

The Pathway to Success

INCREASE ENROLLMENT AND STUDENT SUCCESS

IMPLEMENTATION CHAIRS:

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GOAL ONE: Increase the number of students taking advantage of the educational opportunities at Indiana State University, and assist all those attending to realize their educational goals.

OBJECTIVES:

1. By 2014, increase headcount enrollment to 12,000 students.
2. By 2014, increase first-year retention to 74%, with the long-range goal being 80%.
3. By 2014, increase four-year graduation rate to 26%, with the long-range goal being 30%.
4. By 2014, increase six-year graduation rate to 46%, with the long-range goal being 55%.
5. By 2014, increase transfer student headcount enrollment by 48%.
6. By 2014, double transfer student headcount enrollment from Ivy Tech campuses.
7. By 2014, increase transfer student six-year graduation rate to 51%
8. By 2014, increase first-year retention rate for transfer students to 74%.
9. By 2014, narrow the difference between the retention and graduation rates of all students and Pell-eligible, African-American and 21st Century Scholar students by a minimum of 50%, with the long-range goal being to equalize these rates.

Baseline enrollment and student success data compared to targets for 2014:

	Fall 2008	BY FALL 2014	CHANGE
Headcount enrollment	10,457	12,000	+1,543 (+14.75%)
First-year retention	64% ^a	74%	+10%
4-year graduation rate	23% ^b	26%	+3%
6-year graduation rate	43% ^c	46%	+3%
Pell Eligible			
First-year retention	63%	73%	+10%
4-year graduation	12%	20%	+8%
6-year graduation	35%	42%	+7%
African American			
First-year retention	54%	69%	+15%
4-year graduation	15%	22%	+ 7%

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6-year graduation	38%	44%	+6%
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21st Century Scholars

First-year retention	68%	74%	+6%
4-year graduation	13%	21%	+8%
6-year graduation	38%	44%	+6%

	Fall 2008	BY FALL 2014	CHANGE
Transfer Students			
Transfer Student Headcount	539 ^d	800	+261 (+48%)
Transfer Student Headcount from all Ivy Tech campuses	207 ^d	414	+207 (100%)
6-year transfer graduate rate	46%	51%	+5%
First-year transfer retention rate	64% ^e	74%	+10%

^a IPEDS report, Fall 2007 cohort returning for Fall 2008

^b IPEDS report, Fall 2002 cohort, first-time, full-time bachelor's degree seekers

^c IPEDS report, Fall 2002 cohort, first-time, full-time bachelor's degree seekers

^d Transfer headcount numbers exclude Corrections Education Program and International enrollments

^e IPEDS report, Fall 2007 cohort returning for Fall 2008

Note: Goals for both first-time freshmen and transfer students were based upon the assumptions that the academic profile of incoming students will remain constant and that FTE to headcount ratio will remain the same.

INITIATIVES

There are nine initiatives for achieving the objectives and, collectively, realizing Goal One:

1. Develop a first-year student residential village
2. Further develop cooperative programs with Ivy Tech to provide multiple points of entry to Indiana State University
3. Create a unified undergraduate student success program
4. Create "Sycamore Express" one-stop centers
5. Develop programs for parents and families of students
6. Increase early outreach to students in region
7. Achieve greater impact on student success through residential life
8. Enhance graduate education at ISU
9. Enhance the gathering and use of information to advance ISU's strategic priorities

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DEVELOP A FIRST-YEAR STUDENT RESIDENTIAL VILLAGE

IMPLEMENTATION CHAIRS: Rex Kendall, Greg Bierly

Introduction and Background

While Indiana State University has made considerable progress in improving residence life by updating some of its older residence halls and introducing some successful programming, enhancing housing continues to be a priority for the University. The issue of developing quality, modern housing that meets students' needs comes up again and again in conversations and written documentation. Providing students with an updated, well-programmed place to call home, especially in the first year, can have a great impact on retention and persistence.

Creating a unique, distinct environment for first-year students at ISU would serve to transform the university experience and subsequent personal and intellectual development of one of ISU's most vulnerable groups. The First-Year Village concept has the potential to impact ISU's student success bottom line – persistence to graduation. The Village would provide opportunities for first-year students to engage with academic content and concepts in the residence halls, build community and personal relationships with their fellow students, and feel immediately like a part of the ISU experience.

Specifically, outcomes associated with the First-Year Village model include:

- Improved persistence and retention rates of first-year students serving to raise persistence and graduation rates
- Bridging of learning from the classroom setting to the living environment providing meaningful opportunities for continued, deep engagement with academic courses and concepts
- Leadership opportunities for students

Additionally, development of first-year student housing would allow outmoded residence halls to be upgraded or, in the event of new construction, demolished and the land used for other needs. Note that this initiative does not specifically state where The Village should be located; rather, it talks in broad terms about the characteristics of a first-year housing development. Specifically where the housing would be located would be determined in the Campus Master Plan (currently in development). Locating The Village in downtown Terre Haute could prove advantageous to creating a new, engaging community for students. Alternatively, locating it on campus could prove a more developmentally appropriate and convenient locale for new students.

Connection to Strategic Priorities

This initiative relates most directly to:

- Increase Enrollment and Student Success
- Enhance Community Engagement
- Expand and Diversify Revenues

Basic Elements and Brief Description

The ISU First-Year Village would be the premiere residential opportunity for college students in the region. The Village would provide the outstanding facilities and cutting-edge programming needed to address the developmental challenges faced by new students. Currently, ISU offers

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the majority of first-year students the opportunity to live in specialized housing, e.g. Burford, Blumberg and Cromwell Halls, and participate in a specially-designed programming, e.g. academic discipline-based learning communities. Should this initiative be carried to fruition, ***all*** first-year students would enroll in activities such as those already being done at the institution.

First-Year Village Programming and Facilities

Creating a holistic, purposefully-planned program designed to address the specific needs of ISU first-year students is paramount to retaining those students. Programming in The Village should support students throughout the year in their academic and personal growth and development. Component parts of this program could include:

- Students clustered into learning teams around specific topics such as majors, areas of interest, etc. Individuals on each team would be the members of one another's activity groups during welcome week, serve as participants in discussion groups for a common read and as classmates in one another's linked courses.
- Academic support services targeted directly at students' needs.
- Activities aimed at socially integrating students early in their college careers and providing them an opportunity to get to know themselves better.
- Interaction around diversity and multiculturalism.
- Other appropriate activities and programs.

To help students make connections and best transition to life at ISU, the individual residence halls in The Village should be physically configured in a way that creates small communities. While not an exhaustive list, specific elements to be considered for the individual residence halls in these communities are:

- *Residence Hall Rooms* housing two students with a private bathroom, arranged in suites around a shared living room.
- *Multipurpose Rooms* to be used for living/learning community-specific programming including guest speakers, workshops, hall government meetings and activities, academic discussions, and community building.
- *Small Group Meeting Rooms* to be used for small group studying, tutoring, supplemental instruction, collaborative work, residence life staff meetings and planning, hall government meetings and planning, student group meetings and planning, and community-building activities. These rooms should contain adequate electrical outlets to encourage students to work together using their required laptops and, thereby supporting that University policy. The small group meeting rooms may contain a printer/copier, as well.
- *Self-contained Apartments* to house Residence Life professional staff members, faculty-in-residence participants, or visiting scholars. These units could be used to house on campus applicants interviewing for faculty or staff positions or simply visiting the campus.
- *Other Amenities* including laundry facilities, convenience stores, computer and technology repair shops, dining halls or cafés, and satellite bookstore locations should be scattered throughout The Village.

Steps and Timeline

Two key items, the Indiana State University Campus Master Plan and the timing of the development of the First-Year Village, must be considered in this planning effort. In the following steps, assumptions have been made regarding the inclusion of The Village in the Campus Master Plan as well as when development for first-year housing will begin. If development varies from the dates given, the timelines would have to be adjusted accordingly. Additionally, some elements

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in the steps listed below exist currently at ISU. They are included in the steps so as to describe a complete program.

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Year One

1. Begin creating the programmatic framework for a first-year residential experience based on best practice and including the following aspects:
 - a. Students clustered into learning teams around specific topics such as majors, areas of interest, etc. Individuals on each team would be the members of one another's activity groups during welcome week, serve as participants in discussion groups for a common read and as classmates in one another's linked courses.
 - b. Academic support services targeted directly at students' needs.
 - c. Activities aimed at socially integrating students early in their college careers and providing them an opportunity to get to know themselves better.
 - d. Interaction around diversity and multiculturalism.
 - e. Other appropriate activities and programs.
2. Engage in a campus-wide conversation to clarify the definitions and applications of theme housing and learning communities at ISU.
3. Begin planning for development of new or newly renovated residential facilities to house first-year students. The new Campus Master Plan will assist in determining the placement and capacity for said facilities.
4. While not explicitly related to the first-year village per se, plan for the unveiling of a new first-year seminar course (or series of courses from which students would choose one to complete) that will be required of all first-year students. (This course and an expanded undergraduate student success program are described in detail in the "Create a Unified Undergraduate Student Success Program" initiative.)

Year Two

5. Begin to implement specific aspects of the first-year programmatic framework described above.
 - a. Cluster students into housing assignments that create the learning teams described above. All first-year students should be clustered into teams by floor/wing and enrolled in linked courses, where possible.
6. Begin to develop additional specialized programs, services, and spaces for first-year students.
 - b. Continue planning for new first-year seminar course/framework.
 - c. A common space necessary in the first-year residential community is a team's "family room", a space that students could decorate as they see fit. The family room would be used for floor activities and programming, small group study, tutoring, supplemental instruction, collaborative work, floor government meetings and planning, student group meetings and planning, and community-building activities. In any existing residence hall facility at ISU, this space could be created in a standard room located in the center of the floor
7. Continue planning for development of new or newly renovated residential facilities to house first-year students.

Year Three

8. Continue to implement specific aspects of the first-year programmatic framework described above.

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- a. Add on-site hours of different academic support services targeted directly at students' needs in the first-year residential facilities.
 - b. Hold activities aimed at socially integrating students early in their college careers and providing them an opportunity to get to know themselves better.
9. Continue to develop and implement additional specialized programs, services, and spaces for first-year students.
- c. Roll out the new first-year seminar course/framework and require that all first-year students enroll in a seminar course.
 - d. Add a printing kiosk and copy machine to the on-site services in each residential building. Students should be able to transmit documents from anywhere in the building including their rooms to this printing kiosk. As space permits, install an expanded media center with printing, copying, and laptop services could serve to meet the needs of students throughout a specific region of the campus.
10. Continue planning for development of new or newly renovated residential facilities to house first-year students.

Year Four

- 11. Offer a full complement of services, programs and spaces for first-year students as outlined above.
- 12. Begin development of the new or newly renovated First Year Village residential facilities.

Year Five

- 13. Offer a full complement of services, programs and spaces for first-year students as outlined above.
- 14. Continue, by the end of 2014, complete development of the First-Year Village residential facilities.

Additional Information and Potential Models

Freshman Connections, Ball State University

<http://www.bsu.edu/freshmanconnections/>

The Freshman Connections Program provides a modified learning community experience for first-year students during their fall semester at Ball State. All first-year students, about 3500 each year, form ten small communities ("Learning Teams") that include new students, faculty, residence hall directors, academic advisors, and upper class student mentors. The Ball State University Freshman Connections program has been heralded as one of the best in the nation, especially for its involved research efforts.

First-Year Housing, Saint Louis University

<http://www.slu.edu/x5075.xml>

Nearly 90% of first-year students at SLU live on campus and enjoy the many benefits of doing so. These include opportunities for socialization, proximity to classes and campus resources, professional and student staff support, leadership opportunities, and a chance to participate in learning communities.

Freshman Housing, Evergreen State College

<http://www.evergreen.edu/rad/options/freshman.htm#freshmen>

"First Year Halls provide a dynamic living learning environment with enhanced staff to resident ratios and resources to support students in their transition to college life at Evergreen." Single and double occupancy rooms are offered, and a meal plan is required. The College offers

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Freshman Quiet residential options, also. Residents in these facilities agree to low noise levels throughout each day, including weekends.

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FURTHER DEVELOP COOPERATIVE PROGRAMS WITH IVY TECH TO PROVIDE MULTIPLE POINTS OF ENTRY TO INDIANA STATE UNIVERSITY

IMPLEMENTATION CHAIR: Bob English

Introduction and Background

The Rural Health Innovation Collaborative (RHIC); the growth and development of Ivy Tech into a comprehensive community college; and their shared roles and visions, provide an excellent opportunity for ISU to strengthen ties with Ivy Tech - Wabash County for the benefit of students, the institutions, and the community.

Connections to Strategic Priorities

This initiative relates most directly to:

- Increase Enrollment and Student Success
- Strengthen and Leverage Programs of Strength and Promise
- Enhance Community Engagement
- Recruit and Retain Great Faculty and Staff
- Advance Experiential Learning
- Expand and Diversify Revenues

Basic Elements and Brief Description

A closer academic partnership between ISU and Ivy Tech could include:

- Increasing the processing, efficiency, reporting, and tracking of dually-admitted students
- Capitalizing upon the many and varied ISU-Ivy Tech articulation agreements and seamless 2+2 programs that currently exist including better marketing and communication of these programs
- Building and operating an Ivy Tech facility near the ISU campus, as part of RHIC, that offers programs that meet the needs of students

There are a number of ways these elements would help provide greater access to ISU:

- A strong Ivy Tech presence in that area, offering general education and remedial as well as health-related programs, will enable students not admissible to ISU to have access to special programs and support services before entering ISU.
- The availability of courses close to ISU will enable Ivy Tech students to become comfortable in the University environment, a factor cited as a deterrent to students completing their four-year degree.
- Strengthened dual enrollment and seamless articulation and 2+2 programs would make entry into ISU by Ivy Tech students a logical, step-by-step progression rather than an intimidating leap.

Steps and Timeline

Year One

1. Establish a working group — committee; sub-committee; or task force — to assume leadership for this initiative; and identify key individuals at Ivy Tech with whom to link, either as members of the working group or resources to it.

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2. The Presidents/CEOs of the two institutions shall meet to discuss their initiative and its potential components and agree and publically announce that it is a priority for their administration and their schools. The dialogue should include the inclusion of a major Ivy Tech facility near the ISU campus, perhaps on property owned by ISU, on Seventh Street as a part of RHIC, or downtown as part of the downtown redevelopment project. Dialog should also include potential funding sources for constructing and operating the facility, including program faculty and staff.
3. Examine the current admissions and academic linkages with Ivy Tech and assess their viability and strength.
 1. Market and communicate the existing partnerships and linkages that are showing strong outcomes.
4. Examine the admissions linkages between other Universities and Ivy Tech that exists among the models cited for this initiative.

Year Two

5. Coordinate and communicate any transfer initiatives between the two institutions by showcasing ISU and Ivy Tech at a statewide chancellors meeting where:
 1. Strategic initiatives at both schools are discussed and linked , if possible
 2. Existing transfer opportunities are highlighted, with development of further transfer opportunities outlined and developed at needed
 3. Student services or other opportunities are discussed
 4. Student needs are identified and addressed
 5. Other joint programming opportunities are explored
6. Identify the programs, methodology, and costs for either enhancing existing ISU-Ivy Tech linkages or creating new ones.
 - a. Strengthen the academic ties between the two institutions
 - i. Establish Ivy Tech faculty as educational affiliates
 - ii. Provide more graduate opportunities for Ivy Tech faculty
 - iii. Regularly conduct discipline-based meetings
 - iv. Provide additional opportunities for Ivy Tech faculty, many whom are ISU alumni, to feel connected to ISU
 - b. Provide more opportunities for Ivy Tech students to feel connected to ISU
 - i. Identify earlier those students who intend to transfer to ISU and build student services, student life, and academic opportunities around that group
 - ii. Regularize the communication between ISU's Admissions Office and students who intend to transfer
7. Develop a phase-in plan for the selected admissions and academic linkages between ISU and Ivy Tech.
 1. Elements
 2. Timelines
 3. Costs
8. Implement new admissions linkages in time to impact the Fall 2011 academic year.
9. Examine the efficacy of the Bridge Back program allowing student to remediate at Ivy Tech if not admissible to ISU at a particular point in time.

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10. Establish scholarship opportunities for Ivy Tech students who complete an associate's degree with the intent to transfer to ISU
 1. Partner with the ISU Foundation to fund this opportunity
11. Continuing the Presidents/CEOs discussion from Year One above, fully explore the idea of an Ivy Tech presence either on or nearby the ISU campus
 1. Consider locating the joint programs and services in an existing ISU facility until the ISU-Ivy Tech joint facility is constructed.
 2. Address potential challenges in this partnership including:
 - i. "ownership" of the program
 - ii. Staffing, including faculty, student services, and administration
 - iii. Accounting of FTES or headcount numbers
 - iv. Funding, including a phase-in plan if needed
 - v. Student housing, if needed
12. Develop a space programs for the ISU-Ivy Tech joint facility.
13. Establish funding strategies for constructing and operating the facility, including traditional and non-traditional sources, e.g., redevelopment funds; developer financing, grants.

Year Three

14. Pursue funding until a sufficient amount is identified for constructing and operating the initial phases of the facility, including faculty and staff.
15. Continue to explore other points of entry into ISU for Ivy Tech students.

Year Four

16. Construct the ISU-Ivy Tech joint facility.

Year Five

17. Open and operate the ISU-Ivy Tech joint facility.

Additional Information and Potential Models

Ball State University

<http://bob.ivytech.edu/~studentservices/bsu.htm>

In 1998, Ball State University and Ivy Tech developed a transitional program named CONNECT designed for high school graduates who have applied for admission to BSU but have been advised by the admissions office to first attend their local Ivy Tech State College for better academic preparation to ensure success at Ball State.

As a CONNECT participant, a student who is denied admission to BSU is required to earn a minimum of 24 college-level, CONNECT-approved (non-remedial) credits with a grade no lower than "C" and a minimum grade point average of 2.0 (on a 4.0 scale). The successful CONNECT student will be admitted to BSU upon re-application for admission.

Indiana University-Purdue University Indianapolis

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<http://www.iupui.edu/~ivy/>

IUPUI and Ivy Tech have a long standing history of partnering to increase access to higher education in Indiana. In 1990, IUPUI and Ivy Tech developed the Passport program:

- Passport is a coordinated program between Ivy Tech Community College-Central Indiana and Indiana University Purdue University Indianapolis (IUPUI). Passport strives to increase course and degree articulations between institutions, maintains advising offices at both campuses, offers cooperative student services, facilitates shared access to student records, offers IUPUI Passport scholarships and promotes student life programs. The goal of the Passport office is to make the transfer of credit and/or degrees between the two institutions as seamless as possible.

Additionally, the institutions also have a Partners program:

- Partners is a cooperative program between Ivy Tech Community College and IUPUI that gives students the opportunity to strengthen their academic preparation before attending IUPUI. Students in the Partners Program will have their admission to IUPUI deferred until they complete studies at Ivy Tech. When a student applies to IUPUI, the admissions committee identifies those who have deficiencies in their previous academic work and recommends they begin coursework at IvyTech.

Indiana University, Bloomington

<http://orientation.indiana.edu/hoosierlink/>

The Hoosier Link program is a guaranteed admission program implemented through a cooperative agreement between Indiana University Bloomington and Ivy Tech Community College Bloomington. Hoosier Link affords a select group of Indiana resident students the opportunity to gain admission to the IU Bloomington campus upon reaching specific academic benchmarks.

Admission to the Hoosier Link program is competitive. Students are identified by the enrollment specialists at Indiana University and Ivy Tech and are encouraged to apply for admission to the program. Generally, students identified as candidates for the Hoosier Link program show potential to succeed at Indiana University, but their academic records indicate that they could benefit from additional structured programming.

Hoosier Link students can take advantage of various student support services at both institutions and are encouraged to become immersed in the lives of both campuses. All Hoosier Link students live together in the Hoosier Link Learning Community during their first year in the program. As members of this community, Hoosier Link students have the opportunity to gain leadership experience through various programs, including the Residence Hall Association.

In addition, Indiana University and Ivy Tech have transfer agreements that allow Ivy Tech students to transfer credits towards an IU degree in six liberal arts programs as well as nursing, criminal justice, and elementary education.

Indiana University — East

<http://newsinfo.iu.edu/news/page/normal/7673.html>

Indiana University-East has developed a partnership with Ivy Tech whereby they have facilities in close proximity to one another, essentially sharing campuses. Reid Hospital and a division of Purdue University also share the IU-East site.

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Moreover, in 2008, Indiana University and Ivy Tech Community College announced a new partnership to enhance learning opportunities for residents of east central Indiana and west central Ohio. IU East and Ivy Tech Community College Richmond agreed to engage in several new initiatives. They include working together to increase the number of students receiving associate degrees from Ivy Tech who transfer to IU East to complete a bachelor's degree; developing a "Passport" type program that provides information on dual admissions, financial aid, mutual support services, course scheduling and student life; sharing strategic institutional data such as student enrollment by program and student performance information; reducing the overall costs of education; and supporting regional efforts to enhance the college preparedness of K-12 students.

According to the agreement, Ivy Tech will be primarily responsible for the delivery of college preparatory, workforce certification, associate degree and transfer programming. IU East will concentrate its efforts on providing students with four-year bachelor's and master's degree programming.

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CREATE A UNIFIED UNDERGRADUATE STUDENT SUCCESS PROGRAM

IMPLEMENTATION CHAIR: Student Success Council

Introduction and Background

In recent years, Indiana State University has experienced fluctuations in its undergraduate and graduate enrollments. From spring 2005 to spring 2009, the number of full-time undergraduate students enrolled at ISU dropped from 7,178 to 6,359. In that same period, the numbers of part-time undergraduate and part-time graduate students rose slightly. The number of full-time graduate students peaked at 703 in spring 2007, dropped to 638 in spring 2008, and dropped again to 621 in spring 2009. As the enrollment target for ISU is 12,000 students, there is some significant work to be done.

Often, institutions focus a good deal of energy and resources – staff time, travel, other expenses – on recruiting students and less such effort on *retaining* them. According to a report detailing findings gathered during the December 2008 Noel Levitz visit, this challenge currently exists at ISU and may lie in the fact that “no one is responsible for student success and retention.”^a As such, the consolidation of student success services under one leader may well serve the ISU student community.

One way to get a sense of a university’s success is by comparing its data to that of comparable institutions. The table below details the first-year retention rates, 6-year graduation rates, and first-year acceptance rates of 15 top-ranked public, regional universities in the Midwest and a few of ISU’s regional competitors:

INDIANA STATE UNIVERSITY					
Comparison Group Performance Statistics					
<u>Institution</u>	<u>City</u>	<u>State</u>	<u>First-Year Retention Rate</u>	<u>6-year Graduation Rate</u>	<u>First-Year Acceptance Rate</u>
Indiana State University	Terre Haute	IN	67.2%	41.0%	70.3%
Truman State University	Kirkville	MO	86.2%	67.5%	81.0%
University of Wisconsin-La Crosse	La Crosse	WI	87.2%	63.6%	65.1%
University of Northern Iowa	Cedar Falls	IA	81.5%	65.3%	79.6%
University of Wisconsin-Eau Claire	Eau Claire	WI	81.2%	58.8%	69.1%
University of Illinois-Springfield	Springfield	IL	78.5%	56.0%	61.3%
University of Michigan-Dearborn	Dearborn	MI	80.8%	50.3%	66.1%
Washburn University	Topeka	KS	66.2%	57.8%	98.3%
Grand Valley State University	Allendale	MI	82.8%	51.3%	69.5%
Southern Illinois University-Edwardsville	Edwardsville	IL	74.5%	44.8%	84.0%
University of Minnesota-Duluth	Duluth	MN	75.5%	48.8%	71.1%
Missouri State University	Springfield	MO	73.5%	51.8%	75.0%
University of Wisconsin-Stevens Point	Stevens Point	WI	77.2%	58.5%	73.8%
University of Southern Indiana	Evansville	IN	63.0%	33.5%	90.3%
Ball State University	Muncie	IN	76.8%	58.0%	72.0%
Indiana University-Purdue Univeristy	Indianapolis	IN	65.2%	32.0%	70.6%
<i>Comparison Group Average Percentage</i>			<i>76.7%</i>	<i>53.2%</i>	<i>75.1%</i>
Data from: US News & World Report, 2009					

^a Baird, Rob (2009). Increase enrollment through the use of state-of-the art recruitment tools and the development of a campuswide retention program. Indiana State University: Implementation Plan, Noel-Levitz.

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Connection to Strategic Priorities

This initiative relates most directly to:

- Increase Enrollment and Student Success
- Recruit and Retain Great Faculty and Staff
- Advance Experiential Learning
- Enhance Community Engagement

Basic Elements and Brief Description

The ISU Student Success program would offer assistance and guidance to students from the moment they decide to enroll at ISU. It would consolidate support for special populations including first-year students, sophomores, commuter students, and transfer students. This support would include both curricular and co-curricular components. The elements of each of these programs are presented below.

1. *First-Year Experience (FYE)*: ISU currently offers many of the component parts of a comprehensive, effective first-year experience program. However, the services and supports are disjointed, being spread across a number of campus departments and overseen by a number of leaders. It should be noted that Indiana State University previously had a significant level of success in improving retention rates as part of the Lilly Project to Transform the First-Year Experience, a five-year project that began in 1997 with the support of a \$2 million grant from the Lilly Endowment. A good deal of effort and collaboration, along with analysis of the effectiveness of specific programming and housing arrangements was completed as part of that project. However, in more recent times, the services associated with first-year programs have not been systematically evaluated nor shown to have a positive impact on retention. Unfortunately, much of the improvement experienced earlier has eroded in more recent years. To be most effective, these disparate services should be consolidated into a comprehensive FYE program containing the following new and, in some cases, improved component parts:
 - a. Academic Advising
 - b. New Student Orientation
 - c. Welcome Week
 - d. Academic Seminar/First-Year Experience Course
 - e. Peer Mentoring
 - f. Learning Communities/Linked Courses
 - g. Housing

As was done during the Lilly initiative, Indiana State should aim to rejoin the national conversation on the first-year experience and employ best practices in developing its comprehensive program. The earlier work should be revisited with the successes experienced during that period serving as a foundation for revising and improving today's programs.

2. *Sophomore Experience*: The Sophomore Experience program would continue the developmental programming begun in the first year but with focus on different aspects of the student experience. It would offer an academic seminar/sophomore-year experience course focusing on topics such as:
 - a. Career Development and Guidance
 - b. Study Skills and Engaged Learning
 - c. Community Engagement

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3. *Commuter Student Services:* The first step in defining the Commuter Student Services program at ISU is agreeing on what defines a commuter student. Since only approximately 30% of students live on-campus at ISU, it is fair to say that a majority of ISU students could be defined as commuters should the University choose the broadest definition of the term. Once a definition is agreed upon, a comprehensive program for commuter students should be developed. Commuter students' needs are very different than residential students, and the University must engage these students in unique ways to encourage their persistence and success. Building upon what is already offered at ISU, component parts of Commuter Student Services could include:
 - a. Experiential Learning and Community Engagement opportunities targeted specifically toward the commuter student experience
 - b. A dedicated online presence directed at this population
 - c. Student lounges and other such gathering spaces that encourage affinity between commuters and ISU
 - d. High quality, affordable housing for "local" commuters
 - e. Preferential parking for commuting students
4. *Transfer Student Services:* With the recent transition of the mission of Ivy Tech and an expected rise in the number of transfer students to ISU, addressing services specifically to transfer student needs will become increasingly important. ISU currently offers some services to transfer students including a New Student Orientation, transfer-specific academic advising, and a junior-level composition course. In addition to improving these services, adding additional programs such as those listed below would assist in developing a comprehensive transition program for transfers at ISU.
 - a. Academic Seminar/Transfer-Year Experience Course including a strong emphasis on career planning
 - b. Peer to Peer Mentoring and/or Faculty to Student Mentoring
 - c. Transfer position in student government, transfer-specific student groups
5. *Student Academic Services Center (SACS):* To best serve the needs of students in transition at ISU, the SACS will be renamed and reconfigured to mainstream its successful programs and make its services more relevant to students across the University. The new center would manage a variety of student success services including tutoring, supplemental instruction, the Early Alert system, and others. The center would serve as a leader in academic advising for students, especially in the first and subsequent transitional years.

A Word about Academic Advising

There is great interest across campus at ISU in providing an outstanding academic advising experience for all students. Past efforts, including those put forth by the Academic Advising Improvement Team, have helped to advance the campus-wide conversation about advising. Because advising has been shown to have such a profound impact on student success, moving forward with an integrated, inclusive approach to advising will assist the university in meeting its retention goals. Individuals involved in creating ISU's undergraduate Student Success program will address advising as part of their overall effort.

The overall success of this initiative hinges on a closely coordinated and well managed effort between a number of existing campus departments and professionals.

Steps and Timeline

Year One

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1. Rename the existing Retention Council to the Student Success Council and task the group with overseeing this initiative including defining the vision and mission for ISU's Student Success program and beginning to build partnerships with academic programs and other units as necessary.
2. Eliminate the SASC and move its relevant services and programs into the Academic Excellence and Advising Center model proposed above with special emphasis on academic advising. Appoint a Student Success Council subcommittee (directed by the AVP for Academic Affairs) to focus on this activity.
3. Begin to coordinate the programs, services, and partnerships listed above.
 - a. For first-year students
 - i. Plan for the unveiling of a new first-year seminar course (or series of courses from which students would choose one to complete) that will be required of all first-year students.
 - ii. Begin planning for development of new or newly renovated residential facilities to house first-year students.
 - iii. Grow the number of learning communities/linked courses available to first-year students with the goal of enrolling all first years in a learning community during the fall term 2011.
 - b. For commuting students
 - i. Clearly define what is meant by "commuter student" at ISU and gain University-wide support for this definition and population.
 - ii. Begin to construct a comprehensive and interactive website targeted specifically at the needs of commuting students.
 - iii. Investigate the possibility of preferential parking for commuter students based on rank.
 - c. For transfer students
 - i. Begin planning for a transfer-year experience course modeled on the first-year experience course.
 - ii. Plan for an improved transfer orientation program.
 - iii. Explore ways to meaningfully add transfer students to the fabric of student life at ISU including in student government, with student organizations, etc.
 - iv. Improve the advising of all transfer students and meaningfully connect each student with a faculty/professional advisor in the first term of enrollment.
4. Begin to construct a unified, comprehensive, and interactive website for Student Success programs.

Year Two

5. Continue to develop the new Academic Excellence and Advising Center, optimizing services such as general tutoring, supplemental instruction, the Early Alert system, etc. Continue the Center's focus on strong, effective academic advising.
6. Continue to coordinate the programs, services, and partnerships listed above.
 - a. For first-year students
 - i. Plan for improved New Student Orientation and Welcome Week programs based on best practice.
 - ii. Roll out the new first-year seminar course/framework and require that all first-year students enroll in and successfully complete a seminar course.

The Pathway to Success

- iii. Begin to develop a framework for an institution-wide peer mentoring program. Consider building into the first-year seminar course above some mentorship component.
- iv. Continue planning for the development of the new or newly renovated First-Year Village residential facilities.
- b. For commuter students
 - i. Create meaningful campus involvement opportunities for commuter students including participation in campus activities and student government.
 - ii. Begin to explore the possibility of providing high quality, affordable housing for "local" commuters, including upper-division students who have moved from campus into the Terre Haute community.
- c. For transfer students
 - i. Implement the new transfer orientation program. Evaluate and improve the program for future administrations.
 - ii. Offer the transfer-year experience course. Evaluate and improve the course for future administrations.
- 7. Continue to develop a unified, comprehensive, and interactive website for Student Success programs.

Year Three

- 8. Unveil the comprehensive and interactive website for Student Success programs.
- 9. Continue to coordinate the programs, services, and partnerships listed above.
 - a. For first-year students
 - iii. Enroll all first-year students in a learning community and house those students by community in learning teams.
 - iv. Implement the New Student Orientation and Welcome Week programs. Continually evaluate the success of these programs and make modifications for future years.
 - v. Continue planning and begin development of the new or newly renovated First-Year Village residential facilities.
 - b. For sophomore students
 - i. Begin to develop a sophomore-year experience course for second-year students. Make the following key components of this program:
 - 1. Career Development and Guidance
 - 2. Study Skills and Engaged Learning
 - 3. Community Engagement
 - c. For commuter students
 - i. Go live with the comprehensive and interactive website targeted specifically at the needs of commuting students. Continually evaluate the effectiveness of this site and involve commuter students in maintaining and modifying it.
 - ii. Improve the common spaces that cater to commuter students and add/diversify the programmatic offerings of these spaces.

The Pathway to Success

Year Four

10. Continue to coordinate the programs, services, and partnerships listed above.
 - a. For first-year students
 - i. Continue development of the First-Year Village residential facilities.
 - b. For sophomore students
 - i. Offer the sophomore-year experience course focused on career development and guidance, study skills, and engaged learning.
 - ii. Grow and modify existing programs for sophomore students as necessary. As second-year students can sometimes experience a “slump”, work hard to market the services of the Academic Excellence and Advising Center to this group and meaningfully connect these students to their new services.
11. Continually evaluate and improve the interactive website for Student Success.

Year Five

12. Continually evaluate all of the programs, services, and partnerships under this framework and make modifications where necessary.
13. Complete development of the First-Year Village residential facilities.

Additional Information and Potential Models

Centralized Student Success Programs

Student Success Center, University of South Carolina

<http://www.sa.sc.edu/ssc/>

The Student Success Center is designed to aid South Carolina meet its retention goals. Some of the programs included in this model are: 1) a First-Year Call Center (first-years include freshmen, transfers, and students returning from long absences) in which undergraduate workers telephone every first-year student twice a semester to ascertain how they are going, offer to answer questions, and provide information and support; 2) The Gamecock Connection, an online social networking site for first-year students, through which students can meet, socialize, and gather information about the university even before coming to campus; 3) Peer tutoring; 4) Supplemental Instruction by grad assistants in academic courses.

Centralized Student Success Services, University of Kansas

<http://www.vpss.ku.edu/vpss.shtml>

Kansas has read “student success” broadly, as reflected in its mission statement and goals and large office. The departments included range from admissions to financial aid to student discipline to student housing to academic and career advising to student recreation (<http://www.vpss.ku.edu/nav/departments.shtml>).

First Year Programs

Freshman Connections, Ball State University

<http://www.bsu.edu/freshmanconnections/>

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The Freshman Connections Program provides a modified learning community experience for first-year students during their fall semester at Ball State. All first-year students, about 3500 each year, form ten small communities ("Learning Teams") that include new students, faculty, residence hall directors, academic advisors, and upper class student mentors. The Ball State University Freshman Connections program has been heralded as one of the best in the nation, especially for its involved research efforts.

Student Access, Transition and Success, Purdue University
<http://www.purdue.edu/sats/>

The office of Student Access, Transition and Success programs at Purdue University manages a number of retention programs, some starting with students and their families as early as the 6th grade and others supporting students through the completion of their baccalaureate degrees at Purdue. SATS programs include Summer Transition, Advising and Registration (STAR), Learning Communities, Orientation Programs (such as Boiler Gold Rush and Welcome Programs), Parent and Family Programs, the Purdue Opportunity Awards program, the Purdue Promise program, Support for Twenty-first Century Scholars at Purdue, and the West Central Indiana regional Twenty-first Century Scholars site. Note that SATS does not rely on a first-year seminar, a cornerstone component of many first-year programs.

First-Year Experience, Portland State University

<http://www.pdx.edu/housing/first-year-experience>

Portland State University offers a FYE living/learning community in its residence halls that requires students to take a Freshman Inquiry course. The courses include "Power and Imagination", "Design and Society" and "On Democracy". They are available to FYE participants only.

Sophomore Year Experience

Sophomore Year Experience Program, University of Central Arkansas
<http://www.uca.edu/uca/parents/sophomoreyearexperience.html>

The UCA Sophomore Year Experience Program is designed to achieve a number of outcomes including:

- Facilitating student-student academic and social interaction
- Creating student-faculty academic and social interaction
- Discussing racial/ethnic issues with other students
- Increasing hours spent on studying
- Encouraging students to socialize with diverse groups
- Completing the general education core
- Determining an academic and career path
- Valuing altruism and social activism

Sophomore/Junior Year Experience, Saint Louis University
<http://www.slu.edu/x16798.xml>

The Sophomore/Junior Year Experience program at Saint Louis University is designed to assist students in their developmental transitions throughout the "middle years" in college. It contains activities that allow a student to gain experiences in his/her chosen career path, draw connections

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between courses and experiences out of the classroom (experiential learning), and refine his/her leadership skills through active citizenship both on and off campus (community engagement).

Commuter Student Programming

The following are model college and university programs providing support for commuter students. In each case, commuter students comprise the majority of student enrollments at each institution. Some common traits and themes run through them—a commuter “space” or lounge area, active student involvement through Commuter Student Assistant Programs, special events, and so on. The key is not to treat commuters as special visitors or needy, but to truly integrate them into the life of the campus. Indiana State University already has a Commuter Student Program with its own director, and a commuter lounge and laptop lending service; with modest future changes and augmentations, this program will be a superior model itself.

Commuter Support Program, Miami University (Ohio)

<http://www.units.muohio.edu/saf/reslife/commuter/index.php>

The notable features of the commuter program are: 1) updated and identified Commuter Support Staff, headed by a graduate assistant who is a grad student in the College of Student Personnel. Staff includes two Commuter Assistants, who are trained upperclassmen; 2) clear separation and specific tools and support offered to first-year commuters, upper-class commuters, relocation commuters, transfer commuters, and nontraditional students—this acknowledges great differences in these situations; 3) drawback is the program is tied to the Commuter Center, and while activities are displayed in a photo album, it seems bulk of support confined to Center on campus.

Commuter Student Services, Seattle University

<http://www.seattleu.edu/commuters/index.asp>

Commuter Student Services and Transfer Student Services housed in same office, but offer distinctive services. Collegia Plan is the prized central feature of program: Separate, distinctive lounges for commuters according to academic focus—for example, all the engineering, science, and nursing students share a lounge: <http://www.seattleu.edu/commuters/collegiaspaces.asp> The Collegia program is meant to promote sense of belonging and collegiality. Commuters disheveled from their trip to campus may take showers in locker room provided especially for them (and only them) at Student Activities Center. Special support for SWAPs (Students who are Parents): Lottery for thirteen \$100/month childcare subsidies; changing tables in student activity center bathrooms. Beyond these special programs, the commuter program offers traditional support finding off-campus housing, dealing with parking, and offering a meal plan specifically for commuters.

Off-Campus Student Involvement, University of Maryland (College Park)

<http://www.union.umd.edu/offCampus/index.htm>

The University takes its commitment to commuter students seriously; for example, it offers a special scholarship, The Michelle Y. Angyelo Award for Outstanding Service to Off-Campus Students, which recognizes an undergraduate or graduate student who has made outstanding contributions to the quality of life for University of Maryland off-campus students during the academic year. In the resources page of the Off-Campus Student Involvement program, <http://www.union.umd.edu/offCampus/resources.htm>, are listed reference sheets on important topics for commuter students. These include transportation options, safety tips, a list of nearby shopping centers, and other tips. The Moving Guide included on the website offers much practical information as well.

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Office of Commuter Student Services, SUNY Stony Brook

<http://studentaffairs.stonybrook.edu/css/cap.shtml>

Stony Brook has in place many different devices to capture commuter student engagement. The central feature is the Commuter Assistant Program, in which a “seasoned” commuter undergraduate is paired with a new commuter student for their first year in a mentorship. Standard features such as a newsletter (The Roads Scholar Newsletter); a commuter student blog, and a commuter lounge are also found on campus. Stony Brook offers a Traveling Star award once a semester to a commuter student who has rendered outstanding service to a campus department. Further, once a semester the university hosts a Commuter Appreciation Day, a festival held on one of the large campus parking lots. Finally, a Commuter Student Advisory Board advocates for students, and a commuter student survey is distributed once a year to assess these aforementioned efforts.

Transfer Student Services

New Student Programs, Radford University

<http://www.radford.edu/~nsp>

Transfer Services, SUNY Oswego

http://www.oswego.edu/administration/transfer_services/

SUNY Oswego’s Transfer Services office is responsible for creating and maintaining program agreements with community colleges and other four-year schools, working with other offices (Admissions, Student Advisement, Extended Learning) to aid transfer student in the transition to the institution, and advising the transfer student honor society.

Transfer, University of California, Santa Barbara

http://www.sa.ucsb.edu/OSL/fye/firstyear_transfer.html

The UCSB program includes a Transfer Student Center, Transfer Resource Team, Transfer Success Mixers, and a Transfer Success Course.

Center for Academic Excellence

Center for Academic Excellence, University of North Carolina at Pembroke

<http://www.uncp.edu/cae/>

The UNCP Center for Academic Excellence is an academic support network that includes services designed to help students transition into college, clarify their career goals, explore majors, and get the tutoring, supplemental instruction and guidance they need to be successful.

The University Center for Academic Excellence, UNC Charlotte

<http://www.ucae.uncc.edu/>

The UCAE is housed in the Division of Academic Services and manages the Learning Lab & Study Smarter Workshops, Supplemental Instruction, Tutoring, and other related services.

Center for Academic Excellence, Buena Vista University

http://www.bvu.edu/learning_at_bvu/academic_affairs/cae/

The CAE offers tutoring, support for writers, study skill training, and academic courses that prepare students for success.

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CREATE "SYCAMORE EXPRESS" ONE-STOP CENTERS

IMPLEMENTATION CHAIRS: Domenic Nepote, Melissa Hughes

Introduction and Background

Many universities have co-located selected functions to create "One-Stop Centers" – a single location where currently enrolled students can go for services related to registration, financial aid, residence life, parking services, cashier's office other related functions. (<http://www.universitybusiness.com/viewarticle.aspx?articleid=74>). These Centers often share a service window and individuals in these departments cross-train staff to answer student inquiries about any of these functions.

Indiana State University has studied creating a One-Stop Center, but seeks to take the concept to the next level as more and more students rely on e-commerce. This plan would take full advantage of on-line capabilities, making it as convenient as possible for students to access services, and pay bills on-line.

The purpose of the ISU approach is to define "One-Stop" from the student *experience* rather than the physical elements. That is, in the desired ISU model, students need only make one stop to access fundamental enrollment management services -- from whatever place is most convenient to them: on-campus, at home, or at the local coffee shop with Internet access.

This is a multifaceted initiative intended to help students take care of 95% of University business through a user-friendly, convenient method.

Connection to Strategic Priorities

This initiative relates most directly to:

- Increase Enrollment and Student Success
- Expand and Diversify Revenues

Basic Elements and Brief Description

Indiana State University has an opportunity to consolidate its existing student support services to create a service called, "Sycamore Express" — a virtual and physical expression of a one-stop student services centers. Services part of "Sycamore Express" would initially include:

- a. Registration/transcripts
- b. Cashier/bursar
- c. Financial Aid
- d. Scholarship search
- e. Campus calendar
- f. Parking Services
- g. Campus Housing
- h. Other support resources

A virtual and physical expression of the "Sycamore Express" could include:

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- Multiple physical sites located in existing front-service offices overseen by existing staff who are cross-trained to deal with issues to at least the second level of three levels. These areas would include the bursar, financial aid, admissions and the registrar's office.
- A robust web-based virtual one-stop where students could conduct 95% of University business transactions on-line using credit card payments. The system should provide access to a virtual advisor and include a national scholarship search that also includes institutionally-specific merit scholarship.
- Relocation of the identification card system from Public Safety to the Admissions Welcome Center with a satellite id production operation at the front desk of the Student Recreation Center.

Steps and Timeline

Year One

1. Engage in an operations analysis to assess IT capacity and needs for the virtual as well as physical one-stops
2. Continue to study the best practices models listed below to identify elements that could be incorporated into the Sycamore Express.
3. Develop an operating model and implementation plan for Sycamore Express including a phase-in plan, including:
 - a. Designing a management plan
 - b. Staff training across services
 - c. Renovation and equipment needed to accommodate each element of the one-stop centers
4. Identify funding
5. Develop the Sycamore Express web page.
6. Design any modifications to existing sites
7. Begin marketing of the virtual Sycamore Express

Year Two

8. Implement Sycamore Express
 - a. Staffed sites
 - b. Virtual one-stop
 - c. Relocation of identification card system

Additional Information and Potential Models

One Stop Center, University of Minnesota

<http://onestop.umn.edu/>

The University of Minnesota's One Stop Center is considered an excellent model of service delivery. It maintains both a bricks and mortar physical location as well as a student-friendly website.

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One Stop Student Services Center, San Francisco State University

<http://www.sfsu.edu/~puboff/onestop.htm>

The One Stop Student Services Center is a single location where students can take care of a range of school-related business, all under one roof. Services offered include advising, bursar, career center, financial aid, registrar, admissions, and the OneCard office.

Highlander One-Stop Shop, University of California, Riverside

http://www.my.ucr.edu/pdf/SSB_Press_Release.pdf

<http://newsroom.ucr.edu/cgi-bin/display.cgi?id=1988>.

The Highlander One-Stop Shop is located on ground floor of new UCR Student Services Building. It contains the Offices of Undergraduate Student Recruitment; Undergraduate Admissions; Registrar; Financial Aid; and Student Business Services. The larger Student Services Building also includes Office of Campus Tours, the Transfer Resource Center, the Cashier's Office, and other university offices and programs.

One Stop Student Service Center, University of Cincinnati (physical structure and online service)

<http://www.onestop.uc.edu/>

The home page presents tabs for all necessary student transactions (registering for classes, academic planning, transcript requests, promissory note signing for loans, etc.) on the side; these include items usually found on separate financial aid, registrar or other websites. At the bottom of the home page are links to the FAFSA form and materials, and links for new students to the New Student Handbook and for parents, there are directions to the Parent Guide (both detailed PDF handbooks). The site has a very clean and friendly interface, and both prospective and current students can get the information they need without the usual division by administrative function.

Service EMU – Your One Stop Service Center, Eastern Michigan University (online)

<http://www.emich.edu/serviceemu/>

The general Service EMU is not as slickly designed as Cincinnati's or Minnesota's, but it conveys the same information and more. For example, the site includes an Ask-the-Expert area, in which prospective and current EMU students may receive advice on topics such as admissions, housing, and financial aid. Because EMU is much more like ISU than the other two cases, EMU's example may provide ISU with a model that might be easier to implement, and thus a quick win.

The Pathway to Success

DEVELOP PROGRAM FOR THE PARENTS AND FAMILIES OF STUDENTS

IMPLEMENTATION CHAIRS: Tara Singer, Freda Luers

Introduction and Background

In fall 2007, 99.76% of first-year students at Indiana State University were 25 years old or younger. Students in this age group – the Millennial generation – often share close relationships with their parents, and those relationships continue when the students begin their college studies. As such, parents today are playing a much larger role in their students' lives than in the recent past. This role involves greater participation in their students' schooling, and many colleges and universities around the county are embracing their new parent partners.

Currently ISU engages its parent partners through a website, parent orientation and ISU Family Day, among other activities. This initiative is meant to centralize and increase the University's interaction with parents and siblings, who can prove to be an invaluable resource in helping to keep students in college.

Connection to Strategic Priorities

This initiative relates most directly to:

- Increase Enrollment and Student Success
- Diversify Revenues
- Community Engagement

A Note about Collecting Parent Data

To best understand the needs of ISU parents, it is important to collect comprehensive data on them and their needs as related to their students' enrollment. While ISU has started to collect data about parent involvement in the college selection process, the data needs are much wider than this discreet issue. Conducting a large-scale parent research project will help to inform service and programs for this important group.

In addition to collecting research information about parents, the university will also need to establish a concerted effort to collect parent contact information.

Basic Elements and Brief Description: Administrative Structure and Services

The following items should be included in establishing the appropriate administrative structure and services for the ISU program for students' parents and families.

- a. Giving the program leader sufficient authority to oversee all aspects of the program.
- b. Creating an easy, one-stop website for parents to provide access to relevant programs and services and the information needed to best support their student's success.
- c. Engaging in comprehensive data collection and analysis examining the needs and wants of ISU students' parents and families.

Steps and Timeline: Administrative Structure and Services

Year One

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In the early years, steps should be taken to elevate the importance of the existing parent and family services as well as to lay a foundation for future services. This should include a framework for communication that addresses the needs of the many and varied campus groups – Enrollment Management, Financial Aid, ISU Foundation, Alumni Association, Student Affairs, etc. – that want a direct line to parents.

1. Give sufficient authority to the leader of this effort to develop new and improve existing aspects of Parent and Family Programs and oversee its long-term growth.
2. Collect data on what parents require from ISU in order to feel more connected to and a part of the institution. Additionally, collect data on their “wishes” as related to their students’ enrollment at ISU, e.g. “if the University could give me a tool I need to help my student, it would be...”
3. Continue design of a new parent website that will allow parents of ISU students to access relevant programs and services. The website should be designed to meet parents’ preferences, not for both parents and students. Upon completion, it should provide easy (two or less clicks from the home page) access to online services such as the student success program, financial aid, student health services, student recreation, and the Parent Fund/Foundation.

Year Two

4. Support the leader of this effort in developing new and improved programs and services under the Parent and Family Programs umbrella.
5. Complete the development of and launch the parent website being sure to include all services listed above as well as additional relevant services. Use the results of the research above to inform the content development of the site.
6. Develop and prepare for implementation of a more comprehensive and relevant parent and family orientation program. The orientation should be modeled on the student orientation and include workshops, networking, and personal growth opportunities for parents.
7. Continue to collect and analyze data on parents’ needs and wants, and use that data to inform program development.

Year Three

8. Support the leader of this effort in developing new and improved programs and services under the Parent and Family Programs umbrella.
9. Continue to improve the parent website based on feedback and research.

Year Four

10. Employ a full Parent and Family Programs staff to manage all of the programs and services offered by the department.
11. Continue to improve the parent website based on feedback and research.

Basic Elements and Brief Description: For Parents

More and more, colleges and universities are embracing today’s “helicopter parents” by allowing them to “land” on campus and play an active, appropriate role in higher education.

- a. While ISU currently offers a Family Day early in the fall term, expanding the event to a Parent and Family Weekend including events, workshops, and “courses” designed specifically for parents of first-year students, their siblings, and the students themselves

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could serve as a retention tool. This weekend experience should make ISU an integral part of a student's family.

- b. Parents and families should be provided with an ISU sticker or window decal that can be prominently displayed in a workplace or other "public" venue.
- c. Establish a Parent Volunteer Program that connects parents with others in their local area in activities that support the University's commitment to community engagement. This would help to extend the reach of ISU throughout the region. This program will be led by a University-wide Parents Advisory Committee that could engage more parents in their students' educations. Discussions could take place with the ISU Foundation about the feasibility of linking the Parents Advisory Committee to the Parent Fund and having the group act as ambassadors of that fund.
- d. Formalize and grow the Parent Fund that will allow parents to make donations to special programs or services at the University and help to bring in additional support for ISU.
- e. Grow the existing Parents of Prospective Students (POPS) program to include offering special scholarships or significant tuition-reduction programs for the siblings of current/former students and other immediate family members. Offer discounted tuition and fees to legacy students.
- f. Develop and maintain the parent website described above. Ideally, the website would become a one-stop shop for parents' needs and desires and contain such items as the parent newsletter, relevant websites, and appropriate resource information.

Steps and Timeline: For Parents

Year One

1. Coordinate the surveying of parents on their needs and desires as related to their students' enrollment at ISU. Involve parents in the development of the interactive parent website described above.
2. Lay the foundation for a Parent Volunteer Program that connects parents with others in their local area in community service and other efforts that support the University and connect parents to ISU's commitment to community engagement. Begin recruiting parents to serve on the Parents Advisory Committee, the leadership arm of the volunteer program.
3. Determine how the Parent Fund, managed by the ISU Foundation, and the leader of the Parent and Family Programs effort will work together. The administration of the solicitation and stewardship processes of the Parent Fund should continue to be managed by the ISU Foundation, but a coordinated effort communications strategy is needed.
4. Complete the project already under way and launch the parent website described above. The site should be conceived as a one-stop shop for parents' needs and desires and contain such items as the parent newsletter, relevant websites, and appropriate resource information. The content and design of the site should be informed by research and parental involvement.

Year Two

5. Develop and prepare for implementation a comprehensive and relevant Parent and Family Orientation Program. The orientation should be modeled on the student orientation and include workshops, networking, and personal growth opportunities for parents.
6. Introduce the Parent Volunteer Program in conjunction with the launch of the parent website. The Parents Advisory Committee will lead this effort and take charge of communicating the existence of the new group with parents and families.

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7. Grow the role that the Parent Fund plays in overall development strategy. Involve the Parents Advisory Committee in this growth, if appropriate.
8. Begin preparations for Parent and Family Weekend, an expanded version of the current Family Day program, including events, workshop and courses designed specifically for parents of first-year students, their siblings, and the students themselves. This weekend experience should make ISU an integral part of the student's family.

Year Three

9. Implement the new Parent and Family Orientation Program including workshops, networking and personal growth opportunities for the parents and siblings of entering ISU students. The program should be modeled on the most effective practices in this area of service and should parallel the new student orientation program.
10. Begin to explore growing the existing Parents of Prospective Students (POPS) program to include offering special scholarships or significant tuition-reduction programs for the siblings of current/former students and other immediate family members. Investigate offering discounted tuition and fees to legacy students.
11. Grow the Parent Volunteer Program and task the Parents Advisory Committee with hands-on involvement in the Parent and Family Orientation Program as well as other regular campus events.
12. Grow the impact and influence of the Parent Fund in ISU's overall development strategy.
13. Continue to plan the new Parent and Family Weekend following effective practice in the field.

Year Four

14. Improve and continue the Parent and Family Orientation Program including workshops, networking, and personal growth opportunities for the parents and siblings of entering ISU students.
15. Launch the new Parent and Family Weekend in the fall term.
16. Continue to grow the impact and influence of the Parent Fund in ISU's overall development strategy.
17. Continue planning for the growth of the existing Parents of Prospective Students (POPS) program to include offering special scholarships or significant tuition-reduction programs for the siblings of current/former students and other immediate family members. Develop plan for providing for discounted tuition and fees to legacy students.

Year Five

18. Continue to expand the Parent Volunteer Program, involving parents and families in all of the activities managed by the Parent and Family Programs leadership.
19. Offer an improved version of Parent and Family Weekend in the fall term.
20. Continue to grow the impact and influence of the Parent Fund in ISU's overall development strategy.
21. Launch the expanded Parents of Prospective Students (POPS) program including scholarships and/or tuition-reduction for the siblings of current/former students and other immediate family members. Offer discounted tuition and fees to legacy students.

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Basic Elements and Brief Description: For Siblings

Engaging the younger siblings of current ISU students provides a rich opportunity for recruitment and affinity building. Two programs in particular – sibling orientation and a “little sibs” weekend – are good opportunities for ISU to build relationships with this group.

- a. A robust sibling orientation program would allow the younger brothers and sisters of entering ISU students an opportunity to experience the University at a young age and, if carefully planned, to form an positive opinion of ISU, in essence being recruiting while “in diapers”. Four in 10 entering ISU students reported in fall 2007 that they had either a parent or relative who attended ISU, showing that there already exists a strong legacy connection at the University. The proposed sibling orientation could serve to capitalize upon that loyalty and to recruit siblings to the institution efficiently and effectively.
- b. A “little sibs” weekend would bring the younger brothers and sisters of enrolled students to campus for targeted activities and events.

Steps and Timeline: For Siblings

Year One

1. Begin planning for a 2011 implementation of sibling orientation. This program will be rolled out with the new parent orientation.

Year Two

2. Continue planning for sibling orientation.
3. Begin preparations for a 2012 implementation of a University-wide “little sibs” weekend.

Year Three

4. Debut sibling orientation in conjunction with parent orientation. This interactive and fun event should be offered to all school-aged siblings of enrolling students.
5. Continue planning for the 2012 implementation of “little sibs” weekend.

Year Four

6. Offer an improved sibling orientation program in conjunction with parent and family orientation.
7. Debut a University-wide “little sibs” program for the school-aged siblings of enrolled students.

Year Five

8. Continually evaluate and improve the “little sibs” and sibling orientation programs while offering them on a yearly basis.

Additional Information and Potential Models

Office of New Student and Parent Programs, University of Alabama

<http://www.parents.ua.edu/index.html>

The Office of New Students and Parents closely ties support for university students with outreach to parents. The office’s website provides a variety of services for parents, including a full

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University of Alabama Parent's Handbook; email notification of important campus events and academic deadlines; a Parents' Orientation; Family Weekend; a robust Parents Association (which also operates a care package business for Alabama parents: www.from-mom.com/ua, and a newsletter, the UA Family Connection.

During Parents' Orientation, there is a simultaneous Sibling Orientation, offering high school students who have brothers and sisters at Alabama the opportunity to learn more about the university. Finally, there are two dozen Parent Ambassadors, undergraduate students whose job is to advise and counsel parents on any questions they have about student life or other university issues.

Parents Office, Miami University (Ohio)
<http://www.miami.muohio.edu/parents/>

Miami has placed its parent programs high in the organizational chart, indicating the seriousness with which the university approaches these issues. Special outreach and information is offered to parents of students participating in fraternities and sororities. A Parents Advisory Committee meets twice per academic year. The Department of Housing, Dining, and Guest Services is beginning a summer storage program for students and is promoting the program with parents. As with other model programs, there is a Parents Weekend in the fall, a parent's newsletter, and a listserv for all university parents.

Office of Parent Programs, University of North Texas
<http://www.unt.edu/ssp/parents/index.html>.

North Texas maintains many of the programs offered in the other models here, including Parents Orientation (held concurrently with Student and Transfer Orientation); a Parents Association; newsletter; and a Family Weekend. North Texas also throws Summer Sendoff parties for its incoming students in 15 cities across Texas, and sponsors a Sunday Fun Day for parents and their kids moving in before the fall semester.

North Texas's website offers extensive information on various topics, and goes beyond other institutions in explaining "extra" topics, such as social networking, Face book, etc., and including the slideshow presentations of all the orientation programming for parents who were unable to attend, along with a reading list for parents regarding the modern college student.

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INCREASE EARLY OUTREACH TO STUDENTS IN REGION

IMPLEMENTATION CHAIR: Richard Toomey

Introduction and Background

In fall 2007, 72.09% of the students who enrolled as freshmen at Indiana State University were between the ages of 17 and 19. It is safe to assume that a majority of these students enrolled at ISU almost immediately after completing their high school education and that many of them, especially those who are the first in their family to attend college, relied on school resources – special programs, teachers, counselors, administrators, etc. – for information about college. Influencing students early and often in their educational experiences would help to spark their interest in ISU as their college of choice.

While ISU already communicates with area students who are finishing their high school careers, it does not make a coordinated effort to reach younger students. Starting to communicate with students in 8th, 9th, and 10th grades would encourage them to consider ISU as a strong choice in their college planning.

Connection to Strategic Priorities

This initiative relates most directly to:

- Increase Enrollment and Student Success
- Enhance Community Engagement

Basic Elements and Brief Description

While friends, parents, and others play a role in a student's college selection process, two important sources of information are their teachers and school counselors. Building relationships with these two groups of individuals as well as with students themselves will help to generate interest in ISU as a college of choice and assist in recruiting more students from regional high schools. Activities in this program would include:

- a. Revitalizing and expanding the impact of the College Challenge Program. As the program develops, this would also include encouraging professional relationships between ISU faculty and secondary school teachers by making ISU faculty available as discipline-related resources or in terms of discipline-specific pedagogy; and providing meaningful, relevant professional development opportunities for teachers and guidance counselors.
- b. Maximizing relationships with area schools through existing programs such as those in music and economics, and Project Lead the Way.
- c. Assisting teachers and guidance counselors with navigating and most effectively using the ISU website by including a prominently displayed and up-to-date link specific to their needs either from the ISU homepage or on the Admissions main page.
- d. Encouraging the alumni and university community volunteers to meet regularly with high school teachers and guidance counselors in their geographic region to share information on exciting developments at the University, answer questions, and gather data on prospective students in their local schools.
- e. Holding a "view day" for teachers and guidance counselors once a year during which the groups would visit campus, be engaged with ISU staff and faculty (perhaps through taking mini seminars or workshops), and have an opportunity to form a positive relationship with ISU.

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- f. Designating a liaison in the Admissions Office who would be responsible for regularly communicating with teachers and guidance counselors through an email newsletter, listserv, or other advanced technology.

Steps and Timeline

Year One

1. Identify the high schools that shall be considered primary feeder schools to ISU.
2. Develop a communication campaign to be used to communicate about ISU with 8th, 9th, and 10th grade students at area high schools.
 - a. Include materials that can be emailed and mailed to students.
 - b. Create a publication specifically aimed at these individuals.
3. Purchase the names of students at ISU's primary feeder schools. Make those students the target of the communication effort outlined above as well as efforts aimed at high school juniors and seniors.
4. Continue to make progress on revitalizing and expanding the College Challenge Program, including:
 - a. Providing opportunities for high school faculty and ISU faculty to interact, share ideas, and otherwise work together.
 - b. Providing meaningful and relevant opportunities for area high school teachers and guidance counselors to engage in professional development, especially as is required to assist them in staying current with their State licensing requirements.
5. Invite the high school faculty, counselors, and administration at the primary feeder schools to a series of "Meet the President" receptions at the President's residence.
 - a. Include selected ISU faculty and recent graduates of those high schools. The President and faculty should speak, and students tell their ISU story, their experiences, and the qualities that motivate them to attend and remain at ISU.
 - b. Allow the high school faculty, guidance counselors, and administrators to speak about their needs and what the University can do to assist them in getting the ISU story to their students.
6. Develop communications plans for special populations. Consider working through community-based organizations and local school-sponsored programs. For example:
 - a. Connect with minority students through community centers or local churches.
 - b. Engage high academic achievers enrolled in Gifted and Talented Programs.
 - c. Draw students interested in technology through Project Lead the Way.

Year Two

5. Create a portal for high school teachers and guidance counselors on the ISU home page with prominence similar to that for potential donors to the University, in recognition that students are the purpose and financial life blood of the institution.
6. When holding ISU alumni events, regardless of location, invite the local high school teachers, counselors, and administrators so that they can learn about the latest developments and advantages of ISU; and so that local alumni are able to network with them.

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7. Create a one-day marquee status summer program for high school guidance counselors, inviting all –whether local, regional, or statewide – to a combined information/professional development program to bring them up to date on the latest at ISU and hear and discuss current issues in their profession.
8. Enhance the Summer Honors program for academically-advanced students.
9. Develop a plan for involving parents in targeted recruitment efforts.
 - a) Offer financial planning/aid workshops at local high schools.
10. Develop and implement a student mentor program, and engage ISU students as mentors.

Additional Information and Potential Models

"Howdy, High School Guidance Counselors!", Texas A&M
<http://admissions.tamu.edu/counselors/default.aspx>

Literally shouting "Howdy, High School Guidance Counselors", Texas A&M warmly welcomes counselors to their admissions site. Unlike most other universities, on the main admissions page is a tab for high school counselors. Within the website, there are instructions on using the Counselor listserv, available to all high school counselors by email, and directions on using the Counselor Hotline, a 24-hour telephone line through which Admissions Counselors will be available to speak with guidance counselors (as well as applicants and their families) regarding admissions/applications questions.

The most important feature is the Counselors' Summer Institute, hosted by Texas A&M every June. High school counselors are invited to campus for three days to be advised of the university's admissions processes, and to learn of all the services the university provides for students.

Information for Guidance Counselors, Lake Superior State University
<http://www.lssu.edu/admissions/counselor.php>

The Office of Admissions includes a webpage exclusively for guidance counselors. Information provided includes a college planning guide, a detailed Frequently Asked Questions Section, and an electronic version of the course catalog.

Most importantly, Lake Superior State offers guidance counselors opportunities to either a) make an individual visit to campus; or b) visit with the admissions staff at one of several programs hosted jointly by Lake Superior State, Michigan Tech, and Northern Michigan University (the public colleges in Michigan's Upper Peninsula). The latter events are held at pubs and restaurants with free food provided. With regard to the former, if a guidance counselor makes an individual visit to Lake Superior State's campus, she receives one night free lodging, a personal campus tour, meetings with faculty, a free meal at the dining hall, and free tickets to a university sporting event. These efforts—while necessary to market a far-flung northern university to a skeptical southern Michigan—are both gracious and clever (and they work).

For Guidance Counselors, Ohio University
<http://www.ohio.edu/admissions/counselor/>

Ohio University has a separate webpage for guidance counselors on its undergraduate admissions site, with standard information regarding the university in general and specific admissions requirements included. What is notable is Ohio University's participation in the Heart of Ohio

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Guidance Counselor Tour. This is a free event sponsored by OU, John Carroll University, Kent State University, Ohio State University, Otterbein College, Marietta College, and Case Western Reserve University. The tour begins and ends in Cleveland, with motor coach transportation, lodging, and meals paid for by the participating institutions. The program, which begins with an orientation pertaining to all the participating institutions, offers guidance counselors a chance to see in person the different types of higher education choices from which their students may select.

Special Outreach, Ball State University

<http://www.bsu.edu/outreach/>

The mission of the Office of Special Outreach Programs is to continue to build a legacy of diversity and academic excellence at Ball State University by effectively recruiting students of color. Special Outreach Programs will provide prospective students life-changing experiences through a variety of enriching activities that enhance the greater understanding, awareness and appreciation of higher education.

The Pathway to Success

Achieving greater impact on student success through residential life

IMPLEMENTATION CHAIR: Rex Kendall

Introduction and Background

The Residential Life Office supports the University mission and provides services through the coordinated efforts of two specific areas: Residential Programs and Housing Services. Residential Programs is comprised of two Assistant Directors specifically focused on supervision of residence hall staff, academic collaboration, programming, community development, conduct, diversity, and leadership. Housing Services is comprised of two Assistant Directors focused on the custodial, maintenance, and renovation/new construction of residence halls. The two areas are supported by a number of dedicated staff ensuring quality services to residential students. The efforts of the two areas are coordinated and directed by the Direction of the Department.

Specific areas related to Residential Programs:

- Hall Staff
- Academic Collaboration
- Student Engagement and Campus Life
- Environment
- Diversity
- Leadership

In addition, Residential Life and Sodexo Corporation form a unique partnership providing outstanding food service to residential students and the entire ISU Community.

Connection to Strategic Priorities

This initiative relates most directly to:

- Increase Enrollment and Student Success
- Advance Experiential Learning

Basic Elements and Descriptions

In order to most effectively address retention issues at Indiana State University, Residential Life will play a role in three key areas:

- Staffing and Administration
- Programming
- Partnerships

Staffing and Administration

Making strategic changes to the way the Residential Life staff is structured will help to support new and continuing programmatic efforts in the department. Focusing on training around retention and partnerships with academic entities will further reinforce Residential Life's key role in student success.

Programming

On-campus residents spend a great deal of time in their residence hall. Ideally, they use their social time "at home" in their hall to form friendships with other students and, as a result, feel more a part of the campus community. Participating in programs and accessing services that

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assist students in making friends and getting involved is a central component of the residential experience. The Residential Life office has limitless opportunities to offer academic, social, community building, and other programs that will have a direct impact on success.

Partnerships

Each ISU faculty and staff member is responsible for student success, and Residential Life has the advantage of being able to provide a comfortable context in which partnerships between those individuals can touch an individual student's experience. Working with faculty members to offer special events in the halls, partnering with a community agency on a service project, or linking up with the administrators overseeing the implementation of MapWorks will help to move Residential Life to the center of the student success effort.

Steps for Achieving Greater Impact on Student Success through Residential Life

Timeline for Implementation

To achieve the goals of phasing-in this plan, activities will begin immediately and be assessed for effectiveness over the next few years. Programming and staffing/administrative improvements can occur rather quickly, while the building of partnerships will require sufficient time for full development. Assessment of student growth, learning, and development as a result of changes within Residential Life will be measured by use of the University Learning Outcomes Assessment (UniLOA).

Year One

- Development and delivery of staff training to place an increased emphasis on student retention
- Train Academic Peer Advocates to engage students and assist with first-year transition issues.
- Development of a "picture roster" of residents living in the residence halls prior to arrival to assist staff in learning students' names
- Establish new expectations for Resident Assistants including participation in campus events such as athletics, speaker series, concerts, and community service projects.
- Require Resident Assistants, Academic Program Assistants, and Community Assistants to participate in MyPlan.
- Familiarize staff with the MapWorks retention tool aimed at assisting first-year students with transition and engagement issues.
- Revise the job description for the Assistant Hall Director responsible for the Academic Peer Advocates staff.
- Maximize the effectiveness of the new Residential Life Retention Committee and the revised Diversity Committee.
- Investigate the possibility of creating a resident hall "concierge" program that would assist students in planning participating in campus events and accessing various other services.
- Offer more incentives to entice faculty to work with first-year students in the residence halls.
- Focus Residence Life programming on community building and participation in larger community events versus the traditional "floor programs".
- Explore the possibility of including extended tutoring hours, mentoring, academic advising, and University 101 in the FYI area.

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- Use MapWorks data on student transitions to develop new groups focused on area such as mentoring, academic achievement, personal development, leadership, and others as required.
- Implement study hours in the FYI area.
- Explore the concept of expanding the Academic Theme Housing program.

Partner with colleagues across campus to ensure residential student success:

1. Associate Vice President for Student Success to offer academic supporting services in the FYI area
 2. Academic Affairs and Enrollment Management on successful implementation of MapWorks retention software.
 3. Financial Aid related to material for on-going programming around money-related issues.
 4. Student Activities and Organizations on leadership initiatives.
 5. Communications and Marketing to include up-to-date information and events on the Parent Pages website as well as in the Parent Link newsletter.
- Implement the African American Male Mentoring Program under the leadership of the Diversity Committee.
 - Offer on-going programs informing students of opportunities to acquire money including scholarships, aid, loans, and employment opportunities.
 - Collaborate with the Associate Vice President for Student Success on housing related retention and success strategies for first-year students.

Year Two

- Increase the number of Academic Peer Advocates working in FYI.
- Continue efforts to maximize the effectiveness of the new Residential Life Retention Committee and the revised Diversity Committee.
- Investigate the possibility of creating a resident hall “concierge” program that would assist students in planning participating in campus events and accessing various other services.
- Based on assessment results, continue focusing efforts to offer more incentives to entice faculty to work with first-year students in the residence halls.
- Continue efforts of the first year in the extension of tutoring hours, mentoring, academic advising, and University 101 in the FYI area.
- Continue to use MapWorks data on student transitions to develop new groups focused on area such as mentoring, academic achievement, personal development, leadership, and others as required.
- Implement the ideas developed in the first year to continue efforts to expand the Academic Theme Housing program.
- Provide expanded program space for the Nursing program in Sandison Hall when that residence hall building comes “back on line.”
- Introduce FYI Achievement Awards for FYI floor residents recognizing distinguishing characteristics such as:

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1. Greatest number of students involved in:
 2. Student organizations (hall government, SGA, etc.)
 3. Homecoming events
 4. Intramurals
 5. Community service
 6. SRC events
 7. MyPlan
 8. Highest Grade Point Average
- Introduce "Music Fest" incorporating student and faculty groups and diverse populations.
 - Continue the development and expansion of partnerships with colleagues across campus to ensure residential student success.
 - Initiate planning process for improved fraternity and sorority facilities.

Year Three

- Begin implementing plans for enhanced fraternity and sorority facilities.
- Continued focus on each staffing, programming, and partnerships initiatives instituted in the first two years and modify if necessary.
- Continue focus on the building of partnerships and collaboration with units across campus, including First-Year Programs, academic departments, and faculty.
- Continue assessment efforts to assist in evaluation of programming effectiveness as measured by student growth, learning, and development.

Year Four

- Complete fraternity and sorority facilities enhancement project.
- Continued focus on each staffing, programming, and partnerships initiatives instituted in the first two years and modify if necessary.
- Continue focus on the building of partnerships and collaboration with units across campus, including First-Year Programs, academic departments, and faculty.
- Continue assessment efforts to assist in evaluation of programming effectiveness as measured by student growth, learning, and development.

Year Five

- Continued focus on each staffing, programming, and partnerships initiatives instituted in the first two years and modify if necessary.
- Continue focus on the building of partnerships and collaboration with units across campus, including First-Year Programs, academic departments, and faculty.
- Continue assessment efforts to assist in evaluation of programming effectiveness as measured by student growth, learning, and development.

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ENHANCE GRADUATE EDUCATION AT INDIANA STATE UNIVERSITY

IMPLEMENTATION CHAIR: Jay Gatrell

Introduction and Background

In 2008-2009, graduate education accounted for approximately 20% of Indiana State University's headcount enrollment. Graduate headcount enrollments have experienced steady growth in both overall numbers and as a percentage of overall university enrollments over the last 10 years. In 1998-99 graduate headcount enrollment was 14.8% of the total and in 2003-04 it was 15.4%.

This initiative focuses on four aspects of graduate education at ISU:

- Academic Programs
- Educational Experience
- Impact on Faculty
- Graduate Student Services

Connection to Strategic Priorities

- Increase Enrollment and Student Success
- Enhance Community Engagement
- Strengthen and Leverage Programs of Strength and Promise
- Recruit and Retain Great Faculty and Staff

Basic Elements and Brief Description

Academic Programs

The need for new or enhanced academic programs at the graduate level and, if so, in what areas, would be a part of this initiative. The initiative would focus need (e.g., enhancing existing programs, new programs, and expanded services) based on the overarching strategic priorities of the University, e.g., enhancing community engagement; leveraging programs of strength and promise.

Educational Experience

The initiative would also focus on what is needed in order for graduate students to have an optimal intellectual experience. Some typical activities that could be considered are:

- Expanded and enhanced culminating experiences including internships and other professional opportunities;
- Participation in extramurally funded research experiences;
- Participation in community-based learning and research;
- Participation in professional and/or discipline-based conferences and/or workshops; and
- Expanded and enhanced participation in the Graduate Student Association and other student organizations

Impact on Faculty

Strong graduate programs can assist in attracting strong faculty as well as enhancing faculty research and grants. This initiative would address how to strengthen the link between graduate students and the faculty, for the benefit of both and, ultimately, the University as a whole.

Graduate Student Services

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The initiative would also focus on what is needed by graduate students to feel a part of the University, complete their degrees, and receive the kind of support they need to move to the next phase of their lives, whether it be an advanced degree or progressing in their chosen professional.

Steps and Timeline

Year One

1. Under the leadership of the ISU Graduate Council, gather relevant information and facilitate a university-wide conversation about the future of graduate programs at the University. Background information would include:
 - Data on graduate student interests relative to observed enrollment patterns, graduation rates, and total applications by program, as well as career goals and expectations
 - Regional needs and academic programs needed to meet them
 - Programs being offered by ISU competitors and gaps that ISU could fill
 - Establish benchmarks—based on peer institutions and/or programs—for extramural research activity

Topics for university-wide conversation would include:

- The “strategic position” of graduate programs, relative to ISU’s overall mission and goals, e.g., enhancing community engagement, leveraging distinctive programs, attracting top faculty
 - Guiding principles for the development of graduate programs at ISU
 - Appropriate instructional delivery models, including in-person, online and hybrid approaches
 - The role of graduate education in enhancing the intellectual life of the faculty, undergraduate education and the university as a whole
 - Based on the background information, strategic position and guiding principles, determine areas where opportunities exist to expand, redefine or contract existing programs; and introduce new programs
 - Linkages between graduate education and competitive extramural research activities
2. Conduct an assessment of the scope and quality of the student services for graduate students. Determine what services are needed and reasonable. The analysis should include:
 - The role of the Graduate Student Association
 - The possible addition of other graduate student organizations
 - Role of Career Development and Planning for graduate students (e.g., work with campus units to expand and target support services to meet the needs of graduate students)
 - Experiential learning opportunities on campus and in the community

Year Two

3. Based on the work outlined in steps 1 and 2, formulate the goals, objectives, and strategies that will guide all aspects of graduate education at ISU, including academic offerings, student services, resource allocation, etc.
4. Identify funding requirements for implementing the plan
5. Develop a phased implementation plan that takes into account highest need, greatest opportunity and cost.

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Year Three and Beyond

6. In accordance with the implementation plan, evaluate initiative progress based on the plan's objectives.

Additional Information and Potential Models

To be determined in step one.

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ENHANCE THE GATHERING AND USE OF INFORMATION TO ADVANCE ISU'S STRATEGIC PRIORITIES

IMPLEMENTATION CHAIR: Ed Kinley

Introduction and Background

ISU has been historically data rich and information poor. Moreover, the University has not traditionally fully leveraged the power of the data that it collects to gain a better understanding of operational dynamics (for example student success), to inform decision-making or to monitor progress toward goal achievement at the institutional level.

This initiative builds on the extensive existing data available in the University's administrative systems and various stand alone office level systems by:

1. Capturing additional key pieces of information describing student and employee activities (often termed co-curricular data)
2. Developing a better understanding of student behavior with particular emphasis on co-curricular activities, community engagement, experiential learning activities, etc.
3. Selecting and implementing appropriate data warehousing tools that will afford senior administration direct and immediate access to information housed in the data repositories
4. Developing information based models (factor analysis) predictive of student success to support the tailoring of services and to support the selection, development and implementation of early intervention strategies
5. Disseminating useful and needed information to students and employees proactively through the University Portal and other systems supporting the academic enterprise (for example student early alerts that inform students of potential problems, text message services that automatically inform students of course announcement, assignments, grade postings, etc.)

In addition to improving information provided to students, developing profiles that allow the university to better understand and predict student success, and driving data-based decision making, the products of this initiative will allow the University to better monitor progress toward the achievement of stated goals and initiatives and to better tell the University's story in the areas of experiential learning and community engagement by capturing and reporting information that has not been historically found in traditional academic records.

Connection to Strategic Priorities

This initiative relates most directly to:

- Increase Enrollment and Student Success
- Recruit and Retain Great Faculty and Staff

Basic Elements and Brief Description

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1. Student co-curricular data – is a term that is generally used to define a broad range of activities engaged in by students that fall outside of, but usually complement, the regular academic curriculum that constitutes, in aggregate, the knowledge represented by a given course, program or degree. Higher education has increasingly understood that the education derived from college is the totality of the experiences obtained both inside and outside of the classroom and the knowledge obtained in traditional academic programs. Capturing co-curricular student activities will allow the University to better understand the students who attend college, to better tailor services to student interest as well as need, and to prospectively develop strategies to help ensure student success.
2. Student profiles (particular emphasis on student success, engagement and experiential learning and factor analysis - predictive modeling can be described as the process by which observed data is organized into an abstract or logical representations that can subsequently be used to best predict the probability of outcomes. Predictive models will allow the University to provide early interventions before the student is aware of issues and barriers to successful achievement of their goals and completion of their intended degrees.
3. Data warehouse, executive information reporting tools and data-driven decision making public calls for accountability and budgetary pressure have placed increasing pressure on higher education to maximize the use of resources and to ensure that available funds and efforts are applied effectively to allow institutions to realize strategic goals and improve operational efficiency. There has been a decided move toward formalized information based planning and management as well as performance metric tracking. Some of the more visible areas that can drive key performance indicators designed to help achieve defined goals and results include: recruiting, service, effectiveness, retention, enrollment management, student outcomes, financial performance, early Intervention, etc. Goal achievement in these and other areas requires a structured performance information management process and efficient and timely access to accurate reliable information.
4. Information dissemination – as critical as data collection and analysis are in the transformation of data into information, the effective dissemination of the resultant information to the right individuals in a timely manner is critical to ensuring the value of that information in solving problems and improving performance. Information must be presented in appropriate and understandable ways for students, faculty and administrators so they are able to take effective and informed action. Information must be synthesized, organized and presented in a manner that allows the consumer of that information to make informed decisions. Having meaningful information readily available is equally important for the student as he/she proceeds through their academic career as it is for the faculty or administrators who are making curricular or managerial decisions that impact the operation of the institution.

Steps and Timeline

Year One

1. Identify and implement strategies that support the capture and reporting of co-curricular data activities.
2. Use the information developed from #1 above to tailor services and support that will improve student outcomes.

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3. Select and implement data warehouse and reporting tools to support data-driven decision making related to student data contained in the University administrative systems.
4. Implement data warehouse and reporting tools to support data-driven decision making related to financial data contained in the University administrative systems.
5. Identify and implement a set of performance metrics and reporting tools in support strategic plan goals and initiatives.
6. Design and implement student information alerts (for example – Blackboard announcements, assignments, grades, etc. delivered by text message).
7. Utilize the University Portal system to provide information to students that alert them to the status of elements (billing, holds, etc.) that can affect registration.
8. Develop and implement appropriate factor analysis to allow key decision makers to better understand and predict student outcomes.

Year Two

9. Further refine and expand the use of co-curricular data captured in #1 above to provide increased granularity of the student profile.
10. Investigate and tailor the use of co-curricular data in support of co-curricular transcripts
11. Expand the capture of co-curricular data to include activities of employees (for example those related to public or community service, awards, recognitions, etc.)
12. Select and implement data warehouse and reporting tools to support data-driven decision making related to human resource and personnel data contained in the University administrative systems.
13. Expand the delivery of information to students via mobile and portable devices such as cell phones, PDA's, netbooks, laptops, etc.

Year Three and Beyond

14. Expand the use of both student and employee co-curricular data to tailor the University experience and to leverage student and employee interest.
15. Expand the use of both student and employee co-curricular data to promote the University contributions and involvement in the areas of experiential learning and community engagement.

Additional Information and Potential Models

~~ To Be Determined ~~

Possible examples: University of North Carolina; St. Johns University; Drexel University; Others?