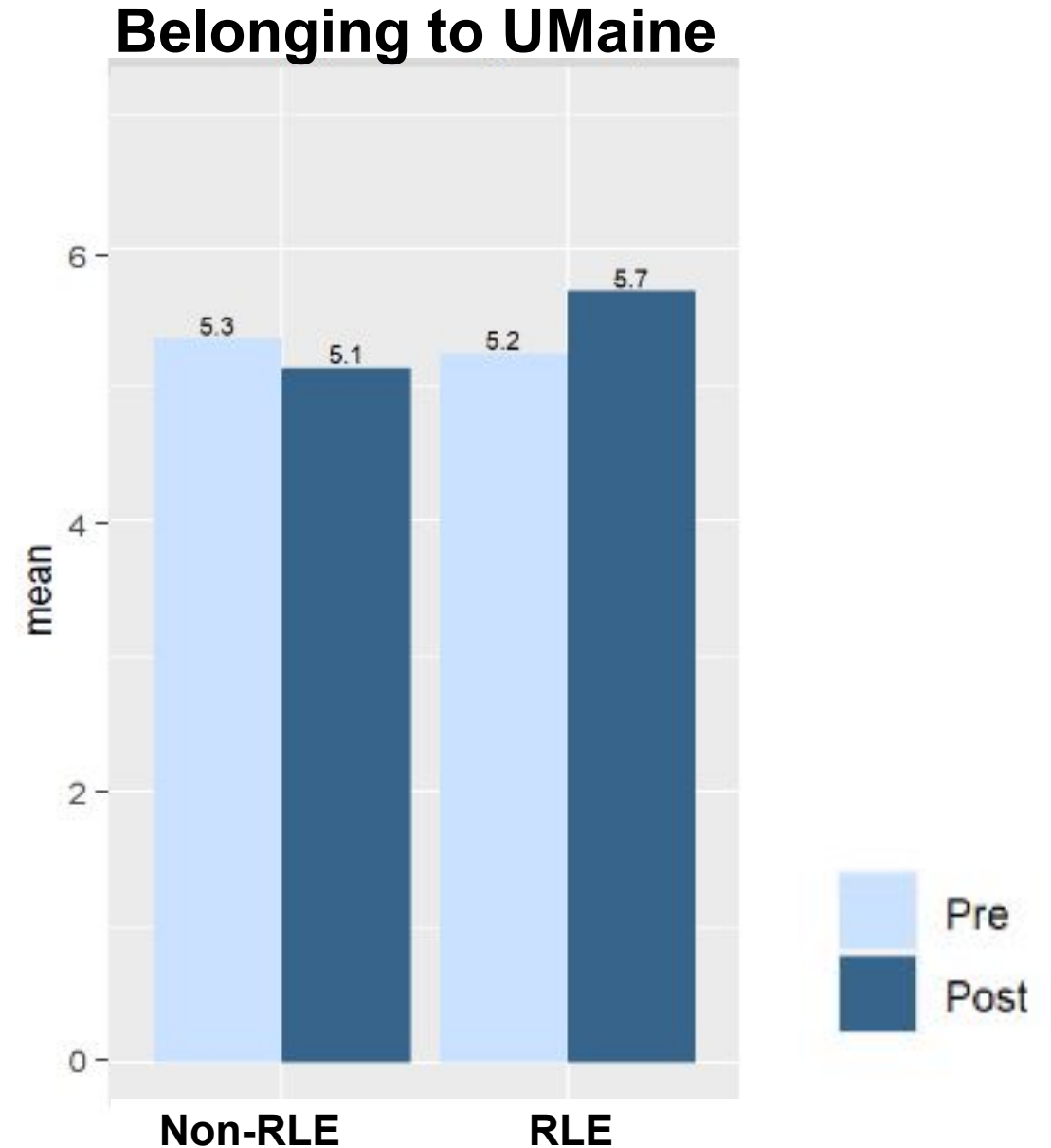
<i>Post-values</i>	RLE	Pre-value	Sex	First-gen	Pell	HS GPA
<i>Belonging to UMaine</i>	*+	*+				
<i>Reflection</i>	*+	*+			*+	
<i>Research Identity</i>	*+	*+				
<i>Belonging in Course</i>	*+	*+				
<i>Morale</i>	*+	*+				
<i>Belonging in Major</i>		*+				*+
<i>Confidence in Research Skills</i>		*+				*+
<i>Problem Solving</i>		*+			*+	*+
<i>Collaboration</i>		*+				*+

Listed by
effect size,
descending
order

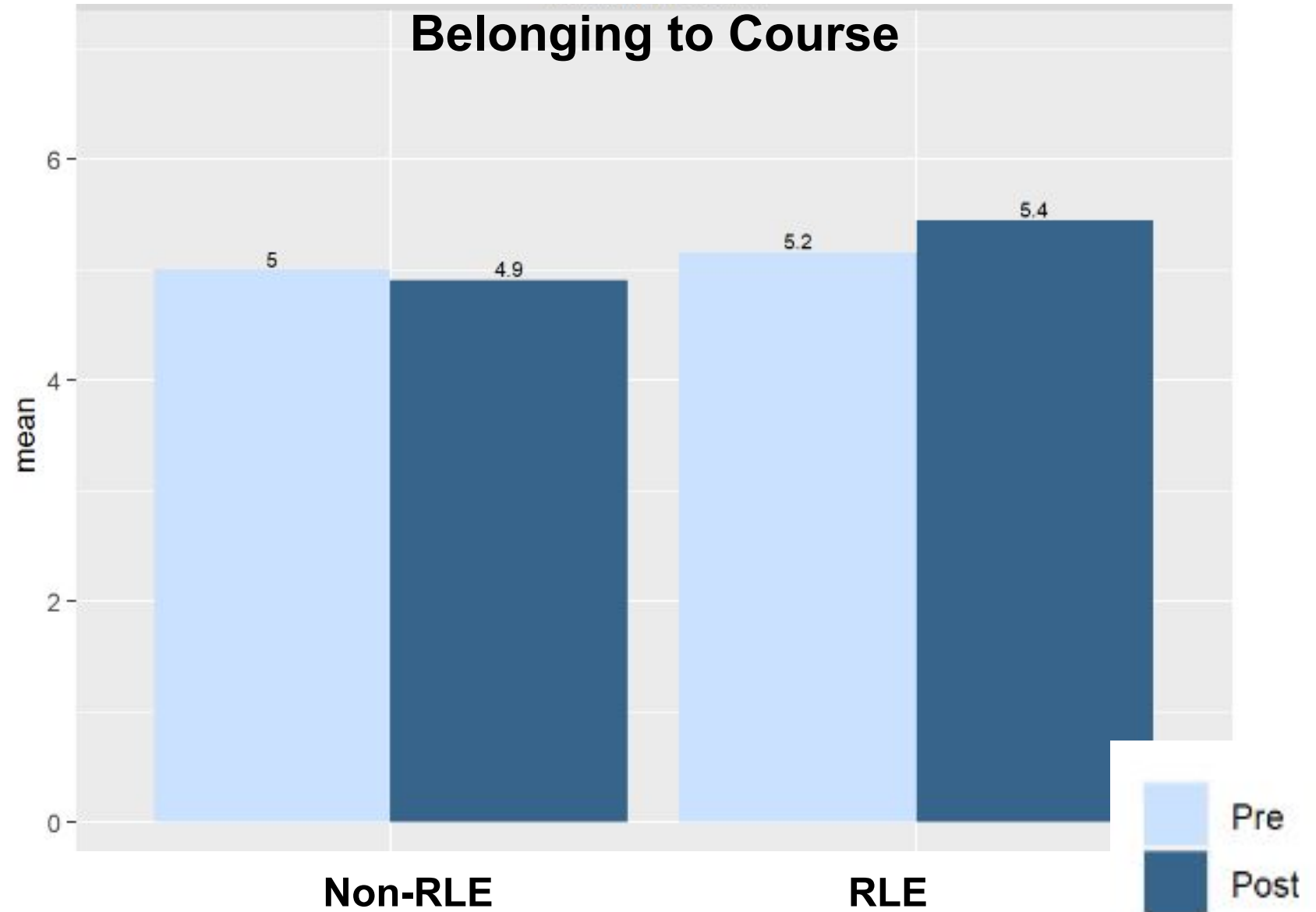
Belonging to
UMaine:
largest effect
size

Preliminary Outcomes: Fall 2022 at UMaine

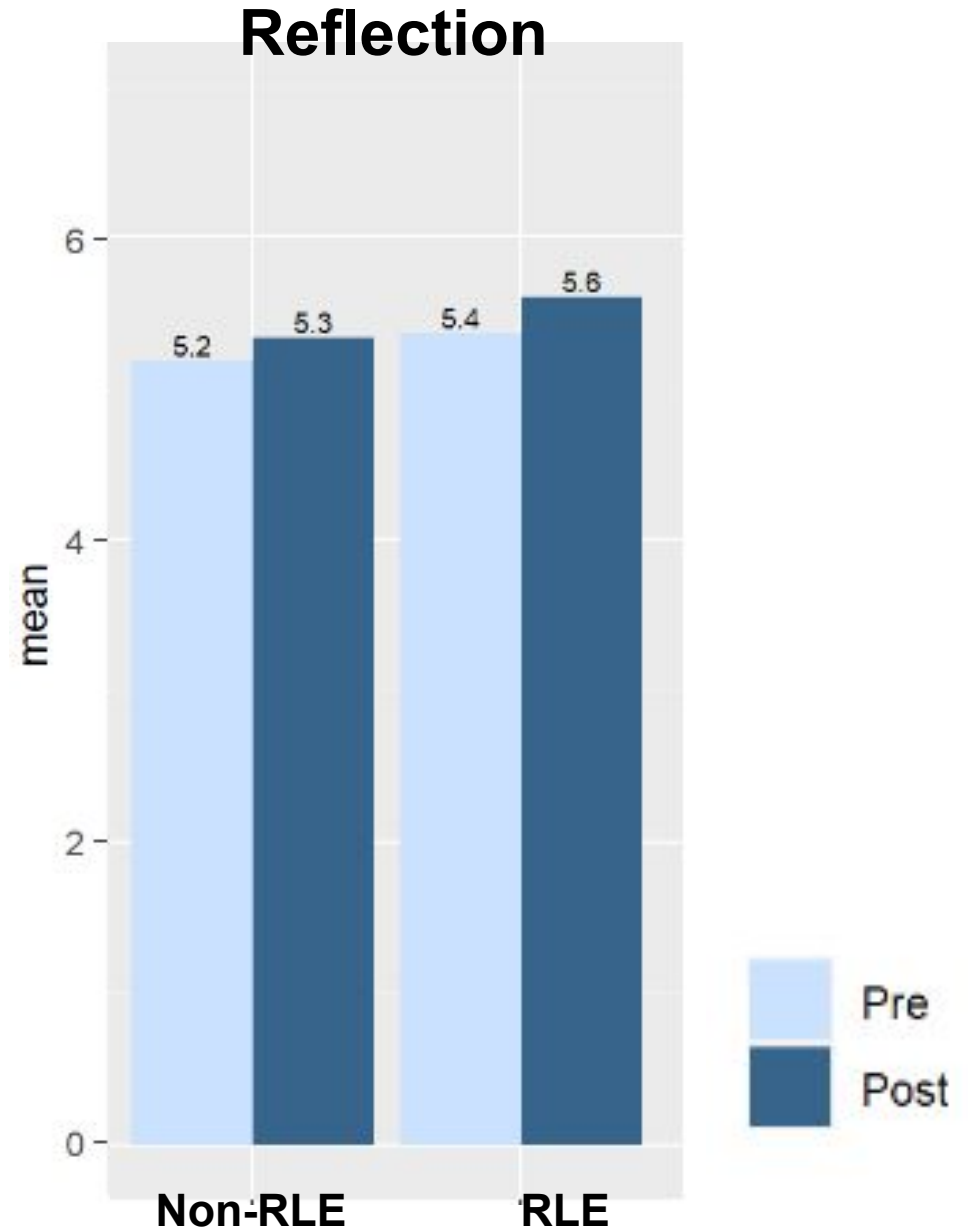
- *Sense of Belonging to UMaine:*
 - RLE students scored significantly higher on the post survey as compared to non-RLE students [controlling for pre-score, sex, HS GPA, First-gen, Pell, and course].



- *Sense of Belonging to Course:*
 - RLE students scored significantly higher on the post survey as compared to non-RLE students [controlling for pre-score, sex, HS GPA, First-gen, Pell, and course].

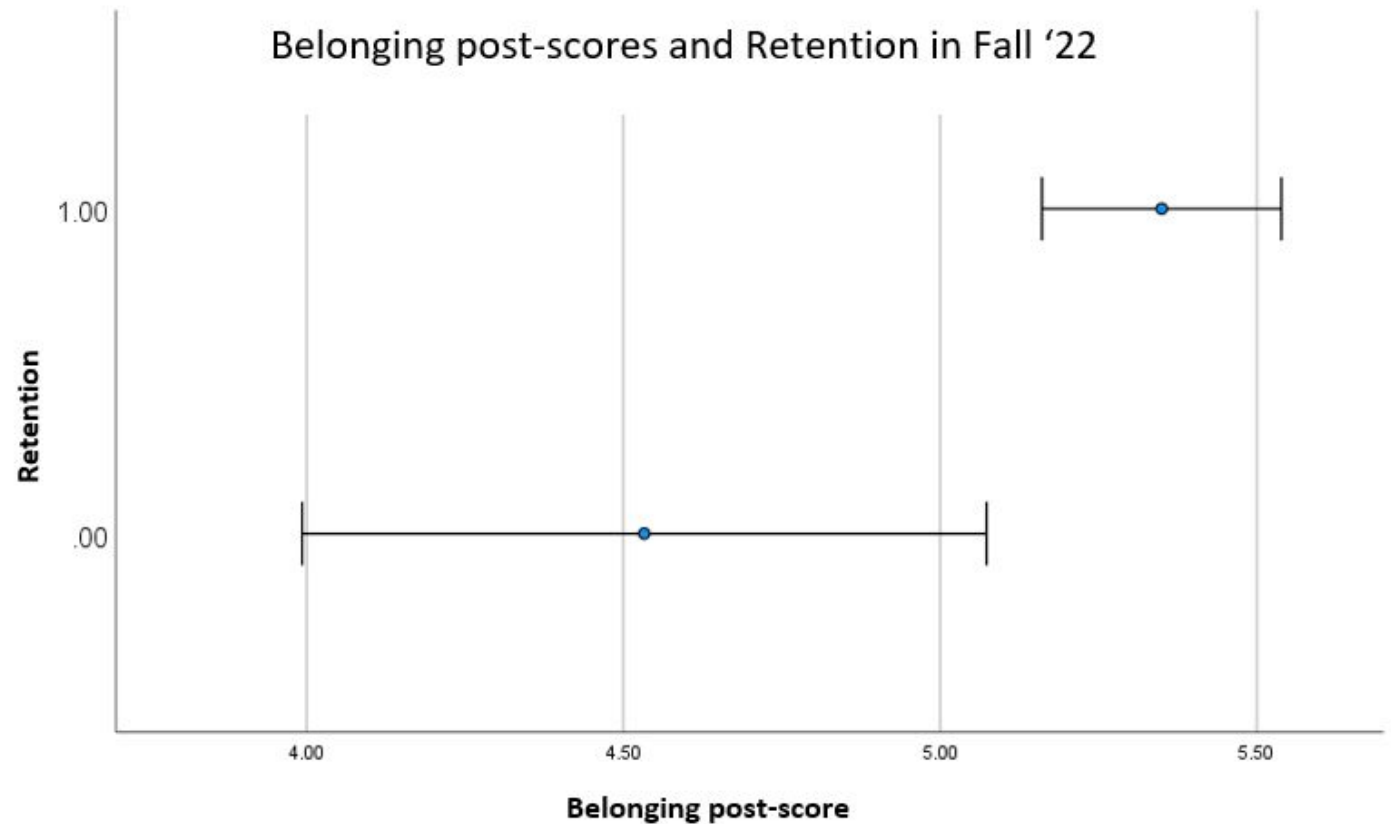


- *Reflection:*
 - RLE students scored significantly higher on the post survey as compared to non-RLE students [controlling for pre-score, sex, HS GPA, First-gen, Pell, and course].
- Faculty reported using reflection in RLEs more often than in other courses:
 - Student reflection on effective college/study strategies (81% of faculty used in RLE; only 26% used in other classes)
 - Student reflection on research/exploration process (97% vs. 45%)



Survey Outcomes & Retention: Pilot Cohort

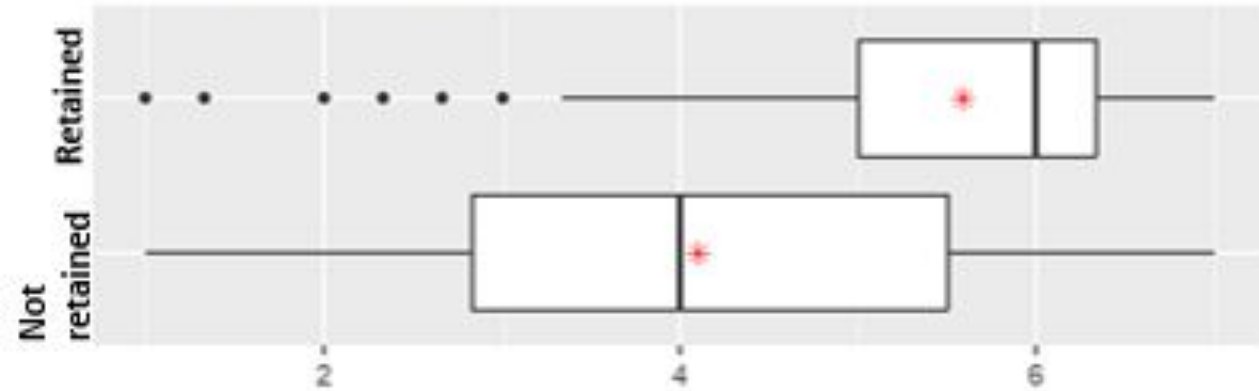
- First year retention is not statistically different between RLE (75.9% retained) and non-RLE (72.7%) [controlling for demographics], though RLE is slightly higher.
- For all students (RLE and non-RLE), *Sense of Belonging to UMaine* post-scores are positively related to first-year retention [controlling for demographics].



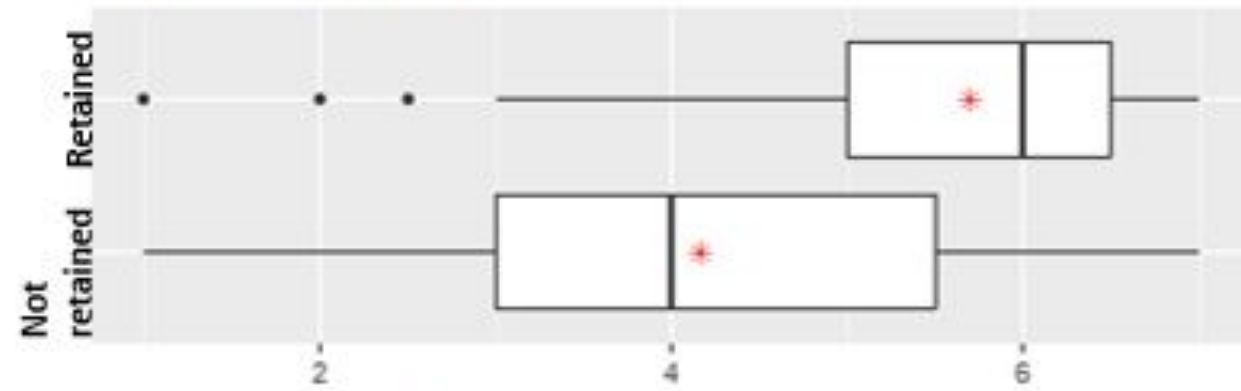
Survey Outcomes & Retention: Cohort 2

- Several survey measures are predictive of retention:

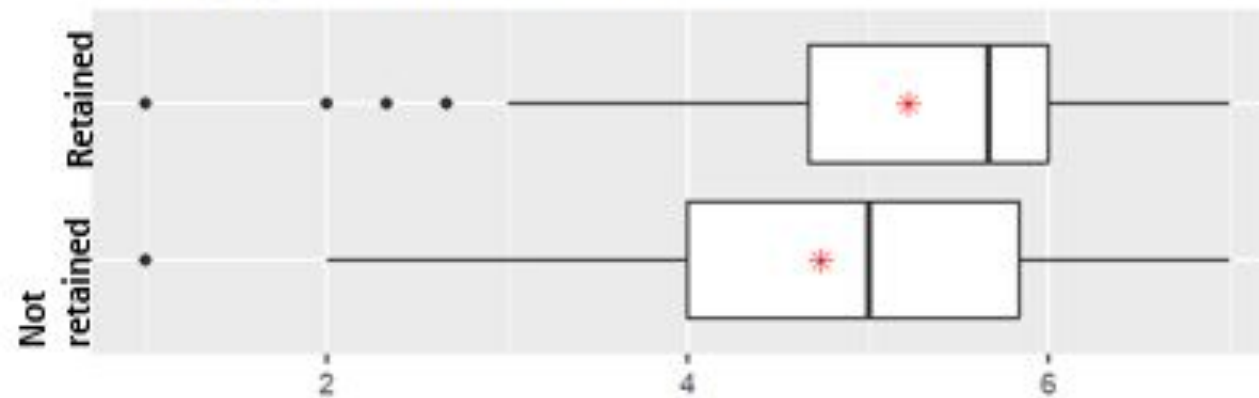
Belonging to UMaine and Retention



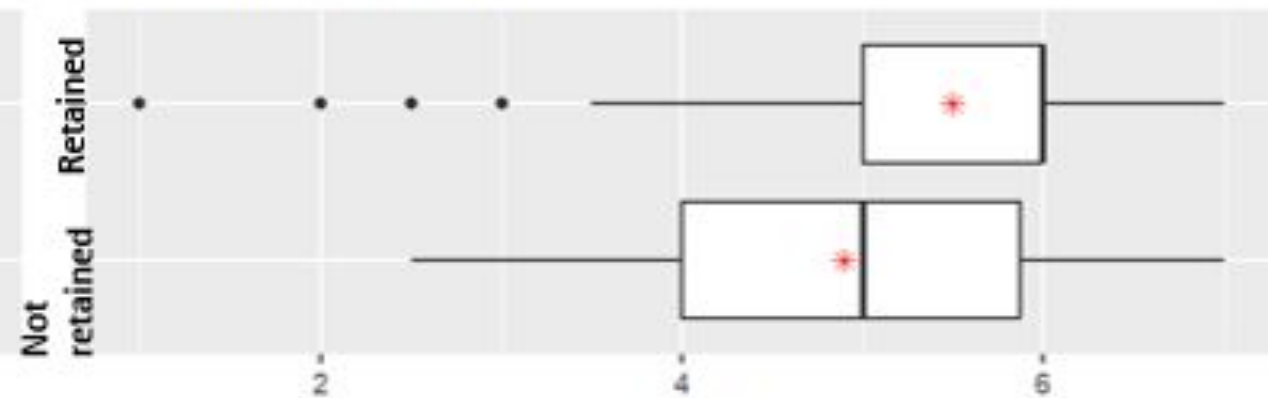
Morale and Retention



Belonging in Course and Retention

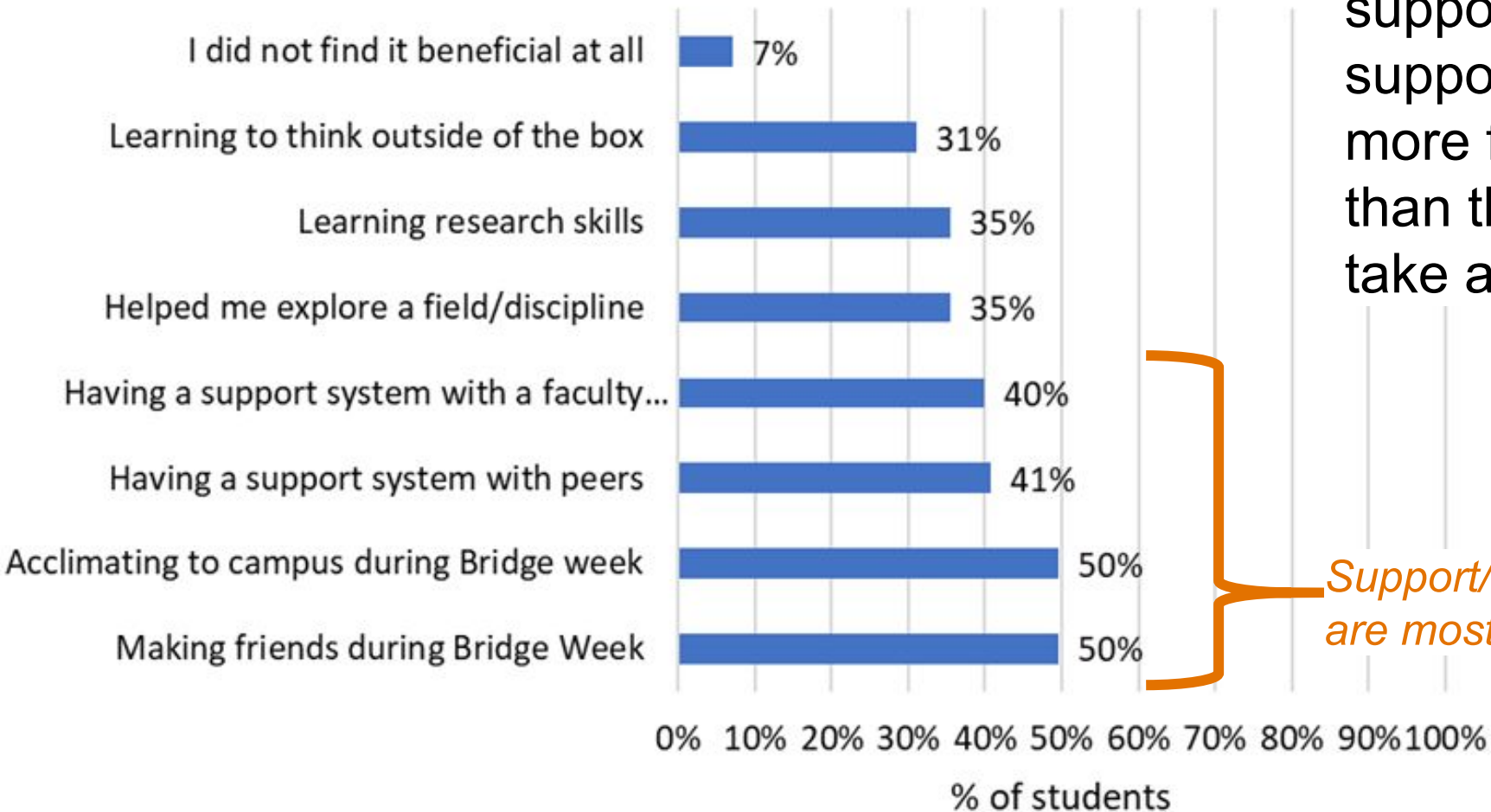


Reflection and Retention



Student RLE Benefits

RLE Benefits



RLE students report feeling supported or strongly supported by their classmates more frequently (RLE=68%) than their peers who did not take an RLE (non-RLE=45%).

Support/belonging reasons are most common

Student Interviews - Pilot Cohort

- Themes [positive, sense of belonging]
 - Support system (8 students)
 - Learning about university resources (5)
 - Acclimating to campus early (3)

“...I would say closest friends, almost all of them are from the RLE except for like a few...”

“I thought it was really cool that I got to be here a week early, and I didn't have to move in with everybody else because that would've caused, you know, panic and anxiety”

“I have a goal in mind ... and the RLE showed me okay, you have these tools...”

Upcoming analyses - Fall 2022 Cohort Interviews

- Currently analyzing interviews that focused on *how* and *why* RLEs impact sense of belonging.
- Sample: Students who increased on belonging from pre-post, and others who decreased.



Future Directions: Analyses

- Are RLEs particularly beneficial for underrepresented groups of students (e.g., first-generation students)?
- Which RLE course strategies are most effective at increasing student outcomes (e.g., field work, reflection)?
- Digging into retention effects



Future Directions

- Interviewing students at smaller, rural campuses, where the initiative is growing
- In fall '23, several majors such as business, nursing, and biochemistry have created RLE's that are required for their incoming freshmen



**Thank you!
Questions?**

Acknowledgements:
Alfond Foundation



Open Discussion and Resource Sharing



PAS Announcements

- 2023-24 Community Collaborations Challenge applications now open
 - Submission deadline October 31, 2023
 - Contact: info@pathwaystoadultsuccess.org
- Next PAS Solutions Forum: 2-3 PM EST, November 16, 2023 – save the date!
 - “Bringing the Right People Together to Support Students’ Success”
 - Among the presenters: 2022-23 PAS Design Challenge recipients Philadelphia Education Fund and Big Brothers Big Sisters of Eastern Missouri

Everyone Graduates Center Events

- EGC/ The GRAD Partnership Community of Practice: Oct. 18, 1 PM EST
 - Building Collective Effort for Student Success Systems (Session 1 of 3)
 - [Register here](#)
- 2024 National School Redesign Showcase
 - Create a team to make your school a place students and teachers want to be
 - Visit <https://www.nexus.every1graduates.org/> for more info



Thank You, Be Well, & Onward!

We will follow up with a recording of the session, slides, and a list of references and materials shared today.