# Strategic Plan – Initiative Work Plan FY2015

**Initiative Name**____Persistence to Completion_____ **Date**_May 31, 2014_

**Goal #** ___1_____ **Goal Chair(s)** _John Beacon, Josh Powers, Carmen Tillery____

**Initiative #** _14B_____ **Initiative Chair(s)** __Josh Powers___

**Thesis Statement** The purpose of this initiative is to focus energy on particular activities linked to student degree completion. It consists of a combination of consolidated activities from other funded initiatives now closed (1.1 and 1.3), and recommended be closed (14A), as well as a few specific new ones that together seek to support the completion, rather than just the retention, agenda.
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**1. Introduction/Background – What?** College completion is the ultimate goal and national and state attention on that goal has never been higher. Access to postsecondary educational opportunity is not enough. Furthermore, achieving national and state goals for postsecondary attainment can only be achieved if institutions like ISU become more effective at increasing completion rates of low income, first generation, and historically underrepresented students in particular. This initiative seeks to build awareness for and attention to the completion agenda at ISU.

**2. Proposal/Purpose/Justification – Why?** The Indiana Commission for Higher Education's recent state *Completion Report* tasked all institutions in the state to improve their "on-time" student completion performance (defined as four years for non-community colleges). Indiana State's completion rates have hardly moved in 15 years, up or down, despite substantial changes in student demographics, class sizes, economic volatility, and funding climate for higher education. Thus, our efforts to date have not evidenced the ability to substantially move the needle on completion, although very recent efforts hold promise for doing so. To that end, this strategic plan initiative proposal seeks support for the following:

### Base-budget support for these underlined ongoing initiatives:

**The Student Completion PR Campaign** (formerly Goal 1.14A – Student Relations Program)
*Purpose*: To further enhance student, faculty, and staff visibility for the importance of completing college through the vehicles of the (1) *Your Success is Our Story* poster and advertising campaign, (2) *Goal Line* newsletter, (3) *Student Success Spotlight* columns in the *Statesman*, (4) tent at Student Organization Fair in the fall where students will have the opportunity have pictures taken in cap and gown and enter to win prizes, (4) enhancements to the Student Success website with completion related information and themes, and (5) additional completion related visibility building and reinforcement linked to work that emerges through the Indiana Commission for Higher Education's GPS initiative.

**The First Generation Faculty – First Generation Student Mentoring Program** (formerly of Goal 1.3).
*Purpose*: To expand the base of faculty mentors who were first generation students in college and offer a greater array of training and support, as well as group programming, all designed to enable greater and more effective work with first generation underclassmen (freshmen and sophomores).

**The 21st Century Scholar Corps** (formerly of Goal 1.3).
*Purpose*: To continue to build up Scholar Corps, the student organizational arm of the 21st Century Scholars on campus that offers programming, community service, and leadership opportunities in

support of 21st Century Scholar success at ISU. Integrate a peer mentoring element, linked to a study table pilot experience.

**The Fall Student Success Conference** (formerly of Goal 1.3)
*Purpose*: To again enable an opportunity for the campus community to gather for a day-long experience focused on the theme of student success.  The goal this year is to expand to a second day that would focus on an exclusively student audience.

**MAP-Works** (formerly of Goal 1.3, now with the recommendation to baseline with University College)
*Purpose*: To continue to build on the success of MAP-Works as an early intervention tool with freshmen. Integrate even greater continuity between UC advisors, Academic Peer Advocates in the residence halls, and faculty instructors under the leadership of University College.

**House Calls** (formerly of Goal 1.1)
*Purpose*: To further strengthen this well received program in freshmen residence hall whereby faculty and senior administrators visit students on their floors in September for an evening of personalized engagement, issue discussion, and powerfully positive messaging of our investment in their success.

**Sophomore Success Program** (formerly Goals 1.1 and 1.3)
*Purpose*: To build on 2013-14 initiatives via focused efforts in the new sophomore experience learning community launching this fall at University Apartments serving approximately 160 sophomores. Program will utilize StrengthQuest materials: http://www.strengthsquest.com/home.aspx and ongoing series of programs and events engaging sophomores.

### Strategic Plan support for these <u>new</u> initiatives:

**Faculty Advisor Development – Sophomores and Higher**
*Purpose*: To provide coordinated program of workshops, training activities, and resource materials to support professional development of faculty advisors in collaboration with the colleges.

**Intrusive Tutoring Program for Math 115 and English 105**
*Purpose*: To develop and deploy a tightly integrated, intrusive tutoring program for two courses that are #2 and #5 in regards to having the highest number of D/F/Drops on campus. Program would be a collaboration between the Math & Writing Center, and the Math and English Departments respectively.

**Transfer Student Support**
*Purpose*:  Outside of the College of Technology, transfer students have generally received limited intentional support, despite their growing importance to the campus as a whole. Approximately 150 transfer students live on-campus and Residential Life desires to provide intentional programming for this group, as well as other transfer students that do not live in the halls but that may wish to participate in transfer student related programs. Three major events are envisioned for 2014-15 as well as smaller events as may emerge from program assessment and student interest.

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**3. Discussion of Past Years Results – Benchmark Successes?** Assessment of each project for which ongoing funds are requested are described below with specific benchmark data underneath each of the projects (drawn from Goals 1.1, 1.3, & 1.14A benchmark sheets). The broader benchmarks, however, namely 1st year retention, and 4 and 6-year completion, will be collected Fall 2014.

**The Student Completion PR Campaign** - A Student Success Twitter Account was launched and that continues to be used and to grow. Themes of the Twitter account were linked to such things as the Fall Student Success Conference and advice for doing well on finals among numerous others. The *Goal Line* newsletter was launched and has been published monthly since October. Seven issues have been published and are distributed to approximately 1,000 faculty and staff at ISU. The *Goal Line* newsletter is approximately four pages in length and features stories written on student success themes by faculty and staff, a student spotlight column, a Fast Fact column that reports on unique data points related to the success agenda for the campus, and finally, a "Did You Know?" section that speaks to something unique about ISU or the broader context in which we are embedded that links to student success in some way. The *Your Success is Our Story* poster campaign was executed this fall and this spring via lawn posters and ads in the *Statesman*. We had approximately 25 sophomores and juniors that were dressed as graduates and a short bio that went with each poster. The students were carefully selected to counter assumptions that are sometimes made about students' abilities to be successful based on their chosen major, gender in that major, high school, or other characteristic. All of the students were on the Dean's list. We mailed copies of the poster to their high school principal, suitable for hanging in their school. We received a very nice note of appreciation from one of the principals on how proud the school was of their former student. The *Student Success Spotlight* column was executed with the Statesman and resulted in more than 12 articles, two per month since September. The themes of the articles ranged across the student success spectrum, and were authored by a combination of faculty, staff, and students. The student stories were particularly meaningful.

*Benchmarks* (from Goal 1.14A) with all establishing baselines: – 150+ Twitter followers; 180+ Tweets in AY 2013-14; Overall Institutional Satisfaction Rate from Spring MAP-Works Survey: 5.74 (on 1-7 scale); goal was 5.75. Note: The two other benchmark data points turned out to not be possible to collect – Fall GPA and retention of Twitter followers. This is because many of the Twitter account names were not traceable back to a student. Hence, we were unfortunately not able to collect 991s.

**The First Generation Faculty – First Generation Student Mentoring Program** – Twenty-five first-generation faculty currently mentor first-generation students, an enormous bond created by the simple fact that both share this common collegiate background, neither mom nor dad went to college. The relationships that have been established through this program have been extraordinary, the most qualitatively vivid evidence seen through an award given to a mentee at the Center for Student Success Recognition Banquet in February. A quantitative analysis of the freshmen mentored students (the primary, although not only mentored group), also revealed a fall to spring retention rate of 90% (campus rate: 83.3%). New this year was a mentoring handbook created to inform the mentor – mentee relationship and a series of events that were also held, most recently a bowling night.

*Benchmark* (from Goal 1.3): Fall to Fall Retention of mentored students: TBD Fall 2014.

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**The 21ˢᵗ Century Scholar Corps** - This is the second year of the Scholar Corps program, an intentional effort to support the success of this important constituent to the State of Indiana. Whereas at one time 21ˢᵗ Century Scholars may have been reluctant to identify as such, there is now extraordinary pride in being one and an infrastructure built to reinforce their belonging here as well as to direct their talents toward leadership of the group, including planning and executing community service activities. They have also taken trips, attended conferences, participated in the Day at the Statehouse as role models, joined numerous student organizations, and most recently, become active participants in study abroad with a delegation going to China for three weeks in May. Such opportunities for low income students are rare and with the support of the resources from this Strategic Plan initiative, partial funding for them was possible.

_Benchmark (from Goal 1)_: Retention of 21ˢᵗ Century Scholars: TBD Fall 2014. Fall 2013 retention rate of 21ˢᵗ Century Scholars: 61.2%, up 4.6% from previous year.

**The Fall Student Success Conference** - The first ever student success conference happened in October, a Student Success Council – Student Government Association collaboration. The conference was extremely successful as judged both by the attendance (more than 100 participants) and the high ratings and qualitative feedback received about the program itself. Held in the HMSU, the program featured morning breakouts with sessions led by faculty, staff, and students through a competitive proposal process, a lunch panel discussion of policy makers, and an afternoon keynote led by a nationally known speaker and author on the teaching and learning enterprise. We also had a break room that featured a poster session of Goals 1-3 initiatives that attendees could browse.

_Benchmarks (from Goal 1.3)_: Overall faculty/staff attendee satisfaction with conference: 3.48/4; overall student satisfaction with Ken Bain workshop: 3.53/4.

**MAP-Works** - With the launch of the University College, the use of MAP Works as an intentional early warning tool with freshmen has expanded substantially. The survey is implemented 3x per year, twice in the fall and once in the spring. Response rates are in the high 80% to low 90% range, an extraordinary return rate. Its value, though, comes from what happens as a result of the data – intentional outreach to students presenting with one of 20 different risk challenges. Outreach comes primarily from Academic Peer Advocates in the residence halls but also through University College advisors. The tool is much more than a survey, though. It is also an internal communication mechanism between advisors, hall staff, faculty, student affairs personnel, and the student her or himself. Timely and targeted communication, as well as documentation, enables personalized feedback and intrusive outreach if/when needed. Dean Maule has also used MAP-Works as a means of communicating with faculty about course attendance issues, something that typically results in an APA quickly showing up at a student's door asking why she/he has not been in class for three days.

_Benchmark (from Goal 1.3)_: 200+ faculty and staff active users to date; goal for Fall 2014 was 150.

**Housecalls** – This was the second year of House Calls but the first for a fall effort (done Spring 2013 before). Every freshmen residence hall floor was visited and the feedback from the students very positive. In addition, helpful feedback on how to improve particular aspects of the campus experience was collected from students, the most noteworthy one being useful data to inform the work of the new weekend programmer shared between Student Affairs and Residential Life.

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*Benchmarks* (from Goal 1.1): Fifty senior administrators and faculty, plus 29 residential life staff, participated in this first fall House Calls effort. 87% of student residents participated in the event.

**Sophomore Success Initiatives** – This was the first year of focused efforts targeting sophomore success and retention. Building from the Spring 2013 recommendations of a cross-college task force, the 2013-14 efforts focused on intentional programming for sophomores through the Center for Student Success as well as related activities such as the *Conversations on Faculty Advising* series and *Advising Workshop* offered through the Faculty Center for Teaching Excellence program, all that were well received.

*Benchmarks*: Retention or graduation of 2012-13 Cohort to Fall 2014: TBD.  Retention or graduation of 2011-12 Cohort to Fall 2013: 48.3%, up .28%.

## 4.  Work Plan, Next Fiscal Year – Action Steps – Process – How?

| Project # | Action Step | 2014-15 Timeline |
|---|---|---|
| **Student Completion PR Campaign** | | |
| a | Hire GA to assist with project. | July |
| a | Prepare Tweets for Fall tweeting. | July-August |
| a | Prepare content for *Goal Line* newsletter. | August & ongoing |
| a | Prepare authors for Student Success Spotlight column in *Statesman.* | August & ongoing |
| a | Launch Fall *Your Success is Our Story* campaign. | September |
| a | Prep completion elements for Student Success website. | September |
| a | Five attendees to National Symposium on Student Retention – Louisville, KY. | Nov. 3-5 |
| a | Complete completion elements on website. | November |
| a | Launch Spring *Your Success is Our Story* campaign. | January |
| a | Continue with efforts described above | Spring 2015 |
| **First Generation Mentoring Program by First Generation Faculty** | | |
| b | Pre-planning on fall program and participation at NSO and LEAP. | June-Aug. |
| b | Revision of mentor handbook. | July |
| b | Recruitment of first generation faculty mentors. | Aug. & Sept. |
| b | Mentor training. | Sept. |
| b | Invitation to students to participate. | Early Sept. |
| b | Mentor-mentee meet and greet event. | Late Sept. |
| b | Mentor-mentees share meals in residence hall or Commons. | Bi-weekly or monthly |
| b | Monthly social outings | monthly |
| b | New round of invites to first generation students on probation to participate in mentoring program. | January |
| b | Faculty-Staff workshop series on working with first generation students. | Ongoing |
| b | End-of-year program assessment report. | May |
| **Strengthen Support of 21st Century Scholars** | | |
| c | Pre-planning on fall program. | June-Aug. |
| c | Convening of new Scholar Corps leadership team and planning of activities schedule. | Sept. |
| c | Train mentors and launch study table. | Sept. |
| c | Scholar Corps meetings with students involved in planning and conducting events/activities. | Monthly |
| c | Academic success workshop series. | Fall & spring |

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|---|---|---|
| c | Financial literacy/independence workshops utilizing Sharon Robinson's financial literacy training team. | Fall |
| c | Social events (e.g., Homecoming Tailgate, study break during exam weeks, MLK Day event following day of service, Mardi Gras event). | Fall & Spring |
| c | Community service projects. | Fall & Spring |
| c | Academic honors event for fall academic achievement. | Jan./Feb. |
| c | End-of-year program assessment report. | May |
| **Fall Student Success Conference** | | |
| d | Convene planning committee for Fall Student Success Conference, including the addition of a 2nd day focused for just students. | June |
| d | Committee develops details for conference including selection of location, selection of keynotes, theme tracks, and call for proposals. | June-August |
| d | Call for presentation and poster session proposals distributed. Sessions sought from Goal initiatives, faculty and staff groups, and student organizations with linkages to student success issues. | September |
| d | Sessions finalized and advertising distributed for conference. | September |
| d | Conference held. | Oct. |
| d | Conference evaluation. | November/Dec. |
| **MAP-Works** | | |
| e | Sharpen plans with IT for enhanced use of MAP-Works. | June |
| e | Map-Works Conference – Indianapolis (annually). | June |
| e | Consult with EBI on MAP-Works enhancements. | July & ongoing |
| e | Develop expanded list of risk data of interest for downloading into MAP-Works for informing risk level indicators. | August & ongoing |
| e | Deploy faculty/staff training as well as campaign to increase usage. | August & ongoing |
| e | Continue intrusive intervention program based on MAP-Works data. | Sept. & ongoing |
| e | Process evaluation and refinement. | Dec. & May |
| **House Calls** | | |
| f | Plan program. | July |
| f | Invitations out to faculty/staff. | Late August |
| f | Program finalization. | Early September |
| f | Program held. | Late September |
| f | Assessment of data collected from freshmen and action steps taken. | October |
| f | Assess program and refine for next year. | November |
| **Sophomore Success Initiatives** | | |
| g | StrengthsQuest materials purchased. | July |
| g | StrengthsQuest workshop held. | September |
| g | Utilizing your strengths follow-up workshop. | October |
| g | Ongoing workshop and discussion series. | Oct.-April |
| g | Evaluation of experience. | Dec. & May |
| **Faculty Advisor Development – Sophomores and Higher** | | |
| h | Hire a .25 faculty fellow to provide leadership for program. | July |
| h | Prepare resource materials for early fall distribution. | August |
| h | Distribute Faculty Advisor Handbook and Emergency Resource Guide. | August |
| h | Execute Fall Faculty Advisor Workshop Series in collaboration with colleges. | Sept. – Nov. |
| h | Develop advising assessment process in collaboration with colleges. | Fall |
| h | Deploy Spring Faculty Advisor Workshop series in collaboration with colleges. | Jan. & ongoing |
| h | Collaborate with Student Government on Advisor Recognition Event. | March-April |
| **Intrusive Tutoring Program for Math 115 and English 105** | | |
| i | Planning with Chairs of Math & English. | July & ongoing |

| i | Hiring of tutors & tutor training with faculty instructor collaboration. | Nov. – Dec. |
|---|---|---|
| i | Deployment of tutors. | January |
| i | Ongoing collaboration with faculty instructors. | Jan. & ongoing |
| i | Program assessment and consideration of a fall program. | May |
| **Transfer Student Support** | | |
| j | Pre-planning. | June-Aug. |
| j | Early Fall welcome and transfer student engagement/integration event. | Aug./Sept. |
| j | Mid-Fall event focused on academic success strategies. | October |
| j | Early Spring event focused on assessment of fall experience and staying on track/getting support for success moving forward. | January |
| j | Program assessment and ongoing events as driven by assessment and student interest. | Feb. - April |

## 5. Reporting and Deliverable Schedule – When?

Deliverable dates are integrated into workplan action step document above.

## 6. Budget – How Much, a General Discussion of Funds Use?

| Budget Item | Budget Description | Budget Amount |
|---|---|---|
| **Student Completion PR Campaign** | | |
| Graduate Assistant | Needed to manage project and assist with other SP projects. | $ 21,000 |
| Marketing Materials | Used to create posters, radio spots, and other campaign needs. | $ 3,000 |
| Programming | Used for the purposes of programming and event support related to the campaign such as the Student Organization Fair event as well as others that support a focus on completion. | $ 3,000 |
| Statesman Ads | *Your Success is Our Story* visuals to also appear regularly in the *Statesman*. | $ 2,000 |
| **First Generation Mentoring Program by First Generation Faculty** | | |
| Marketing Materials | Used to create marketing materials, brochures, posters, etc. in support of Scholar Corps activities and support of First Generation Students and the First Generation Mentoring program. | $ 1,000 |
| Programming | Used for the purposes of programming and event support for Scholars. | $ 3,000 |
| Student Support Coordinator | Needed to assist two faculty fellows who will lead the program this year given Jim Pond's reassignment to LEAP study table and advising. | $ 1,300 |
| **Strengthen Support of 21st Century Scholars** | | |
| Marketing Materials | Used to create marketing materials, brochures, posters, etc. in support of Scholar Corps activities and support of 21st Century Scholars. | $ 2,000 |
| Programming | Used for the purposes of programming and event support for Scholars. | $ 10,000 |
| Study Hall Monitor | Will provide study table supervision by an upperclassman. | $ 2,000 |
| **Fall Student Success Conference** | | |
| Marketing Materials | Used to create marketing materials, brochures, posters, etc. in support of conference and activities. | $ 500 |
| Programming | Used for the purposes of covering event costs, food, space rental, keynote honorariums, etc. | $ 12,000 |
| **MAP-Works** | | |

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|---|---|---|
| Annual License Fee | Needed to deploy the tool for our campus. | $ 50,000 |
| **House Calls** | | |
| Marketing Materials | Used to create marketing materials, brochures, posters, etc. in support of event. | $ 300 |
| Programming | Used for the purposes of covering event costs, food, gift card incentives for students and raffle items to encourage them to be present for the event. | $ 1,100 |
| **Sophomore Success Initiatives** | | |
| Materials | Purchase of StengthsQuest materials and related programming support. | $ 3,400 |
| Programming | Speaker event/workshops in support of Strengths Quest and other sophomore success activities. | $5,000 |
| **Faculty Advisor Development – Sophomores and Higher** | | |
| Faculty Fellow | .25 faculty fellow to coordinate program in collaboration with the colleges. | $ 6,000 for AY |
| Marketing Materials | Used to create event and related marketing materials, printed brochures, guides, etc. | $ 2,500 |
| Programming | Used for the purposes of covering event costs, materials, outside speaker fees, etc. | $ 4,000 |
| **Intrusive Tutoring Program for Math 115 and English 105** | | |
| Faculty Fellow | .25 faculty fellow to coordinate program in collaboration with Math and English Departments. | $ 6,000 for AY |
| Tutors | Hiring 7 Math and 7 English tutors. | $ 22,000 |
| **Transfer Student Support** | | |
| Marketing Materials | Used to create marketing materials, brochures, posters, etc. in support of activities. | $ 500 |
| Programming | Used for the purposes of covering programming costs, food, event activities, etc. | $ 3,500 |
| | **Total Budget Request: $ 165,100** | |

**7.  Stakeholders and Management Plan – Who?**  The persons with overall responsibility for the projects are as follows:

**The Student Completion PR campaign** – Josh Powers, AVP for Student Success
**The First Generation Faculty – First Generation Student Mentoring Program** – Bobbie Joe Monahan & Tim Boileau, Faculty Co-Leaders
**The 21st Century Scholar Corps** – Jack Schroeder, Coordinator, 21st Century Scholar Corp
**The Fall Student Success Conference** – Josh Powers, AVP for Student Success
**MAP-Works** – Linda Maule, Dean, University College
**House Calls** – Amanda Knerr, Executive Director, Residential Life
**Sophomore Success Initiatives** – Amanda Knerr, Executive Director, Residential Life
**Faculty Advisor Development – Sophomores and Higher** – Josh Powers, AVP for Student Success
**Intrusive Tutoring Program for Math 115 & English 105** – Nicole Bailey, Director, Math/Writing Ctr.
**Transfer Student Support** – Amanda Knerr, Executive Director, Residential Life

**8.  Outcome Assessment & Future Testing.**  The benchmark sheet maps the data points that will be the primary ones followed for this initiative.

**9.  Line Item Budget Discussion that tracks Budget Templates.**  See section 6 above for detail.