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Office of Student Success & Retention Assessment Report 2019

Abstract

Mission Statement: The mission of the Office of Student Success & Retention (OSS&R) is to provide leadership for the University's retention efforts by engaging at-risk students and teaching them the skills and dispositions needed for success. The Office is committed to creating a sustainable culture of active engagement of students, especially those that have demonstrated academic need. OSS&R is dedicated to advancing a culture of assessment by engaging in activities that will provide the campus engagement necessary based on data. OSS&R will encourage a culture that is student-centered, one that facilitates and celebrates individual success. We will advance models, practices and policies that improve degree completion and persistence. OSS&R will lead University training efforts to engage at-risk students as well as celebrate all achievers.

Vision Statement: Kean University will become a model of excellence in retention by advancing cutting-edge intervention models to at-risk students. OSS&R will lead the University's efforts to engage students that show signs of problems in academic success. Through best practices, the Office will transform these students from risk to excellence. We will hold fast to the belief that all of Kean's students have the ability to succeed. The model will not only focus on early intervention that will lead to retention but the office will provide the university with a map of the pathway to increase retention and graduation rates based on data.

Keywords

Office of Student Success & Retention Assessment Report 2019



Annual Assessment Results and Recommendations Report 2019-2020

Unit: Office of Student Success and Retention

Director: Neva Lozada, Ed.D.

PART I

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Vision Statement: Kean University will become a model of excellence in retention by advancing cutting-edge intervention models to at-risk students. OSS&R will lead the University's efforts to engage students that show signs of problems in academic success. Through best practices, the Office will transform these students from risk to excellence. We will hold fast to the belief that all of Kean's students have the ability to succeed. The model will not only focus on early intervention that will lead to retention but the office will provide the university with a map of the pathway to increase retention and graduation rates based on data.

Goals and Objectives

- A) 2013-2020 Strategic Plan Goal: **Goal 2 (Attract and Retain Students):** To attract and retain more full-time, first-time undergraduate students, transfer and graduate students
- 1) **Objective 2.3:** Improve retention by targeting proactively our most at-risk constituencies with effective, directed monitoring and specialized support from pre-matriculation to graduation

2.3.1 *In cooperation with the Office of Student Success and Retention, Institutional Research and the Office of Assessment and Accreditation, develop/implement and utilize a retention program that assesses student attributes, identifies students at risk, and facilitates academic and administrative interventions to enhance retention*

2.3.3 *Strengthen student retention through pre-matriculation services that correlate with freshman and sophomore student success*

- a) *Responsible Individual(s)*: Neva Lozada, Director of Student Success and Retention; Jean Brown, Retention Coordinator; Elvis Gyan, Managing Assistant Director of Retention Initiatives; Gillian Scott, Managing Assistant Director of Academic Technology; in collaboration with the School of General Studies, Learning Commons, Career and International Services, and Student Services.

b) *Measures (by program)*:

Retention Management System (RMS) Plus Evaluation Measures: completion rate of the CSI and MYSA surveys; student engagement with results (based on reflection activity completion); number of differentiated outreach initiatives campus-wide; Transition to Kean (T2K) faculty, advisor and support service area engagement survey results; fall-to-spring freshman retention rate; fall-to-fall freshman retention rate.

Supplemental Instruction (SI) Program Expansion Evaluation Measures: attendance; difference in final course grade for participants vs. non-participants; correlation of attendance frequency and final course grade; longitudinal analysis of DFW rates for targeted courses; program effectiveness comparison by course; participant, faculty, and SI Leader satisfaction survey results.

Step-It-Up Program Evaluation Measures: attendance; difference in satisfactory academic standing in subsequent semesters for participants vs. non-participants; correlation of workshop attendance/academic coach meeting frequency and overall GPA; student satisfaction survey results for success workshops and academic coaches; differences for voluntary participation (AP1) vs. mandatory participation (AP2).

1st Gen Scholars Mentoring Program Evaluation Measures: attendance at events; range of monthly engagement/interactions with mentors; mid-year assessment; end of year assessment; fall-to-spring retention; fall-to-fall retention; GPA of invested mentees vs. non-invested mentees.

Learn, Earn, and Persist (LEAP) Scholarship Evaluation Measures: number of recipients identified; acceptance yield; number of diversified project placement sites; project site supervisor evaluation survey results; fall-to-spring retention rate for LEAP recipients; fall-to-fall retention rate for LEAP recipients.

Family Day Evaluation Measures: number of attendees; participant, staff, and student volunteer event assessment survey feedback; budget analysis (actual/proposed); fall-to-spring retention of attendees; fall-to-fall retention of attendees.

Cougar Climb Evaluation Measures: number of students engaged with the path; number of domain badge completers; number of Cougar Climb completers; fall-to-fall retention rate of participants vs. overall freshman fall-to-fall retention rate.

c) *Timeline with milestones:*

	RMS Plus (CSI)	SI Expansion	Step-It-Up	1st Gen Scholars
Summer 2019	<p>Meetings with key stakeholders/PDD presentation</p> <p>Training for T2K faculty, EEO staff, advisors, NSO leaders, GEMs, service area administrators</p> <p>Creation of import file</p> <p>All incoming freshmen take CSI during NSO (or EOF summer academy orientation)</p> <p>Integration of CSI data in Advise (freshman scoring plan)</p> <p>Support services outreach to students based on data</p> <p>Messaging of Top 10 requests to freshmen, faculty/staff, parents</p>	<p>Identification of high-DFW courses (per grant)</p> <p>Hiring/training of SI Leaders for Fall 2019</p>	<p>Recruitment and training of academic coaches</p> <p>Identification of students with GPA less than 2.0 – students on Academic Probation (AP)</p>	<p>Research trends, needs, and strategies to support 1st gen college students</p> <p>Develop mentor/mentee interest forms and surveys in Qualtrics</p> <p>Schedule mentor trainings, kick-off dinner, and 1st gen annual celebration day</p> <p>Recruit Kean Alumni Mentors</p> <p>Create 1st Gen Scholars website</p> <p>Analysis of 1st gen student within CSI survey</p> <p>Campus partner focus group which further identifies needs of 1st Gen college students</p>
Fall 2019	<p>T2K section summary reports delivered to instructors for in-class discussion</p> <p>Upload CSI Data to Cougar Climb</p> <p>CSI Reflection Activity in T2K classes</p> <p>SGS Advisement use of student reports in advisement sessions</p>	<p>Scheduling of SI sessions for CHEM 1083/1084/2581/2582, MATH 1054, and CPS 1231/2231</p> <p>Ongoing professional development for and field observations of SI Leaders</p> <p>Ongoing messaging to students, faculty, and staff re: SI sessions</p> <p>Analysis of participants' mid-term progress reports</p>	<p>Invitation to Mandatory Meeting to all AP students (email and phone call)</p> <p>Advertisement of workshops being offered each semester (T2K classes, Cougar's Byte, email)</p> <p>Assignment of each caseload of students to each academic coach</p> <p>Meeting with each academic coach to assess performance</p>	<p>Facilitate two mentor trainings for Kean Alumni</p> <p>Complete online 1st gen course which provided methods to develop mentorship program</p> <p>Mentor/Mentee Kick Off Dinner</p>

	<p>Continued use by support services to invite students to programs based on need</p> <p>MYSA data collection (November 4-22)</p> <p>Outreach to students likely to transfer or undecided about spring plans</p> <p>Prepare MYSA distribution materials including student email, faculty communications, and Blackboard announcements in T2K sections</p> <p>Facilitate working meetings with interested service areas to process specific data and distribute intervention communications within one-week of survey closing</p> <p>Upload MYSA Data to Cougar Climb</p>	<p>Identification of SI-supported courses for Spring 2020 (per grant)</p> <p>Recruitment and hiring of SI Leaders for Spring 2020</p> <p>Scheduling final exam reviews for SI-supported courses</p> <p>Distribution of evaluation surveys to faculty, students, and SI Leaders</p> <p>Final program evaluation for Fall 2019</p>	<p>and to fulfill CACREP standards requirements (ongoing monitoring of academic coaches) (weekly)</p> <p>Presentation of workshops to AP students and other populations; reminders and appointments made via email, Google docs, phone calls</p> <p>Evaluation of Step-It-Up by students, coaches, and final program assessment for Fall 2019</p>	<p>Monthly mentor/mentee check-ins/newsletters</p> <p>Finalize 1st Gen Scholars Excel Database</p> <p>Homecoming Day Connect</p> <p>1st Gen Annual Celebration Dinner</p> <p>Administer end of semester survey</p>
Spring 2020	<p>Training for major academic advisors, EEO staff, advisors, service area administrators</p> <p>Distribution of student MYSA reports to departmental advisors</p> <p>Continued outreach with service area administrators re: MYSA data</p>	<p>Training for new SI Leaders for Spring 2020</p> <p>Scheduling of SI sessions for CHEM 1083/1084/2581/2582, MATH 1054, and CPS 1231/2231</p> <p>Ongoing professional development for and field observations of SI Leaders</p> <p>Ongoing messaging to students, faculty, and staff re: SI sessions</p> <p>Analysis of participants' mid-term progress reports</p> <p>Identification of SI-supported courses for Fall 2020 (per grant)</p> <p>Recruitment and hiring of SI Leaders for Fall 2020</p>	<p>Invitation to Mandatory Meeting to all AP students (email and phone call)</p> <p>Advertisement of workshops being offered each semester (T2K classes, Cougar's Byte, email)</p> <p>Assignment of each caseload of students to each academic coach</p> <p>Meeting with each academic coach to assess performance and to fulfill CACREP standards requirements (ongoing monitoring of academic coaches) (weekly)</p> <p>Presentation of workshops to AP students and other populations; reminders and appointments made via email, Google docs, phone calls</p>	<p>Analyze retention data of 1st gen mentees</p> <p>1st gen scholars' monthly events</p> <p>1st Gen Scholars End of Year Celebration</p> <p>Secure more efficient mentoring matching software</p>

		<p>Scheduling final exam reviews for SI-supported courses</p> <p>Distribution of evaluation surveys to faculty, students, and SI Leaders</p> <p>Final program evaluation for Spring 2020</p>	<p>Evaluation of Step-It-Up by students, coaches, and final program assessment for Spring 2020</p>	
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	LEAP	Family Day	Advise	Cougar Climb
Summer 2019	<p>Identification of students who meet eligibility criteria</p> <p>Notification of scholarship recipients to Student Accounting, Financial Aid, and the Office of Scholarships</p> <p>Award letters sent out to recipients via email and regular mail with acceptance deadline</p>	<p>Implementation team planning meetings, identification of tasks and point persons, creation of proposed budget</p>	<p>Implementation team planning meetings, trainings, data provisioning, creation of communication plans, automated/faculty/student alerts, tasks, success scores, email templates, and user teams</p> <p>Train-the-trainer sessions offered to key faculty and staff across campus</p> <p>User acceptance testing</p>	<p>Identification of events and tasks relevant to each domain within Cougar Climb</p> <p>Identification of “self-reported” items within Cougar Climb</p> <p>Identification of Cougar Climb incentives for domain and path completion</p> <p>Socialization of Cougar Climb at New Student Orientation</p>
Fall 2019	<p>Communication of acceptances received to Career Services for student project placement sites</p> <p>List provided to Student Accounting, Financial Aid, and the Office of Scholarships regarding any students who did not accept the award (9/15) to remove from account</p> <p>Students placed in project sites and begin working</p> <p>Evaluation sent out to project site supervisors regarding student performance</p>	<p>Additional meetings with campus partners, promotional materials created, deliverables ordered, space reserved</p> <p>Website and program created, invitations sent out to all students via email, posted on Cougar Link, and also to parents via the Parent Portal</p> <p>Vouchers for Gourmet Dining eateries, football tickets secured</p> <p>Recruitment of student volunteers and orientation sessions</p>	<p>Roll-out of Advise</p> <p>Additional training sessions for faculty and staff</p> <p>Meeting with service areas to identify data points necessary for efficient and effective reporting</p> <p>Creation of documentation for end users</p>	<p>Socialization of Cougar Climb at Kean Day and in T2K classes</p> <p>Approval of “self-reported” tasks in Cougar Climb</p> <p>Continued marketing of Cougar Climb to first-year students</p> <p>Design and planning for the Climbing Cougars Street Team (marketing initiative)</p> <p>Collaborate with service areas to promote</p>

	Final program evaluation for Fall 2019	Final walk-through and implementation team meeting prior to event on 10/5 Program evaluation, distribution of satisfaction survey to participants		completion of guided steps. Incentives awarded to students for domain completion
Spring 2020	Communication of acceptances received to Career Services for student project placement sites List provided to Student Accounting, Financial Aid, and the Office of Scholarships regarding any students who did not accept the award (1/15) to remove from account Students placed in project sites and begin working Evaluation sent out to project site supervisors regarding student performance	Family Day only occurs in the fall semester		Approval of “self-reported” tasks in Cougar Climb Continued marketing of Cougar Climb to first-year students Incentives awarded to students for domain completion End-of-year recognition ceremony and incentives for path completers Begin to build the upperclassman experience for Fall 2020

d) *Implementation plan for this objective (by program):*

Implementation of Ruffalo Noel Levitz’s **Retention Management System Plus**, a non-cognitive assessment that measures significant indicators of student success and provides earlier identification of student risk factors. Incoming, first-year students take the College Student Inventory during New Student Orientation. Data from this pre-test are shared with advisors, first-year seminar faculty, and key campus offices in an effort to connect students to the appropriate resources at Kean to foster their success. Prior to the end of the fall semester, first-year students take the Mid-Year Student Assessment, which serves as a post-test in measuring changes in student perceptions related to academic stress, receptivity to help, and dropout proneness, among others. This is a proactive and dynamic campus-wide initiative that allows us to align resources to meet students’ needs

Expansion of a **Supplemental Instruction (SI)**, a non-traditional academic assistance program that supports students enrolled in historically difficult gateway courses—those with a high distribution of D and F final grades and withdrawals—that serve as roadblocks toward persistence and retention (CHEM 1083/1084/2581/2582, MATH 1054, CPS1231/2231). Embedded support

is offered in the form of SI Leaders, students who have previously excelled in the respective courses and have been recommended by faculty members to serve in this leadership role. SI Leaders attend lectures and facilitate review sessions for all students currently enrolled in the targeted courses. US Department of Education Title III Strengthening Institutions grant recipient (2019-2024).

Redesign of the **Step-It-Up** program to include voluntary participation for students on Academic Probation 1 and mandatory participation for students on Academic Probation 2. Step-It-Up provides these students with academic coaches, interns from our graduate counseling program, who meet with them one-on-one on a weekly basis for the entire semester. In addition, students are required to attend success workshops facilitated by the academic coaches twice per week. Data from the 2018-2019 academic year show that 82% of students who participated in Step-It-Up returned to good academic standing in the subsequent semester. This outcome supported the redesign to mandate participation for those students facing academic dismissal.

Implementation of a **1st Gen Scholars** mentoring program that pairs first-generation students with alumni mentors. The alumni mentors will provide an additional layer of support for their first-generation student mentees not only during their transition to college but also in their professional life after Kean, serving as a mentor from first year through graduation. The program provides a series of on-campus programs for mentors and mentees as well as additional opportunities for one-on-one engagement.

Supported Career Services in the development of the **Learn, Earn, and Persist (LEAP) Scholarship** program for rising sophomores who demonstrate both financial need and academic achievement. Criteria for eligibility include: completion of 23+ credits at Kean; 3.0 or higher overall GPA; gap between financial aid and financial obligation to Kean University is greater than \$0; Estimated Family Contribution (EFC) from the student's official FASFA is \$1,000 or less. In order to gain and maintain eligibility as a LEAP recipient, the student will register for and complete a minimum of 12 credits (per semester awarded) in an undergraduate program. LEAP recipients are assigned to a “give-back” project with or related to Kean University in the form of an institutional work study. Placements are managed by Career Services.

In collaboration with the College of Liberal Arts and other campus partners, OSS&R hosted the first annual Kean **Family Day** for families to experience Kean through the eyes of their students who are currently enrolled. As a retention initiative, this synergistic partnership between student, family and the institution helps families guide their students to appropriate resources in difficult situations and students welcome this advice and encouragement from home. Family Day offered both informative workshops on campus resources as well as family-friendly games and activities, concluding with lunch and a football game. This event fills a void for current families and students between Open House (prospective students and their families), Commencement (graduating students and their families), and Homecoming (alumni and their families).

Kean University recently implemented **Ellucian CRM Advise**, a platform that provides a consistent, cohesive, and personalized approach to each student’s success planning from first semester through graduation. The Advise CRM unifies faculty and staff visibility into student performance, case management, and outreach through integrative tools that provide greater team

integration. Advise identifies student risk level and prioritizes early alerts, while automating targeted communication plans using live data in an effort to increase engagement, retention, and success outcomes. Although Advise is currently being used to monitor all Kean students, a heightened focus is placed on student populations that traditionally exhibit higher risk factors.

Roll-out of **Cougar Climb**, a co-curricular path that's designed to promote active student engagement with the ultimate goal of timely graduation and a successful career. As a unique achievement challenge, the Cougar Climb highlights six unique domains including: Academic Engagement, Career Development, Health and Wellness, Social Engagement, Civic Engagement, and Global and Cultural Awareness. Students are able to complete tasks, monitor progress and set co-curricular goals. The pathway assists students by tracking their progress as they move through each domain to Cougar Climb completion. The program is designed for all students and can be tailored to fit specific involvement needs and aspirations.

In addition to the aforementioned initiatives for the 2019-2020 AY, OSS&R is also meeting **Strategic Plan Goal 2 (Attract and Retain Students)** through a series of comprehensive outreach strategies during the Fall 2019 semester, including but not limited to the following: Writing Placement Exam Boot Camp; Forfeiture Outreach; First-Year Calling Project; Withdrawal Advisement; Exit Survey Analysis; Advisement Weeks; Snack and Chat; Learning Commons Retention Analysis; Stop-Out Calling Project; KIPP Student Advisement; and Academic Early Alert/Murky Middle Outreach.

Part II: Summary of the State of OSS&R

A) Overall Summary of the Year

Retention Management System Plus (CSI/MYSA): CSI - 98% Return Rate (1,793 total respondents); 1,205 scored <63% in their desire to transfer, meaning they had a desire to remain at Kean University; 588 scored between the 69th and 99th percentile for desire to transfer, meaning they had an interest in transferring.

As part of the 2019-2020 implementation of the CSI, a follow-up survey was conducted and accessible [HERE](#). This survey was completed by 453 students. Below is the aggregate data followed by an analysis of the data.

Based on your CSI Student Report, what do you think are the top three things that will guide your success at Kean University? The top three scores are highlighted in green.

32.6% (148/453) My Study Habits

7% (36/453) My reading interests

13% (59/453) My verbal and writing confidence

11% (51/453) My math and science confidence

32% (145/456) My desire to finish college

7% (33/453) My experience with previous teachers

20% (92/453) My social engagement

18% (86/453) My family support

9% (43/453) My capacity for tolerance

28% (130/453) My career plans

6% (31/453) My financial security

12% (56/453) My willingness to seek academic assistance

5% (24/453) My willingness to seek personal counseling

6% (30/453) My willingness to seek social engagement

9% (43/453) My willingness to seek career guidance

4% (19/453) My willingness to seek financial guidance

What is interesting about this data is that the Top 10 Indicators for FA19 were primarily around career exploration and major exploration. The self-report data aligns with the data accessible through the datacenter highlighting the importance and the eagerness to identify a major, gain professional experiences, and pursue a meaningful career. As the converse, below is the data for self-reported challenges:

Based on your CSI Student Report, what do you think are the top three things that will potentially serve as challenges to your success at Kean University?

24% (113/453) My Study Habits

19% (90/453) My reading interests

16% (76/453) My verbal and writing confidence

18% (85/453) My math and science confidence

0% (0/456) My desire to finish college

6% (31/453) My experience with previous teachers

14% (65/453) My social engagement

0% (0/453) My family support

9% (44/453) My capacity for tolerance

7% (32/453) My career plans

18% (85/453) My financial security

14% (64/453) My willingness to seek academic assistance

8% (39/453) My willingness to seek personal counseling

5% (23/453) My willingness to seek social engagement

5% (23/453) My willingness to seek career guidance

4% (21/453) My willingness to seek financial guidance

There are two interesting observations from this data which includes that unanimously, students indicated that their family is there to support and also, they have a desire to finish college. At the same time, these items were not scored highly in regards to the prior question (guidance). Whereas students were able to identify things that would guide them, students seemed to be more neutral in responding to the challenges. This may be an indication that students, at the time of distribution were unsure of that challenges they would experience and similarly, contributions to those challenge.s

Within this distributed survey, students were also asked how they defined success at Kean. For this open-ended question, there were 278 responses and of those responses, 36% of students indicated graduation or graduating as a measure of success and similarly, multiple students referenced high performance in courses either through GPA or actually earned letter grades.

Most notably for the inaugural administration of the CSI is the student engagement through their T2K sections.

- 100% of T2K instructions received a summary report from the RNL data center specific to students in their T2K section. Of those courses, we know that most students engaged with their student report in one or more of the following ways:
 - Course discussion regarding the Top 10 Indicators
 - Reflection on their CSI versus the MYSA
 - During academic advising for SP20
- 100% of First-Year Students and Faculty received a communication through UR regarding

the Top 10 indicators

- Units across divisions requested and had access to the data center including, but not limited to:
 - Career Services
 - Center for International Services
 - Health Services
 - Counseling Services
 - Learning Commons (Tutoring, Writing, Public Speaking)
 - School of General Studies
 - Academic Advisors
 - Center for Leadership and Service

Additionally, the Office of Student Success and Retention evaluated retention rates for FA19 to SP20 as well as FA20 to FA21 based on those who completed the CSI.

- **100%** - started classes in FA19 AND completed the CSI
- **91.2%** - retained for SP20
- **74.9%** - retained for FA20

Similarly, OSS&R evaluated the retention of students who did not complete the CSI, highlighting the impact that early disengagement can have on retention.

- **100%** - who did not complete the CSI and started classes in FA19
- **52%** - retained for SP20
- **42%** - retained to FA20

Since incoming students who did not complete the CSI would not have access to a student report they would not be included in tailored outreach through Career Services, the Learning Commons, advising, etc. Additionally, they would not have access to the materials to successfully engage in their CSI specific assignments through T2K. As a result of this information and perspective, we recommend providing some type of early intervention to those who do not engage with the CSI during the summer prior to their first year at Kean.

MYSA - 81% Return Rate (1,401 total respondents); 88% plan to complete their degree at Kean University. Of those who completed the MYSA, 1,028 indicated that they would choose Kean University again if given the opportunity to do their first semester of college again. All student reports were shared with their Major Primary Advisor, encouraging them to use the data to guide their student interactions during the spring 2020 advising sessions in preparation for the fall 2020 term as well as assist in fostering smooth transition from SGS to departmental advising.

SYSA - Launched the Second-Year Student Assessment at Kean-Skylands with 31 students responding. Of Kean Skylands Students, 1 out of 10 have >85% score when it comes to Academic Confidence. It seems like many of the students are passionate about developing their leadership skills and/or are confident in their leadership skills. All students were >50%, excluding one student who was in the 20th percentile. The SYSA will launch for all transfer students in Fall 2020.

As a way to create awareness and provide support for a successful implementation and adoption of the CSI, MYSA and SYSA, OSS&R curated [THIS](#) support site, highlighting each of the three

resources and how data can be used to support student success. Since this was the first year of this initiative, so no prior year data is available for comparison.

Supplemental Instruction (SI): Fall 2019 saw the beginning of a major expansion of the SI program at Kean University to support additional courses through the hiring of additional SI Leader staff. This expansion is funded by a \$1.5 million U.S. Department of Education Strengthening Institutions program grant that was awarded to Kean’s SI program, as well as a \$1.7 million National Science Foundation grant in partnership with the department of Computer Science.

Fall 2019: 31% of all enrolled students in SI-supported courses (380/1,223) made 1,805 visits to Supplemental Instruction (SI) sessions during the fall 2019 semester. Overall visits increased by 368% from fall 2018 (386 visits) to fall 2019 (1,805 visits). The average number of visits per student for the SI program was 4.75, a 40% increase from fall 2018, which averaged 3.39 visits per student.

Spring 2020: 19% of all enrolled students in SI-supported courses (519/2,698 students) made 2,141 visits to Supplemental Instruction (SI) sessions during the spring 2020 semester. Overall visits increased by 455% from fall 2018 (386 visits) to spring 2020 (2,141 visits), 363% from spring 2019 (462) to spring 2020 (2,141), and 19% from fall 2019 (1,805 visits) to spring 2020 (2,141 visits). The average number of visits per student for the SI program was 4.13, a 22% increase from fall 2018, which averaged 3.39 visits per student, a 23% decrease from spring 2019 (5.37 visits per student), and a 13% decrease from fall 2019 (4.75 visits per student). A decrease in average visits per student from fall 2019 could be due to moving to a remote environment for Covid-19.

Across all SI-supported courses during the fall 2019 semester, the mean final course grade for students who did not participate in SI was 2.1. The mean final course grade for students who attended SI throughout the semester was 2.5, representing a 19% increase in average course grade for participants.

As of 5/29/2020 with only 484/519 students recorded, across all SI-supported courses during the spring 2020 semester, the mean final course grade for students who did not participate in SI was 3.1. The mean final course grade for students who attended SI throughout the semester was 2.94. (2% decrease from spring 2019: 3.0), representing a 5% decrease in average course grade. This can be due to moving to a remote environment about halfway into spring 2020 from the Covid-19 pandemic.

On an end-of-semester assessment survey, in fall 2019, 89% of SI participants who completed the survey (72/81) indicated that SI sessions were “extremely helpful” or “very helpful” to their success in the respective course, and 78% of participants (63/81) indicated that they were “extremely likely” or “very likely” to attend SI if offered in future courses.

Spring 2020, we found that in a traditional setting, 98% of SI participants who completed the survey (50/51) indicated that SI sessions were “extremely helpful” or “very helpful” to their success in the respective course (6% increase from fall 2018), and 94% of participants (45/51) indicated that they were “extremely likely” or “very likely” to attend SI if offered in future courses (4% increase from fall 2018). In a remote setting we found that, 88% of participants (45/51) indicated that SI Sessions were “extremely helpful” or “very helpful” to their success in the

receptive course, and 76% of participants (39/51) indicated that they were “extremely likely” or “very likely” to attend SI if offered in future courses. Both traditional and remote SI environments have shown positive results, however, traditional SI Sessions are seen as 10% more helpful and 18% more likely to attend again. This was the first semester remote SI Sessions were implemented due to Covid-19, therefore, no prior year data is available for comparison.

Step-It-Up: 54 students on academic probation for the first time (AP1) and 175 students on academic probation for the second time (AP2) participated in the Step-It-Up program in fall 2019. Overall, 84% of all participants returned to good academic standing at the conclusion of the semester (a 2% increase over last year). Of the students who did not participate in the program, only 23% returned to good academic standing (above 2.0 cumulative GPA).

123 students on academic probation for the first time (AP1) and 148 students on academic probation for the second time (AP2) participated in Step-It-Up during the spring 2020 semester. Overall, 79% of the participants returned to good academic standing at the conclusion of the semester (this reflects a 3% reduction as compared to fall 2019 due to Covid-19 related issues and the associated challenges of transitioning to a remote learning environment). Of the students who did not participate in the program, only 21% returned to good academic standing.

In addition, the program redesign to support AP2 students proved successful: 70% of the AP2 participants returned to good academic standing at the conclusion of fall 2019, and 67% returned to good academic standing at the conclusion of spring 2020, whereas in spring 2019, only 52% progressed. Continuing the model of strongly encouraging participation from AP2 students is highly recommended for future semesters.

Overall, 100% of survey respondents agreed or strongly agreed that having an academic coach was beneficial during their time in the Step-It-Up program in both fall 2019 and spring 2020 semesters.

1st Gen Scholars: During the 2019-2020 academic year, the 1st Generation Scholars Mentorship Program was offered as an additional layer of support to 50 first-generation first-time freshmen. 35 Kean Alumni self-selected to serve as mentors for the 50 first generation freshmen.

97% of FA19 freshmen who identified as a First-Generation student on the College Student Inventory (CSI) and fully participated in the 1st Generation Scholars Mentorship Program during the fall 2019 term registered for spring 2020 as compared to their non-participating first-generation peers, of whom, only 88% persisted the following semester. Further (as of 5/21/20), 82% of 1st Gen Scholars are registered for fall 2020, which is nearly 20% higher than their non-participating first-generation peers, of whom, only 65% are currently registered for next term.

FA19 1st Gen Scholars also finished the fall 2019 semester with an average cumulative GPA of 3.06. This represents a 14.6% increase in GPA as compared to their non-participating first-generation peers (2.67). 1st Gen Scholars finished the 2019-2020 academic year with an average cumulative GPA of 3.00 and 50% achieved Dean’s List recognition. This represents a 15% increase in GPA as compared to their non-participating first-generation peers (2.55).

94% of survey respondents indicated that they are satisfied, very satisfied, or extremely satisfied with the 1st Generation Scholars Mentorship Program.

This was the first year of this initiative, so no prior year data is available for comparison.

LEAP Scholarship Program: Fall 2019: 77 returning sophomores were eligible to receive the inaugural LEAP Scholarship in fall 2019; 62 (81%) accepted the scholarship and were assigned Kean “give-back” projects, of which 21% evolved into internships. Of the 62 fall LEAP participants, 92% made satisfactory progress toward their assigned LEAP projects and were in compliance; 100% registered for and persisted to the spring 2020 semester; 77% maintained a 3.0 or higher GPA at the end of the fall semester.

Spring 2020: 44 graduating seniors were eligible to receive the LEAP Scholarship in spring 2020; 11 (25%) accepted the scholarship and were assigned Kean “give-back” projects, of which 18% evolved into internships. *Note:* many seniors responded that they could not find time for the project due to field work required by their major in their final semester. Of the 11 spring LEAP participants, 73% were in compliance with their LEAP give-back projects.

Further, 18/19 respondents (95%) indicated that they were proud to be a LEAP Scholar, and 17/19 (89%) indicated that participating in LEAP positively affected their experience at Kean.

This was the first year of this initiative, so no prior year data is available for comparison.

Family Day: Kean University hosted 654 attendees at its first Family Day. Of the programs offered, Career and Internships (58), Financial Aid and Scholarships (26), Study Abroad/WKU (16), and the Liberty Hall tour (54) were the most highly attended. Of the 40 student volunteers who signed up to work Family Day, 100% completed hours. 80% of survey respondents (82 attendees) indicated that they were likely or very likely to attend a future Family Day event, ranking their overall experience as a 4-or-5 on a 5-point Likert scale.

This was the first year of this initiative, so no prior year data is available for comparison.

Ellucian CRM Advise: Ellucian CRM Advise, while working since early fall 2019, the first Enrolled and Not Registered (ENR) Communication Plan was launched on November 20th, performing outreach via email to 3,096 students who aligned with the criteria built in the system. Follow-up communication was conducted on a bi-weekly basis to students who were coded as ENR for the spring 2020 term. The Fall 2020 Enrolled and Not Registered (ENR) Communication Plan launched on April 28, 2020. A total of 3,886 students entered into this communication plan and received tailored communication from their Academic Advisor, EEO or PASSPORT Counselor or the Office of Student Success and Retention depending on the nature of a possible hold on their account, encouraging them to register and connect with faculty and staff for additional support related to this process specifically.

- **113** faculty advisors have added their office hours to Advise to be viewed in the Student Experience.
- As of May 21, 2020, **2,077** notes and **247** posts (used interchangeably) in the system for advising.
- As of May, 21, 2020, **10,497** emails have been sent to students via Advise.
 - **5,236** of which were sent by faculty through the system vs.
 - **5,261** of which were sent as a result of a triggered communication from an Alert raised by the Faculty or Student Experiences.

- **33,375** Alerts have been raised since January 1, 2020
 - **32,969** through Automated Alerts
 - ENR for Spring 2020 (ran through add/drop)
 - ENR for Fall 2020
 - Enrolled in <12 credits
 - Student Placed on Academic Probation
 - Student has history of frequent withdrawal
 - **323** Raised in the Faculty Experience
 - **132** Missing Assignments
 - **88** Multiple Absences
 - **29** Unsatisfactory Work
 - Designed and built the Kean Advise Support Site via Google Sites with more than **500** visits through the bit.ly link.
- Engagement Lists and saved views continue to be built based on requested data from different departments. Early adopters of the system include:
 - School of General Studies
 - College of Business and Public Management
 - School of Health and Human Performance
- Additional saved views have been created for Career Services, Learning Commons, EEO and Office of Student Success and Retention Programs, more specifically, the Step-it-Up and Supplemental Instruction programs.
- Saved views were created for each advisor including a list of all advisees as well as advisees who align with ENR criteria.
- Enrolled and Not Registered Process for Fall 2020
 - Launched on May 1, 2020 and again on May 7, 2020 to 5,600 students
 - **2,471** ENR w/o a Hold
 - **3,003** ENR w/ A1 Hold
 - **358** PASS or EEO Hold
 - **548** LX or OFB Hold
 - As of May, 21, 2020, **4,467** students are ENR
 - **2,361** Have an A1 Hold
- Salesforce Configuration, allowing emails in numbers exceeding 1,000 recipients to be sent immediately through Advise. As of May, 22, 2020, there are two Salesforce accounts in Advise (Office of Student Success & Retention and Gilly Scott). Additional accounts will hopefully be added for Fall 2020:
 - Career Services
 - Learning Commons
- Student Scheduling Function has been activated. Additional support sessions for this function will be marketed and added to the following departments during the summer months:
 - EEO and PASSPORT
 - Academic Advisors
 - Career Services
 - Financial Aid
 - Step-it-Up Program
 - Athletics (Kimberly DeRitter)

- Engagement lists have been created to conduct assessments on the following:
 - Graduation Rates
 - ENR w/ Hold
 - ENR w/o Hold
 - Student Athletes
 - EEO and PASSPORT
- Student Academic Support Service use data has been added to Advise to support program function.
- The Teams Function has been organized for the following areas:
 - Health and Human Performance
 - Business
 - Doctor of Physical Therapy Program
 - All CLA Departments
 - Career Services
 - UCVTS
 - Kean_Skylands
 - Kean_Ocean

*Teams allow members to view saved views and students related to their specific team. It is also helpful to have this built in preparation for additional SalesForce accounts to be added as well as Twillio for texting capabilities.

Accomplishments Student Experience:

- A short video was created for the Ellucian CRM Advise Student Experience that went out via the registration communication sent to students.
- The Kean Student Experience has been accessed 2,729 times based on the bit.ly link.
- **83** Raised in the Student Experience
 - **33** Requesting the option to drop a course or change a major
 - **32** Individual Reasons

The Cougar Climb: When assessing the student involvement in the Cougar Climb and how it has affected retention, we found that the more progress a student has made on the pathway, the more likely they are to be retained.

Raw Total	Percentage Not Registered for SP20	Pathway Progress
11	27%	0%
49	49%	3%-10%
248	31%	11%-20%
1184	6%	21%-40%
189	5%	41%-60%
10	0%	61%-100%

With the transition to the online environment, additional options were added to the pathway that

skewed the completer percentages so we used a curve for the Cougar Climb Closing Celebration: 200 Students were categorized as high completers; of this population, 81% had a highschool GPA of 3.0 or higher and 58% are registered for the fall 2020 term as of 4/30/20.

Additionally, we created a Cougar Climb Street Team comprised of three student leaders who create awareness for the Cougar Climb. They have engaged 130 student followers via @TheCougarClimbInstagram and, through our new “Connect with a Cougar” first-year student check-in calling project, connected with all freshmen in April to identify needs and assist with registration for fall 2020.

For the top 200 progressors of the Cougar Climb First-Year Experience, we know the following:

1. They are likely to have a higher student success score and from this, we can assume they do better academically, are more receptive to academic support services, and are more committed to completing their degree at Kean. Further data to support this is that as of 5/22/2020, only 10% of the top 200 completers are Enrolled and Not Registered (ENR) for the fall 2020 term.
2. Those who were highly involved in the Cougar CLimb First-Year Experience showed drastic improvement as a group when it came to their Secondary School GPA and their Recent Term GPA for the Spring 2020 term with more than 43.8% of students earning between a 3.51 and a 4.0.

For the bottom 200 progressors of the Cougar Climb First-Year Experience, we know the following:

1. Students who are in the bottom 200 in terms of progress showed significant difference in their Secondary School GPA, Recent Term GPA Range and Cumulative GPA Range. More specifically, there was a more significant population of students in the .0-1.99 GPA and 2.0-2.5 GPA ranges. Additionally, 28% had below a 2.5 GPA compared to those who were in the top 200 where <10% had a GPA within those ranges. Similar trends were observed within the Cumulative GPA Range.
2. 2. Additional observation includes the increase in number of students in the Murky Middle (12.7%) versus the Top 200 students, where <4% were in the yellow or red.
3. 3. Finally, of this population of students, 37% are Enrolled and Not Registered (ENR) for the Fall 2020 Term.

This was the first year of this initiative, so no prior year data is available for comparison.

B) Summary of Outcomes Assessment Resulting Recommendations/Program Changes

Retention Management System *Plus* (CSI/MYSA) recommendations based on findings:

While there are no additional updates regarding the CSI and MYSA, the SYSA was launched for the first time to Kean_Skylands students. We had a 75% return rate for the entire Kean_Skylands community. We did launch the assessment twice to capture additional data.

- Based on inaugural data set (40%):

- 1 of the 10 students has >85% score when it comes to **Academic Confidence**. In response to our remote environment, we highlighted [THIS](#) video for the Kean Skylands students, going through the process for accessing remote academic support services.
- Many of the students indicated that they were passionate about developing their leadership skills and/or are confident in their leadership skills. All students were >50%. This was helpful information to consider when designing the Cougar Climb Upperclassman Experience.
- Of the 10 students, 2 students had a 3 and 4 in relation to their commitment level to college.
- Based on the second round of data (sum of the group):
 - Psychology is a good contender for a dual major or minor program at Kean_Skylands.
 - Students want to be at Kean_Skylands <3 days per week, which is helpful information related to programming purposes.
 - ALL students wanted to work with an advisor to work through a plan for their time at Kean. More specifically, students wanted a timeline of which courses to take and when to prepare for graduation.
 - This information was shared with Robyn who then shared it with her advisors to consider during FA20 advising appointments.
- The SYSA was launched for Fall 2020 on May 17 to all registered FA20 transfer students. In partnership with the School of General Studies, reports, similarly to the CSI data, will be shared with instructors of GE-3000 to discuss in their sections.

Supplemental Instruction (SI) recommendations based on findings: In order to strengthen the SI program, marketing and promotional initiatives will take place through campus-wide events such as but not limited to: New Student Orientation and Transfer Student Orientation. SI will also incorporate informational tabling events in the student center at least once a semester. Moreover, SI will be launching a social media page to host incentives, program updates, and SI Session sneak peeks to entice more students to attend sessions. A series of professional development workshops will take place in the collaboration of the Learning Commons, Career Services, Department of Occupational Therapy, and Step-It-Up programs to create a community amongst the SI Leaders in addition to strengthening campus wide relationships. To fit the needs of the US Dept. of Education – Strengthening Institutions Program Grant, SI will be adding an additional supported course (Math 1044) making our 8 supported courses grow to 9 supported courses. Lastly, due to the expansion of an additional supported course, the growth of SI Leaders is expected to grow from 36 SI Leaders to about 50 SI Leaders and from 2 SI Team Leaders to about 6 SI Team Leaders.

Step-It-Up recommendations based on findings: Based on the success of **Step-It-Up** participants in returning to good academic standing, we will continue strongly encouraging the program for students on second semester probation for 2020-2021 in an effort to reduce the number of students academically dismissed from Kean each year. We will continue additional incentives and encouragement of AP2 attendees as well as offer a hybrid of workshop options in fall 2020

(based on successful attendance of remote workshops during COVID-19 constraints).

1st Gen Scholars recommendations based on findings: In order to strengthen the 1st Gen Scholars program, marketing and promotional initiatives will begin by maximizing university-wide scheduled events such as: Accepted Students Day; Open House; New Student Orientation. Additionally, we will provide informational tabling in the student center once a semester to assist with branding initiatives across campus. There will be monthly connect points on campus for mentees and mentors to encourage face-to-face interaction. This program will partner with Step-It-Up to provide monthly workshops to all First Gen students. Furthermore, first gen students will have the opportunity to take a required T2K section as a cohort to help foster a vibrant relationship with other students within the program. Our target number will be to onboard 50 mentors and 75 mentees.

The Center for First Generation Student Success-NASPA identifies First-Year Seminar related courses (T2K for Kean University) as strategic and intentional methods that provide spaces for first-generation college students to connect and engage with other first-generation college students and a first generation instructor. These courses aim to foster academic success, help students connect and discover the University, and promote personal development, well-being, and social responsibility. As a result, it enhances the students' experience, provides a platform for students to get involved in leadership opportunities, and leads to higher retention and graduation rates. We plan on working with SGS to offer first-generation specific T2K sections in Fall 2020 and Spring 2021, which would ensure that first generation college students are equipped, empowered, and consistently engaged at Kean University.

Also, we will be co-sponsoring First Gen Celebration week in November in collaboration with EEO. Lastly, we will be working with the Center for First Generation Success (NASPA) to continue to build and develop our program, while simultaneously, securing data and information so Kean University can be recognized nationally as a First Gen Forward institution.

LEAP Scholarship Program recommendations based on findings: There was lower participation in spring when the scholarship was extended to graduating seniors. This was not due to lack of interest but due to the fact that second-semester seniors did not have much time in their schedule to commit to an on-campus project or additional internship given that many were completing fieldwork required by their major. Based on this, future years may benefit from readjusting the model and offering additional grants to sophomores in spring who did not participate in LEAP in fall. Further, Career Services recommends identifying project sites in advance to reduce issues in placing students too late in the semester and creating more consistent experience criteria and supervisor evaluation procedures. It will also be necessary (especially in light of the current COVID-19 pandemic) to identify remote opportunities to increase participation from those unable to make it to campus due to other work responsibilities, as this concern presented itself in both the sophomore and senior cohorts of participants.

Family Day recommendations based on findings: Change eatery hours to accommodate lunch voucher redemption and allow them to be redeemable during football game as well; change registration process to reduce duplicates on sign-up; reserve larger spaces for well-attended programs; eliminate those not attended; include a student representative on the planning committee; plan additional family and kid-friendly “fun” activities/more carnival-like; plug into current monthly themes on campus; build in additional incentives/giveaways/swag for students

and families.

Ellucian CRM Advise recommendations based on findings: Over the course of the upcoming year, Advise will continue to advance in sophistication with the addition of communication plans both proactive and reactive in nature for more timely student contact. There are three experiences within Advise, Faculty, Advisor, and Student. In the coming year, there will be a heavy concentration on marketing of the Student Experience and through short surveys and focus groups, additional alerts that can be raised in the Student Experience will be added. Additionally, there will be a team of student leaders who promote the student experience through ongoing campus-wide campaigns at Kean Union, Kean Ocean and Kean Skylands. These student leaders can provide support for not only creating awareness, but also, further building the system to maximize users of the system.

To support continued adoption of Advise will be the introduction of the Advise Faculty Fellow Program with representation from either each college or department, providing an opportunity for faculty to provide feedback and collaborate in the advancement of the system. In addition to sitting in on regular meetings (monthly), these faculty would receive advanced training by the Advise Administrator and serve as a liaison for faculty in their programs. Most importantly, they have to be advocates of the system and have intentions of collectively building the system for maximization and effectiveness to continue our continued momentum.

To support the continued adoption of the Advise Student Experience, two interns were hired to provide feedback based on emails received through alerts to make them more engaging for the receiver. Additionally a marketing initiative will be designed to gain buy-in from students for adoption of this new student support platform.

With the addition of the scheduling function in Advise, faculty will receive training over the summer with anticipation of all faculty and staff who are part of the Student Success Team having hours in the system by the second week of September.

Finally, based on the spring early alert process, it seems as though Advise is built to effectively support this process in the Fall 2020 term with automated email communications tailored to specifically raised alerts.

Cougar Climb recommendations based on findings:

As a result of the incoming student population, we have decided to launch the Cougar Climb First-Year Experience and highlight this opportunity during New Student Orientation. During the first three weeks of FA20, we will have strategic programming with the objective of exposing students to the Cougar Climb First-Year Experience and momentum in tracking progress. These three weeks of intensive programming will ideally conclude with the Cougar Climb First-Year Experience Commencement, empowering our incoming students to take advantage of all Kean has to offer and tracking these experiences through the Cougar Climb.

The Cougar Climb Upperclassman Experience will launch in the fall. At this time, we are working to simplify the First-Year Experience to highlight resources and services. For the Upperclassman Experience, the focus and direction will look more like the First-Year Experience that students can engage in during their time as an upperclassman. For example, we will require students “make a LinkedIn account” for the First-Year Experience and as a sophomore, students will get credit for

having 50 connections, 150 connections as a junior and 250 when they are a senior so students, as they enhance their connections on LinkedIn, will continue to receive credit on the Cougar Climb Upperclassmen Experience.

Additionally, to reduce the number of self-reported experiences, we have created QR codes that students can scan as proof of participation. Additionally, we are working with the Learning Commons and other departments to receive reports of participants so we can simply import participation.

Resource Needs

A) Staff Resource Needs

An additional undergraduate student worker who identifies as first generation to assist with the development of the **1st Gen Scholars** program. This student will assist with the day to day functions and operations of the program such as, but not limited to: marketing/promotional items; Check-ins with other first gen mentees; researching different activities and potential initiatives.

A graduate intern who identifies as first generation to assist with the development of the **1st Gen Scholars** program. This student will assist with the day-to-day functions and operations of the program such as, but not limited to: First Gen Forward institutional recognition; Check-ins with mentors: data compiling and distribution; implementation and other activities.

We will need to increase our academic coaching staff by 4-5 coaches for fall 2020, as we work toward continuing increased encouragement of **Step-It-Up** participation for all students on academic probation for the second time. An increase of 4-5 coaches would improve OSS&R's ability to "touch" more students and impact overall retention, especially for the students most at risk of being academically dismissed from Kean.

To support the growth and development of the Faculty, Advisor, and Student Experiences, we are looking to add an additional two interns to support the **Ellucian CRM Advise**. This will be at no additional cost to the department and provide a transformative experience for our undergraduate students. Additionally, these interns can support marketing efforts for creating awareness through presentations and tabling efforts.

B) General Resource Needs

Ability to share additional space on campus for the **Step-It-Up** program that would satisfy CACREP standards when coaches are meeting with students, as our current office layout does not allow for more than one individual student/coach meeting at a time.

Mentorloop software for 1st Gen Scholars Program: One of the challenges we are experiencing is the ability to effectively match mentors and mentees, while simultaneously effectively tracking their level of engagement throughout the semester. We currently use the Qualtrics database to manually match mentors/mentees based on a few interests. Additionally, tracking is only done by monthly check-ins and no formal log has been implemented. These processes are not efficient for a long-term, sustainable program. Mentorloop is a mentoring software platform that uses smart matching tools to quickly and accurately match mentors and mentees based on your chosen criteria

– including experience, skills, interests, location, and desired outcomes -- and has built-in tracking for mentee and mentor engagement, as well as opportunities for them to engage within the system rather than relying on outside resources for communications.

Additional Kean Bucks request for the increased number of 1st Gen Scholars participants (mentors/mentees) for 2020-2021 academic year: As mentors and mentees are selecting to participate in the First Gen Scholars Mentorship Program voluntarily, the request for additional Kean Bucks allows both mentors and mentees to be committed, engaged, and maximize their time and relationship building. Kean Bucks provides all participants an opportunity to connect on campus, utilize campus resources, and promote this initiative campus wide.

C) Professional Development Needs

In an effort to save resources in the 2020-21 academic year the Office of Student Success and Retention is not requesting any additional staff development funding.

Budget Request Line Items

Unit	Description of Resource Request	Page # Reference (for Rationale)	Quantity Requested (where relevant)	Unit Cost (where relevant)	Total Cost (to nearest dollar)	Strategic Plan Goal (2013-2020)
OSS&R	Mentorloop Software	16			\$8,650	2.3
OSS&R	First-Gen Forward Certification	14			\$1,600	2.3
OSS&R	NASPA Membership	14			\$170	2.3
OSS&R	Additional Kean Bucks for increase in # of 1st Gen mentees	16			\$7,500	2.3