

Figure I.1 Four Dimensions – for INTRODUCTION chapter

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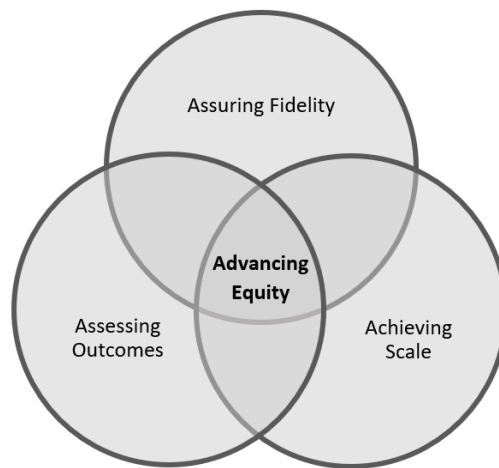


Figure I.1 Four Dimensions to Deliver on the Promise of HIPs

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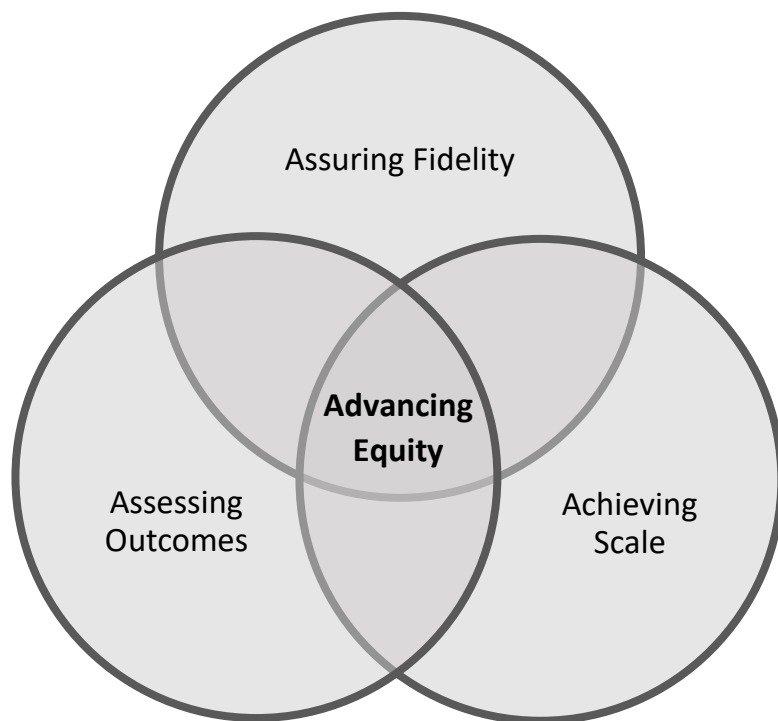


Figure I.1 Four Dimensions to Assure the Promise of HIPs

Figure 5.1.

Structure of the Key Communities

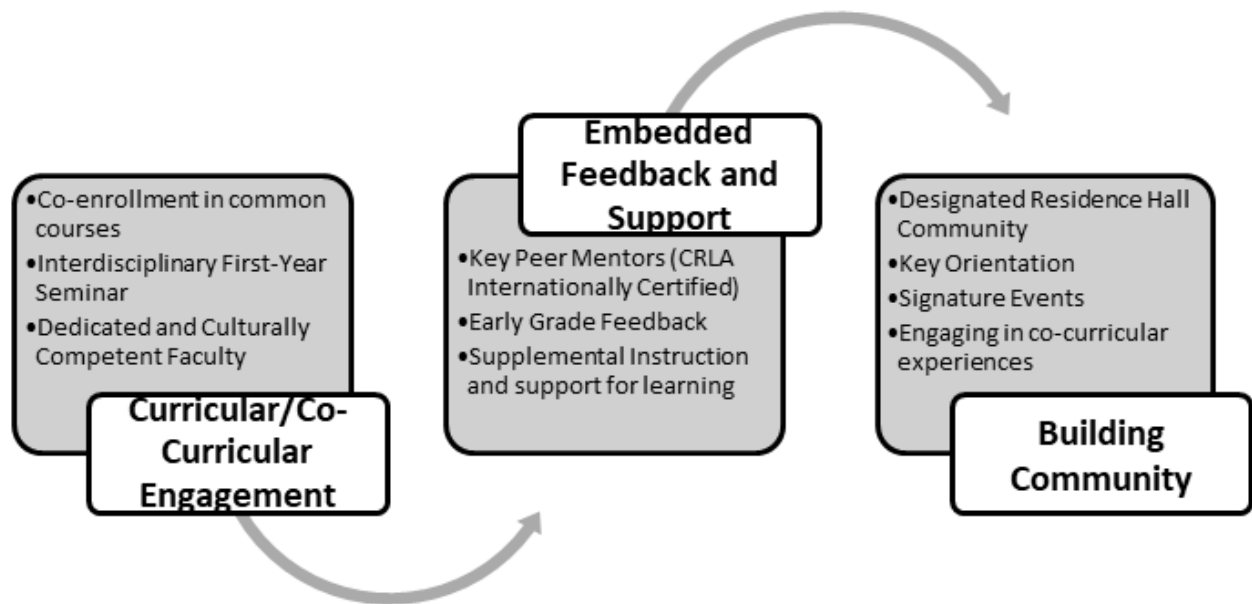


Figure 5.2.

Key's Impact on Retention/Graduation by the Probability of Key Participation

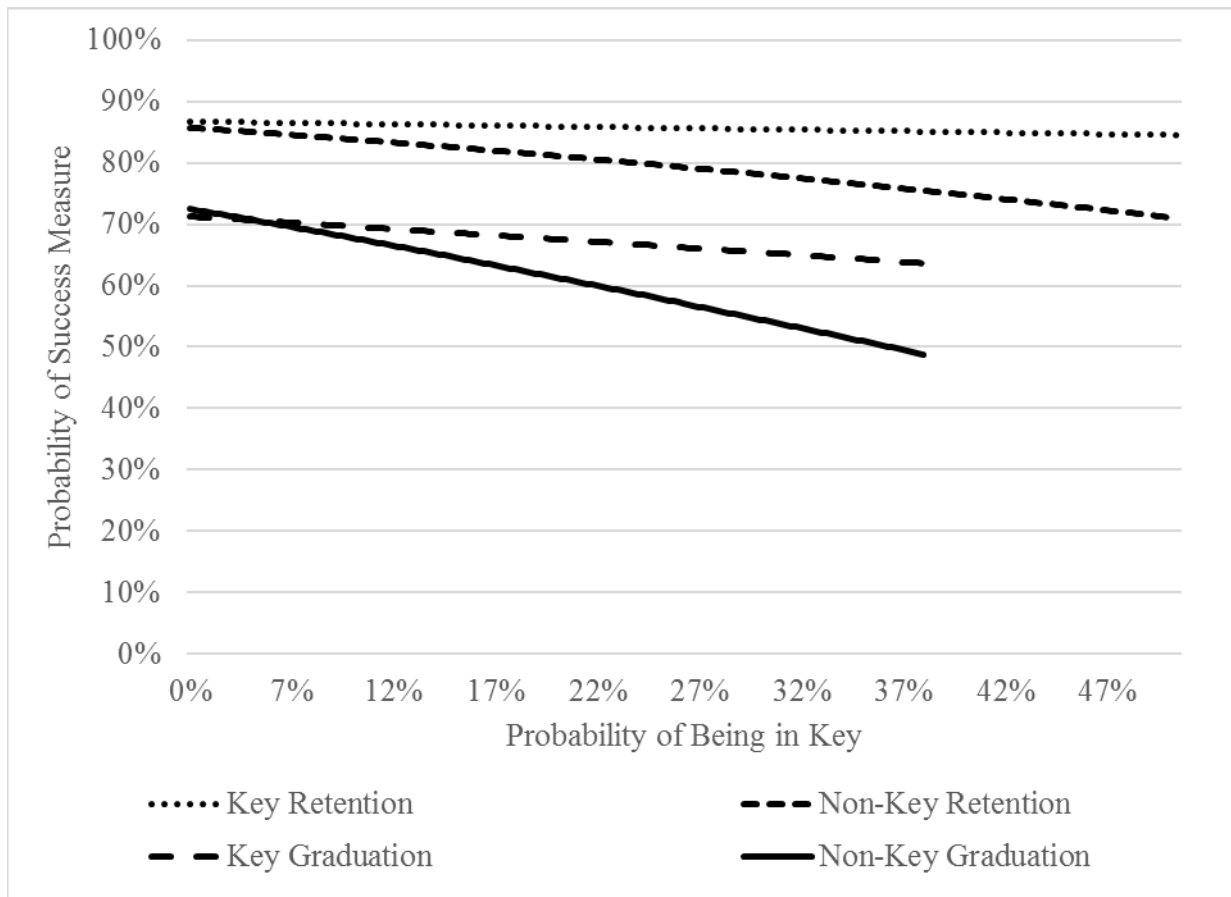


Figure 10.1.

Recommendations to Support Sustained and Evidence-Informed Practices for Mission Driven High-Quality Capstone Experiences

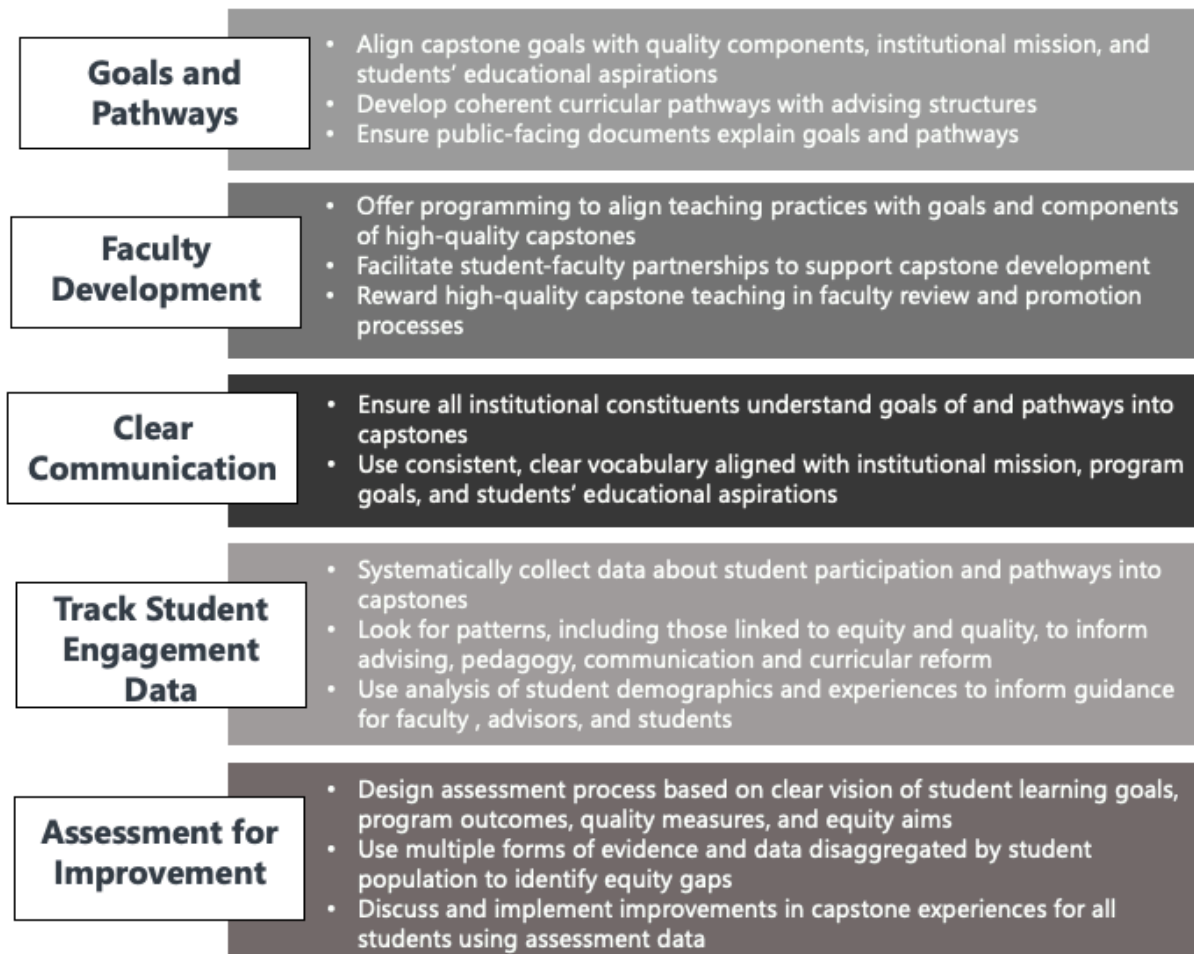
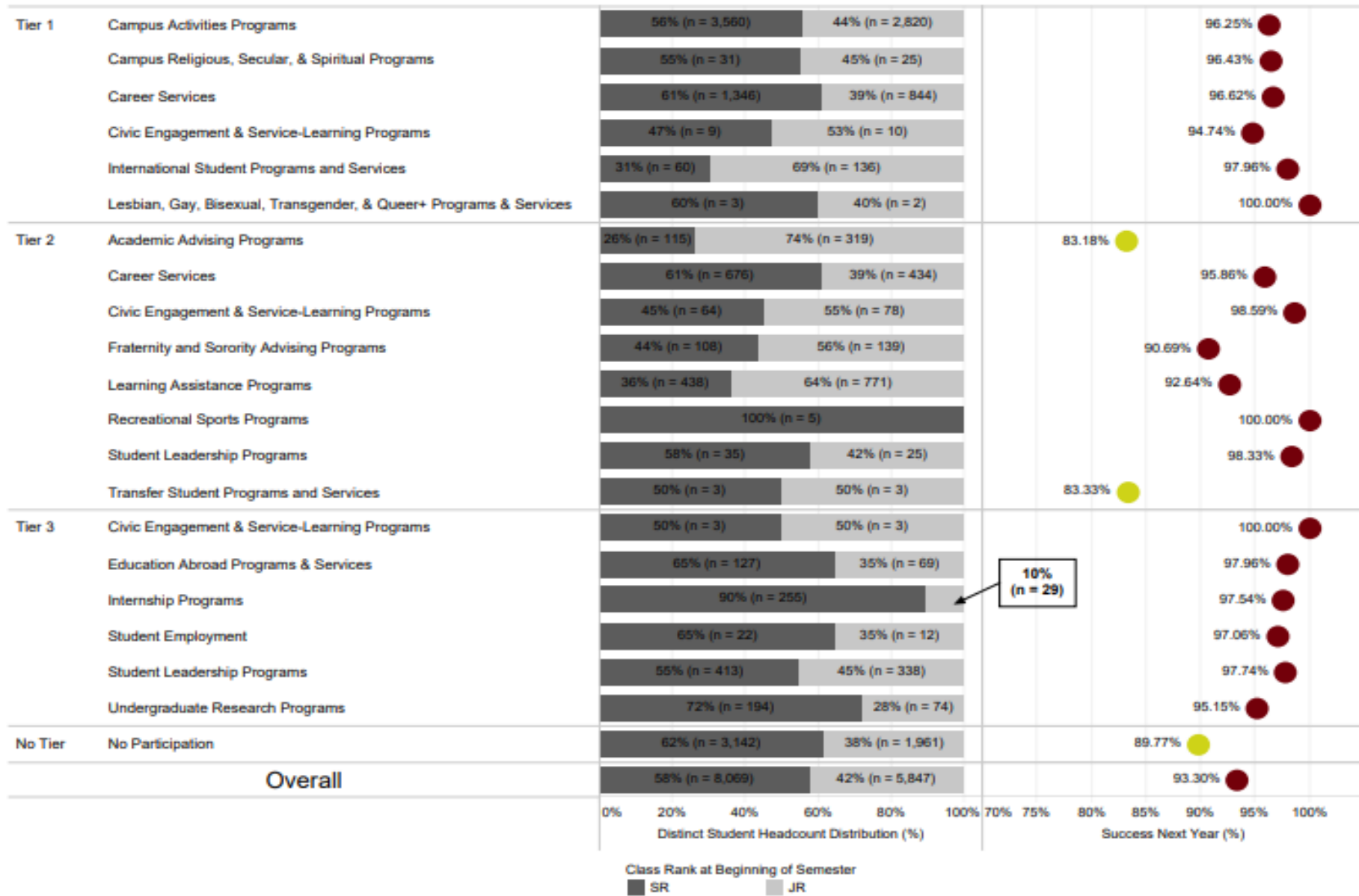


Figure 13.1.

Engagement and Success Outcomes of UofSC Juniors and Seniors



Source: Jonathan Poon, Office of Institutional Research, Assessment & Analytics.

BRADLEY UNDERGRADUATE LEARNING EXPERIENCE

MISSION
VISION
VALUES

CORE
OUTCOMES

Critical and Creative Thinking
Effective Communication
Integrative Learning
Practical Application
Social Awareness

MAJORS, MINORS AND PROGRAMS

CO-CURRICULAR LEARNING

CORE CURRICULUM

CORE PRACTICES

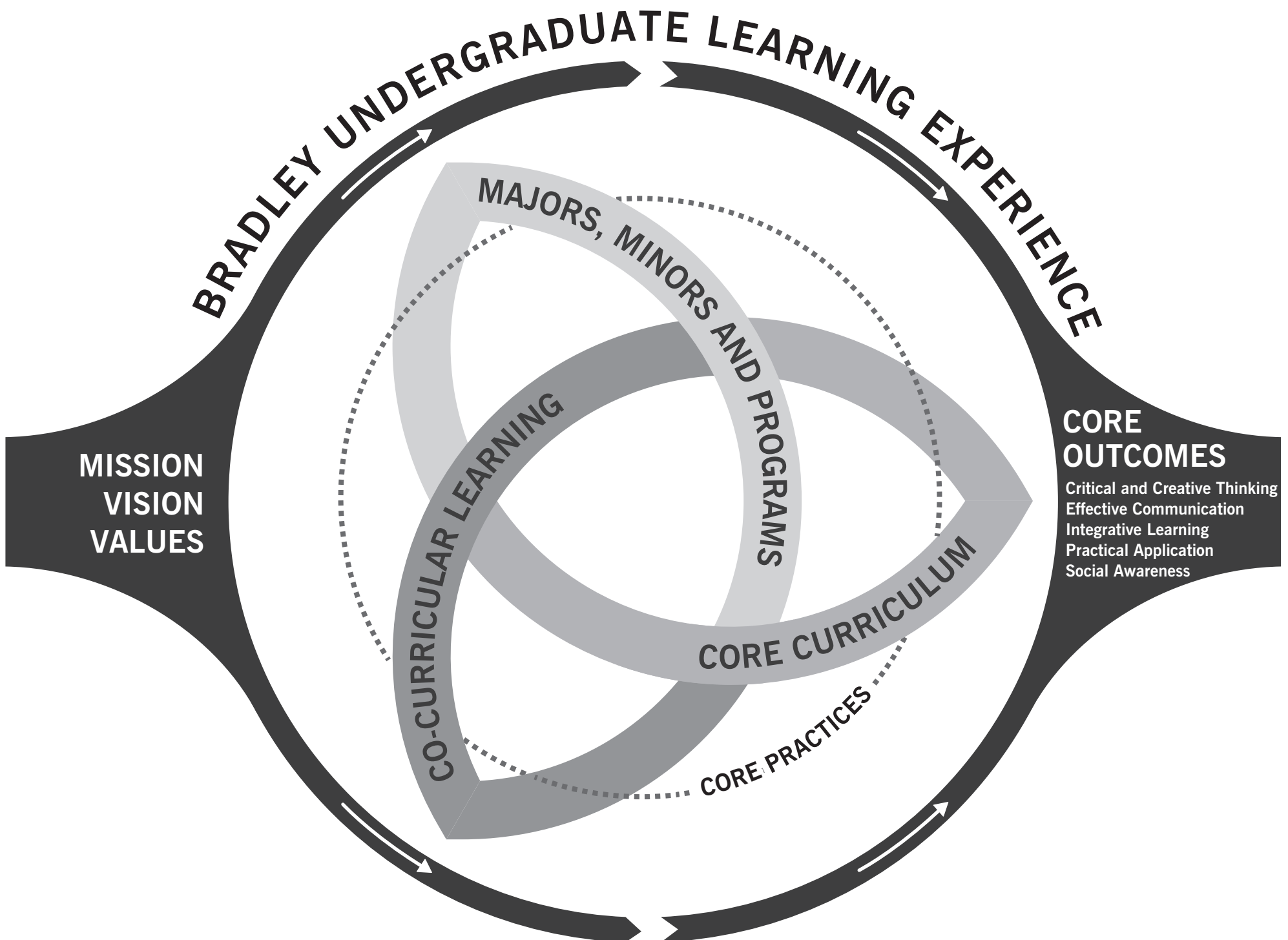


Figure 14.2.

Change Process in Graduation Requirement



REVISED VERSION

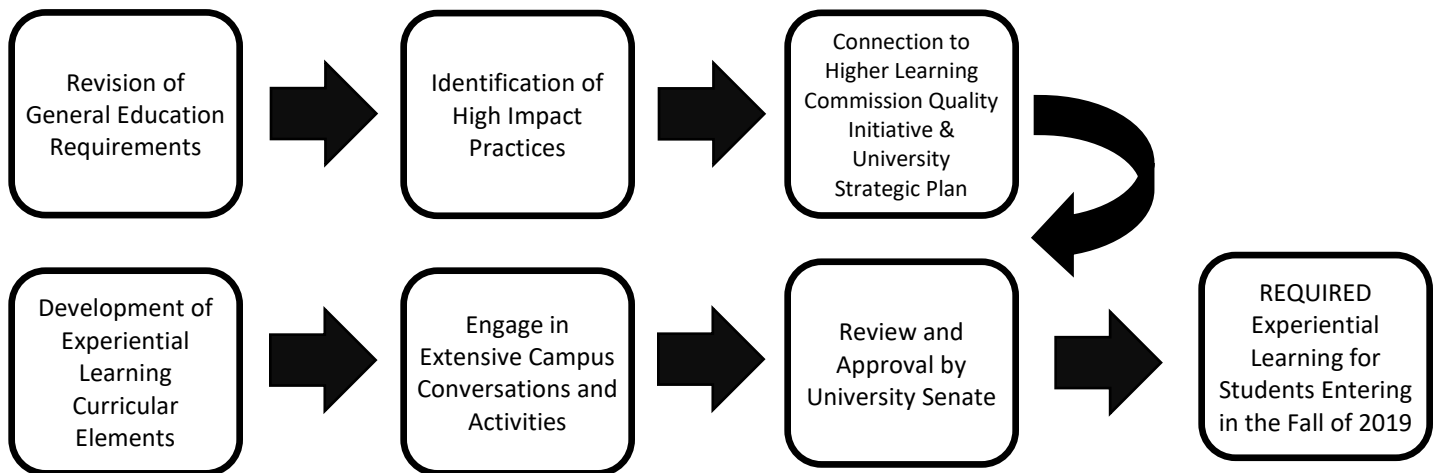
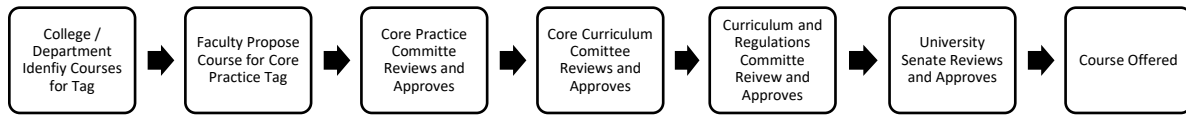


Figure 14.3,

Core Practice Tag Approval Process



REVISED VERSION

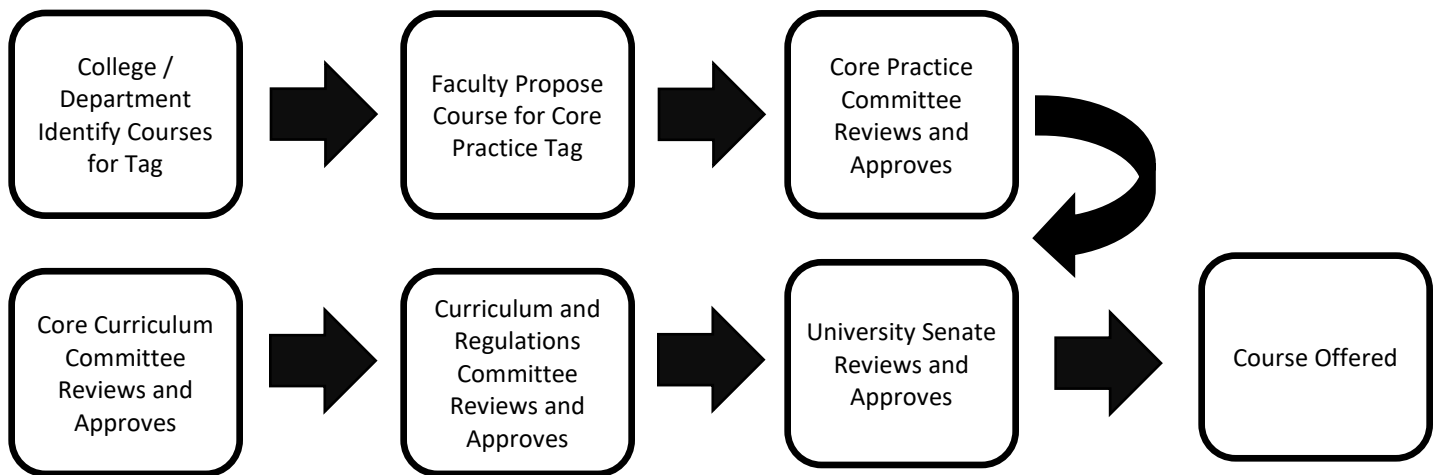


Figure 18.1.

Timeline of Major Initiatives and Milestones

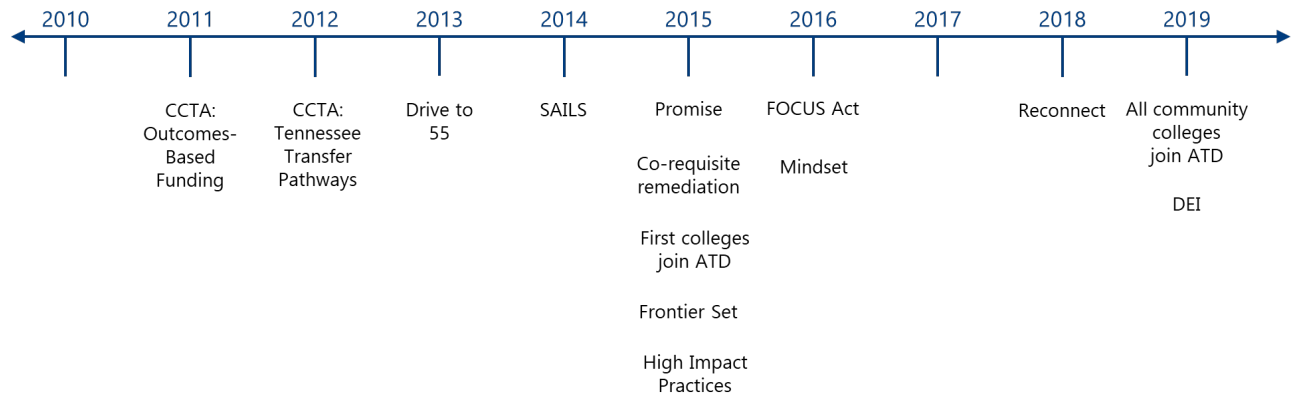


Figure 18.2.

Graduation Rates by Race and System Level

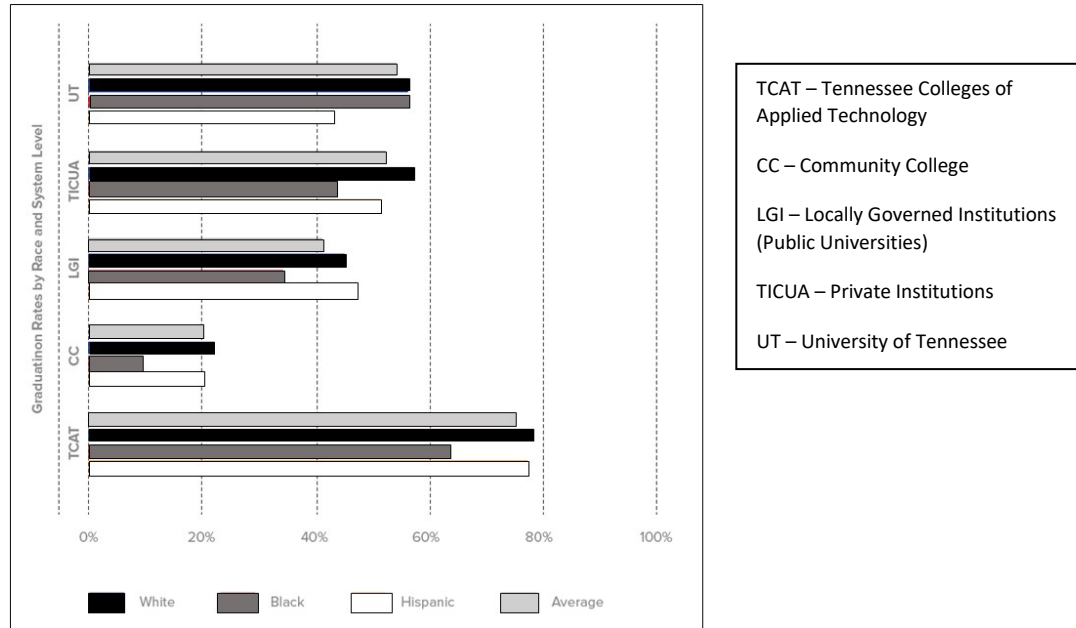


Figure 18.3.

Percent of Students Enrolled in at Least One HIP

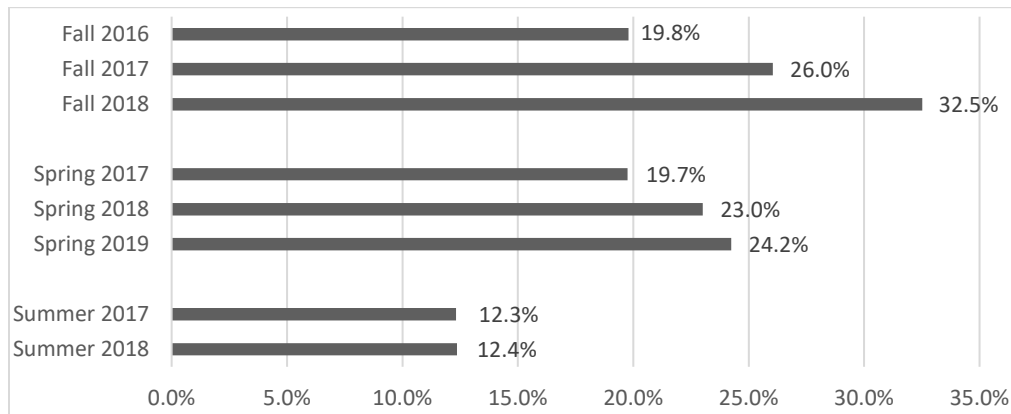
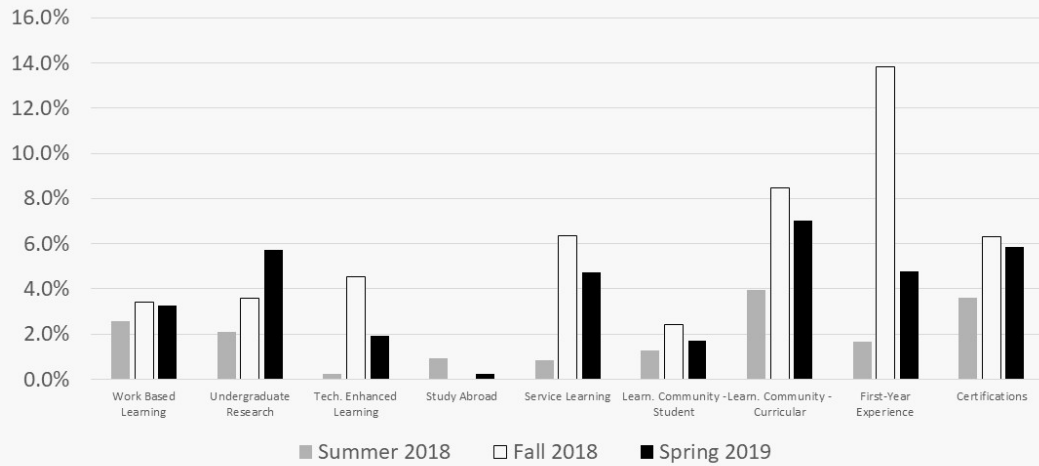


Figure 18.4.

Percentage of Students Enrolled by HIP Type 2018-19

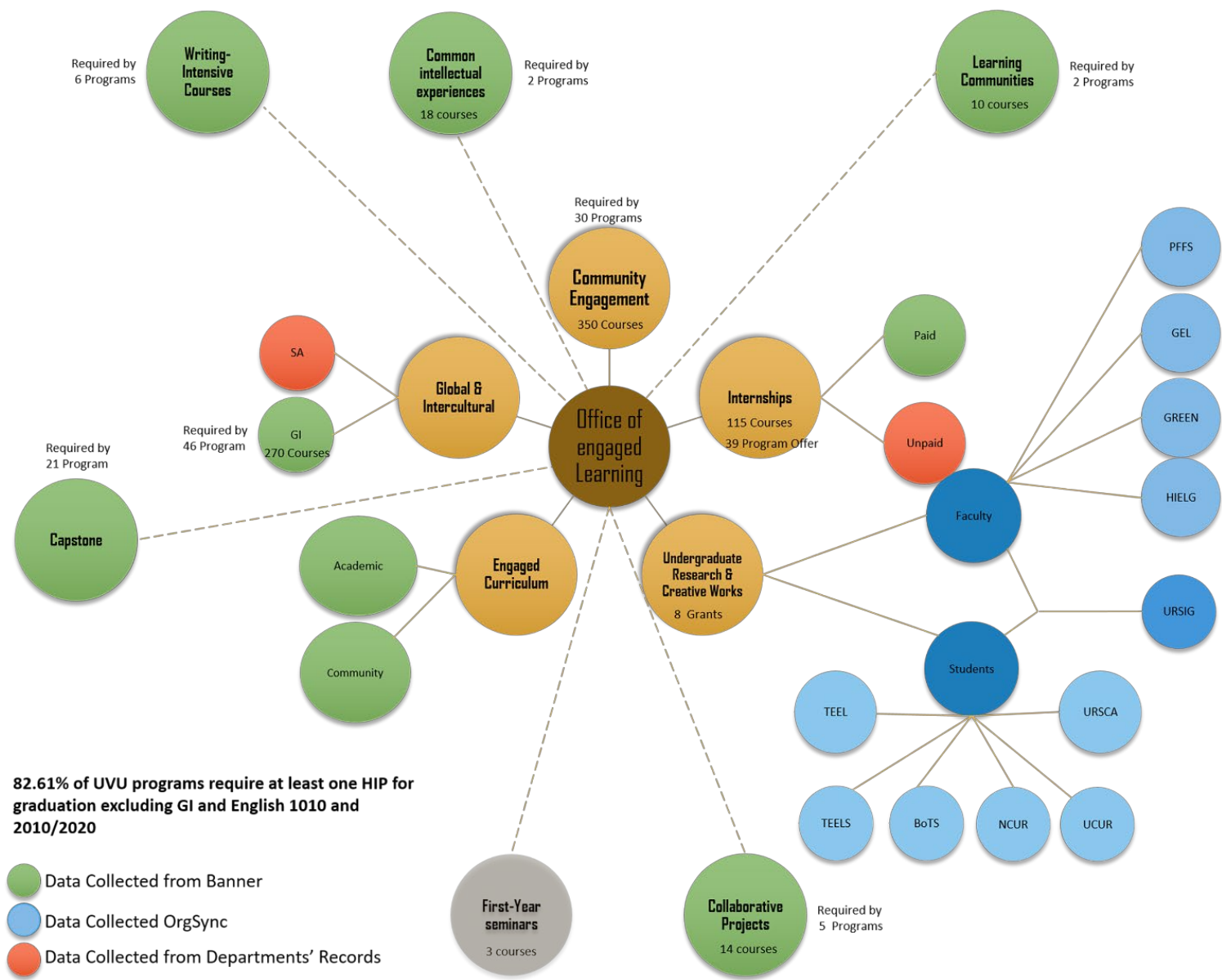


Fall-Fall Retention



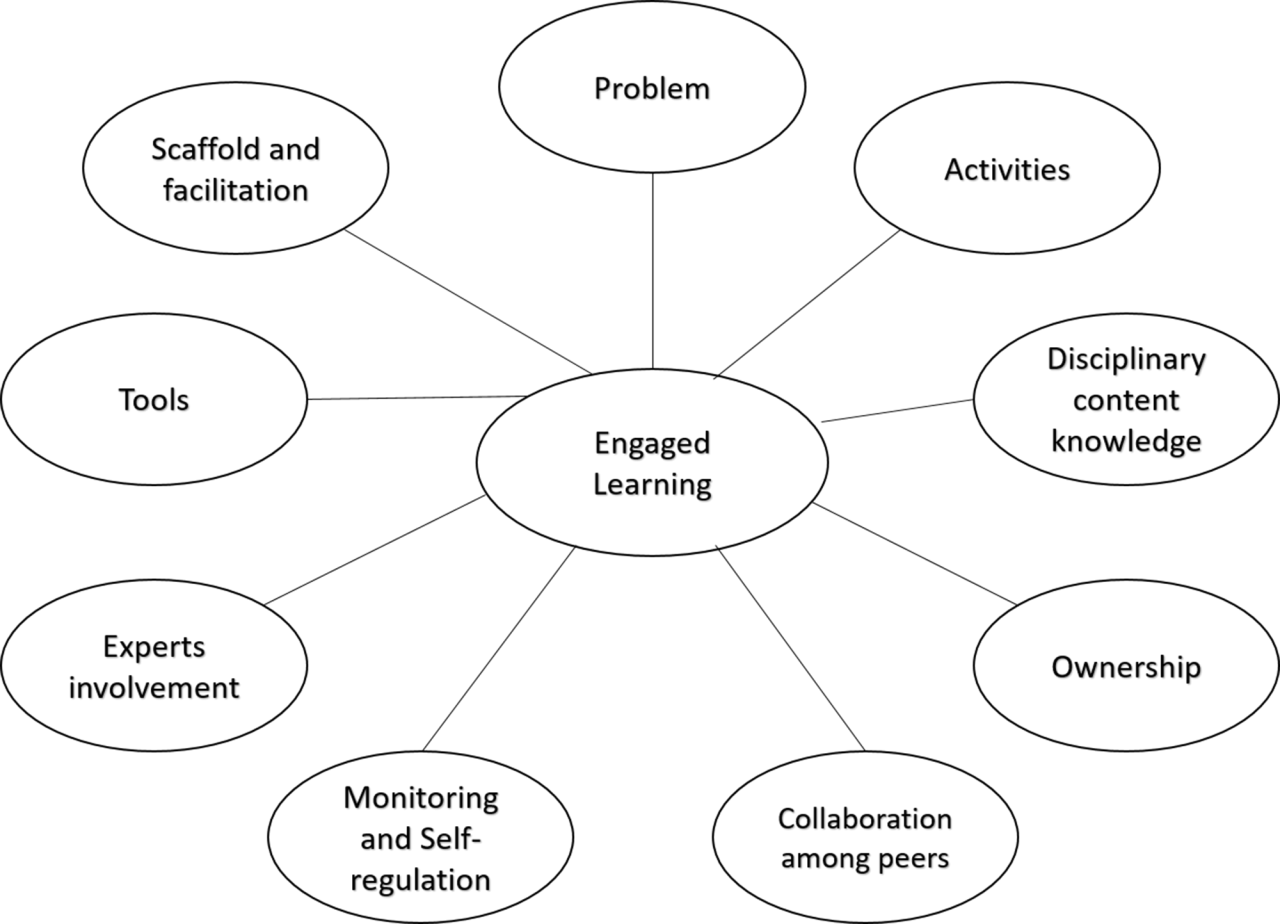
Figure 20.1.

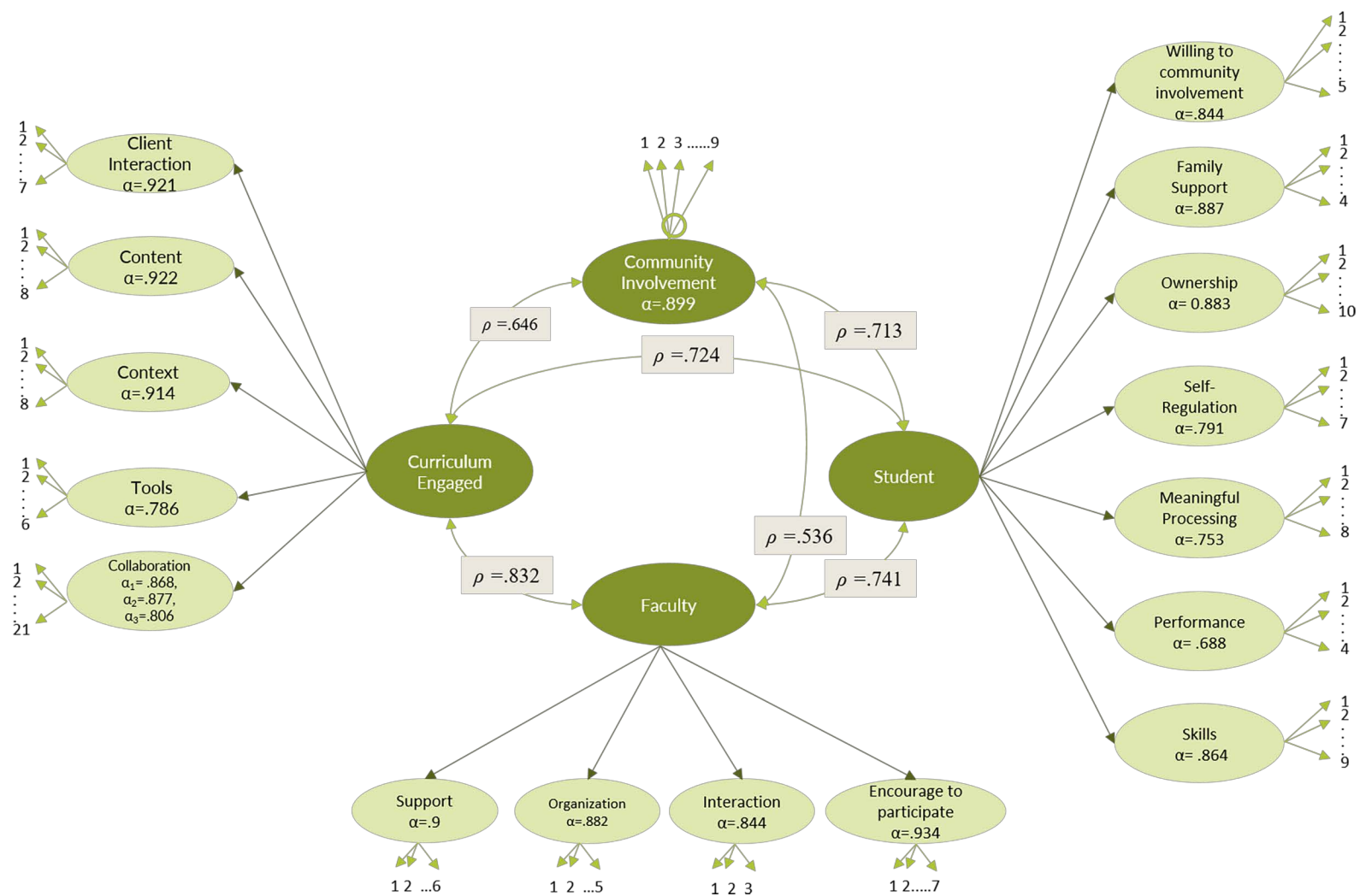
UVU's Five Pillars of Student Engagement and its Organizational Structure

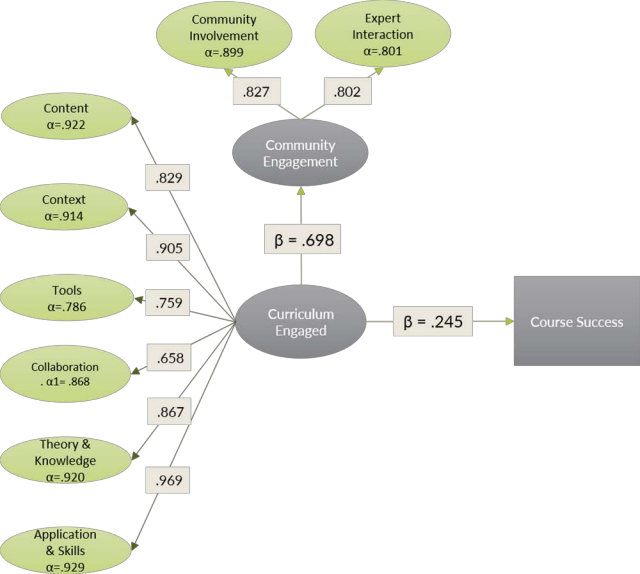


HIPs Dashboard – Created Based on the UVU’s Course Catalog, August 2017

HIPs Dashboard – Created Based on the UVU’s Course Catalog, August 2017







ENGAGED CURRICULUM

Show data ..

Fall2017 ➤ MKTG3680 in WSB

High Impact Practices: *Service Learning (SL)*

4.16

Course Average Academic

4.20

Course Average Community

55

Total Enrollment

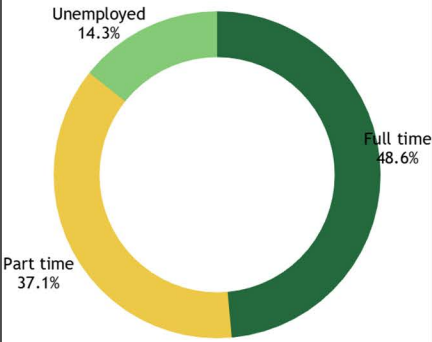
35

Responses

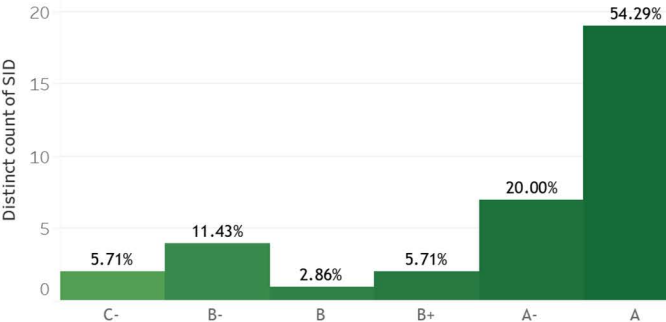
63.6%

Response rate

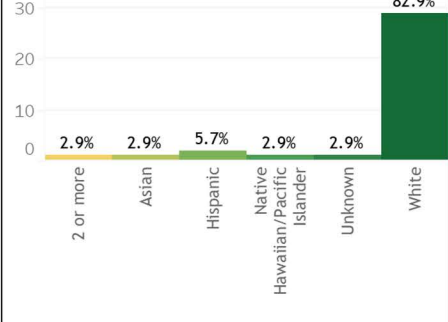
Employment



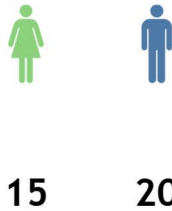
Grades



Ethnicity



Gender



Content

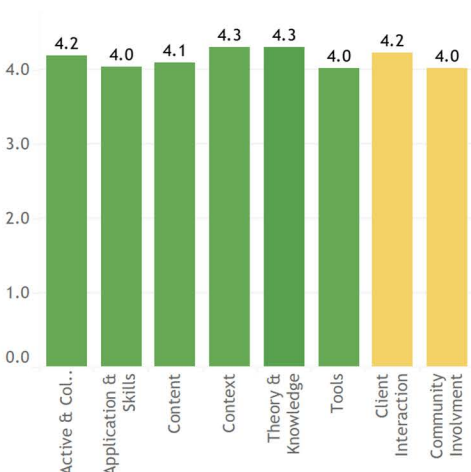
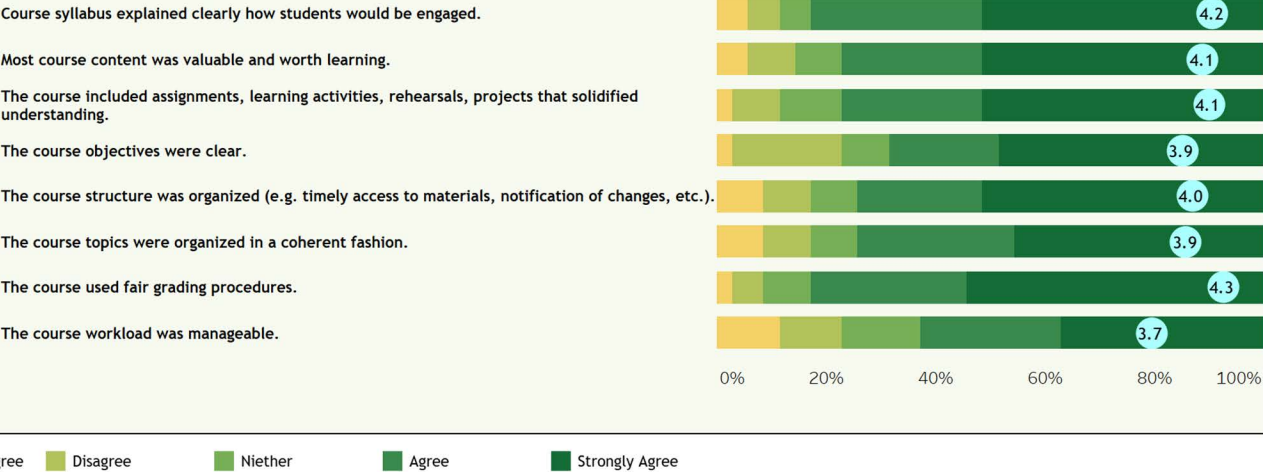


Table I.1 in Introduction Appendix A

HIP Chapter Attribute	Clear Evidence Presented	Suggestions/Additions
Addresses a central Implementation question <ul style="list-style-type: none"> • Fidelity and quality • Tracking/assessment • Equity and access • Scaling 		
Summary of Relevant Literature: Provides a succinct summary of the most relevant literature that offers a clear context for what is already known about your practice in HIPs.		
Evidence-based pedagogies and practices are addressed. Provide evidence of your empirical investigation of one or more HIPs, including influence on student success.		
Identifies and presents data to support equity findings on such underrepresented populations as: <ul style="list-style-type: none"> • First-generation students • Racially and ethnically minoritized groups • Low income and transfer students 		
Quality of research <ul style="list-style-type: none"> • Question development • Methodologies employed • Valid & reliable primary data sources • Describes how data are used to improve practice 		
Addresses use of assessment data to increase the quality of HIPs and reduce inequities of participation in HIPs. Provides comments on degree to which methodological approach addressed impact of HIPs.		

Table 1.*Retention and Graduation by Instructor Equity Orientation*

Outcome Variable	<u>Overall GPS</u>		<u>RM</u>		<u>Non-RM</u>		<u>Non-GPS</u>	
	High EO	Low EO	High EO	Low EO	High EO	Low EO	RM	Non-RM
Retained Term 2	92%	88%	91%	90%	92%	88%	89%	90%
Retained Year 2	77%	71%	75%	63%	78%	72%	69%	75%
Retained Year 3	64%	60%	60%	47%	65%	62%	55%	61%
6-Year Graduation	55%	63%	39%	33%	58%	68%	40%	53%
4-Year Graduation	42%	51%	27%	22%	44%	55%	21%	37%

Table 2

Retention and Graduation by Instructor Mindset

Outcome Variable	<u>Overall GPS</u>		<u>RM</u>		<u>Non-RM</u>		<u>Non-GPS</u>	
	Asset	Deficit	Asset	Deficit	Asset	Deficit	RM	Non-RM
Retained Term 2	91%	91%	91%	91%	92%	90%	89%	90%
Retained Year 2	78%	70%	76%	65%	79%	70.4%†	69%	75%
Retained Year 3	65%	60%	59%	52%	66%	62%	55%	61%
6-Year Graduation	57%	57%	41%	31%	60%	62%	40%	53%
4-year Graduation	43%	46%	32%	15%	62%	51%	21%	37%

Table 5.1.*Logistic Regression Coefficients^a, Propensity to Participate in Key*

	First Year	Second Year	Six Year
Variable	Outcomes	Retention	Graduation
High school GPA	-0.212 (0.029)*	-0.186 (0.029)*	-0.075 (0.036)*
Out of state student	-0.147 (0.029)*	-0.139 (0.029)*	-0.080 (0.036)*
Pell recipient	0.311 (0.032)*	0.353 (0.030)*	0.282 (0.033)*
Female	0.040 (0.027)	0.056 (0.027)*	0.133 (0.030)*
First-generation	0.511 (0.029)*	0.392 (0.029)*	0.199 (0.033)*
Racially minoritized	0.712 (0.027)*	0.672 (0.027)*	0.749 (0.032)*
Constant	-0.887 (0.105)*	-1.023 (0.103)*	-1.539 (-0.127)*
N	18,805	19,845	17,584
Model chi-squared	2,030	1,827	1,053
Degrees freedom	6	6	6
Pseudo R ²	0.149	0.133	0.104

^aCells display the regression coefficient with its standard error and an asterisk to indicate when $p < .05$

* $p < .05$

Table 5.2.*Propensity Model Balance Assessment*

Variable	Older Cohort (FA10-FA13)						Newer Cohorts (FA15-FA18)					
	Unmatched			Matched			Unmatched			Matched		
	Non- Key	T- Key	T- Statistic	Non- Key	T- Key	T- Statistic	Non- Key	T- Key	T- Statistic	Non- Key	T- Key	T- Statistic
HS GPA	3.54	3.59	-3.93*	3.54	3.55	-0.09	3.55	3.63	-7.41*	3.55	3.54	0.67
Out of state												
Student	17%	24%	-5.75*	17%	18%	-0.54	22%	34%	-11.98*	22%	23%	-0.80
Pell recipient	44%	21%	20.07*	44%	43%	0.25	45%	18%	29.97*	45%	44%	0.75
Female	63%	55%	5.68*	63%	62%	0.08	57%	54%	2.73*	57%	57%	-0.08
First-generation	44%	24%	17.70*	44%	44%	0.17	50%	20%	31.67*	50%	49%	0.64
Racially												
Minoritized	51%	16%	33.73*	51%	51%	0.18	59%	22%	39.40*	59%	59%	0.60

Table 5.3.

Overall Unadjusted and Propensity Score Adjusted Student Success Comparisons, Key Learning Community Participants vs Non-Key

Overall Unadjusted and Propensity Score Adjusted Student Success Comparisons, Key Learning Community

Participants vs Non-Key

	First Year GPA		First Year Credits Earned		Second Year Retention		Six Year Graduation	
	Unadjusted	Adjusted	Unadjusted	Adjusted	Unadjusted	Adjusted	Unadjusted	Adjusted
Key								
Participants	2.90	2.91	27.3	27.4	85.9%	85.8%	68.4%	68.4%
Non-Key	3.03	2.83	27.8	26.8	84.4%	80.4%	68.7%	64.0%
	-0.13	0.08	-0.44	0.63		5.5		4.5
Difference ^a	(.017)	(.023)*	(.115)	(.167)*	1.5 (.008)	(.011)*	-0.3 (.013)	(.017)*
N for Key /	2,225 /	2,164 /	2,225 /	2,164 /	2,170 /	2,169 /	1,477 /	1,477 /
Non-Key	16,580	2,164	16,580	2,164	17,675	2,169	16,107	1,477

^aAmong the adjusted data this is the average treatment effect among the treated, with standard error in parentheses

* $p < 0.05$.

Table 6.1.*Ethnic composition of the student body at CSU, Chico, 2009 and 2016-19*

	2009	2016	2017	2018	2019
American Indian/Alaskan Native Only	1%	1%	1%	1%	1%
Asian	5%	6%	5%	5%	6%
Black/African American	2%	2%	3%	3%	3%
Hispanic/Latino (any race)	14%	30%	32%	33%	34%
Native Hawaiian/other Pacific Islander	0%	0%	0%	0%	0%
Non-resident alien	3%	4%	4%	3%	3%
Two or more races	2%	5%	5%	5%	5%
Unknown	10%	8%	8%	7%	5%
White	64%	44%	43%	43%	44%

Source: California State University, Chico. Institutional Research.

Table 8.1.*Quantitative Feedback from Spring 2018 (N = 63)*

	Strongly Disagree	Disagree	Agree	Strongly Agree
I had little interaction with my classmates during this semester	46%	35%	13%	6%
I had little interaction with my instructor	30%	41%	14%	14%
This course allowed me to engage in activities, problems, and tasks	0%	10%	43%	48%
I learned through direct experience in this class	6%	11%	43%	40%
I had to synthesize information from divergent sources and viewpoints and draw reasonable conclusions	0%	10%	48%	43%
I had to exhibit disciplined work habits as an individual	2%	11%	38%	49%
I had to conceive, plan, and execute a group service project	2%	5%	30%	64%
Working with my peers was a good way to facilitate learning	5%	11%	33%	51%
My sense of community was enhanced	6%	16%	29%	49%
I worked with students outside the classroom to enhance my learning	5%	10%	37%	49%
I learned more in this class doing field research than in a traditional classroom	13%	24%	37%	27%
This experience taught me more than books or lectures	10%	22%	30%	38%
Through the hands-on experience I learned more about myself	14%	25%	29%	32%

I would take another class like this one with hands-on learning

6%

18%

38%

38%

Table 11.1.*Scaffolding of HIPs*

Course Requirement	Type of HIP	Curricular Location
Comm 107: Communication & the Human Condition	Diversity	Lower Level Core; General Education
Comm 205: Oral Interpretation	Embodied Performance of text	Lower Level Core; General Education
Comm 207 & 208: Introduction to the Communication Discipline Parts 1 & 2	Undergraduate Research Diversity	Lower Level Core
Comm 295: Sophomore Seminar	E-Portfolios; Collaborative Learning	Lower Level Core
300-400 Level Communication Electives (includes internships and independent study)	Collaborative Learning; Community-Based Learning; Undergraduate Research; and/or Diversity	Upper Level Requirement
Comm 495: Senior Seminar	E-Portfolio; Autoethnographic Writing; and/or Community-Based Learning	Upper Level Requirement

Table 12.1.*Seven High-Impact Infusion Projects at CCBC*

Course	HIP	Pedagogy
College Composition	Diversity/Global Learning	Intentionally and transparently include diverse voices in writing and explore diversity-related issues in discussion.
Technology and Information Systems	Collaborative Assignments	Students collaborate in small groups with activities related to career development.
Biology 1: Molecules and Cells	Collaborative Assignments/ Common Intellectual Experience	Student groups collaborate to create a group poster presentation to be presented at an end-of-semester symposium.
Introduction to Psychology	Common Intellectual Experience	Students complete a faculty-assigned project in their psychology class, then create a poster presentation and participate in a conference with other psychology students.
Health and Wellness	Common Intellectual Experience	Students complete one of several faculty-identified projects focused on resilience. All sections of the course complete a common pre-evaluation and reflection papers.
Fundamentals of Communication	Diversity/Global Learning	Intentional infusion of cultural activities, assignments, and projects throughout the course. A common end-of-course assignment is completed.
Introduction to Sociology	Service-Learning	Students participate and reflect on a service-learning project throughout the semester.

Table 12.2.*HIPs Exposure Rate in Highly Enrolled Courses*

	HIPS	Non-Hips
	%	%
Fall 2016	4%	96%
Spring 2017	14%	86%
Fall 2017	15%	85%
Spring 2018	32%	68%
Fall 2018	44%	56%
Spring 2019	52%	48%
Fall 2019	63%	37%

Table 12.3.*Number of HIPs Experiences for Students*

Number of HIPs	8	7	6	5	4	3	2	1	Total
Count	1	23	78	354	1,167	2,596	5,487	6,933	16,639
Percentage	0.01%	0.1%	0.5%	2%	7%	16%	33%	42%	100%

Table 12.4.*Retention Rate Comparisons between HIPs and Non-HIPs Course Sections*

	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Total	Statistically Significant
Higher Retention in HIPS Sections	2	1	4	4	4	5	20	9
Higher Retention in non-HIPS Sections	0	0	1	1	0	0	2	0

Table 12.5.*Retention Rate Comparisons between HIPs and Non-HIPs Course Sections*

	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Total	Statistically Significant
Higher Retention among White HIPs Students	1	1	2	3	4	4	1	16	5
Higher Retention among White non- HIPS Students	0	0	2	1	0	0	0	3	1
Higher Retention among African American HIPs Students	1	1	2	3	4	4	1	16	7
Higher Retention among African American non-HIPS Students	0	0	1	2	0	1	0	4	0

Table 12.6*Success Rate for HIPs and Non-HIPs Students by Race*

	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Total	Statistically Significant
Higher Success among White HIPS Students	0	0	0	3	0	3	1	7	1
Higher Success among White non-HIPS Students	1	1	4	1	3	1	0	11	1
Higher Success among African American HIPS Students	0	0	1	2	3	2	1	9	3
Higher Success among African American non- HIPS Students	1	1	3	2	0	2	0	9	3

Table 12.7.

Retention and Success Rate Gap Comparisons for White and African American Students by HIPS status.

Course	Retention Gap (spring 2019)	Success Gap (fall 2018)
Biology 1: Molecules and Cells	Closed significantly for HIPS (-24)	Closed significantly for HIPS (-20)
Fundamentals of Communication	No significant difference (+4 vs. +6)	Closed significantly for HIPS (-7)
College Composition	Widened significantly for HIPS (+21)	Widened significantly for HIPS (+8)
Introduction to Psychology	No significant difference (+6 vs +6)	Closed significantly for HIPS (-11)
Introduction to Sociology	Widened significantly for HIPS (+10)	N/A*

**Introduction to Sociology* began its HIP infusion project in spring 2019.

Table 13.1.

The frequency of Documented Reflection Methods in HIPs, Counts of Students Who Participated in Engagements

<u>Primary Structured Reflection Activity</u>	<u>Engagement Count</u>	<u>Student Count</u>
1-1 Session with faculty	16	776
1-1 Session with professional staff	22	454
Students produce written reflection	23	940
Group/class session with faculty	10	1,362
Group/class session with professional staff	12	261
With external supervisor/partner	4	483
Total	87	4,276

Table 13.2.

Percentage of HIPs participants in a specified term who identify as first-generation college students and their percentage in the cohort population for fall 2019

	First-Gen		Non First-Gen	
	Engagement Proportion	Population Proportion	Engagement Proportion	Population Proportion
Civic Engagement & Service-Learning Programs	25%	14%	75%	86%
Education Abroad Programs & Services	11%	14%	89%	86%
Internship Programs	18%	14%	82%	86%
Student Leadership Programs	17%	14%	83%	86%
Undergraduate Research Programs	14%	14%	86%	86%

Source: Jonathan Poon, Office of Institutional Research, Assessment and Analytics.

Table 13.3.*Engagement and Persistence of UofSC First-Year Students and Sophomores 2018-19*

<u>BTCM Engagement Combination in Fall 2018</u>			<u>Rate of Return in Fall 2019</u>		<u>Head Count Fall 2018</u>	
Tier 1	Tier 2	Tier 3	Freshman	Sophomore	Freshman	Sophomore
+	+	+	97%	94%	35	119
+	+		91%	94%	2,598	1,542
+			73%	94%	765	1,881
+		+	90%	98%	10	53
	+		84%	85%	1,380	983
	+	+	86%	93%	14	57
		+	50%	95%	2	21
			66%	86%	1,391	1,792

Source: Jonathan Poon, Office of Institutional Research, Assessment & Analytics.

Table 14.1.

Comparison of Total Undergraduate Populations to EL Engaged: Academic Year 2019-2020

Population	Asian	Black	Caucasian	Hispanic	Native American / Alaskan	Multi- Race	Non- Residents	Unknown
Total Undergraduates	3.9%	7.0%	71.3%	11.2%	-	3.1%	1.9%	1.3%
EL Engaged Undergraduates	3.8%	5.4%	77.7%	8.1%	-	2.4%	1.0%	1.3%

Table 14.2.

Experiential Learning Curricular Elements and Guiding Questions to Aid Proposal Development

Curricular Elements	Guiding Questions
<i>Intention</i> The course or activity must have intentionality. Intention represents the purposefulness that enables experience to become knowledge. Learning goals/objectives, and aligned activities must be discussed and approved prior to the experience.	<ul style="list-style-type: none">• What are the learning goals/objectives, and aligned activities of this experience?• How will the learning goals/objectives, and aligned activities be assessed at the end of the experience?• How will student and instructor approvals of learning goals/objectives, and aligned activities be confirmed?
<i>Preparedness</i> The course or activity must be planned and structured to provide a sufficient foundation to ensure a successful experience. The student must be prepared and have the necessary knowledge to fulfill the learning goals/objectives, and aligned activities that were approved and agreed upon prior to the experience.	<ul style="list-style-type: none">• How will the student be prepared for this experience?• How will their preparedness be ensured, recorded and confirmed?
<i>Authenticity</i> The course or activity must have a real-world context and/or be useful and meaningful in reference to an applied setting or situation. Authenticity allows the students to apply academic learning to real world experiences. In order to achieve an authentic experience students should be engaged for a minimum of 40 hours.	<ul style="list-style-type: none">• How is the experience useful or meaningful to the student in their field or discipline?• How many hours will the student be engaged in the experience?• How will the student spend their time during the experience?
<i>Monitoring and Supervision</i> The course or activity must have a plan for monitoring and supervising the student. Monitoring and supervising ensures the acquisition of the knowledge and the completion of the learning.	<ul style="list-style-type: none">• How will students be monitored during the experience?• Who will be instructing the course or activity?• Who will be supervising the work of the student during the experience?

<p><i>Feedback</i></p> <p>The course or activity must include structured developmental opportunities to expand the student's understanding of the context and skills of the required work.</p>	<ul style="list-style-type: none"> • How will students receive feedback during the experience? • When will the student receive feedback during the experience?
<p><i>Reflection</i></p> <p>The course or activity must include a reflective learning assignment which allows the student to synthesize connections among experiences, deepen an understanding of a field of study, and demonstrate a developing sense of self as a learner.</p>	<ul style="list-style-type: none"> • How will the student demonstrate their learning and understandings as a result of the experience?
<p><i>Assessment</i></p> <p>The course or activity must include an assessment. Assessment is a means for the instructor to verify the acquisition of the specific learning goals/objectives and aligned activities identified during the planning stages of the experience.</p>	<ul style="list-style-type: none"> • How will the student learning be assessed by the instructor? • Do assessments align with stated learning goals/objectives, and aligned activities? • Are both direct measures of student learning and student's reflections of their learning present?

Table 16.1.*Comparing Outcomes of Students by HIP Course Count for All Students Retained To 4th Fall*

# of HIP Courses Taken	Count of Students	% Grad in 4 Yrs	% Ret to 5 th Yr	Avg Cum GPA
0	475	75.8	17.9	3.31
1	322	68.9	25.5	3.34
2+	270	64.1	31.5	3.28
Grand Total	1067	70.8	23.6	3.31

Table 16.2.

Comparing Outcomes of Students by HIP Course Count for All Students Retained To 4th Fall by URM Status

# of HIP Courses Taken	URM Status	Count of Students	% Grad in 4 Yrs	% Ret to 5th Yr	Avg Cum GPA
0	Non-URM	409	78.2	16.1	3.33
	URM	59	62.7	28.8	3.16
	Difference		15.5	-12.7	0.17
1	Non-URM	291	70.4	24.1	3.37
	URM	29	55.2	41.4	3.14
	Difference		15.3	-17.3	0.22
2+	Non-URM	232	67.7	28.4	3.31
	URM	36	41.7	50.0	3.06
	Difference		26.0	-21.6	0.25
Grand Total		1056	71.0	23.6	3.31

Table 16.3.

Comparing Outcomes of Students by HIP Course Count for All Students Retained To 4th Fall by First-Generation Status

# of HIP Courses Taken	First-Generation Ind	Count of Students	% Grad in 4 Yrs	% Ret to 5th Yr	Avg Cum GPA
0	Not First-Gen	318	74.5	19.8	3.32
	First-Gen	157	78.3	14.0	3.29
	Difference		-3.8	5.8	0.04
1	Not First-Gen	199	69.3	24.6	3.39
	First-Gen	123	68.3	26.8	3.27
	Difference		1.1	-2.2	0.12
2+	Not First-Gen	157	70.1	24.8	3.33
	First-Gen	113	55.8	40.7	3.20
	Difference		14.3	-15.9	0.12
Grand Total		1056	70.8	23.6	3.31

Table 16.4.

Comparing Outcomes of Students by HIP Course Count for All Students Retained To 4th Fall by Pell Eligibility

# of HIP Courses Taken	Pell-Eligible Ind	Count of Students	% Grad in 4 Yrs	% Ret to 5th Yr	Avg Cum GPA
0	Not Pell-Eligible	345	78.8	14.8	3.33
	Pell-Eligible	130	67.7	26.2	3.26
	Difference		11.1	-11.4	0.08
1	Not Pell-Eligible	221	74.2	20.8	3.40
	Pell-Eligible	101	57.4	35.6	3.22
	Difference		16.8	-14.8	0.18
2+	Not Pell-Eligible	173	74.6	22.0	3.32
	Pell-Eligible	97	45.4	48.5	3.20
	Difference		29.2	-26.5	0.12
Grand Total		1067	0.7	0.2	3.31

Table 17.1.*Graduating seniors that participated in at least one HIP*

Cohort Year	Total Seniors	Seniors Having at Least One HIP	
	<i>n</i>	<i>n</i>	% of Cohort
2015	2,000	1,704	85%
2016	2,590	2,146	83%
2017	2,417	2,042	84%
2018	2,586	2,215	86%
2019	2,659	2,279	86%

Table 17.2.*Graduating seniors' participation by HIP*

High-impact Practice	2015	2019	% Change
Education Abroad	230	268	17%
Capstone/Thesis	624	922	48%
Community-Engaged Learning	480	788	64%
Undergraduate Research and Creative Work	442	719	63%
Internship	1,233	1,534	24%

Table 17.3.

Participation in HIPs by class year

	Year 1	Year 2	Year 3	Year 4	Total
Count	4,159	4,829	5,407	4,582	18,977
Percent	22%	25%	28%	24%	100%

Table 18.1.*Student Participation in HIPs by Population*

	Total	<u>Any HIP</u>		<u>Any HIP, Not FYE</u>	
		Count	Percent	Count	Percent
System Total	89,078	28,972	33%	24,357	27%
Black	14,308	4,891	34%	3,363	24%
Hispanic	4,986	1,806	36%	1,501	30%
White	64,217	20,537	32%	17,999	28%
Other	5,567	1,738	31%	1,494	27%
Female	53,627	17,673	33%	14,822	28%
Male	35,439	11,298	32%	9,534	27%
Adult (Age 25+)	24,673	7,546	31%	6,712	27%
Non-Adult	64,405	21,426	33%	17,645	27%
Pell Recipient	32,093	13,829	43%	11,250	35%
Non-Pell Recipient	56,985	15,143	27%	13,107	23%

Table 18.2.*Student Population Participation by Practice*

	<u>Service-Learning</u>	<u>Work Based Learning</u>
System Total	6%	3%
Black	5%	1%
Hispanic	8%	2%
White	7%	4%
Other	6%	3%
Female	6%	4%
Male	6%	2%
Adult (Age 25+)	5%	5%
Non-Adult	7%	3%
Pell Recipient	9%	4%
Non-Pell Recipient	5%	3%

Table 19.1*Descriptive Statistics of Demographic Data for Samples*

	<u>Fall 2017 Sample</u>		<u>Spring 2018 Sample</u>	
	Control	Connect Engaged	Control	Connect Engaged
	(%)	(%)	(%)	(%)
Race/Ethnicity				
White	44.84	44.37	48.57	46.46
Hispanic	24.99	26.9	28.23	30.49
African American	17.61	17.93	10.12	10.34
Asian/Pacific Islander	7.75	7.01	7.66	7.62
Non-Res	2.76	2.18	2.93	2.9
Other	2.05	1.61	2.49	2.18
Classification				
Freshman	64.42	64.37	20.05	20.69
Sophomore	24.53	24.48	18	18.33
Junior	8.87	8.97	15.32	14.34
Senior	1.69	1.72	44.98	45.01
Post-Bac	0.49	0.46	1.65	1.63
Pell Eligible				
Yes	36.45	37.93	35.19	34.3
No	63.55	62.07	64.81	65.7
Sample Size	<i>N</i> = 3846	<i>N</i> = 870	<i>N</i> = 2728	<i>N</i> = 551

Table 19.2

Estimated Impact on GPA and Retention (Fall 2017 Sample)

	Δ Expected GPA	Δ Probability Retention to Spring 2018	Δ Probability Retention to Fall 2018
<i>All Groups</i>	0.12***	0.04**	0.04*
<i>First Gen</i>	0.07	0.05	0.07 [†]
<i>Non-First Gen</i>	0.16***	0.02	0.02
<i>Female</i>	0.13**	0.02	0.00
<i>Male</i>	0.12**	0.05*	0.07**
<i>Black</i>	0.29***	0.06	0.05
<i>Hispanic</i>	0.00	0.03	0.02
<i>White</i>	0.13**	0.03	0.07**

*** $p < 0.001$; ** $p < 0.01$; * $p < 0.05$; [†] $p < 0.10$

Table 19.3*Spring 2018: Sample Estimated Impact on GPA and Retention*

	Δ Expected GPA	Δ Probability Retention to Fall 2018
<i>All Groups</i>	0.07***	0.08**
<i>First Gen</i>	0.08**	0.01
<i>Non-First Gen</i>	0.05**	0.12***
<i>Female</i>	0.09***	0.05 \dagger
<i>Male</i>	0.05*	0.13 \dagger
<i>Black</i>	0.04	0.09
<i>Hispanic</i>	0.05*	0.01
<i>White</i>	0.07***	0.14***

*** $p < 0.001$; ** $p < 0.01$; * $p < 0.05$; $\dagger p < 0.10$