

Registry of Efficacy and Effectiveness Studies

Study Title:

Men of Color College Achievement (MoCCA) Project

Registry ID: 1785.1v3

Version History

Changes were published on September 27, 2024 3:35:31 PM EDT

Currently viewing this version.

Description of changes published:

Uploaded full evaluation plan finalized in May 2019 (as uploading was not permitted during original registration in August 2020 under 1785.1v2).

Changes were published on August 3, 2020 6:21:36 PM EDT

[Review this version.](#)

Description of changes published:

Specified a vector of baseline characteristics, also called covariates, that are included in the model to improve the precision of the estimates of β , the unbiased estimator for the "intent-to-treat" effect.

The first version of this entry was published on August 21, 2019 5:01:24 AM EDT

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Section I: General Study Information

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Institute of Education Sciences

W. T. Grant Foundation

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Institute of Education Sciences, Award R305N160025, and the William T. Grant Foundation, Grant #1871

IRB Name:

MDRC IRB

IRB Approval Date:

2018-10-17

IRB Approval Number:

NA

Other Registration Name:

Department of Education clearance

Other Registration Date:

2018-11-20

Other Registration Number:

R305N160025

Study Start Date:

2018-05-31

Study End Date:

2023-09-30

Intervention Start Date:

2019-01-21

Timing of entry:

Prior to collection of outcome data

Brief Abstract:

To help provide causal evidence on what program features best support persistence and degree completion for men of color, MDRC is partnering with the Community College of Baltimore County (CCBC) through the Men of Color College Achievement (MoCCA) Project to refine and evaluate Academic Development 101 for Male Students of Color and the Male Student Success Initiative (ACDV-MSSI), a contextualized student success course combined with additional comprehensive services, such as mentoring and academic development workshops, that aims to increase enrollment, retention, and graduation for male students of color. ACDV-MSSI proposes to improve academic outcomes for male students of color by aiding them in developing a supportive network of CCBC students, faculty and administrators.

The MoCCA Project will conduct a randomized controlled trial impact study to detect the effects of ACDV-MSSI on student academic outcomes. The project will also employ a mixed-methods approach to assess the implementation of ACDV-MSSI and how it differs from CCBC's other student support services; understand the students' backgrounds, experiences, and social support networks; and evaluate the program's cost effectiveness.

Keywords:

male of color, college achievement, student success course, RCT

Comments:

Pre-registration published in August 2020 under 1785.1v2. This update attempts to upload the full evaluation plan, which includes more details on the implementation study, impact study, and cost study.

Section II starts on the next page.

Section II: Description of Study

Type of Intervention:

Practice

Topic Area of Intervention:

Postsecondary and Adult Education

Number of intervention arms:

2

Target school level:

Community College

Target school type:

Suburban

Location of Implementation:

United States: United States : South

Further description of location:

Maryland

Brief Description of Intervention Arm 1:

Program group students receive Academic Development (ACDV) 101 for Male Students of Color, a contextualized student success course combined with additional comprehensive services through the Male Student Success Initiative (MSSI). MSSI pairs CCBC staff, who serve as Success Mentors, with male students of color. The Success Mentors work one-on-one with the students to provide mentoring and academic coaching. The Success Mentors also encourage students to seek out and successfully obtain help by referring them to specific college staff and faculty for tutoring, academic counseling, financial aid, or other services on campus as appropriate. MSSI also hosts a variety of additional services and programming to assist with students' academic, professional, financial, and socio-emotional development. Second year students who have previously been involved in MSSI will serve as peer-mentors to new MSSI students. There are also opportunities for peers within the cohort to build relationships and form brotherhood bonds.

Brief Description of Intervention Arm 2:

Brief Description of Comparison Condition:

Students in the control condition will continue to receive their business-as-usual academic success course ACDV 101, which is a required course for certain incoming students to CCBC. Students may also participate in MSSI activities, but the services will not be integrated, and they will not receive proactive outreach through either component.

Comparison condition:

Business-as-usual

Comments:

-

Section III: Research Questions

Confirmatory research questions:

Question 1:

What are the impacts of the programs on short-term outcomes such as persistence and GPA? On longer-term outcomes such as progress to graduation and degree completion or transfer? Outcome domains: Student enrollment, Student achievement, and student completion Counterfactual condition: Business-as-usual Education level of students: college

Question 2:

What are the costs of operating ACDV-MSSI? Is ACDV-MSSI more cost effective than the status quo? Outcome domains: Student completion Counterfactual condition: Business-as-usual Education level of students: college

Exploratory research questions:

Question 1:

Do program and control group students use campus supports and services differently? Do program and control students experience (the helpfulness of) services staff differently? How and why do students use campus services?

Comments:

-

Section IV-A: Study Design (Selection)

Study Design:

Randomized Trial (RT)

Comments:

-

Section IV-B: Study Design (Input)

Study Design: Input

Unit of random assignment of intervention:

Student

Assignment within sites or blocks:

Yes

Define the sites or blocks:

Yes-Campus (Catonsville, Essex, Owings Mills) and timeslot

Probability of assignment to treatment the same across sites or blocks:

No

Probability of assignment to treatment:

Generally 0.4, but may vary by campus

Unit outcome data measured:

Student

Intermediate clusters between unit of random assignment and unit of measurement:

No

Comments:

-

Design Classification

Based on the responses above, this study has been classified as:

RT: Multisite (Blocked)

Section V: Sample Characteristics

Approximate number of students in the comparison condition within each block (Yes-Campus (Catonsville, Essex, Owings Mills) and timeslot): 369

Approximate number of students in the intervention condition within each block (Yes-Campus (Catonsville, Essex, Owings Mills) and timeslot)1: 246

Approximate number of students in the intervention condition within each block (Yes-Campus (Catonsville, Essex, Owings Mills) and timeslot)2:

Number of blocks (Yes-Campus (Catonsville, Essex, Owings Mills) and timeslot): 3

Yes - 1. New to CCBC 2. Required to take ACDV 101 3. New to postsecondary education (i.e., not transfer students) 4. Self-identify as a male of color (including students of Hispanic and other ethnicities) Yes - 1. Students who meet the criteria, but are not required to take ACDV 101 No No

Comments:

Blocking occurs within time slots, but number of time slots vary each semester. This information is not known at the time of submission.

Section VI: Outcomes (Input)

Confirmatory question 1: Outcome Measure 1

Outcome domain: Student Outcome Domain - Enrollment, credits earned, grade point average, transfer, graduation

Minimum detectable effect size: 0.11

Outcome measure: Enrollment

Scale of outcome measure: Binary

Normed or state test: No

Test-retest reliability: N/A

Internal consistency: N/A

Inter-rater reliability: N/A

Same outcome measure in treatment and comparison groups: Yes

Confirmatory question 1: Outcome Measure 2

Outcome domain: Student Outcome Domain - Enrollment, credits earned, grade point average, transfer, graduation

Minimum detectable effect size: 0.11

Outcome measure: Credits earned
Scale of outcome measure: Continuous
Normed or state test: No
Test-retest reliability: N/A
Internal consistency: N/A
Inter-rater reliability: N/A
Same outcome measure in treatment and comparison groups: Yes

Confirmatory question 1: Outcome Measure 3

Outcome domain: Student Outcome Domain - Enrollment, credits earned, grade point average, transfer, graduation
Minimum detectable effect size: 0.11
Outcome measure: Grade Point Average
Scale of outcome measure: Continuous
Normed or state test: No
Test-retest reliability: N/A
Internal consistency: N/A
Inter-rater reliability: N/A
Same outcome measure in treatment and comparison groups: Yes

Confirmatory question 1: Outcome Measure 4

Outcome domain: Student Outcome Domain - Enrollment, credits earned, grade point average, transfer, graduation
Minimum detectable effect size: 0.11
Outcome measure: Transfer status
Scale of outcome measure: Binary
Normed or state test: No
Test-retest reliability: N/A
Internal consistency: N/A
Inter-rater reliability: N/A
Same outcome measure in treatment and comparison groups: Yes

Confirmatory question 1: Outcome Measure 5

Outcome domain: Student Outcome Domain - Enrollment, credits earned, grade point average, transfer, graduation
Minimum detectable effect size: 0.11
Outcome measure: Graduation status
Scale of outcome measure: Binary
Normed or state test: No
Test-retest reliability: N/A
Internal consistency: N/A
Inter-rater reliability: N/A
Same outcome measure in treatment and comparison groups: Yes

Confirmatory question 2: Outcome Measure 1

Outcome domain: Student Progress/Completion - Graduation Status
Minimum detectable effect size: 0.11
Outcome measure: Completion (defined as Transfer or graduation)

Scale of outcome measure: Binary

Normed or state test: No

Test-retest reliability: N/A

Internal consistency: N/A

Inter-rater reliability: N/A

Same outcome measure in treatment and comparison groups: Yes

Section VII: Analysis Plan

Baseline data collected prior to start of intervention:

Yes

Description of baseline data:

Student demographics and other characteristics from a Baseline Information Form (BIF) fielded prior to randomization.

Covariates you plan to include in the model:

Campus and cohort status

Analytic model:

The primary analytic method used to determine program impacts will be comparing average regression-adjusted outcomes for program and comparison group members, using standard statistical tests such as the t-test. More formally, MDRC plans to estimate ordinary least squares (OLS) regressions of the form,

$$Y_i = \alpha + \beta T_i + \sum \varphi_i X_i + \epsilon_i$$

where Y_i represents an outcome such as credits earned of individual i , T_i is an indicator variable equal to 1 for students randomly assigned to the ACDV-MSSI program group, X_i represents the "block" (i.e., institution and cohort) from which the student was randomly selected and a vector of baseline characteristics, also called covariates, that are included in the model to improve the precision of the estimates of β , ϵ_i is a random error term, and α , β , and φ_i are coefficients to be estimated. The regression will employ weights equal to the inverse of the probability of selection to account for the variation in the random assignment ratio in the sampling design. The coefficient of interest is β , as it represents the effect of assignment to the program group on the outcome of interest. β is an unbiased estimator of the "intent to treat" effect and it is not necessary to control for other student characteristics, other than to improve precision. Note that "intent to treat" estimates the effect of assigning a student to the ACDV-MSSI program group on the outcome in question. While it estimates the gains that one can realistically expect to observe from implementing the program, since we cannot completely control for whether students take advantage of all the intervention components, it does not necessarily represent the effect for those who do so.

The impact model will employ covariates at the individual level, including the “block” (i.e., institution and cohort) from which the student was randomly selected, whether English is the primary household language, whether a student is a “nontraditional” student,¹ first generation college student status, whether a student expects to earn fewer than 6 credits in the first semester, and a student’s Grit score.²

¹

¹Nontraditional students are defined as those who were 24 or older, worked 31 or more hours per week, had

children, or did not have a high school diploma at the time of random assignment.

²

https://mdrc365-my.sharepoint.com/personal/edith_yang_mdrc_org/Documents/PSE/MoCCA/MoCCA%20evaluation%20plan%20edit%20-%20Model%20Specification.docx#_ftnref2 The Grit score is a measure of a student's ability to persevere, calculated from the 8-item short Grit scale (Grit-S) developed by Duckworth, et al. See Duckworth, Angela and Patrick Quinn. 2009. "Development and Validation of the Short Grit Scale (Grit-S)." *Journal of Personality Assessment*, 91(2), 166-174. DOI: 10.1080/00223890802634290.

Plan to handle cases with missing outcome data:

Delete cases with missing data for the outcome being analyzed

Planned multiple comparisons adjustment, confirmatory question 1 (Student Progress/Completion - Graduation Status):

No

Comments:

Treatment for missing data. We have several procedures in place to minimize non-random attrition such as the acquisition of data from the National Student Clearinghouse (NSC) to track students who transfer or enroll at other institutions and the provision of small incentive payments to encourage sample members to respond to surveys. To assess whether selection is a threat to the internal validity of the study, we will measure the overall rate of attrition in the sample and test whether there is a statistically significant difference between program group and control group members in terms of all their measurable background characteristics (based on a multivariate F-test). We will then examine whether there is a statistically significant difference in attrition rates between individuals in the program group and the control group. Those students not found in college transcripts and through the NSC will be considered to have dropped out of college and will therefore be assigned zeros in the intent-to-treat analysis.

Treatment for multiple comparisons: Based on the guidance by Schochet (2008), we use the following sets of safeguards to attenuate the risk of drawing inappropriate conclusions:

- Define confirmatory/primary and exploratory/secondary analysis components a priori. We have selected a limited number of primary indicators of program effectiveness. In addition, we have specified precisely which versions of these measures we will be using as our key indicator of the program's success.
- Specify which subgroups will be part of the confirmatory/primary analysis and which ones will be part of the exploratory/secondary analysis a priori. We have selected only one primary subgroup (first generation status) for examination.

Based on the above, we do not plan to apply any multiple hypothesis corrections.

Section VIII: Additional Information

Links:

No links have been added yet.

Files:

File Name: [CCBC ACDV-MSSI Evaluation Plan 5-24-19.docx](#)

Description:

Comments:

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