

ABSTRACT OF CAPSTONE

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The Graduate School

Morehead State University

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UNDERREPRESENTED MINORITIES PASSPORT TO ACADEMIC SUCCESS
TO INCREASE RETENTION AND PERSISTENCE RATES

Abstract of Capstone

A capstone submitted in partial fulfillment of the
Requirements for the degree of Doctor of Education in the
College of Education
At Morehead State University

By

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Henderson, Kentucky

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Morehead, Kentucky

November 1, 2020

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ABSTRACT OF CAPSTONE

UNDERREPRESENTED MINORITIES PASSPORT TO ACADEMIC SUCCESS
TO INCREASE RETENTION AND PERSISTENCE RATES

The Kentucky Community and Technical College System (KCTCS) faces the challenges of retention, preparing student to transfer to four-year institutions, difficulties of uncertain fund streams, and student workforce preparation. Student academic success is grounded in the mission and vision of KCTCS. Underrepresented minority (URM) students, according the Kentucky Council on Postsecondary Education (CPE), have declining enrollment rates and perform below the KCTCS average when compared to non-underrepresented minority students in the system colleges (CPE, 2020). Between 2013-2019, CPE's URM retention rate decreased by 2.89% from 2013 to 2019. During the same time, KCTCS's overall URM retention rate decreased by 8.87%, and Henderson Community College's (HCC's) URM retention rates decreased by 13.04%.

Closing the achievement gap among URM students by increasing retention, academic success, and persistence rates is a high priority for HCC. This goal aligns with the academic goals of the Kentucky Community and Technical College System (KCTCS, 2020), as well as the goals of the Kentucky Council on Post-Secondary Education (CPE, 2020). The CPE and affiliated colleges and universities have engaged in the Academic and Strategic Initiative, which has helped to close the academic achievement gap by increasing academic success, retention, and persistence rates (CPE, 2018, p.4).

The researcher hypothesized that there would be a positive impact to URM students' academic success, retention, and persistence rates when combining the Starfish retention software program and the "Passport to Success" online component. A cohort of 21 URM students at HCC participated in the enhanced I:AM, Program during the Fall 2019 to Spring 2020 semesters. Of the I:AM cohort, 19 were retained from the Fall 2019 to the Spring 2020 semesters, illustrating a 90.4% retention. Additionally, 20 students or 95%, achieved academic success, and 19 students, or a 90.4% persistence rate, moved forward to earn an academic credential.

This capstone project demonstrates how utilizing both the Starfish retention software program and the "Passport to Success" online component enhanced the capacity of the Initiative: Achieve and Mentor (I:AM) program to increase the academic success, retention, and persistence rates of URM students at HCC

KEYWORDS: Persistence, Retention, Peer Mentoring, Academic Success

Candidate Signature

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TO INCREASE RETENTION

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DEDICATION

This publication is dedicated to my children, Keileen Chappell and NiYa Davis, who are my pride and joy. They are the reason I work so hard. I am proud to be their mother.

ACKNOWLEDGMENTS

I want to praise GOD; with HIM, all things are possible. A big thank you to my children, Keileen Chappell and NiYa Davis, who kept me grounded and encouraged me to keep moving forward. Also, thanks to my grand dog, Melo, for emotional support.

I give acknowledgment to my late mother and grandmother, who are in heaven watching over me. I also want to give thanks to my family, friends, the sorority sisters of Delta Sigma Theta, colleagues at Henderson Community College and Owensboro Community and Technical College, to the Spaceball cohort, my Doctoral committee, and to the professors at Morehead State University.

TABLE OF CONTENTS

	Page
Executive Summary	12
Core of the Capstone.....	13
Underrepresented Minority Students Impacted by Capstone	22
Reason for Selecting Capstone and Related Strategies.....	24
Capstone Implementation	33
Capstone Project Implementation Outline	34
Impact of the Capstone Project.....	37
Limitations of the study	59
Reflections	61
Capstone Project	65
References.....	84
Appendices.....	89
Vita.....	106

EXECUTIVE SUMMARY

Henderson Community College (HCC) is located in rural Kentucky. Rural, as defined by the United States Census Bureau (2014), refers to all territory, population, and housing units located outside of urban areas and urban centers.

(http://www.census.gov/geo/reference/gtc/gtc_urbanrural.html, 2014)

It is part of the Kentucky Community and Technical College System (KCTCS) created in 1998 under the Kentucky Postsecondary Education Improvement Act of 1997 (House Bill 1).

Initially, fourteen community colleges of the University of Kentucky and 15 technical institutes of the Kentucky Workforce Development constituted the technical college system. KCTCS now consists of 16 strategically located colleges, with more than 70 campuses across the state (KCTCS, 2020). The Kentucky Council on Postsecondary Education (CPE) reported the total enrollment for KCTCS colleges as 77,679 (CPE, 2018) for the academic year 2017-2018 KCTCS enrollment for White Non-Hispanic students in the academic year 2017-2018 was 62,499, and the URM enrollment number was 11,932. These enrollment numbers included undergraduate and high school students enrolled in dual-credit programs, students enrolled at all degree levels, full and part-time students, and all genders. According to CPE (2017), “underrepresented minority (URM) are students who categorized themselves as a) Hispanic or Latino, b) American Indian or Alaska Native, c) Black or African American, d) Native Hawaiian or Other Pacific Islander, or e) Two or more Races” (p.3).

Additionally, CPE disaggregates these enrollment numbers into categories of low-income, age range, in-state and out-of-state students, international students, majors, and programs of study. Henderson Community College has seen a decrease in URM students' retention rate since 2013-2014 academic year (CPE, 2020). The CPE information is essential for HCC to address the declining underrepresented minority enrollment rates. Additionally, the reasons HCC URM students performed below KCTCS URM enrollment rates impacts the school's funding and compliance with CPE's diversity goals. A cohort of 21 URM students at HCC participated in the enhanced I:AM Peer Mentoring Program during the Fall 2019 to Spring 2020 semesters. The core of this capstone is to analyze the impact of combining the I:AM Program's "Passport to Success" online component with Starfish Retention Software verses students only enrolled into the I:AM program to determine rates of academic success, retention, and persistence within the I:Am Program.

Core of the capstone

The core of the capstone was to analyze the impact of combining the I:AM Program "Passport to Success" online component and Starfish Retention Software to increase the academic success, retention, and persistence rate of a cohort of 21 underrepresented minority (URM) students at Henderson Community College (HCC). The students participated in the enhanced Initiative: Achieve and Mentor Peer Mentoring program (I:AM) during the 2019-2020 academic year. The capstone project will demonstrate that using the Starfish retention software with the "Passport

to Success” online component increases the effectiveness of the enhanced I:AM program in retaining URM students at HCC.

According to the HCC Office of Knowledge Management (OKM), a high priority of the school is to close the achievement gap among URM students by improving academic success, retention, and persistence rates. The Initiative: Achieve and Mentor (I:AM) Peer Mentoring Program pairs URM HCC students with peer guides who help connect the new student to on-campus resources, community resources, and academic support systems. The researcher hypothesized there would be a positive impact when combining the I:AM Program “Passport to Success” online component with Starfish to increase the academic success, retention, and persistence among URM students compared to when URM students only used the I:AM program.

KCTCS defines academic achievement for the 16 community colleges in three measurable areas: academic success, retention, and persistence rates (KCTCS, 2020).

Academic Success is defined as: “The number of full- and part-time undergraduate students reaching or surpassing 30, 60, or 90 cumulative earned credit hours in a given academic year as defined by student classification” (CPE, 2018, p. 8).

Additionally, persistence is defined as: “The number of full- and part-time undergraduate students reaching or surpassing 15, 30, or 45 cumulative earned credit hours in a given academic year” (CPE, 2018, p. 9). Furthermore, retention is defined as: “The percentage of first-time, degree (or credential, KCTCS) seeking students who return to the institution to continue their studies the following fall, total and disaggregated by low-income and URM status” (CPE, 2018, p. 8). The definition of

academic success, retention, and persistence rates is used to measure the completion rates of URM students at the end of their third year against degree or credential completions.

Initiative: Achieve and Mentor (I:AM) Peer Mentoring Program

In 2015, the I:AM Committee consisting of two HCC faculty members, and three mid-management staff members (Diversity Director, Admissions Director, and Dean of Student Services) introduced the Initiative: Achieve and Mentor (I:AM) Peer Mentoring Program. Initially, the purpose of the program was to help mitigate the retention rate of URM male students enrolled at HCC. This program selected male URM students with a 2.5 grade point average (GPA) or better to serve as peer mentors for other URM male students who were first-time college students and/or who had a GPA below 2.5. During the development stage of the peer mentoring program, the I:AM Committee decided there was a need for URM females to receive the same mentoring, based on the report from the Office of Knowledge Management (2015). These reports are generated to increase awareness of student outcomes, as well as the results of program evaluations and services provided by HCC.

The I:AM Committee officially launched in Fall 2015. The I:AM Committee paired six high achieving URM student mentors with two URM student mentees each. The program was designed to support the academic success of both the mentors and the mentees. The URM mentees were given a referral to student academic support services provided by HCC. Additionally, URM peer mentors attended regularly-scheduled workshops on setting goals, mentoring other URM students,

managing time, building relationships, and utilizing available resources for academic success. Scheduled by the I:AM Committee, these workshops were aligned with the program goals of maintaining the academic status of the mentors, who helped their peers achieve academic success. The I:AM Peer Mentoring Program in 2015 did not fulfill the goals the I:AM Committee hoped it would.

According to the 2016 URM retention report from the Office of Knowledge Management, URM students demonstrated a lack of responsiveness to address deficits in academic readiness, time management, grade point average, placement testing, and soft communication skills (Office of Knowledge Management, URM retention report, 2016). Based on the results, the I:AM Committee reevaluated the I:AM program. The I:AM Committee concluded URM students had similar academic challenges as first-year college students as such the URM mentors would encourage URM students regardless of their academic status to utilize student academic resources. These academic resources include tutoring, academic workshops, financial aid, career resources, cultural diversity, counseling, accessibility, and disability support.

In Fall 2016, the I:AM Committee established a year-long training program for all mentors. In this training program, the mentors engaged with the same student services, utilized the same resources, and attended all the student academic support workshops as mentees. The primary purpose of this training program was to develop and cultivate mentors' empathy for student peers, by engaging them in experiences their mentees would have with on-campus services and resources. Also, all peer-

mentors participated in workshops on mentoring methods, identifying quality resources, applying resources, and engaging with academic support services such as tutoring, financial aid, and academic advising. All URM students had access to mentorship workshops and academic resources. For example, the students participated in the “Getting to Know You” workshop, a piece of the program that is still used. This workshop encourages students at the onset of the semester to move out of their comfort zones and begin to develop an academic mindset. This mentoring workshop allows URM students to share something about themselves in a relaxing, comfortable, and supportive environment. This approach allowed the URM students to share part of their self-identity in a non-judgmental environment.

In Fall 2017, the I:AM Committee reviewed program progress. The committee noted more student data was needed to determine the impact of the programming. The I:AM Committee established a paper booklet, called “Passport to Success,” to address the issue of URM students not utilizing campus resources. The “Passport to Success” booklet listed all the on-campus resources available to the students (Appendix A). In the booklet, students were encouraged to visit campus academic support services, which included scheduling advising appointments, tutoring, academic workshops, campus events, and career placement. As evidence of their utilization of academic support services, students were asked to obtain a signature provided by the faculty or staff working in these areas. Also, the students were asked to submit a brief, written self-reflection of their engagement with these activities in the paper booklet. The I:AM Committee scheduled check-in meetings with the mentors and mentees three

times during the fall and spring semesters. These check-in meetings were conducted face to face once a month during the Fall 2017 semester, which continued through Spring 2018 semester. The check-in meetings consisted of the committee's review of the students' "Passport to Success" and the committee's discussion of the student's academic standing. The students discussed their use of campus academic support resources and participation in student activities.

In Spring 2017, the I:AM Committee noted there was no formal tracking of URM students or their utilization of campus resources or services (I:AM Committee unofficial meeting notes, 2017). The committee also determined that data collection was needed to understand the impact on students' academic success who were retained and did not persist in their declared academic degree plan. The purpose of student support resources and services at HCC is to foster positive relationships between the students and faculty, resulting in increased student academic success. A positive relationship between students and faculty enhances the students' sense of belonging or attachment to the college. A positive relationship between faculty and students is rooted in HCC's mission statement (Henderson Community College, 2020).

As these conversations progressed, the committee learned the URM students had a difficult time keeping track of the paper "Passport to Success" booklet. Students who participated in the program lost their booklets, in which they documented and tracked their usage of academic resources and campus events. This resulted in students having multiple booklets. Several students who stopped participating in the

program did not return their booklets. This made it difficult for the I:AM Committee to track and gather data for URM academic success.

The I:AM Committee reviewed the students' "Passport to Success" booklet from Fall 2017 to Spring 2019 to verify and confirm their attendance and usage of academic resources and campus events. The I:AM Committee determined that the booklets did not adequately address URM academic success, persistence, and retention. The I:AM Committee concluded that students lost booklets, had multiple booklets, and often did not record the events or documented the usage of academic resources.

In Fall 2019, the I:AM "Passport to Success" program was strengthened to include an online component to better track URM students utilizing campus recourses. The online component of the "Passport to Success" enabled students to document their use of campus resources in real-time. Additionally, the students no longer had to keep up with a paper booklet. The "Passport to Success" online component was available, whether the URM students attended courses online or face-to-face. Also, the I:AM Committee selected a Program Coordinator who managed the peer-mentoring program and is the researcher of this capstone project.

Starfish Retention Software

The Starfish retention software (a comprehensive retention support software) created by Hobson was adopted by KCTCS in 2015, with the expectation that all sixteen community colleges would implement and utilize the software (Krause and McIntosh, 2015). Starfish includes an early warning tracking and educational support

system used to monitor and track students' academic performance. With the use of Starfish retention software, the KCTCS has set a goal to achieve a collaborative effort between students and faculty, staff, and advisors to ensure student persistence and retention.

Starfish is accessed through the Blackboard Learning Management System (LMS) and MYPath for ease of access by faculty, staff, advisors, and students. Blackboard is a learning management system that has products and services that span teaching, community engagement, and services both in and outside of the classroom (Blackboard, 2020). MYPath provides students with a single self-service portal, providing them access to College email, Office 365, Blackboard, and student self-services (enroll in classes, view schedules classes, grades, and academic calendar). All students in KCTCS use MYPath to access resources from a single location (KCTCS, 2018). The Starfish retention software closes the loop between students and faculty, staff, and advisors for maintaining contact and monitoring academic progress. This software features early alert services that is accessed through Blackboard and MYPath.

The Starfish retention software's calendar enables students to schedule appointments with their academic advisors or faculty members. The software tracks collected data, and notifications of all HCC students who have received a flag or referral notification. Starfish also enables the documentation and tracking of advising notes. After advisors enter notes, the Starfish system then flags and refers students to the appropriate intervention services.

In Spring 2019, the College hired an Early Alert Manager to promote the re-launch of Starfish for Fall 2019 to foster collaboration among faculty, staff, and advisors to ensure student success, retention, and persistence. According to Henderson Community College's Strategic Enrollment Management Plan (2019), the Early Alert Manager serves as the instructional trainer for Starfish as well as the interventionist for high-risk students at the college. The Early Alert Manager retrieves and reports data to the Registrar from the Starfish retention software for the URM students who participate in the I:AM program, as well as other HCC students.

The Starfish Early Alert Manager, who monitors the software, is responsible for following up with the students and ensures the connection is made between the student and the recommended services. After the connection is confirmed, the flags and referrals are closed and documented. If a connection is not made by the students, the flags or referrals are left open, the Starfish Retention Coordinator will follow up with the students to close the flags and referrals. Student information is collected once they are enrolled in courses. Data, collected from Starfish, helps faculty and staff identify at-risk students during their enrollment at HCC. The Starfish platform assists faculty and advisors in connecting with students via email to schedule academic, career, and or advising appointments.

Starfish enables faculty and students to communicate about course progression or concerns. The faculty makes recommendations for course remediation and referrals to tutors, financial aid, and disability coordinator. Faculty or staff raise "flags" if a student performs at a lower level than expected, per expectations outlined

in course syllabi. The faculty makes “referrals” to educational support services and makes positive comments or “kudos.” In compliance with FERPA regulations, these Starfish notices go only to students’ KCTCS email addresses. The Starfish retention software calendar also enables students to schedule appointments with their academic advisors or faculty members.

Combining the Starfish retention software with the I:AM mentoring program created a new platform connecting URM students with appropriate services, resources, and peer mentors. The re-launch of the Starfish retention software helped address the URM academic gap and retention because it allowed for data-informed interventions and the tracking of students’ activities. This revision provided a tracking system of the students’ interactions with academic support services. Using the I:AM program’s “Passport to Success” online component and the Starfish retention software facilitated the accurate tracking of student progress.

Underrepresented Minority Students Impacted by the Capstone

This capstone project impacts underrepresented minority students who participated in the I:AM program at HCC. Henderson Community College’s 2016-2017 Diversity Action Plan (2017) addressed one of the key metrics by using state census estimates from the 2017 University of Louisville Department of Urban and Public Affairs to measure the rate of closing the achievement gap. The document states, enrollment among “Black/African Americans will grow from 9.30 % to 9.5% by 2021-22,” and the Hispanic population will grow “2.25% to 3.75%” during that same period (p. 9). In response to this forecast, this capstone uses existing campus

resources and tools to facilitate URM students' academic success. The researcher hypothesized that using the I:AM "Passport to Success" online component with the Starfish software would impact academic success, retention, and persistence rates among URM students. The combined power of the two tools creates and enhances opportunities for educational growth, confidence, and motivation among URM students.

In addition to directly impacting URM students, this capstone impacts HCC specifically and higher education generally. Student academic success is part of Henderson Community College's mission; the College has adopted six institutional goals to coincide with the KCTCS goals. These goals of HCC are as follows:

- raise the level of educational attainment in HCC's service area by positioning the college as the most accessible, affordable, and relevant post-secondary education choice;
- increase access and success for HCC's students, particularly among traditionally underrepresented populations;
- develop clear pathways through postsecondary education with an emphasis on experiential learning that leads to successful employment outcomes for HCC's graduates;
- improve student learning, engagement, support, experiences, and success with exceptional academic and student services;
- align programs and curricula with needs of employers that enhance the employability, job placement, and career development of HCC's graduates;
- promote the recognition and value of HCC (Henderson Community College, 2020).

Reason for Selecting this Capstone and Related Strategies

The capstone project was selected to analyze the impact of combining the I:AM Program “Passport to Success” online component with Starfish Retention Software to determine if an increase in academic success, retention, and persistence occurred among URM students compared to when URM students only used the I:AM program. The capstone project achieved these strategies by introducing these programs, which motivated URM students. These programs also tracked URM students as they utilized academic support, student engagement, and services. These services included tutoring, disability support, testing support, student counseling services, career services, peer mentoring, student clubs and organizations, and student activities.

KCTCS institutions have shown some increase in retention and completion rates among underrepresented minority students. Table 1 compares the retention rates of the KCTCS with HCC from the academic years 2013-2014 to 2018-2018. As shown in Table 1, HCC performed higher in comparison to KCTCS. HCC’s average retention rate of all students was 45.5% in 2013-2014, as compared to an average of 50.6% among KCTCS. The HCC retention rate peaked (56.1%) in the academic year 2017-2018. The same academic year did not show a peak with KCTCS declining to 45.4%.

Table 1

Henderson and KCTCS Retention Rate total

	Fall 2013 to Fall 2014	Fall 2014 to Fall 2015	Fall 2015 to Fall 2016	Fall 2016 to Fall 2017	Fall 2017 to Fall 2018	Target Fall 2019 to Fall 2020
Henderson	45.5%	44.6%	53.3%	53.3%	56.1%	49.6%
KCTCS	50.6%	39.4%	45.1%	47.5%	45.4%	54.4%

Comparatively, Table 2 shows HCC retention rates of URM students was 25.8% in Fall 2013 to Fall 2014. The retention rate for URM students at HCC peaked in Fall 2016 to Fall 2017 (56.8%), while the KCTCS average decreased to 47.5%, for the same reported year. KCTCS's overall retention rates for URM students between the academic year 2013-2014 and 2017-2018 increased from 41.0% to 45.4% (CPE, 2018, p. 18).

Table 2

Underrepresented Minority Students

	Fall 2013 to Fall 2014	Fall 2014 to Fall 2015	Fall 2015 to Fall 2016	Fall 2016 to Fall 2017	Fall 2017 to Fall 2018	Target Fall 2019 to Fall 2020
Henderson	25.8%	46.0%	54.5%	56.8%	40.6%	28.8%
KCTCS	41.0%	39.4%	45.1%	47.5%	45.4%	43.8%

Completion rates for underrepresented minority students during the same time period rose from 13.3% to 17.2% (CPE, 2018, p. 16). CPE (2018) reported that in the academic year 2017, the first year to second-year statewide retention for all students attending Kentucky colleges and universities rose from 75.8% to 76.9%. This data is important for the capstone project to increase URM students' academic success, retention and persistence rates.

Reasons for Achievement Gaps

CPE cited several reasons why underrepresented minority students are completing their education at a slower pace than their peers (CPE, 2017, p. 6). CPE stated that underrepresented minority students face many challenges and need resources to assist them while pursuing higher education. Jury et al. (2017) noted psychological barriers, which are “(1) emotional experiences (e.g., emotional distress, well-being); (2) identity management (e.g., sense of belonging); (3) self-perception (e.g., self-efficacy, perceived threat); and (4) motivation (e.g., achievement goals, fear of failure)” (p. 26). In the I:AM enhanced program the four psychological factors listed are addressed through the various student services, such as tutoring, disability services, testing center, student counseling, career services, , placement center, peer mentoring, and student clubs and organizations. In addition, the Starfish early alert and retention program aids in identifying URM students who are at risk. All these student-related academic services and programs, along with faculty assistance, help URM students succeed in higher education. For example, faculty members serve as academic advisors, addressing immediate academic and psychological concerns.

When these issues persist, faculty members refer students to support staff. This partnership allows for collaborative interventions to occur.

Peer Mentoring as a Solution

One of the ways that institutions have sought to mitigate barriers to motivation is to use peer mentors. Ruane and Koku (2014) stated, “Online peer mentoring sites can offer students opportunities to interact, collaborate, and engage with peers in new and enhanced ways” (p. 587). Stayhorn (2017) noted that peer assessments help students enhance their understanding of educational experiences and assist them in overcoming other unknown barriers such as social psychology, social influence, and family crisis.

HCC created an educational environment to encourage URM to form connections and relationships with faculty, students, and staff that promotes academic success. Collier (2017) stated, “Peer mentors and mentees are more likely to share the same perspective with regards to how they understand and enact the college student role than participants in hierarchical mentoring relationships” (p. 12). Having this type of peer mentoring relationship is essential for a college or university student’s academic success. Leidenfrost et al. (2014) believed that in order to improve their success in higher education, underrepresented minorities should enroll in and receive peer mentoring beginning their first semester. Furthermore, Leidenfrost et al. (2014) stated, “After 1 year of study, mentees had better average grades and passed more courses than non-mentees” (p. 106). Successfully finishing the first year as a cohort in the I:AM Peer Mentoring Program with a mentor can help close the achievement gap

among underrepresented minority students. Underrepresented minority student mentors bridge gaps between faculty and other URM students, which allows these students to reach their full potential. According to Crisp (2010), “In fact, research has shown that community college students are 10 to 18% more likely to drop out of college than students who attend four-year institutions” (p. 39). An established peer mentoring cohort at a community college provides a support system that helps students complete their degrees.

HCC students are taking more classes in a non-traditional format (online or hybrid), which by nature, cultivates an environment of social disconnection and thus creates an even greater need for peer mentorship. Virtual mentoring programs can help URM students who take their classes online. Owen (2015) states that “virtual mentors worked to create online spaces” (p.12) where mentees can develop strong self-efficacy and the ability to cope with change and social interactions. Knowing that, the I:AM Committee utilized technological measures that mentors use to support mentees. One of these is the I:AM Remind application.

The I:AM Remind application allows the mentees to receive short text messages regarding upcoming events and resources provided by HCC or external partners. The Remind application can include discussion posts or forums for mentors, which increases communication among URM students. Ruane and Lee (2016) noted, “Increasingly, social network approaches have shown how online interaction transforms, extends, and impacts learning” (p. 81). URM students need social interactions. Ruane and Lee (2016) believe using social media platforms to support a

networking initiative is another way to address achievement gap issues. Social media platforms encourage student success by giving students a sense of belonging to the college community and by providing reasons to invest in the campus culture. Faculty can integrate group coursework and peer-to-peer learning via a social media platform. Students connect and engage with each other and complete assigned course work as a team. Learning can be facilitated through platforms such as Blackboard, Angle, and Facebook. Smartphones and other educational technology tools integrated into education aid student learning while creating an alternative teaching format and optimum interaction with students in and out of classes (Anshari, Almunawar, Shahrill, Wicaksono, & Huda, 2017).

Faculty and Staff

While peer mentoring is important, studies show that the student/faculty relationship also impacts learning outcomes. McKinsey (2016) indicated, “Educational research consistently points to the importance of student-faculty interaction in fostering positive learning outcomes” (p. 1). There is a need for faculty at HCC to foster a positive learning environment. KCTCS has created and encouraged support systems for faculty and other stakeholders to help with strategic development for advancing campus diversity. For example, CPE selected faculty and mid-management staff to serve on the Cultural Competence Workgroup. This group worked with other faculty and mid-management from a variety of public Kentucky colleges and universities to define diversity outcomes (CPE, 2020). The Cultural Competence Workgroup is collaborating to determine the critical elements of cultural

competence and outline the mechanisms for identifying individuals as culturally competent. The ultimate goal of the Workgroup is to create a statewide certification to be offered to students, faculty, and staff on all campuses across the public four-year and two-year institutions (CPE, 2020). The Workgroup's finding is consistent with what other researchers have found.

Chen (2017) noted, "A diverse faculty is necessary in recruiting students of color to higher education because these students want to enroll in universities with diverse faculties, so they are less likely to experience isolation" (p. 18). URM students participating in a peer-mentoring program enable faculty to build relationships with students, which can inspire students to reach their full potential. Zambrana et al. (2015) noted that 80% of the student population are non-mainstream students, with less than 17% underrepresented minorities teaching in higher education. As such, Zambrana et al. (2015) recommended a need for diversity among faculty, which plays a vital role in the academic success of underrepresented minority students. Chen (2017) indicated, "These efforts can create a better future for underrepresented and socially oppressed groups" (p. 21). There is a need at HCC to have the support of faculty and other stakeholders to help with developing a strategy for advancing campus diversity and student career paths.

An African American female and researcher of this capstone project, who is an Associate Professor and Program Coordinator in the Science Technology Engineering and Math Department at HCC, notes that her position provides an opportunity to teach, mentor, and advise students as they seek postsecondary

credentials. Improved teaching, mentoring, and advising can help underrepresented minority students navigate and succeed in community college. By sharing their narratives, faculty and other educators can help understand the experiences of current URM students. Beltman and Schaeben (2012) noted mentors gained a sense of achievement by passing on their knowledge when mentoring new students. Passing this type of knowledge to incoming students can increase student success among underrepresented minority students. A peer mentoring community empowers underrepresented minorities to develop paths to achieve educational success.

As stated before, this capstone project enhances the capability of the I:AM program to increase the persistence and retention rate among URM students and their peers at HCC for academic success, by utilizing the Starfish retention software with the “Passport to Success” online component. Excellent communication is essential for student success in a face-to-face or online format, and Starfish software facilitates that communication. Starfish is one of many components in which faculty can communicate with URM students to help with academic success, retention, and persistence.

Dickerson (2017) stated, “Effective online instructors must go beyond simply providing information; they must engage online learners and encourage interaction between students” (p. 3). Faculty must make their presence known in an online course, as well as in a face-to-face course, by giving students detailed information to complete assignments and timely feedback on graded assignments. Faculty are expected to engage with students through different modes of communication. For

example, through emails, Blackboard messaging, videoconferencing, etc.

Additionally, HCC faculty respond to student emails within 24 to 48 hours as a general practice. The Henderson Community College Provost enforces this communications policy.

Faculty and staff need to be made aware how mentoring can build a relationship to help with students' academic success. Mentoring goals are designed to help students reach their full potential and can play a significant role in underrepresented undergraduate student success. Variables such as gender, ethnicity, age, major/concentration, and socioeconomic background can act as barriers and can also define students' mentoring experiences, as well. Wyatt (2011) noted, "nontraditional students are the fastest growing segment of higher education enrollments in American and are very diverse" (p. 2). These results indicate a need for colleges and universities to encourage participation and engagement among faculty or staff. Building this type of transactional learning relationship promotes student persistence, increases retention, and encourages academic excellence through the process. Faculty and staff need to be made aware of mentoring programs and services available to meet the academic and social needs of underrepresented minority students. Greshenfeld (2014) believed peer-to-peer undergraduate mentoring programs, such as I:AM with the "Passport to Success" online component and Starfish software, play a valuable role in higher education. This is supported by , feedback from participants of the I:AM survey (Appendix B). Having the input and

feedback of faculty, mentees, and mentors during the peer mentoring program can help the program thrive.

Student services and programs, along with faculty contributions, provide resources to help URM students succeed in higher education. The early alert from Starfish software will aid to identify and help the URM students who are at risk. Faculty members who serve as academic advisors address immediate academic and psychological concerns in a timelier manner and refer students to Student Services staff.

Capstone Implementation

This capstone project was implemented in Fall 2019 with 21 URM students, who participated in a cohort peer-mentoring program in their first semester. URM students attended an I:AM “Passport to Success” meeting, enrolled in the online component, and registered for the I:AM Remind application. The I:AM “Passport to Success” online component was used to document URM students utilizing campus resources in real-time. The I:AM Remind application allows the mentee to receive short text messages related to upcoming events and resources provided by HCC and external partners. The Starfish software records student academic success and communicates student needs. URM student’s check-in through the “Passport to Success” online component three to four times a semester, which is viewed by the I:AM program coordinator. Also, Starfish software is monitored during the check-ins to evaluate the students’ academic success and needs.

Capstone Project Implementation Outline

August 2019

- Contacted Office of Knowledge Management to receive a list of URM students
- August 19, 2019, sent a welcome email to URM students
- Scheduled information sessions and check-in dates for URM students
 - Week of September 2 – Information sessions (3)
 - Week of September 23- Passport Check-ins
 - Week of November 25 Passport Check-ins
 - Week of December 2- Passport Check-ins

September 2019

- Week of September 23- Passport Check-ins
 - Checked flags through Starfish

November 2019

- Week of November 25 Passport Check-ins
 - Checked flags through Starfish
 - Checked if URM had scheduled meeting with an advisor for scheduling Spring 2020 classes

December 2019

- Week of December 2- Passport Check-ins
 - Students received final-survival goodie-bag
 - Checked final grades through Starfish
- Ran report of URM GPA for Fall 2019
- Checked for student enrollment status

January 2020

- Sent Fall 2019 I:AM student survey

February 2020

- Compiled/analyzed I:AM student survey results
- Finalized capstone project

This capstone project evaluated the use of the online component in conjunction with Starfish to increase URM student academic success. Starfish software was used, along with the I:AM “Passport to Success” online component, to monitor student academic success. This capstone project evaluated the use of the online component in conjunction with Starfish to increase URM student academic success. Evaluations were conducted through the Starfish software and Decision Support System (DSS) to track URM student retention and academic progress after their first semester. DSS is an Oracle Business Intelligence application database used by KCTCS to track and analyze student data and display results, such as student retention and persistence rates.

Assessment of Implementation Development

In its initial implementation, the I:AM program did not have a way to track or assess URM students; therefore, the effectiveness was undetermined. However, using student’s academic progress and retention for the I:AM students as proxy variables for effectiveness allowed us to determine if the intervention did have some impact when comparing I:AM students to the entire college’s URM cohort of students.

By using the “Passport to Success” online component and Starfish software, HCC had the capability to monitor students’ academic success three times throughout the semester. The use of Starfish provided a tracking mechanism for all students, which allowed for early interventions before the end of the semester. A mid-semester evaluation was conducted to track and gauge the students’ academic referrals, encouragement, and academic achievement concerns. If a student was not passing a

class, academic resources were provided to help the student earn a passing grade. The use of the “Passport to Success” online component tracked these academic support resources, including academic advising, tutoring, academic workshops, career resources, and student engagement. Because the data could be used for early interventions, this process helped with persistence and retention rates, and improved students’ overall academic performance.

Measurement Used

The use of referrals for advising, tutoring, financial aid services, disability services, academic workshops, career resources, and student engagement was counted as student resource referrals. The Starfish software allowed the number of referrals to be tracked for each student as well as its impact on student success. The number of referrals, including “kudos” emails, which were positive referrals, and “flags,” which were indicative of “needs improvement” referrals, were used to track I:AM students’ academic performance. These referrals were used to inform I:AM program improvements to academic resources. The “Passport to Success” online component allowed I:AM supervisors the ability to track each student’s use of on-campus resources, which impacted their success.

Survey

The I:AM mentor survey was designed to evaluate the efficacy of the I:AM program, online components, and the Starfish software. The capstone project researcher created the survey. The survey allowed for open responses to be reported. The researcher, along with the Starfish Early Alert manager, will use the feedback to

improve the I:AM programming, which can only serve to improve academic success, retention, and persistence among URM students. URM students responded to a survey about the I:AM program, online components, and the Starfish software, which will assist HCC administration and staff to improve student support services for URM students.

Impact of the Capstone Project

Using the I:AM “Passport to Success” online component with Starfish software was geared toward impacting academic success, persistence, and retention rates among underrepresented minority students in the peer mentoring program. This capstone project used existing campus resources and tools to accommodate students in the I:AM program. According to the information provided in the Henderson Community College’s 2016-2017 Diversity Action Plan (2018), one of the key metrics measured was the growth in the demographic population of Black/African Americans which is projected to grow 9.5% by 2021-22, and Hispanic student populations, projected to grow from 2.25% to 3.75%.

This capstone project had an impact on the growing needs of underrepresented minority students attending HCC. It helped foster mentorships between students, faculty, and peer groups, both on campus and in the online learning environments.

This capstone provided provided an environment that ensured underrepresented minorities students had a greater sense of belonging while attending Henderson Community College. An online post-survey assessed the student’s perception of being part of the HCC community and peer mentoring program. During

the first year, students needed to establish their sense of belonging at the institution. Mullen et al. (2017) contended that students do not become successful by merely being on campus. Colleges and universities need to understand that "...the peer mentors can assist first-year students by providing emotional support, increasing feelings of connectedness on campus, and promoting integration within the campus community" (p. 27) for students to have the sense of belonging. Strayhorn (2017) also identified students' need to have a sense of belonging when attending a college or university.

Higher education can be accessed in-person or online. Dickerson (2017) stated, "effective online instructors must go beyond simply providing information; they must engage online learners and encourage interaction between students" (p. 3). Faculty enhances the students' sense of belonging or attachment that fosters academic success. Faculty must make their presence known in an online course, as well as a face-to-face course, by giving students detailed information to complete assignments, providing timely feedback on a graded assignment, and responding to emails.

Communication is essential for student success in an online learning format. Increased utilization of online learning formats has created a shift in the form and mechanism of communication with students who utilize this means of learning. This change of communication will allow HCC to achieve the vision of being diverse and inclusive, which will make college students feel as if they are part of the college community. Strayhorn (2017) noted a student who lacks a sense of belonging while pursuing higher education can be negatively influenced during their studies.

Impact Assessed

The retention and academic success data of URM students at HCC examined by this project dates from Fall 2018 to Spring 2020. Data collection began with the Fall 2018 URM cohort when the I:AM Committee only used the I:AM Peer Mentoring Program without the online component and Starfish software. Retention rates of the Spring 2020 cohort compared to the Spring 2019 cohort revealed the impact to be a positive change in retention and academic success. The Fall 2018 URM student peer cohort's retention rates were used, as shown in Table 3, to establish a baseline for this project. In the Fall 2019's cohort, the researcher used Starfish-based data to monitor, flag, advise, refer, and intervene in students' performance. The researcher compared the retention rate of the Spring 2020 cohort to that of the Spring 2019 cohort to determine the effectiveness of the Starfish and online component-based intervention.

Table 3

Spring 2019 to Spring 2020 I:AM Cohort Retention

URM Students	Enrolled in Spring 2019 (Yes or No)	Enrolled in Spring 2020 (Yes or No)
1	Yes	Yes
2	Yes	No
3	Yes	Yes
4	No	Yes
5	Yes	Yes

Table 3 Continue

Spring 2019 to Spring 2020 I:AM Cohort Retention

URM Students	Enrolled in Spring 2019 (Yes or No)	Enrolled in Spring 2020 (Yes or No)
6	Yes	Yes
7	Yes	Yes
8	Yes	Yes
9	Yes	Yes
10	Yes	Yes
11	No	Yes
12	No	Yes
13	Yes	No
14	Yes	Yes
15	No	Yes
16	No	Yes
17	No	Yes
18	No	Yes
19	No	Yes
20	No	Yes
21	No	Yes

According to the HCC Office of Knowledge Management data report, HCC enrolled 175 URM students in Fall 2019. In Fall 2019, only 21 URM students

participated in the I:AM program. In Spring 2020, only 113 (64%) URM students were retained. Of the IAM cohort, however, 19 (90%) were retained from the fall to the spring term, as shown in Table 4. This illustrates a 90.4% cohort retention. In comparison, there were 778 non-URM students who enrolled in Fall 2019, and 504 were retained in Spring 2020. The non-URM cohort retention rate was 64.8%. I:AM mentoring students were retained at a higher rate than their non-URM peers.

Table 4

URM Fall 2019 GPA and Spring 2020 Enrollment

URM Students	Final GPA for Fall 2019	Enrolled in Spring 2020 (Yes or No)
1	3.618	Yes
2	3.000	No
3	1.000	Yes
4	2.750	Yes
5	2.611	Yes
6	2.840	Yes
7	3.020	Yes
8	3.000	Yes

Table 4 Continue

URM Fall 2019 GPA and Spring 2020 Enrollment

URM Students	Final GPA for Fall 2019	Enrolled in Spring 2020
		(Yes or No)
9	3.000	Yes
10	2.600	Yes
11	1.330	Yes
13	2.125	No
14	3.282	Yes
15	1.647	Yes
16	3.357	Yes
17	2.330	Yes
18	3.000	Yes
19	N/A	Yes
20	2.000	Yes
21	1.750	Yes

Of the 21 URM I:AM mentoring students, only one student received a flag indicator in the Starfish system, as shown in Table 5. Flags indicators are raised by faculty for any student academic concern. The other twenty students did not receive

any flags during the 2019 semester. By combining the Starfish retention software and the I:AM online component, student retention, success, and persistence was positively impacted.

Table 5

Starfish Results

URM Students	September	October	November	December	URM Sum of Flags
1	No	No	No	No	0
2	No	No	No	No	0
3	No	No	No	No	0
4	No	No	No	No	0
5	No	No	No	No	0
6	No	No	No	No	0
7	No	No	No	No	0
8	No	No	No	No	0
9	No	No	No	No	0

Table 5 Continue

Starfish Results

URM Students	September	October	November	December	URM Sum of Flags
10	No	No	Yes	No	1
11	No	No	No	No	0
12	No	No	No	No	0
13	No	No	No	No	0
14	No	No	No	No	0
15	No	No	No	No	0
16	No	No	No	No	0
17	No	No	No	No	0
18	No	No	No	No	0
19	No	No	No	No	0
20	No	No	No	No	0
21	No	No	No	No	0

Of the 21 URM I:AM students, eight students received kudos in the Starfish software shown in Table 6. Kudos are not considered a flag and are not included in the flag reports. However, both flags and kudos provide insight into student academic success or difficulties throughout the semester.

Table 6

Kudos Results

URM Students	September	October	November	December
1		Great job	Keep up the good work, High Score on Exam	Great Job
2		Keep up the good work	Keep up the good work	
3				
4				
5				
6		Keep up the good work		
7		High Score on Exam	High Score on Exam	
8				
9			Keep up the good work	
10				
11				
12		Keep up the good work		
13				
14				
15		Keep up the good work		
16				
18		Keep up the good work		
19				
20				
21				

Comparing the retention rate of the Spring 2020 I:AM students (Table 4) to Spring 2019 I:AM students (Table 7), Spring 2019 I:AM student retention rate was 73%. In Spring 2020, the retention rate was 90% of I:AM students. This is an 17% increase retention rate from Spring 2019, indicating the effectiveness of the Starfish-based intervention coupled with the I:AM program.

Table 7

URM Cohort Fall 2018 GPA and Spring 2019 Enrollment

URM Students	Final GPA for Fall 2018	Enrolled in Spring 2019 (Yes or No)
1	3.20	Yes
2	3.40	Yes
3	2.33	Yes
4	1.70	No
5	2.80	Yes
6	2.90	Yes
7	3.20	Yes
8	3.37	Yes
9	2.63	Yes
10	1.67	Yes
11	3.70	No
12	3.33	No
13	2.95	Yes
14	3.66	Yes
15	N/A	No

The use of the “Passport to Success” booklet component during Academic Year (AY) 2018-2019 was 78% (15 of the 19). When “Passport to Success” was switched to an online component in AY 2019-2020, the use increased to 85%.

Table 8 indicates the effectiveness of the I:AM online component when tracking the URM cohort using the campus resource and connect with the Starfish-based intervention to address academic success, retention, and persistence rates.

Table 8

URM Cohort Resource Tracking

Campus Resources/Events	AY 2018- 2019 “Passport to Success” paper booklet	AY 2019- 2020 “Passport to Success” online component
Advisor counseling	7	9
Fall College Event (1)	0	7
Fall College Event (2)	0	6
Spring College Event (1)	4	6
Spring College Event (2)	1	2
I:AM Mentor Fall Event (1)	10	6
I:AM Mentor Spring Event (2)	9	11
Career Services & Placement Office	1	4
Fall Academic Success Workshop	1	0
Spring Academic Success Workshop	1	0
Tutoring Fall Semester	3	3
Tutoring Spring Semester	3	5
Passport Check-In (1-Two weeks after Meet and Greet session)	10	12
Passport Check-In (2-Mid-Semester)	3	7
Passport Check-In (3-Final week)	5	0

Of the 21 URM I:AM students enrolled from the Academic Year (AY) 2018-2019 to Academic Year 2019 -2020, shown in Table 9, the increasing persistence percentages reflect success because of the “Passport to Success” online component. In AY 2018-2019, 14% students earned 0-14, 14% earned 15-29, 5% earned 30-44, and 10% earned 45+. In AY 2019-2020, 71% students earned 0-14, 10% earned 15-29, 10% earned 30-44, and 19% earned 45+. In comparing the persistence to retention rate, 90% showed progression to earning an academic degree.

Table 9

URM Cohort Credits Earned

URM Students	AY 2018-2019	AY 2019-2020
1	45+	45+
2	-	0-14
3	-	0-14
4	-	0-14
5	0-14	0-14
6	15-29	45+
7	30-44	45+
8	-	0-14
9	-	0-14
10	45+	45+
11	-	0-14
12	-	0-14
13	0-14	0-14
14	15-29	30-44
15	0-14	0-14

Table 9 Continue

URM Cohort Credits Earned

URM Students	AY 2018-2019	AY 2019-2020
16	-	0-14
17	15-29	15-29
18	-	0-14
19	-	0-14
20	-	0-14
21	-	0-14

I:AM program survey results

The URM students received an email from the researcher's KCTCS email account to their KCTCS email account. The email message included a link to the survey and instructions on granting consent (Appendix B). Per the survey's instructions in the email and survey, students were required to post their email addresses on the form to indicate their willingness to participate. Once their email was provided, students could complete and submit their responses to the survey. Students had two weeks to respond to the survey. Only the researcher had access to the students' responses. This protocol maintained the integrity, confidentiality, and security of the students and their responses in the survey. The survey consisted of 8 questions with an opportunity for the students to expand on their responses. The survey was created so that it could be completed quickly, and the researcher estimates it took about ten minutes to complete the eight questions of the survey. In this capstone, only Questions 1, 2, and 4 will be discussed. The full survey results are found in Appendix B.

Of the 21 URM students who participated in the I:AM program, ten students, or 48%, responded to the I:AM program survey. The results of the survey questions revealed a positive impression of the program and its impact on their experience. Survey question 1 (Figure 1.1) inquired if the peer mentoring program contributed to the students' success during the Fall 2019 Semester; 100% of the ten students responding indicated that the I:AM Peer Mentoring Program was beneficial to their academic success. Also, students' open responses confirm the results in Figure 1.

1. Do you find the Initiative & Achieve Mentor (IAM) peer-mentoring program beneficial to your academic success during the Fall 2019 Semester?

10 responses

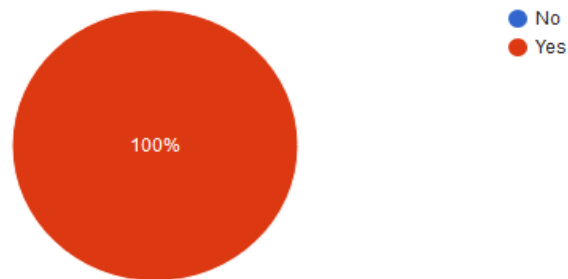


Figure 1.1. Survey question 1

If Yes, how?

9 responses

I was able to meet with Ms.Chappell whenever i needed. She was always available to assist when needed. It was so encouraging to see someone that look like myself in a position as her.

The I-AM program has helped me to become more involved in on-campus activities and events

Connecting with teachers on acadmic levels

Didnt actually start until this semester but i was informed by my advisor on what the program consistsof

I get to socialize with alot of my classmates and get a better understanding of the class work that needs to be done.

I get to know my surroundings in the college

My mentor made sure I had everything I needed to succeed.

I was able to help others which is fulfilling.

it allowed me to utilize my academic resources.

Figure 1.2. Survey Question 1 open responses

Based on the responses of participants, most believed online components helped them utilize academic resources. (Figure 2). Also, the students' open responses confirm the results in Figure 2.2.

2. Did the Initiative & Achieve Mentor (IAM) peer-mentoring program apps(Passport to Success Booklet and Remind) help you utilize on and off-campus resources?

10 responses

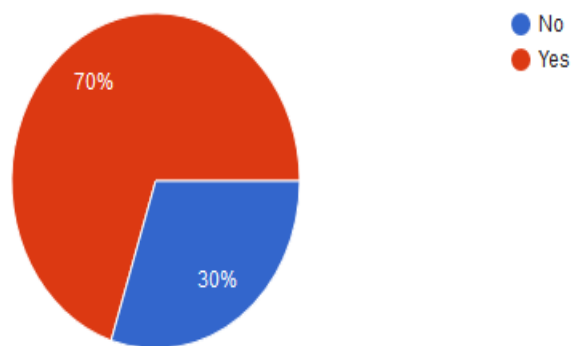


Figure 2.1. Survey question 2

If Yes, how?

7 responses

I found that having us go on to see what kind of benefits the college has to offer us, gave us the tools needed to improve in areas that needed the most work.
The Book helped me to go and visit tutoring when I needed it and encouraged me to go to workshops and events that would benefit my learning
Yes, with check-ins. It held me accountable. I had to check. This also helped me to engage in other opportunities on campus.
It helped me explore
Traveling more places
while on campus during free time is usually when I had time to meet with mentors and tutors.
I can see the different things other students are doing.

Figure 2.2. Survey question 2 open responses

The use of Starfish software contributed to I:AM students' academic success in Fall 2019. In Survey question 4, students were asked (Figure 3.1) if the Starfish notifications motivated them to achieve academic success. Seventy percent of responding students indicated that Starfish notifications had encouraged them to work harder towards their academic success. The 30% of responding students who indicated Starfish did not motivate them stemmed from these respondents not receiving Starfish flags or kudos. The students' open responses indicated the positive impact of a notification system in URM motivation, showed in Figure 3.2.

4. Did Starfish retention software notifications received while participating in the Initiative & Achieve Mentor (IAM) peer-mentoring program encourage you to work harder in your courses?

10 responses

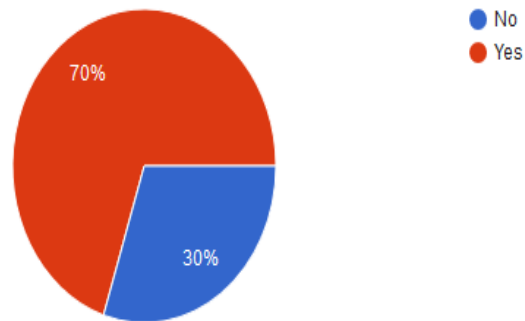


Figure 3.1. Survey question 4

If Yes, how?

7 responses

I enjoyed the positive feedback and encouragement from my professors and mentor.

The notifications that i recieved from starfish informed me on when I'm doing well in my classes and seeing that makes me want to keep it up.

By reminding me to study more

Its pushing me to do better in my academics.

It's a reminder

My mentor made me comfortable to come to her with any problems I'm having in class.

helps to track and stay on top of assignments.

Figure 3.2. Survey Question 4 open responses

The results of the survey question five revealed ten students or 100% are most likely would continue their education (Figure 5). Also, students' open responses confirm the results in Figure 5.1 gave more details on how they will continue their education.

5. Based on your experience participating in the Initiative & Achieve Mentor, how likely are you to continue your education?

10 responses

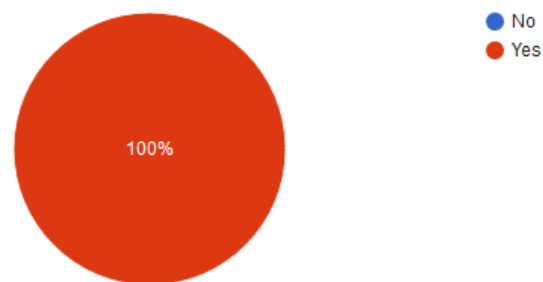


Figure 5.1. Survey question 5

If Yes, how?

7 responses

I'm looking forward to going on to MoreHead and finish my bachelor's degree there.
I feel apart of a group of people to encourage me.
I plan to continue my education after community college by transferring to a four year institution
I'VE GOT TO MAKE IT! There's no more stopping, only up from here.
I plan to do my dental degree
By attending college
More likely because when I finish my GED I'm going to enroll in more college classes.

Figure 5.1. Survey Question 5 open responses

Seven students, or 70%, responded to survey question six revealed a positive impression, and liked receiving notification of I:AM program events and other campus events. Survey question 1 (Figure 1.1) inquired if the peer mentoring program contributed to the students' success during the Fall 2019 Semester; 100% of the ten students responding indicated that the I:AM Peer Mentoring Program was beneficial to their academic success. Also, students' open responses confirm the results in Figure 1.

6. Did you like the Remind app notifications to remind you about the Initiative & Achieve Mentor (IAM) peer-mentoring program and other campus events?

10 responses

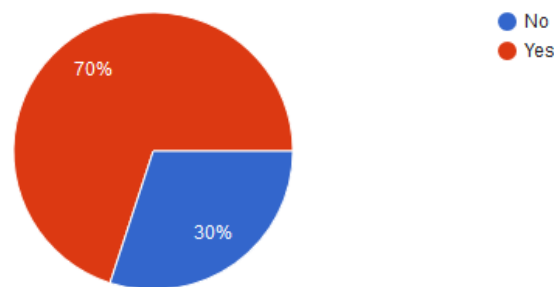


Figure 5.1. Survey question 5

If Yes, how?

8 responses

- Sometimes I forget anoput things and have a lot of other activities I do outside of IAM. So I found it very reassuring that something was keeping track of what was going on for IAM.
- I had trouble. Needing make new accounts
- The remind app made it easy to recieve messages for any upcoming events and I could also communicate on the remind app if I have any questions
- i was aware of events that i would have otherwise forgotten about.
- It really taught me to communicate more with students
- great reminder mechanism. i love getting a text rather than email.
- It tells me when other events are going on that I can attend.
- It's helpful

Figure 5.1. Survey Question 5 open responses

Survey question seven revealed 10, or 100%, students are most likely to continue their education, and the open responses confirm these results.

7. Based on your experiences Initiative & Achieve Mentor (IAM) peer-mentoring program would be willing to peer-mentor other students?

10 responses

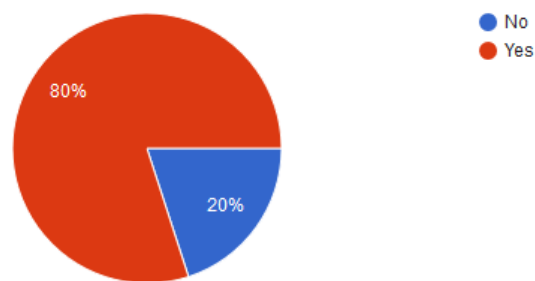


Figure 5.1. Survey question 5

If Yes, how?

6 responses

I'd love to help any way I could!

I'd like to be an example to other students when it comes to being more engaged in campus activities and encourage them to become successful in their studies

I would absolutely enjoy to mentor other students. I believe sometimes personal experiences can be the best teachers. I would love to be the one to encourage someone who could possibly be in the same boat as i, just rowing with a different paddle.

Peer help is the best help in my opinion

i am not ready, i have alot to learn still. im sorry

Make me more social with peers

Figure 5.1. Survey Question 5 open responses

Limitations of the study

The capstone's limitations stemmed from informational, technical, and institutional challenges. URM student data, retrieved through Henderson Community College's Office of Knowledge Management, may not be complete because data is self-reported by students. For example, not all URM students defined their race origin in their student's access database. Also, self-reported data may be considered subjective rather than objective

Another limitation is the sample size, 174 students were asked to participate in this capstone project, only 21 students participated. The small population of students in the research made the capstone more manageable. The small sample size of the URM students limits the generalizability of the study.

Additionally, Starfish software is connected to, but separate from, Blackboard, and some faculty do not use this Learning Management System (LMS) to report student data. There are limitations of faculty not updating grades in Blackboard, which is how the Starfish retention software retrieve grades. These limitations of faculty not raising flags, referrals or giving students kudos in Starfish hinders a student from seeking the assistance they may need to be successful in the course. If the faculty utilized Starfish more, this could serve as a barrier to students withdrawing or failing the course. During the Fall 2018 semester, there were no records kept of the faculty utilizing the Starfish software. After relaunch of Starfish, only 12% of faculty utilized the software, by the end of the term, the usage declined to 5%.

Finally, URM students not utilizing the “Passport to Success” online component was a constant challenge. There were only 15 students out of the 21 who utilized the “Passport to the Success” online component. Even though there were limitations in this capstone project, the researcher was able to implement the capstone project and provide data that supports the hypothesis.

This study did not investigate the impact of the Early Alert Manager and the I:AM program coordinator positions. The Early Alert Manager and the I:AM program coordinator could have been essential part of the capstone project. Also, the I:AM peer-mentoring survey was not given as a pilot survey for comparison.

Reflections

The reason for this capstone was to improve the academic success, retention, and persistence among URM students. In 2015, when the I:AM program did not have an adequate way to track URM students' utilization of campus academic support resources, or a way to track their progression towards academic success. The researcher hypothesized that there would be a positive impact to URM students' academic success, retention and persistence rates when combining the Starfish retention software program and the "Passport to Success" online component.

This capstone project made a substantial impact on increasing retention of the URM students who participated in the program. The Spring 2019 I:AM student retention rate was 73%, and in Spring 2020, the retention increased was 90%, which increased by 17%, indicating the effectiveness of the Starfish-based intervention coupled with the I:AM program "Passport to Success" online component. The overall retention rate of HCC during the capstone project was 56.1% and URM retention rate was 40.6%. The current HCC overall retention after the capstone project was 51.2% and URM retention rate was 53.1%. The improvement in the retention rates indicates the effectiveness of integrating technology into a formalized mentoring program. Also, the capstone made an impact on academic success. The persistence rate showed 90% of the URM cohort moving forward to earn an academic credential. Continuing to have a peer mentoring cohort for URM students at HCC would help them to persist toward their degrees. Three of the 21 students who participated in the capstone project graduated from HCC and are attending a four-year

institution. This study showed that peer mentoring is a practical approach to promoting college student success services, along with using the Starfish software.

During the implementation of this capstone project, the researcher enjoyed firsthand the experiences of mentoring URM students. The researcher was able to engage with students in various campus events, mentor, motivate, share stories, and build relationships with these students while enrolled at HCC. Results from the survey showed that the I:AM program “Passport to Success” online component and Starfish retention software had a positive effect on these students’ academic success.

Overall, the implementation of using the I:AM program “Passport to Success” online component and Starfish retention software is highly beneficial to the URM students. Using the “Passport to Success” online component with the Starfish retention software to increase academic success, retention and persistence had both successes and challenges. One of the challenges was that some students did not check-in during the assigned check-dates. Having the “Passport to Success” in an online component made it easier for the research to check student’s documentation of on-campus and community activities. Previous I:AM students used paper booklets, which were easily lost or kept in poor condition. Another challenge was that not all faculty at HCC used the Starfish retention software, and some did not update grades in Blackboard. This hindered program administrators’ ability to monitor student academic achievement and detracted from the students’ ability to improve throughout the semester. The success of adding the Starfish retention software to the I:AM program helped keep track of the students' academic progress and connected them

with the necessary resources and services to achieve academic success. Finally, most of our community college students are “at risk.” The literature/data used in this capstone project indicated that URM students are not “college ready” and often placed in developmental courses and can be used to address retention on a larger scale. These URM students need the type of intervention which was shown in this capstone project. This capstone has expanded the researcher knowledge to work with not only URM students but all students at HCC to achieve the same academic success.

In the next phase, the I:AM program will be introduced to all URM students during their initial orientation. The Fall 2020 URM students will be assigned to peer mentors during student orientation. This will allow the students to enroll in the I:AM program and learn about the HCC resources that help students achieve academic success. During the orientation sessions, the I:AM Program Coordinator will help the URM students install and register the peer mentoring apps used by the I:AM program. Providing a sense of stability during the orientation session about the I:AM program will give the new URM students a sense of belonging to HCC and to strive for academic success. The new URM students will be automatically monitored through the Starfish retention software. Starfish will implement case management, which is an additional measure to improve URM academic success. Currently, student orientation has moved to an online format due to Covid-19 pandemic restrictions. The researcher will collaborate with the Assistant Registrar to add this component to the URM orientation process.

Starfish has a case management feature that ensures the student and HCC know the next step for student academic success. Currently, the case management tool is not fully functional. The Early Alert Manager and the research have developed a Blackboard course called “Pathway to Academic Success,” this is a more hands-on approach with URM students who received flags or academic referrals in Starfish. The URM students are enrolled in the Blackboard course and must complete modules to obtain academic success. These modules consist of Time Management, Self-Advocacy, Organization, Stress Management, and link to HCC academic workshops with access to online tutoring. Once the students have completed these modules and have obtained academic success, they are removed from the course.

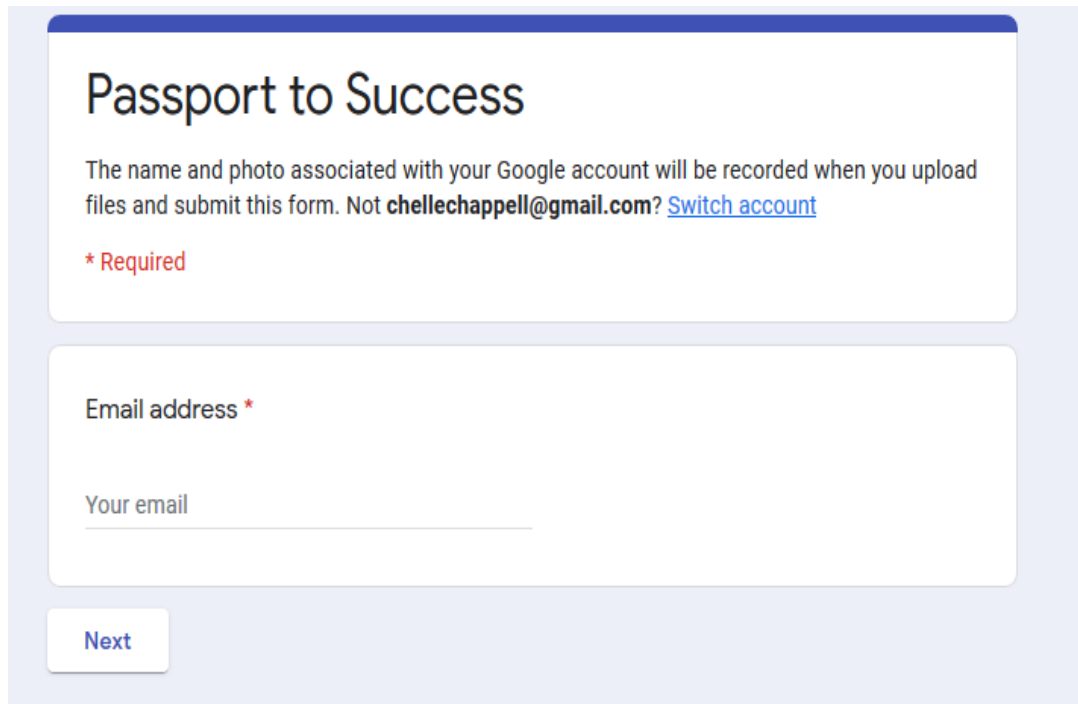
Finally, “reach to teach them” is a good method to use in Higher Education. URM students’ need someone who they can relate to and help them on this educational journey. They need to be encouraged and show persistence when pursuing academic success and completing their degree. This capstone project was aligned with the CPE goal of closing the achievement gap for URM students.

Capstone Project

In Fall 2019, all URM students enrolled at HCC were invited to a series of Meet and Greet informational sessions to accommodate the URM students' schedules. They met with peer mentors, administrators, faculty, staff, and other URM students. The students gained access to the I:AM program "Passport to Success" online component through a generated QR code, which is shown in Figure 8. URM students used the I:AM program the "Passport to Success" online component to document academic resources on and off-campus, shown in Figures 9.1 – 9.14. Also, the URM students signed up for the Remind app, shown in Figure 10. The Remind Application allowed URM students' mentors to receive short text messages, notifications, and announcements on any mobile device for HCC upcoming events and passport check-ins dates. The Starfish retention software dashboard is shown in Figure 11, which is connected to the Blackboard grade book. The Starfish retention software connection monitored a student's academic success and concerns.



Figure 8. QR Code for I:AM online component



The screenshot shows a web form titled "Passport to Success". Below the title, a paragraph states: "The name and photo associated with your Google account will be recorded when you upload files and submit this form. Not chellechappell@gmail.com? [Switch account](#)". Below this is a red asterisk followed by the word "Required". The main input area is labeled "Email address *" and contains a text box with the placeholder "Your email". At the bottom left of the form is a blue button labeled "Next".

Figure 9.1. “Passport to Success” online component

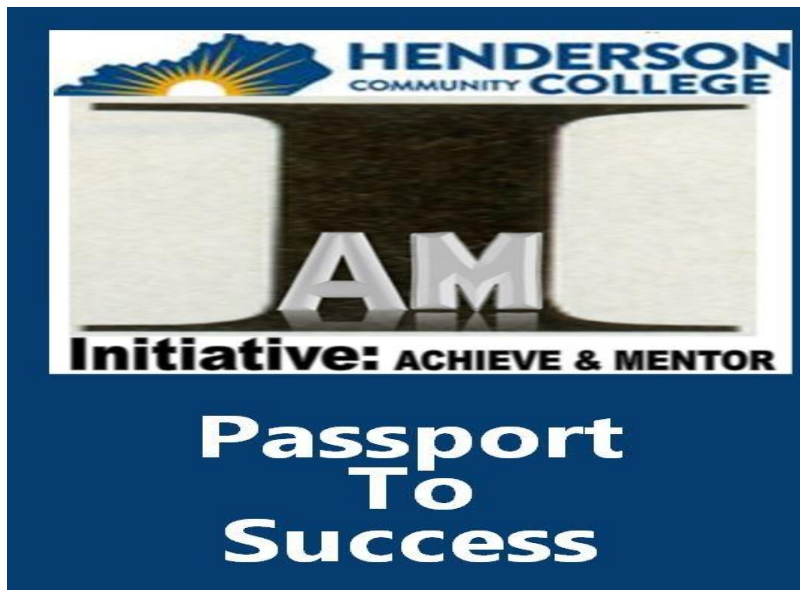


Figure 9.2. “Passport to Success” online component

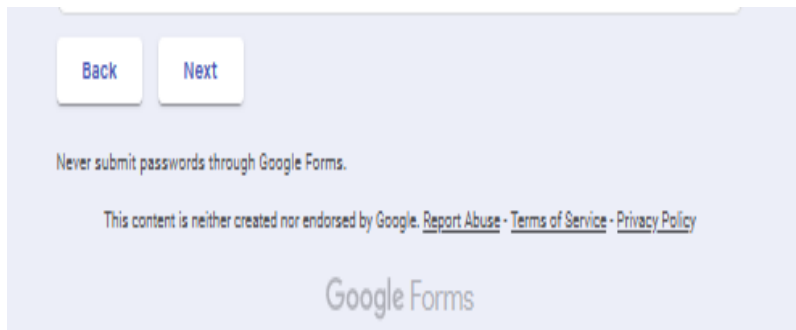


Figure 9.3. “Passport to Success” online component

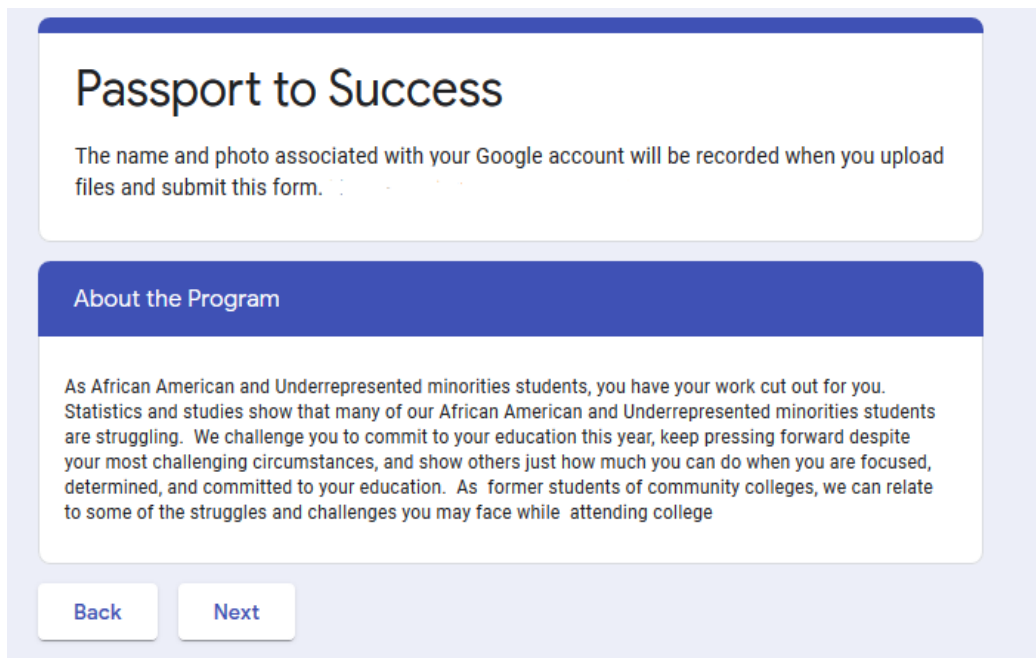


Figure 9.4. “Passport to Success” online component

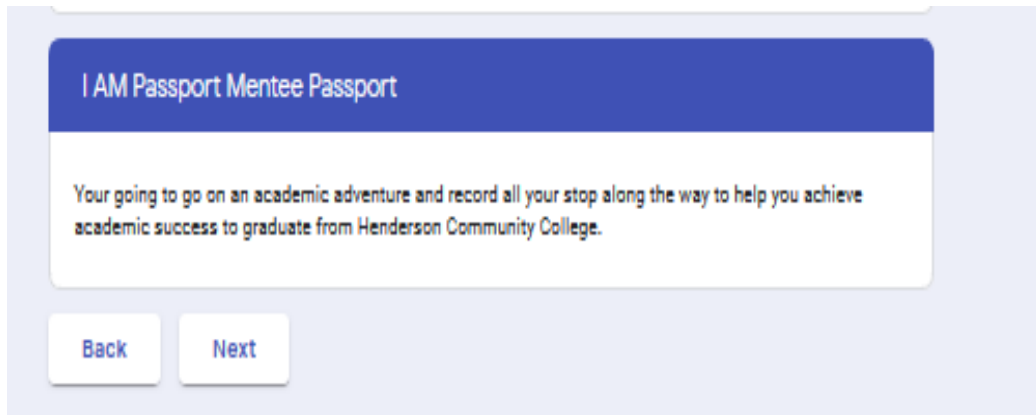


Figure 9.5. “Passport to Success” online component

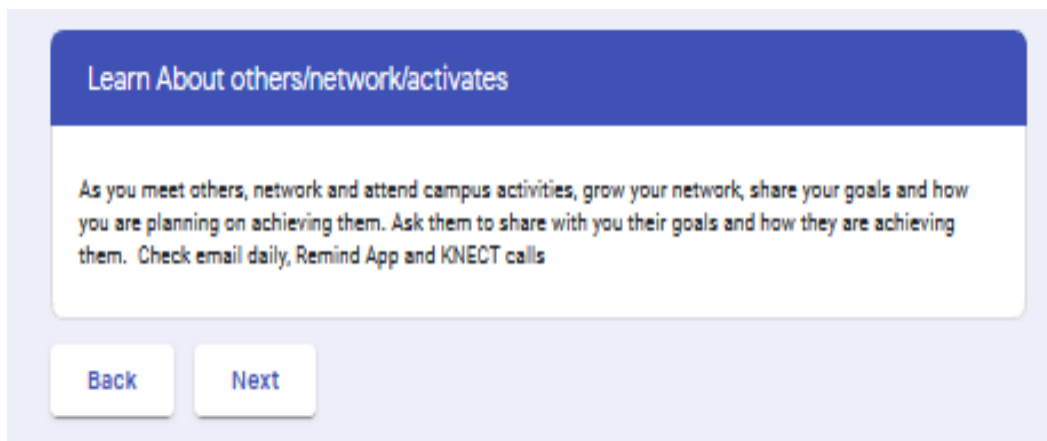
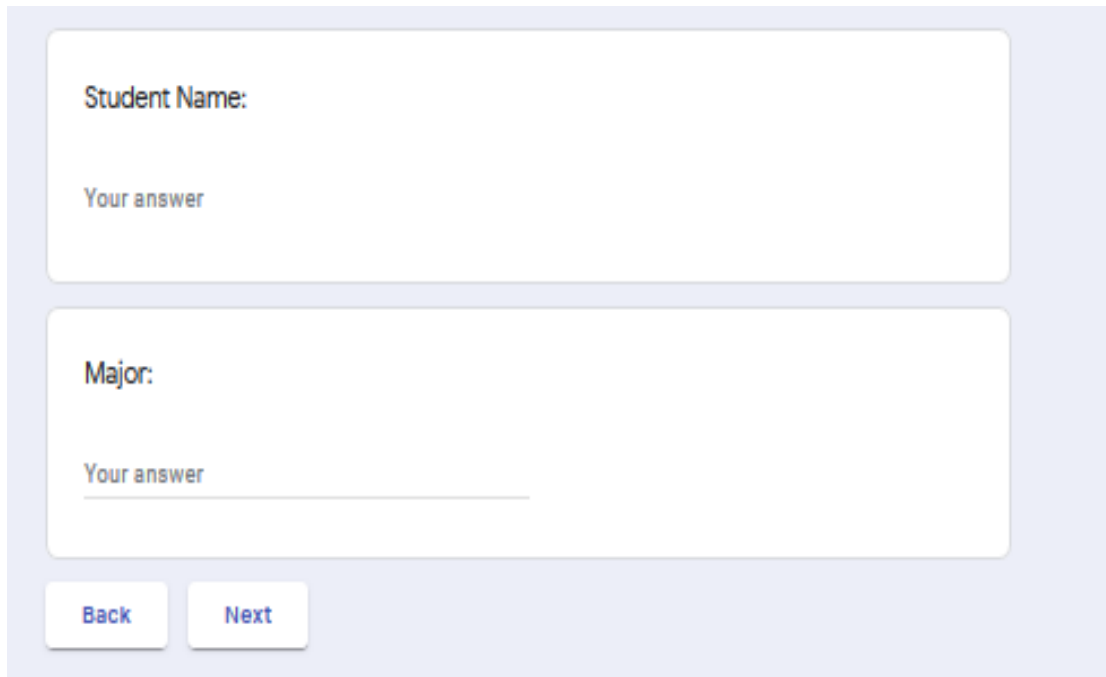


Figure 9.6. “Passport to Success” online component



Student Name:

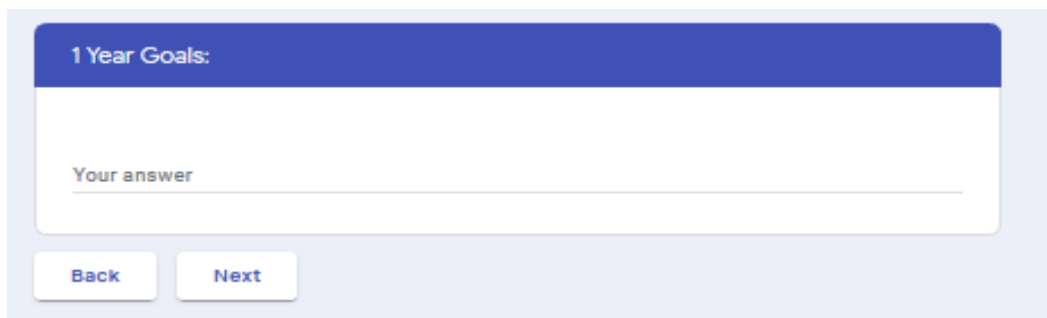
Your answer

Major:

Your answer

Back Next

Figure 9.7. “Passport to Success” online component

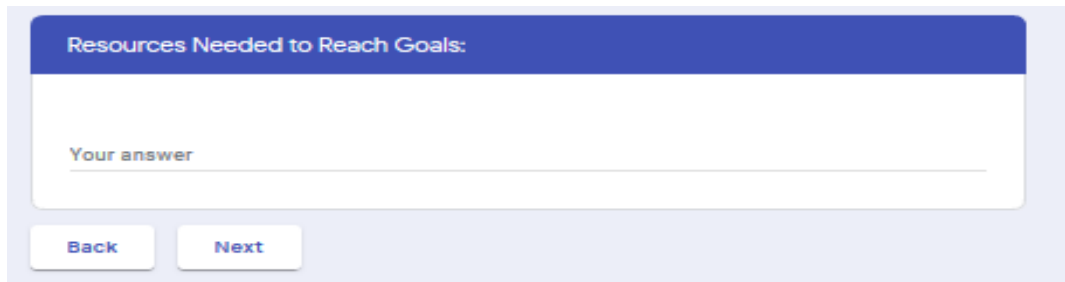


1 Year Goals:

Your answer

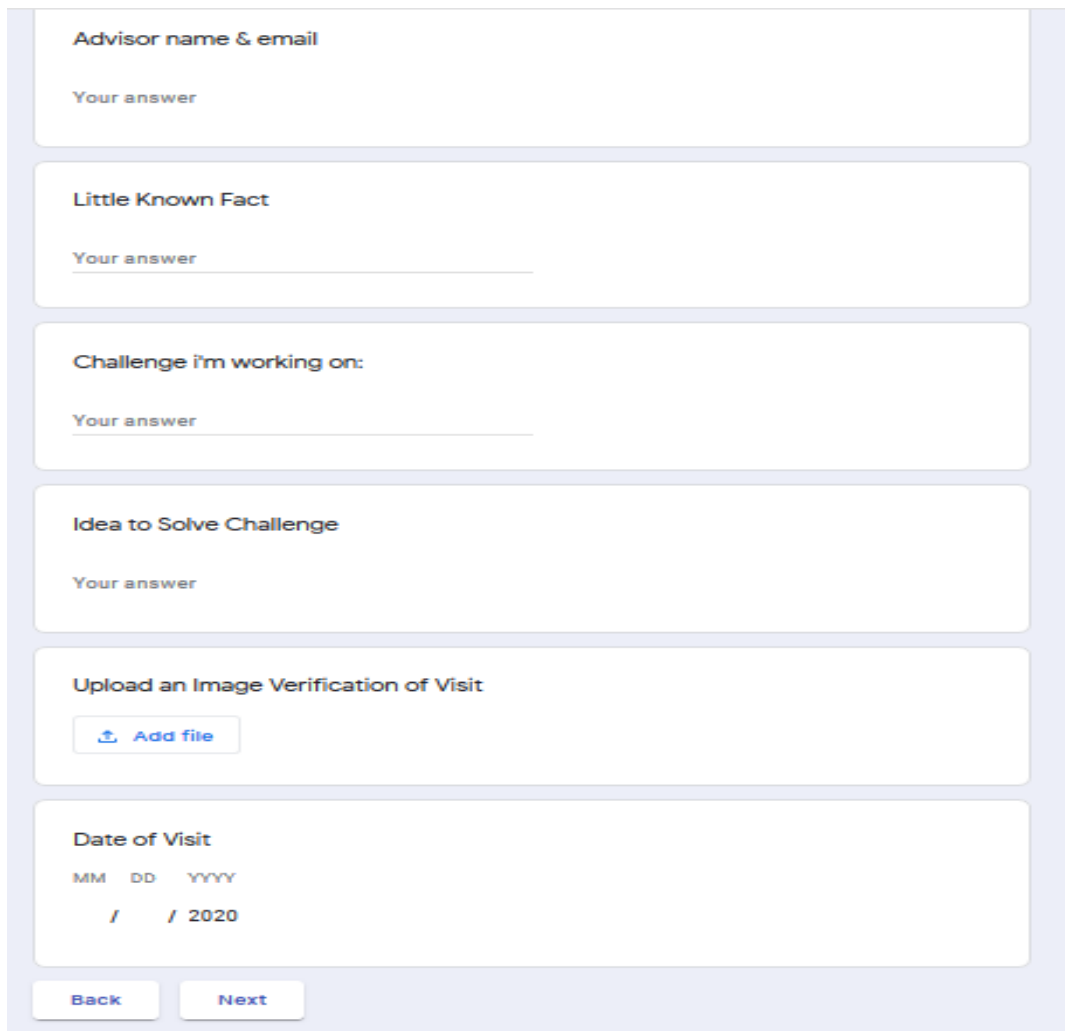
Back Next

Figure 9.8. “Passport to Success” online component



This screenshot shows a single form component with a blue header bar containing the text "Resources Needed to Reach Goals:". Below the header is a large white text input field with the placeholder text "Your answer". At the bottom of the component are two buttons: "Back" and "Next".

Figure 9.9. “Passport to Success” online component



This screenshot displays a vertical stack of six form components, each with a white background and a light blue border. The components are: 1) "Advisor name & email" with a text input field and "Your answer" placeholder; 2) "Little Known Fact" with a text input field and "Your answer" placeholder; 3) "Challenge i'm working on:" with a text input field and "Your answer" placeholder; 4) "Idea to Solve Challenge" with a text input field and "Your answer" placeholder; 5) "Upload an Image Verification of Visit" with a button labeled "Add file" and a small upload icon; 6) "Date of Visit" with a date picker showing "MM DD YYYY" and " / / 2020". At the bottom of the entire stack are "Back" and "Next" buttons.

Figure 9.10. “Passport to Success” online component

Attend a Fall College Event

Your answer

Where:

Your answer

Hosted By:

Your answer

What did you learn?

Your answer

Image Verification of Event Attendance

[Add file](#)

Date of Visit

MM DD YYYY

/ / 2020

Back

Next

Figure 9.11. “Passport to Success” online component

Attend a Fall College Event

Your answer

Where:

Your answer

Hosted By:

Your answer

What did you learn?

Your answer

Image Verification of Event Attendance

[Add file](#)

Date of Visit

MM DD YYYY

/ / 2020

Back

Next

Figure 9.11. “Passport to Success” online component

The screenshot displays a vertical stack of seven white input boxes on a light blue background. Each box contains a question or instruction followed by a text input field. The questions are: 'Attend a Spring College Event', 'When:', 'Where:', 'Hosted By:', 'What did you learn?', 'Image Verification of Event Attendance', and 'Date of Visit'. The 'Image Verification' box includes a blue 'Add file' button with a paperclip icon. The 'Date of Visit' box features a date picker with labels 'MM', 'DD', and 'YYYY', and a pre-filled year of '2020'. At the bottom, there are two buttons: 'Back' and 'Next'.

Attend a Spring College Event

Your answer

When:

Your answer

Where:

Your answer

Hosted By:

Your answer

What did you learn?

Your answer

Image Verification of Event Attendance

[Add file](#)

Date of Visit

MM DD YYYY

/ / 2020

Back Next

Figure 9.12. “Passport to Success” online component

Attend a Spring College Event

Your answer

When:

Your answer

Where:

Your answer

Hosted By:

Your answer

What did you learn?

Your answer

Image Verification of Event Attendance

[Add file](#)

Date of Visit

MM DD YYYY

___ / ___ / 2020

[Back](#) [Next](#)

Figure 9.11. “Passport to Success” online component

The screenshot displays a vertical sequence of six white rectangular input fields on a light blue background. Each field contains a question and a text input area. The questions are: 'Attend a IAM Mentor Fall Event', 'Where:', 'Hosted By:', 'What did you learn?', 'Image Verification of Event Attendance', and 'Date of Visit'. The 'Image Verification' field includes a blue 'Add file' button with a download icon. The 'Date of Visit' field features a date picker with labels 'MM', 'DD', and 'YYYY', and a pre-filled year '2020'. At the bottom, there are two buttons: 'Back' and 'Next'.

Attend a IAM Mentor Fall Event

Your answer

Where:

Your answer

Hosted By:

Your answer

What did you learn?

Your answer

Image Verification of Event Attendance

[Add file](#)

Date of Visit

MM DD YYYY

/ / 2020

Back Next

Figure 9.12. “Passport to Success” online component

Attend a IAM Mentor Spring Event

Your answer

Where:

Your answer

Hosted By:

Your answer

What did you learn?

Your answer

Image Verification of Event Attendance

Add file

Date of Visit

MM DD YYYY

/ / 2020

Back

Next

Figure 9.13. “Passport to Success” online component

Visit Career Services & Placement Office:

Your answer

Where:

Your answer

Hosted By:

Your answer

What did you learn?

Your answer

Image Verification of Event Attendance

Add file

Date of Visit

MM / DD / YYYY

/ / 2020

Back

Next

Figure 9.14. “Passport to Success” online component

The screenshot displays a vertical stack of six white rectangular input fields, each with a light blue border, set against a light blue background. The first four fields contain text prompts followed by a 'Your answer' label and a horizontal line for input. The fifth field is for file uploads, featuring an 'Add file' button with a blue upload icon. The sixth field is for a date, with labels for month, day, and year, and a pre-filled year of 2020. At the bottom, there are two buttons labeled 'Back' and 'Next'.

Attend Fall Academic Success Workshop:

Your answer

Where:

Your answer

Hosted By:

Your answer

What did you learn?

Your answer

Image Verification of Event Attendance

[Add file](#)

Date of Visit

MM DD YYYY

/ / 2020

Back Next

Figure 9.15. “Passport to Success” online component

Attend Spring Academic Success Workshop:

Your answer

Where:

Your answer

Hosted By:

Your answer

What did you learn?

Your answer

Image Verification of Event Attendance

Add file

Date of Visit

MM DD YYYY

/ / 2020

Back
Next

Figure 9.11. “Passport to Success” online component

The screenshot displays a web-based form titled "Passport to Success" with a light blue background. It contains five main sections, each with a question and an answer field:

- Section 1:** Question: "Visit the Tutor Center in the Fall Semester". Answer field: "Your answer" with a text input line.
- Section 2:** Question: "Did you receive tutoring?". Answer field: "Your answer" with a text input line.
- Section 3:** Question: "If so, what course(s):". Answer field: "Your answer" with a text input line.
- Section 4:** Question: "Image Verification of Event Attendance". Below the question is a button labeled "Add file" with a paperclip icon.
- Section 5:** Question: "Date of Visit". Below the question is a date picker showing "MM / DD / YYYY" with the year "2020" pre-filled. The input fields are empty.

At the bottom of the form, there are two buttons: "Back" and "Next".

Figure 9.11. "Passport to Success" online component

Visit the Tutor Center in the Spring Semester

Your answer

Did you receive tutoring?

Your answer

If so, what course(s):

Your answer

Image Verification of Event Attendance

[!\[\]\(352af49c7e82e66a229b1eb98760843c_img.jpg\) Add file](#)

Date of Visit

MM DD YYYY

/ / 2020

Back

Next

Figure 9.12. “Passport to Success” online component

Date
MM DD YYYY
_ / _ / 2020

Check-In Verification
Add file

Date
MM DD YYYY
_ / _ / 2020

Check-In Verification
Add file

Date
MM DD YYYY
_ / _ / 2020

Check-In Verification
Add file

Date
MM DD YYYY
_ / _ / 2020

A copy of your responses will be emailed to the address you provided.

Back
Submit

Figure 9.13. “Passport to Success” online component

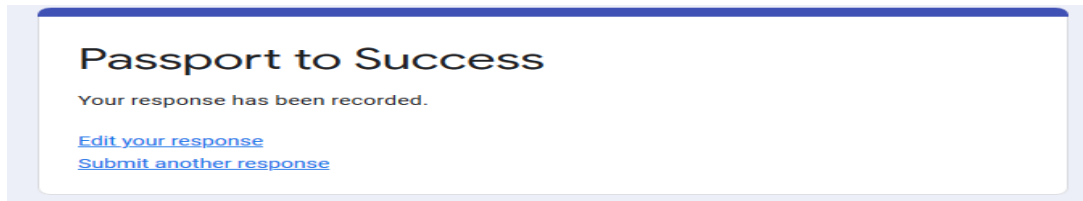


Figure 9.14. “Passport to Success” online component

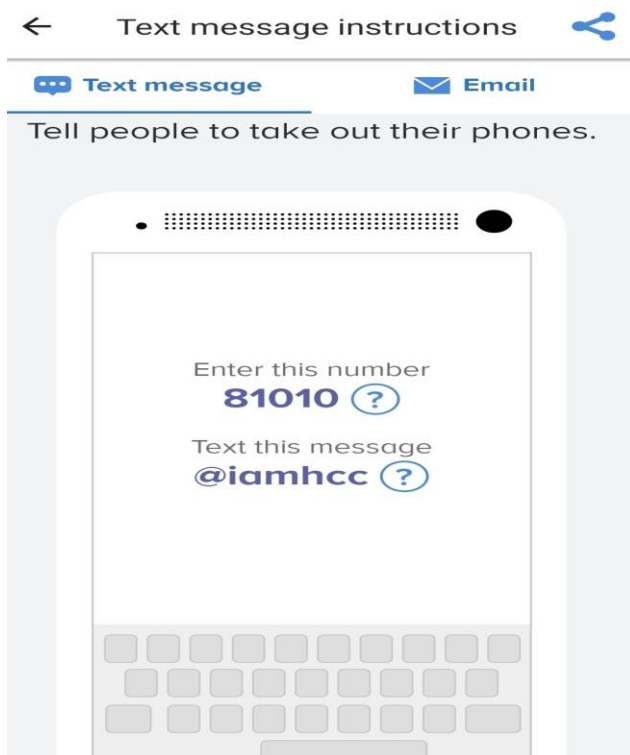


Figure 10: I:AM Remind Application

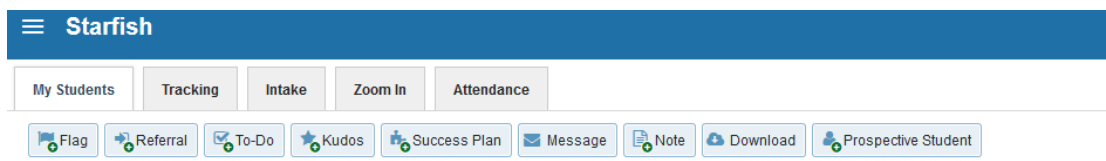


Figure 11: Starfish Retention Software dashboard

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Appendix A



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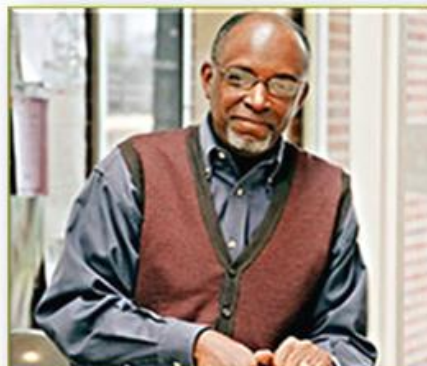


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1 year goals:	Resources Needed to Reach Goals :

I AM Mentor Program:

Henderson Community College is committed to diversity, equity and inclusion of all students. The I AM MENTOR Program focuses on increasing the success rates of students of color and students with 2 or more races. The success rates earning a certificates or associate degree in 3 years is 21%. We recognize you have your work cut out for you. We challenge you to commit to your education this year, keep pressing forward despite your most challenging circumstances, and show others just how much you can do when you are focused, determined, and committed to your education. As former students of community colleges, and universities we can relate to some of the struggles and challenges you may face while attending college

I AM Mentee Passport:

Your going to go on an academic adventure and record all your stop along the way to help you achieve academic success to graduate from Henderson Community College.

Learn About others,/network/activates:

As you meet others, network and attend campus activities, grow your network, share your goals and how you are planning on achieving them. Ask them to share with you their goals and how they are achieving them. Check email daily and KNECT calls

Advisor Name & Email:

Little Known Fact:

Challenge I'm working on:

Idea to solve Challenge:

Advisor Signature: _____ Date: _____

Attend a Fall College Event:

When:

Where:

Hosted By:

What did you learn?

Sponsored Event Signature: _____ Date: _____

Attend a Spring College Event:

When:

Where:

Hosted By:

What did you learn?

Sponsored Event Signature: _____ Date: _____

Attend a IAM Mentor Fall Event:

When:

Where:

Hosted By:

What did you learn?

Sponsored Event Signature: _____ Date: _____

Attend a Fall College Event:

When:

Where:

Hosted By:

What did you learn?

Sponsored Event Signature: _____ Date: _____

Attend a Spring College Event:

When:

Where:

Hosted By:

What did you learn?

Sponsored Event Signature: _____ Date: _____

Attend a IAM Mentor Spring Event:

When:

Where:

Hosted By:

What did you learn?

Sponsored Event Signature: _____ Date: _____

Visited Career Services & Placement Office:

When:

Where:

Hosted By:

What did you learn?

Sponsored Event Signature: _____ Date: _____

Attend Fall Academic Success Workshops:

When:

Where:

Hosted By:

What did you learn?

Sponsored Event Signature: **Date:**

Attend Spring Academic Success Workshops:

When:

Where:

Hosted By:

What did you learn?

Sponsored Event Signature: **Date:**

Colleague's Name & Email:

Little Known Fact:

Challenge I'm working on:

Idea to solve Challenge:

Colleague's Name & Email:

Little Known Fact:

Challenge I'm working on:

Idea to solve Challenge:

Visited the Tutor Center in the Fall Semester:

When:

Did you received tutoring?

If so, what ~~course(s)~~:

Sponsored Event Signature: **Date:**

Visited the Tutor Center in the Spring Semester:

When:

Did you received tutoring?

If so, what ~~course(s)~~:

Sponsored Event Signature: **Date:**

Colleague's Name & Email:

Little Known Fact:

Challenge I'm working on:

Idea to solve Challenge:

Colleague's Name & Email:

Little Known Fact:

Challenge I'm working on:

Idea to solve Challenge:

<p>Colleague's Name & Email:</p> <p>Little Known Fact:</p> <p>Challenge I'm working on:</p> <p>Idea to solve Challenge:</p>	<p>Colleague's Name & Email:</p> <p>Little Known Fact:</p> <p>Challenge I'm working on:</p> <p>Idea to solve Challenge:</p>
<p>Colleague's Name & Email:</p> <p>Little Known Fact:</p> <p>Challenge I'm working on:</p> <p>Idea to solve Challenge:</p>	<p>Colleague's Name & Email:</p> <p>Little Known Fact:</p> <p>Challenge I'm working on:</p> <p>Idea to solve Challenge:</p>

[illegible]

Appendix B

Hello, Initiative & Achieve Mentor (I:AM) participants:

My name is Carla Michelle Chappell a Doctoral Student in the Adult and Higher Education program at Morehead State University. I am requesting your assistance with a research project. Let me emphasize that you do not have to participate. If you do not wish to take part in the survey, you do not have to answer any of the questions. Completing this survey is voluntary, and you may withdraw from the study at any time.

This study has been reviewed to determine that participants' rights are safeguarded and there appears to be minimal risk or discomfort associated with the completion of the survey. You may choose to discontinue your participation at any time. You may also skip any questions you do not wish to answer. Also, you need to understand that participating or not participating in the survey has no impact on your grade at the Henderson Community College. Your decision to volunteer to complete the survey cannot hurt or help your grades at the Henderson Community College.

The answers you provide will be kept strictly confidential and all research subject responses (completed survey, audiotapes, and videotapes) will be stored on a secure device at the Henderson Community College that is password protected accessible only to the researcher.

Please include your **Email Address** on the form to indicate your willingness to participate. That will be our indication that you understand the purpose of the survey and that you are willing to help.

Participate KCTCS Email Address:

1. Do you find the Initiative & Achieve Mentor (I:AM) Peer Mentoring Program beneficial to your academic success during the Fall 2019 Semester?

No

Yes

If yes, how?

2. Did the Initiative & Achieve Mentor (I:AM) Peer Mentoring Program app help you utilize on and off-campus resources?

No
Yes

If yes, how?

3. How do you rate the Initiative & Achieve Mentor (I:AM) Peer Mentoring Program app?

4- Excellent
3 -Good
2 -Fair
1-Poor

4. Did Starfish retention software notifications received while participating in the Initiative & Achieve Mentor (I:AM) Peer Mentoring Program encourage you to work harder in your courses?

No
Yes

If yes, how?

5. Based on your experience participating in the Initiative & Achieve Mentor, how likely are you to continue your education?

No
Yes

If yes, why?

6. Did you like the Remind app notifications to remind you about the Initiative & Achieve Mentor (I:AM) Peer Mentoring Program and other campus events?

No
Yes

If yes, why?

7. Based on your experiences Initiative & Achieve Mentor (I:AM) peer mentoring program would be willing to peer-mentor other students?

No
Yes

If yes, why?

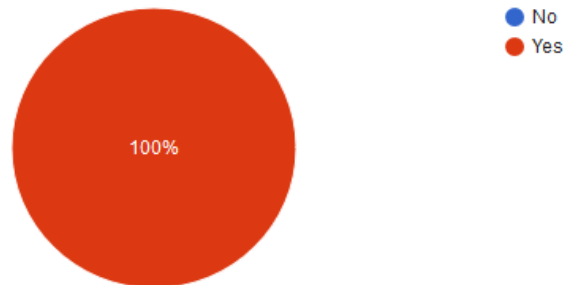
8. Additional comments, you would like to provide about Initiative & Achieve Mentor (I:AM) peer mentoring program and Starfish retention software?

**If you have any questions or concerns, you may contact me at
Michelle.Chappell@kctcs.edu**

Appendix C

1. Do you find the Initiative & Achieve Mentor (IAM) peer-mentoring program beneficial to your academic success during the Fall 2019 Semester?

10 responses



If Yes, how?

9 responses

I was able to meet with Ms.Chappell whenever i needed. She was always available to assist when needed. It was so encouraging to see someone that look like myself in a position as her.

The I-AM program has helped me to become more involved in on-campus activities and events

Connecting with teachers on acadmic levels

Didnt actually start until this semester but i was informed by my advisor on what the program consistsof

I get to socialize with alot of my classmates and get a better understanding of the class work that needs to be done.

I get to know my surroundings in the college

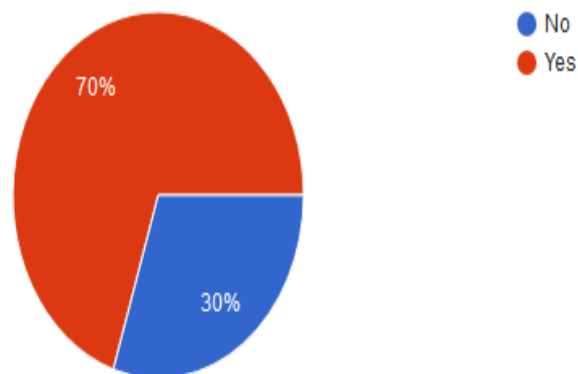
My mentor made sure I had everything I needed to succeed.

I was able to help others which is fulfilling.

it allowed me to utilize my academic resources.

2. Did the Initiative & Achieve Mentor (IAM) peer-mentoring program apps(Passport to Success Booklet and Remind) help you utilize on and off-campus resources?

10 responses



If Yes, how?

7 responses

I found that having us go on to see what kind of benefits the college has to offer us, gave us the tools needed to improve in areas that needed the most work.

The Book helped me to go and visit tutoring when I needed it and encouraged me to go to workshops and events that would benefit my learning.

Yes, with check-ins. It held me accountable. I had to check. This also helped me to engage in other opportunities on campus.

It helped me explore

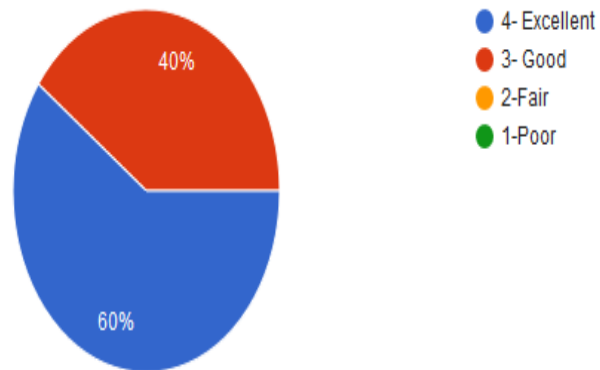
Traveling more places

while on campus during free time is usually when I had time to meet with mentors and tutors.

I can see the different things other students are doing.

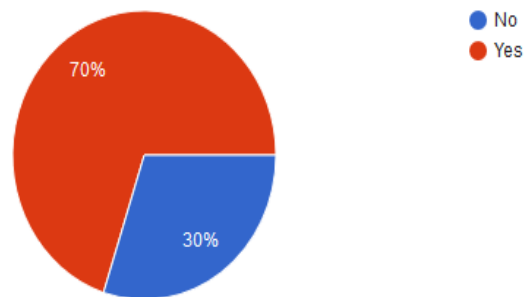
3. How do you rate the Initiative & Achieve Mentor (IAM) peer-mentoring program apps (Passport to Success Booklet and Remind)?

10 responses



4. Did Starfish retention software notifications received while participating in the Initiative & Achieve Mentor (IAM) peer-mentoring program encourage you to work harder in your courses?

10 responses



If Yes, how?

7 responses

I enjoyed the positive feedback and encouragement from my professors and mentor.

The notifications that i recieved from starfish informed me on when I'm doing well in my classes and seeing that makes me want to keep it up.

By reminding me to study more

Its pushing me to do better in my academics.

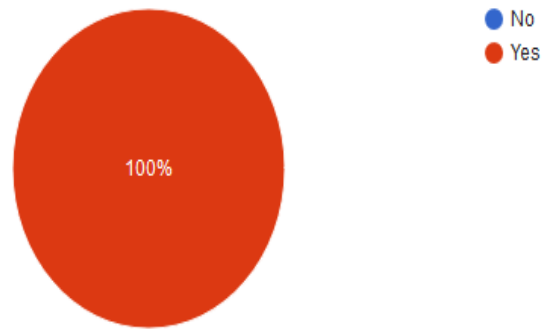
It's a reminder

My mentor made me comfortable to come to her with any problems I'm having in class.

helps to track and stay on top of assignments.

5. Based on your experience participating in the Initiative & Achieve Mentor, how likely are you to continue your education?

10 responses



If Yes, how?

7 responses

I'm looking forward to going on to MoreHead and finish my bachelor's degree there.

I feel apart of a group of people to encourage me.

I plan to continue my education after community tollege by transferring to a four year institution

I'VE GOT TO MAKE IT! There's no more stopping, only up from here.

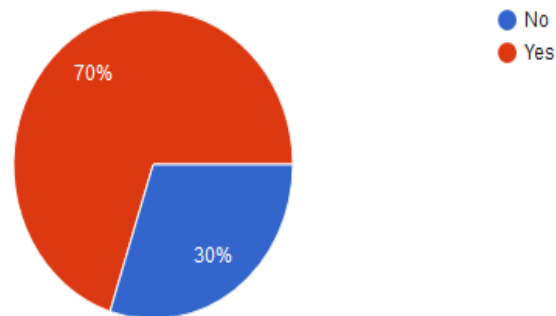
I plan to do my dental degree

By attending college

More likely because when I finish my GED I'm going to enroll in more college classes.

6. Did you like the Remind app notifications to remind you about the Initiative & Achieve Mentor (IAM) peer-mentoring program and other campus events?

10 responses



If Yes, how?

8 responses

Sometimes I forget about things and have a lot of other activities I do outside of IAM. So I found it very reassuring that something was keeping track of what was going on for IAM.

I had trouble. Needing make new accounts

The remind app made it easy to receive messages for any upcoming events and I could also communicate on the remind app if I have any questions

i was aware of events that i would have otherwise forgotten about.

It really taught me to communicate more with students

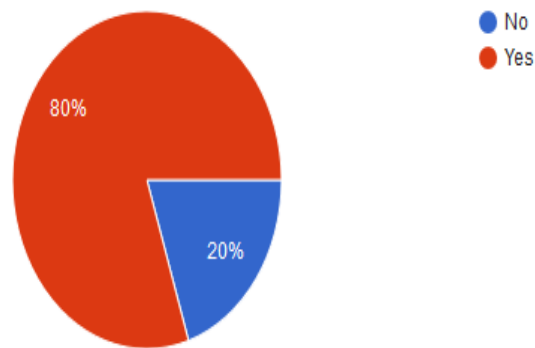
great reminder mechanism. i love getting a text rather than email.

It tells me when other events are going on that I can attend.

It's helpful

7. Based on your experiences Initiative & Achieve Mentor (IAM) peer-mentoring program would be willing to peer-mentor other students?

10 responses



If Yes, how?

6 responses

I'd love to help any way I could!

I'd like to be an example to other students when it comes to being more engaged in campus activities and encourage them to become successful in their studies

I would absolutely enjoy to mentor other students. I believe sometimes personal experiences can be the best teachers. I would love to be the one to encourage someone who could possibly be in the same boat as i, just rowing with a different paddle.

Peer help is the best help in my opinion

i am not ready, i have alot to learn still. im sorry

Make me more social with peers

8. Additional comments, you would like to provide about Initiative & Achieve Mentor (IAM) peer-mentoring program and Starfish retention software?

3 responses

Yes

Of course there is always opportunity for improvement, but so far this program has assisted me in many ways! Only up from here!

None at this time

VITA**CARLA MICHELLE CHAPPELL****EDUCATION**

December, 1996	Associate of Science Henderson Community College Henderson, Kentucky
May, 2005	Bachelor of Science University of Southern Indiana Evansville, Indiana
December, 2011	Master of Science Morehead State University Morehead, Kentucky
Pending	Doctor of Education Morehead State University Morehead, Kentucky

PROFESSIONAL EXPERIENCES

2017- Present	Associate Professor Henderson Community College Henderson, Kentucky
2014-2017	Assistant Professor Henderson Community College Henderson, Kentucky
2011-2014	Instructor Henderson Community College Henderson, Kentucky
2007-2011	Information Technology Specialist Owensboro Community & Technical College Owensboro, Kentucky

HONORS

2018	Henderson Community College Distinguish Alumni
2018	Kentucky Community and Technical College System Innovative Educator
2017	Kyndle Teacher of the Year Award
2017	Academic Leadership Development Institute
2015	Henderson Community College President Diversity Achievement Award
2012	Henderson Leadership Initiative