

# **Project: MAP-Works Outreach Team**

**Start Date: Fall 2011**

**Client: First Year Students**

**Program Manager: Stephanie Pearcy**

**Project Manager: Stephanie Pearcy**

**Thesis Statement:** This program was developed as a means to think strategically about the data collected by the MAP-Works early intervention tool. It is our intention to extend this from a one year program into the second year to continue to reach out to faculty, staff, parents, and students in areas targeted by the MAP-Works program.

## **Introduction/Background – What?:**

The MAP-Works Outreach Team (MWOT) was developed to utilize faculty and staff in implementing programs, developing resources, and creating intentional interactions with/for students, parents, and the ISU Community based on the data findings from the MAP-Works survey.

## **Proposal/Purpose/Justification – Why?:**

In Fall 2011, MAP-Works was rolled out to the entire 2011 Cohort of first year students and, for the first time, a major focus was placed on Residential Life as the primary outreach contacts for the program. As part of the process, we found that we could reach more students through mining the MAP-Works data collected as part of the survey than through individual meetings with students. There are a variety of reasons why this is true, but the number one being that we have a limited number of staff to reach out to approximately 2,700 students. Using a team of faculty and staff to put more focus on developing initiatives geared toward the specific student data has been a good way of utilizing our resources for intentional purposes.

## **Work Plan – Action Steps – Process – How?:**

- 1.** Identify key retention factors identified by the MAP-Works student survey data.
- 2.** Research methods and best practices for addressing factors
- 3.** Develop an outreach plan to address these factors
- 4.** Work with university partners to reach out to students, develop resources, and create programmatic opportunities to address these factors.

## **Reporting and Deliverable Schedule – When?:**

Fall 2011:

Reached out to other institutions to develop a Homesickness plan and developed an action plan for homesickness.

Spring 2012:

Developed resources for all levels of Residential Life staff (Housekeeping through Director) for identifying and referring Homesickness.

Developed a presentation for New Student Orientation geared toward parents and families on identification of Homesickness and how to assist student develop coping strategies.

Summer 2012:

Presented to all parents and families during Day 2 of New Student Orientation

Develop Presentations for all levels of Residential Life Staff, Faculty, Academic Advisors, and other campus officials on identification and referral of Homesickness.

Second factor identified by MAP-Works is academic self-efficacy of the ISU student.

Research and find best practices.

Fall 2012:

Continue Homesickness education and referral

Develop series of workshop geared toward academic transition to aid in developing self-efficacy

Continue assessing student needs from MAP-Works data and developing action plans.

## **Budget – How Much?:**

Faculty Salaries: \$2,000

Staff Salaries: \$5,000

## **Stakeholders and Management Plan – Who?:**

Residential Life housekeeping staff, Resident Assistants, Academic Peer Advocates, Assistant Hall Directors, Area Directors, Assistant Directors, Associate Director of Res Life, Director of Res Life, Residential Life administrative staff, dining services staff, faculty, academic advisors, other administrators, students, parents, and families.

Each group will receive training and resources geared toward their specific student interactions on how to identify and refer for various MAP-Works data factors.

## **Outcome Assessment & Future Testing – How Well?:**

Utilize the Fall Transition survey and subsequent follow-up surveys to assess how the outreach initiatives are working. Develop a rubric in each of the factors addressed to assess how the student is reacting to each initiative. Conduct focus groups on their reactions to the various methods of outreach and referral at all levels.

In addition, since we are now implementing a Sophomore, Junior, and Senior MAP-Works surveys we will be able to track our results over time.

# **Project: Sophomore Experience Program**

**Start Date: Fall 2011**

**Client: Sophomore (Second Year ) Students**

**Program Manager: Stephanie Pearcy**

**Project Manager: Stephanie Pearcy**

**Thesis Statement:** Since the second major attrition point for a college student is after their second year of college, we would like to develop a Sophomore Experience program to continue the work we begin their first year with Academic Themed Communities.

## **Introduction/Background – What?:**

Sophomore Programs focus on career and professional development. We have developed a first year program to focus on engaging students in their major and with faculty. We want to continue that development to focus more on developing career goals, setting a career path, and developing attitudes and behaviors that will assist students in creating successful work and life habits. The goal is that an earlier focus on career and personal development will assist students in developing self-efficacy in a variety of areas to aid in success.

## **Proposal/Purpose/Justification – Why?:**

We have traditionally focused our housing program around the first year experience. However, after the first year we do not put as much focus on the sophomore year. Students are left to sink or swim on their own fortitude. What we've found is that they aren't quite prepared to swim after their first year. Their first year is so focused on adjusting to college, that they do not have the resources to focus on stepping in to the world with confidence. The Sophomore Program will be developed to assist in that transition into their career with confidence and poise.

## **Work Plan – Action Steps – Process – How?:**

1. Initiate MAP-Works Sophomore Survey to gather data.
2. Research Sophomore Experience trends and methods.
3. Attend a conference to gather additional information and network with others with similar goals who are at different stages in their experience development to identify best practices.
4. Develop an oversight committee and work on a vision.
5. Focus group with employers to find out what skills and information they would like to see students already possess when they are hired.
6. Work with partners to develop workshops and resources geared toward Sophomore student development.
7. Marketing
8. Develop assessment to assist students in their development.

## **Reporting and Deliverable Schedule – When?:**

Year One (2012 – 2013): Roll out MAP-Works Sophomore Survey to gather data. Research programs and best practices, attend conference, begin recruiting faculty and other partner support, develop marketing materials.

Year Two (2013- 2014): Develop learning outcomes and assessment rubric, market program to parents and students, begin recruiting for the next academic year. Include as a housing option for the following academic year.

Year Three (2014 – 2015): Implement workshops and programs for the Sophomore Experience and assess.

## **Budget – How Much?:**

Travel to conference, research materials, marketing materials: \$9,000

## **Stakeholders and Management Plan – Who?:**

Residential Life housekeeping staff, Resident Assistants, Academic Peer Advocates, Assistant Hall Directors, Area Directors, Assistant Directors, Associate Director of Res Life, Director of Res Life, faculty, academic advisors, other administrators, future employers, Alumni, students, parents, and families.

## **Outcome Assessment & Future Testing – How Well?:**

Utilize MAP-Works Sophomore survey and subsequent follow-up surveys to develop focus areas. Develop a rubric in each of the factors addressed to assess how the student is reacting to each initiative. Conduct focus groups on their reactions to the various methods of outreach and referral at all levels.

In addition, since we are now implementing a Sophomore, Junior, and Senior MAP-Works surveys we will be able to track our results over time.

**Project: Residential Life Behavioral Expectations**

**Start Date: August, 2012**

**Client: Residence Hall Students**

**Program Managers: Dr. Greg Bierly, Stephanie Percy and Rex Kendall**

**Project Manager: Stephanie Percy**

**Thesis Statement: Providing constant reminders (posters, table tents, newsletters, etc...) of expected student behavior in the residence halls will inform and assist with the establishment of an educational environment**

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## **Introduction/Background – What?:**

Residing in a residence hall during the first year of college is truly an experience unlike any other. Students must adjust to significant personal and academic changes in a relatively short amount of time. Although behavioral expectations are shared with first year students during summer orientation and during floor meetings at the start of the new academic year, it is oftentimes forgot due to the large amount of information being shared.

## **Proposal/Purpose/Justification – Why?:**

Residential Life is proposing an on-going communication campaign to remind students of their behavioral expectations. The posters/table-tents/emails/media advertisements, etc... will be developed and distributed throughout the academic year. The justification for the initiative is to remind students of their behavioral obligations to self; but also to the community they live in.

## **Work Plan – Action Steps – Process – How?:**

Residential Life staff members are currently developing posters, emails, text, table-tents and media advertisements to be distributed to students starting in August. In addition to Res Life, faculty from academic units with Academic Theme Communities will be included in the final development as soon as they return in August; along with faculty and staff from other Divisions within the University.

## **Reporting and Deliverable Schedule – When?:**

The communication is scheduled for distribution throughout the 12-13 academic year.

## **Budget – How Much?:**

Goal Chairs are requesting \$3,000.00 for the implementation of the Student Behavior Expectation initiative.

## **Stakeholders and Management Plan – Who?:**

Area Director staff, Assistant Hall Director Staff, Resident Assistant Staff, Academic Peer Advocate Staff, Selected Faculty and Staff from other areas within Academic Affairs, selected staff from other Divisions outside of Academic Affairs and Marketing & Communications.

## **Outcome Assessment & Future Testing – How Well?:**

Historical data will be used to compare conduct violations on specific floors and within halls with the current year of implementation.

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# **Project: Project Dine-In**

Start Date: September, 2012

**Client: First Year Students**

**Program Manager: Dr. Greg Bierly, Stephanie Percy, Rex Kendall**

**Project Manager: Stephanie Percy**

**Thesis Statement: Students interacting with Faculty and Staff outside the classroom have a stronger connection to the institution, develop role models and are more successful; academically and socially.**

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## **Introduction/Background – What?:**

Provide opportunity for ISU Faculty to interact with first-year students in an environment outside the classroom. Specifically, faculty will be partnered with a Residential Life Staff member in an effort to introduce faculty to students in the residence hall and dining hall environment.

## **Proposal/Purpose/Justification – Why?:**

Data suggests that students that make personal connections with faculty and staff on campus are more engaged in University life and more likely to be successful; returning for second and ensuing years of study.

## **Work Plan – Action Steps – Process – How?:**

Residential Life staff will be assigned to a selected faculty member, from the Academic Theme Community programs, to engage students outside the classroom environment. Residential Life staff are being utilized because they have the knowledge and skills required to assist with establishing and maintaining social, developmental and nurturing relationships with students in the non-classroom environment.

Goals for the program are to assist with first-year student success and retention.

## **Reporting and Deliverable Schedule – When?:**

The Residential Life Dining Partners program will be implemented in September, 2012. The September start date was selected for faculty and students to get acquainted in the classroom prior to faculty appearing in their place of residence.

## **Budget – How Much?:**

Total Cost for the Residential Life Dining Partners will be \$4,000.



## **Stakeholders and Management Plan – Who?:**

Greg Bierly, Stephanie Percy and Rex Kendall chairs the Strategic Plan initiative. Stephanie Percy and selected Residential Life staff will be directly involved with the selection, training and follow-up of the program and participants.

## **Outcome Assessment & Future Testing – How Well?:**

Anecdotal information, provided by faculty, indicates uneasiness by some faculty participants in the Academic Theme Community areas to engage students in a residence hall or dining hall.

Pre and Post-test surveys will be distributed to determine program success.

# **Project: Let's Talk**

**Start Date: Nov, 2012; February & April 2013**

**Client: Parents of First-Year Students**

**Program Manager: Dr. Greg Bierly, Stephanie Pearcy and Rex Kendall**

**Project Manager: Rex Kendall**

**Thesis Statement: "Helicopter Parents" are the reality for First-Year students and University Administrators. They are constantly in contact/communicating with their students. Planned discussions need to occur between first-year parents and University Administration. Focus groups are needed to understand the transition issues experienced by First-Year students as told from the parent perspective.**

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## **Introduction/Background – What?:**

Parents of first-year students can provide Administrative staff with useful and important information. Because they are constantly in contact with their student, we can tap into this form of communication and gain a better understanding of the transition process; not only for the student but for the parent as well

## **Proposal/Purpose/Justification – Why?:**

Plan and implement 5 parent focus groups for Indiana. The focus will be held in Gary, Fort Wayne, Indianapolis, Evansville and Terre Haute. The purpose is to hear "stories/experiences" first year students have shared with their parents. The stories/experiences can help us develop programs, publications, expectations to increase the chances of success for first year students and their transition to our campus.

## **Work Plan – Action Steps – Process – How?:**

Selected Faculty and Staff from a variety of offices/Divisions will be invited to participate in the development and implementation of the focus groups. Planning will begin in August and September. The focus groups will begin traveling in November, 2012 and conclude in April, 2013.

## **Reporting and Deliverable Schedule – When?:**

Information from the each focus group will be compiled and shared with offices focused on Student Success. A full report of the conversations will be ready for distribution in May, 2013

## **Budget – How Much?:**

The goal chairs are requesting \$4,000.00 for this initiative. This funding will cover the cost of gas, transportation and refreshments for each focus group session.

## **Stakeholders and Management Plan – Who?:**

Residential Life, University College, Academic Theme Community Faculty, Student Academic Support Center, and Communications & Marketing will be involved in the initial development of the programs and questions.

## **Outcome Assessment & Future Testing – How Well?:**

The information collected during the focus groups will be used in future publications, policy development and communication with both parents and students.

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