

Departmental Student Success Funding Proposal Submission Form

Department of Art and Design

William Ganis, Chairperson: William.Ganis@indstate.edu

Single Department Proposal for Student Success Funds

Two Projects are submitted: Total Request (combined projects 1 and 2): \$10,140

Project 1

Summary

Continue departmental recruiting plan that includes advertising in *Creative Outlook* magazine. Make the most of related student inquiries and prospects generated through MyMajors programs through strategic follow-up and coordination with ISU Admissions and Communications and Marketing.

Narrative

The Department of Art and Design has just published its first new recruiting materials in years, through *Creative Outlook* magazine, a publication distributed to high-school art students across the United States. Working with ISU Communications and Marketing (especially Santhana Naidu) we have created a compelling advertisement for our visual arts programs while capitalizing on the ISU “There’s More to Blue” visual identity.

Perhaps more compelling, *Creative Outlook* is an instrument for data collection by MyMajors. Students give data to MyMajors by returning postcards found in the magazine, taking online College Major Quizzes and submitting information for MyMajors scholarships. Students identify schools of interest in some of these interactions.

We are currently receiving a steady flow of prospects (students in the region interested in visual arts) but even better, of inquiries (students who specify that they want to learn more about ISU’s arts programs).

This summer, the Department spent \$1650 on this recruiting advertisement-an amount that was matched by Communications and Marketing. This expenditure was a stretch for the Department since no funds had been set-aside for these marketing and recruiting purposes. Now that the ad is placed and thousands of prospects and inquiries are coming to our attention we are working with both Admissions (Melissa Hughes) and Communications and Marketing (Santhana Naidu and Carrie Anderson) to develop a marketing plan that will include follow up with these high-school students (especially the inquiries) in the forms of strategic emails, mailings and telephone calls. We expect to use the image in our ad on follow-up mailings in order to develop ISU name recognition and recall along with encouragement to apply to the University. We expect to make concentrated efforts with students expressing interest in our under-enrolled art education program.

In order to realize the full value of our recruiting investment, we should plan on sustained advertising in this *Creative Outlook* publication especially as our message becomes magnified

when students see ISU's ads through their sophomore, junior and senior years. Because we are working with Admissions we will be able to track applications and enrollments touched by this marketing effort and make assessments of its efficacy.

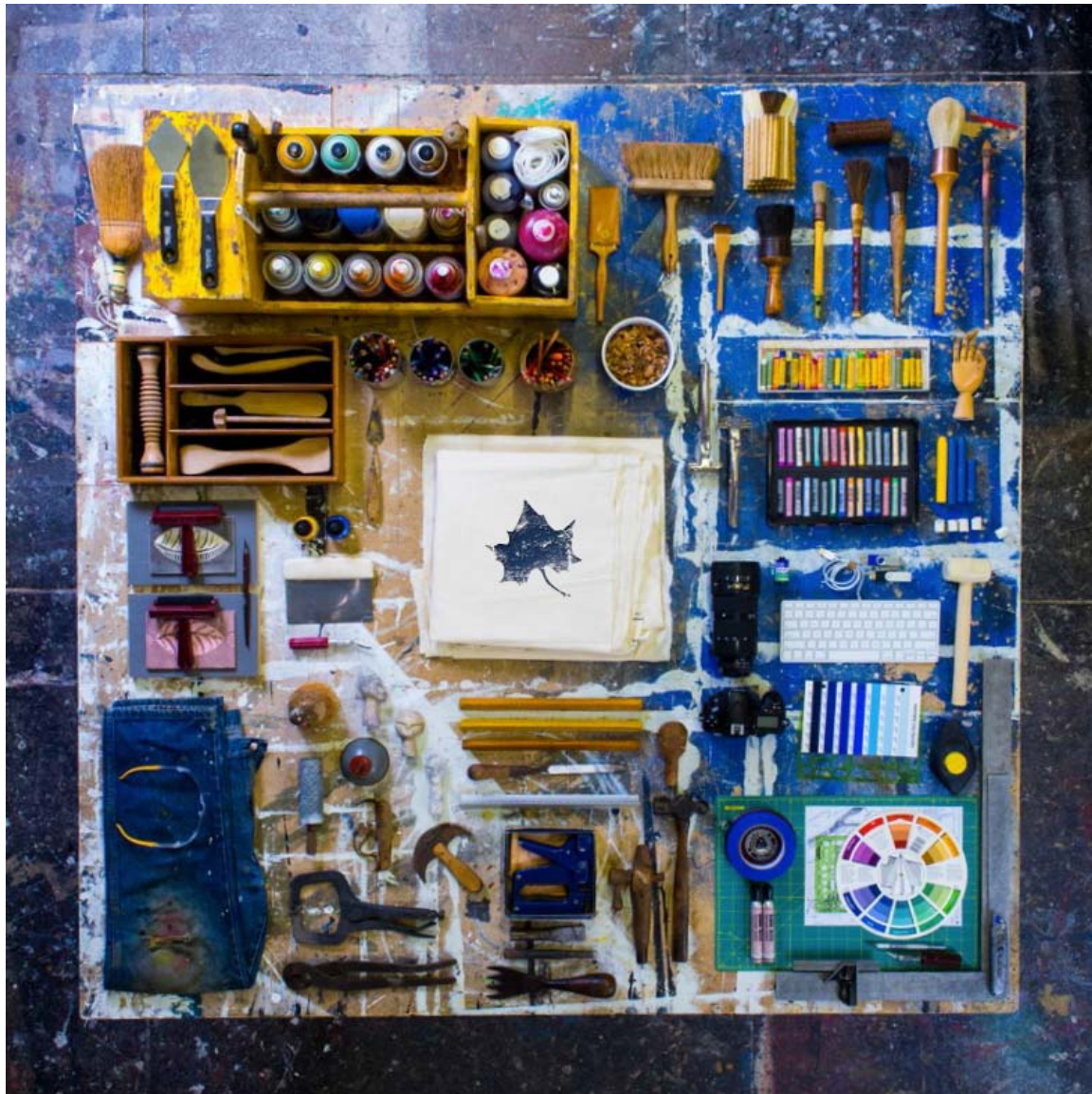
We seek support to sustain this targeted endeavor. We recognize that the students identified in this recruiting effort (and according to collected data) already envision work in specific programs—informed convictions that translate to enrollments, retention and completed degrees.

Lastly, through the MyMajors data we are able to identify students that qualify for our Creative and Performing Arts scholarships, and encourage them to apply. Because these scholarships are sustained through four years, we expect they will contribute to retention and completion numbers especially as we leverage MyMajors data to create pools of stronger applicants.

Budget

Please note that production and media costs are shared by ISU Communications and Marketing—postage is not. The numbers below reflect ½ of the total cost for printing and media purchasing.

Printing of 1000 postcards for 2014-15 inquiries	\$140
Postage for 1000 postcards for 2014-15 inquiries	\$480
One-page ad for <i>Creative Outlook</i> , 2015-16 academic year	\$1700
Printing of 1000 postcards for 2015-16 inquiries	\$140
Postage for 1000 postcards for 2015-16 inquiries	\$480
One-page ad for <i>Creative Outlook</i> , 2016-17 academic year	\$1700
Printing of 1000 postcards for 2016-17 inquiries	\$140
Postage for 1000 postcards for 2016-17 inquiries	\$480
Total (Project 1) :	\$5260



Art and Design at Indiana State University

Equipping you for a lifetime in the arts.

Become the artist you were meant to be in our close-knit community: Supportive faculty. Top-tier facilities. 24/7 studio access. Affordable tuition. NASAD accredited. Call 800-GO-TO-ISU to arrange a tour. Or speak to department chairperson William Ganis, Ph.D., directly: 812-237-3697.

Bachelor programs in art and design:
Art History • Studio Art • Graphic Design • Art Education • Interior Design



Indiana State University
indstate.edu/art-design

THERE'S MORE TO **BLUE.**

Department of Art and Design

Project 2:

Summary

Build a dedicated digital photographic set-up for student use in creating professional documentation of their artwork for portfolio review, assessment and other purposes. This imagery will be important for program placement and the improvement of retention and completion rates that come with students' meaningful and directed identification with a program and path to degree completion.

Narrative

The Department of Art and Design is currently creating and implementing a portfolio review process in order to assess students for potential success in our program areas. NASAD has listed this portfolio review as a requirement for accreditation and we have indicated to them that we plan to comply.

We realize that we have an opportunity to immensely improve our assessment instruments and data with this portfolio-review program, especially as the program would yield uniform documentation of student work at the end of their foundational (100-level) art courses; these images and related data would serve as baselines for future assessments of student progress.

The portfolio review is intended for faculty interaction with students in which they are advised about their strengths and challenges and encouraged to pursue programs best fitting their abilities. We believe that the portfolio review will be powerful for raising retention and completion rates, especially since the process will set students on programmatic paths suited to them and through which they will find disciplinary "homes." These assessments will usually take place in a student's fourth semester and allow an opportunity for faculty interaction and intervention before the critical end-of-second-year moment when many students transfer.

The portfolio review is also an opportunity to teach important professional tools and practices relevant to visual arts. We will expect students to make quality digital documentation of their work in order to submit their portfolios, will teach them to do so in our ARTP 170 Introduction to Visual Arts course, and will refresh these skills in other courses. These professional image-making skills will be useful throughout students' time at ISU, but more importantly will prepare them for applications for visual arts internships, jobs, grants, exhibitions, or graduate studies—most of which will require the digital submission of images.

Working with Ruth Cain, we have learned for these departmental digital portfolios we will be able to use the Taskstream software ISU already licenses. We understand that the Taskstream interface can be simplified for student use in submitting their images, but that the software will also yield sophisticated assessment data based on our professors' analyses of submitted works.

Students will need access to documentation tools in order to create quality digital images of their work. We have identified a little-used department storage space in basement of the Fine Arts building as an excellent situation for an artwork photography set-up. Because this space has no windows, we will not have to worry about blocking out daylight. The Department will need equipment to realize such a space. We have specified photographic equipment that should stand up to constant use and last many years. The equipment list on the next page adds up to a photographic studio with lighting and backdrops, a computer workstation for image storage and digital manipulation, and the camera that will serve this special purpose.

Budget and Equipment List (from B & H Photo)

Seamless Gray Background Paper (107")	SABGP10727	\$45.00
Seamless White Background Paper (107")	SABGP1071	\$45.00
(2) Photoflex Studio Softbox Large 1 Light Kit (120v)	PHSSLKL	\$555.52 (ea) \$1,111.04
Nikon D7100 DSLR Camera (Body only)	NID7100	\$946.95
Nikon 52mm Circular Polarizer II filter	NICP52	\$74.95
Nikon AF-S Nikkor 50mm f/1.8G lens	N15018GAF	\$216.95
Apple 21.5" iMac Desktop Computer	APIMME086LLA	\$1,179.99
Ruggard Commando Pro 65 DSLR Shouler Bag	RUPSB665B	\$89.95
(4) Photoflex lamp 1000W/120v	PHLSL1000	\$39.95 ea \$159.80
(2) SanDisk 16 GB Memory Card	SAESD16GBU3Z	\$19.95 ea \$39.90
Manfrotto Aluminum Tripod w/3-way pan tilt head	MT055XPRO3-3W	\$359.99
Manfrotto Complete Deluxe Auto Pole-2 Expan Kit	MA2960DB	\$609.95
TOTAL (Project 2):		\$4879.47

Departmental Student Success Funding Proposal Submission Form

Departments: Chemistry and Physics, Biology
(Cross-Departmental Proposal)

Chairpersons: Eric Glendening, Diana Hews: Eric.Glendening@indstate.edu;
Diana.Hews@indstate.edu

Please check below which area(s) of student success this project will improve.

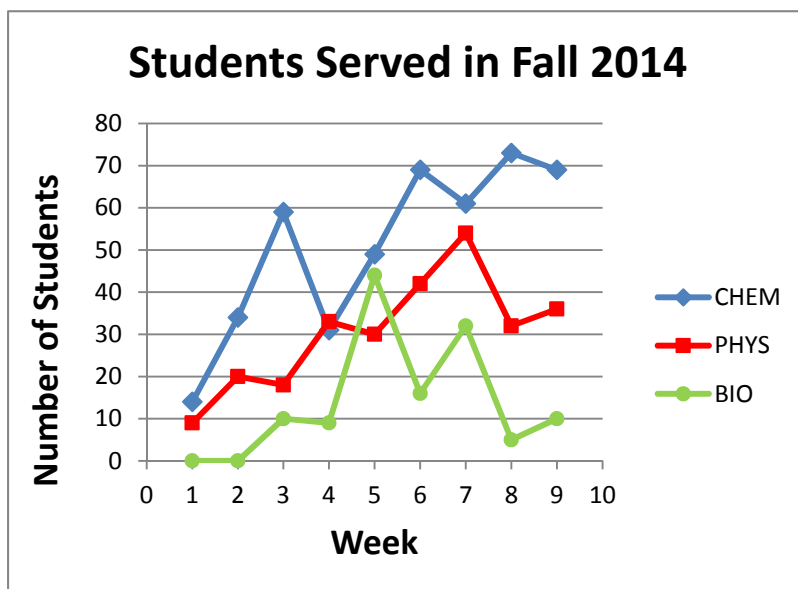
Enrollment: _____
Retention: x
Progression/Graduation: x
Post-Graduate Success: _____

Project Justification (inclusive of internal data (if relevant) to inform the project):

We request \$10,000 in student wage monies to support the Science Help Center.

The Help Center provides walk-in, tutorial help for students in the 100- and 200-level service courses in chemistry, physics, and biology. Help Center was initiated by the physics program over a decade ago, was expanded to include chemistry in 2007, and was again expanded in Fall 2014 to include biology. Undergraduate chemistry, physics, and biology majors staff the Help Center. Student wage support comes entirely from the Department of Chemistry and Physics and the Department Biology. Help Center serves students from across campus, not just science majors. It is an important resource for many students enrolled in our service courses.

The Help Center has served over 800 students already this fall. This plot shows the number of students who sought tutoring each week during Fall 2014. The Center currently serves (as of the middle of the semester) about 100-120 students per week. The Center will serve an even larger number of students in the spring, when students are enrolled in our more challenging second-semester courses (such as BIO 102, CHEM 104/106, and PHYS 106/116). We expect the Help Center to serve an average of 100 chemistry students and 50 physics students per week during Spring 2015. Biology tutoring is expected to grow, although it is somewhat difficult to forecast to what extent at this point because biology was a recent addition to the Center.



The following table shows, for each discipline, the hours per week that tutoring is available, the total number of students served by the Center (through Oct 24), and the student wage commitments required to staff the Center.

discipline	hours/week	total students	weekly budget	annual budget
chemistry	28	459	\$301	\$9,030
physics	17	274	\$183	\$5,483
biology	36	126	\$387	\$11,610
totals		859	\$871	\$26,123

Tutors are paid \$10.75/hour for their effort. Sizeable commitments of student wage monies have been made by Chemistry and Physics (\$14,513) and Biology (\$11,610). Chemistry intends to add seven more hours (between 12:00-3:00pm M-R) to its schedule in Spring 2015 due to increased demand for tutoring in the early afternoon. Thus, chemistry help will be available 35 hours/week rather than 28.

Many of our freshmen and sophomore students report that the Help Center is a particularly valuable resource for them as they complete their science courses. Faculty office hours are not convenient for all students, and the walk-in service provided by the Help Center tutors is appreciated. Students also use the Center as a place to study between classes, even when they don't necessarily seek assistance from the tutors. The Center is an essential component in our effort to promote student success (and ultimately retention and progression) in our classrooms and laboratories.

In addition to providing tutoring support for our students, the Center offers excellent professional development opportunities for student workers, who must be prepared to respond to questions on a wide variety of topics in their disciplines. This is particularly valuable experience for students who seek to continue on to graduate school or must complete admission exams (e.g. MCAT, DAT, PCAT, etc.) for professional programs in the medical and health sciences.

Work Plan with Action Steps (table that outlines what will be done when and by whom):

Michelle Baltz-Knorr (the physics laboratory coordinator) supervises all student workers in the Science Help Center. The separate chemistry, physics, and biology programs identify their own tutors, forwarding names to Michelle to make the hires. Student wage monies are transferred from biology and chemistry into the physics student wage account, from which Michelle pays all workers. Hiring is currently underway for Spring 2015. A sample application form, used by chemistry to make its hires, is attached.

Itemized Budget Request (Nov. 1-June 30, although two out-year budgets also encouraged):

Ideally, we would like to have the Center funded by base budget monies (not one-time-only), perhaps with the departments providing a third to one-half of the funding, with the remainder coming from the combined support of the College of Arts and Sciences, the University College (tutoring predominantly focuses on 100-level students), and Academic Affairs.

We request \$10,000 to support the Help Center through the remainder of this calendar year. This amount represents 38% of the funds that the Biology and Chemistry and Physics Departments have committed to the Center. If possible, we would like to receive similar financial support, or even higher, every academic year.

The funds received will be used to reduce the hourly cost of tutoring to the departments. Tutoring hours are currently 35% chemistry, 21% physics, and 44% biology. The funds will reduce the costs to the programs as follows:

discipline	total commitment	one-time-only funds	commitment by program
chemistry	\$9,030	\$3,457	\$5,573
physics	\$5,483	\$2,099	\$3,384
biology	\$11,610	\$4,444	\$7,166
totals	\$26,123	\$10,000	\$16,123

Assessment Plan with Benchmarks (how progress will be assessed and the benchmarks or measures by which progress will be determined):

It is difficult to assess the effect that the Science Help Center has on our programs, in much the same way that it is probably difficult to assess the impacts of the university's Math and Writing Centers. Nevertheless, we have anecdotal evidence that the Science Help Center supports student success in our courses. Students who use the Center are generally more engaged and successful in our courses than peers who have the same skill levels but do not seek help from the Center.

Daily logs of student headcount and courses served are kept to track demand for tutoring in the Center. We believe that the Center will have had a very successful year if it serves an average of 100 chemistry students, 50 physics students, and 50 biology students per week during Spring 2015 semester.

Departmental Student Success Funding Proposal Submission Form

Department: Earth and Environmental Systems
Single Department Proposal
Chairperson: Russ Stafford: Russell.Stafford@indstate.edu

Please check below which area(s) of student success this project will improve.

Enrollment: x
Retention:
Progression/Graduation:
Post-Graduate Success:

Project Justification (inclusive of internal data (if relevant) to inform the project):

Increase enrollments in both EES majors as per Student Success Plan. In the Earth and Environmental Sciences major the enrollment yield rate is low at about 20% and in the Human and Environmental Systems major both applications and yield need to be increased. Admissions has indicated that yield rate is decidedly influenced by on-campus visits by admitted students. We would like to increase the number of visits by students admitted in EES majors. In addition we propose to increase our visibility in the region and university and make EES a program of choice for environmental degrees.

Work Plan with Action Steps (table that outlines what will be done when and by whom):

1. Work with Admissions to bring admitted students one of two on-campus days in EES early in the spring semester of 2015 and 2016 (Chair and Undergraduate Affairs Committee Chair). Prospective students would meet with faculty and majors, tour labs and facilities, and attend a class among other activities in coordination with Admissions.
2. Create brochures and recruitment posters/flyers for each major that can be distributed to regional high school science teachers and counselors by end of fall semester (Undergraduate Affairs Committee)
3. Install large screen monitor in a high-traffic Science hallway (outside wall of S162) that will display EES news and opportunities like undergraduate research and employment in labs (replaces non-functional kiosk)

Itemized Budget Request (Nov. 1-June 30, although two out-year budgets also encouraged):

1. EES would provide a box lunch and beverage to students and their parents that attend at four events over two years (20 persons @ \$10/person for four events = \$800)
2. 1000 new brochures for each major ($\$325/1000 \times 2 = \650 ; recruitment posters (ca 100 = \$500)
3. 42 inch widescreen commercial-grade HD monitor (\$3500); power and data already available; laptop from OIT pool.

Total Request: \$5450

Assessment Plan with Benchmarks (how progress will be assessed and the benchmarks or measures by which progress will be determined):

These initiatives are a part of the submitted EES Student Success Plan. Progress will be assessed based on benchmarks established in that plan with goals of a 2% increase in enrollments per year.

Departmental Student Success Funding Proposal Submission Form

Department: **English**

Single Department Proposal

Chairperson: **Robert Perrin:** Robert.Perrin@indstat.edu

Please check below which area(s) of student success this project will improve.

Enrollment: X
Retention:
Progression/Graduation:
Post-Graduate Success:

Project Justification (inclusive of internal data (if relevant) to inform the project):

We want to begin a more aggressive recruitment initiative whereby we send faculty to high schools to discuss our programs. We know that ISU sends representatives to schools, but these would be a subject-specific sessions.

Work Plan with Action Steps (table that outlines what will be done when and by whom):

1. *Recruitment and Retention Committee* will meet to discuss this process; identify schools to contact (surrounding area, of course, extending as far as Indianapolis).
2. *Recruitment and Retention Committee* will contact schools (probably guidance counselors) to set up 50-minute sessions.
3. *Faculty (Tenured and Tenure Track, as well as Instructors)* will go to the schools for presentation/discussion sessions. Distribute print materials (brochures, program guides).
4. *Recruitment and Retention Committee* will follow-up with students and guidance counselors.

Itemized Budget Request (Nov. 1-June 30, although two out-year budgets also encouraged):

- | | |
|---|------------|
| 1. Travel expenses: 20 trips (maximum mileage costs: \$88.00) | \$1,760.00 |
| 2. Food: 20 trips (maximum meal costs: \$25.00) | \$500.00 |
| 3. Print materials (brochures, program guides): | \$500.00 |

TOTAL: \$2,760.00

If a two-year cycle is possible, we'd like to request twice this amount.

TWO-YEAR REQUEST: \$5,520.00

Assessment Plan with Benchmarks (how progress will be assessed and the benchmarks or measures by which progress will be determined):

1. We have dashboard data that shows our average enrollments of new freshmen each year. That will be our baseline.
2. We will look for increased enrollments (our “Student Success Plan” anticipates a 2% increase). In this very competitive student market, this one-time money will help us try to meet our goals.

Departmental Student Success Funding Proposal Submission Form

Department: History

Single Department Proposal:

Chairperson: Chris Olsen: Christopher.Olsen@indstate.edu

Please check below which area(s) of student success this project will improve.

Enrollment:

Retention:

Progression/Graduation:

Post-Graduate Success:

Project Justification (inclusive of internal data (if relevant) to inform the project):

The money we are requesting relates directly to elements in our Student Success plan.

We intend to focus on five areas, all related to our Student Success plan, if the additional funding is approved:

- 1. Strengthen our new Research and Career center with events for majors and minors (discussion of career possibilities, how to get into graduate school, etc.) and by considering a limited number of one-time purchases related to career planning (we have some already). We support materials to help students with original research (copies of the Chicago Manual of Style, for instance) and with career planning (placement guides, graduate school entrance support). We've also been using alumni as guest speakers to connect current majors with working professionals (in November, for instance, we had Floyd Ewing and John Leeke on campus to speak with current majors).**
- 2. Create new publications/handouts/materials for students interested in HIST and AFRI majors, focusing on careers for liberal arts majors. There is a great deal of literature out there (generated by LEAP and other groups) that we can rely on, but money in this area would help us with advertising and recruiting.**
- 3. Reach out to high schools and to other units at I. S. U. in order to gauge interest in our majors, perceived strengths and weaknesses, and consider ways in which we can appeal to students and advisers to see the benefits of a liberal arts major. This work will involve our new advisory board for the Department.**
- 4. Review and consider ways to transform Foundational Studies surveys, focusing on freshman retention and improved rates of reading and writing competency. Engage faculty in pedagogical research. One possible plan involves using senior history and social studies education majors as peer mentors in a large survey section. In this plan, a lead faculty member would be responsible for a section of 200 students. The large lecture would meet twice per week with the third recitation section led by a student leader. In the small-group meetings students would work intensively on critical reading and analysis of argumentation and**

use of evidence. This approach would blend content with the skills outcomes emphasized in Foundational Studies.

An alternative approach also uses peer mentors to work with first-year students in medium-sized sections currently typical in our survey classes (45 students). Breaking into smaller groups in each class period, the faculty member of record and peer mentors can work intensively with students on reading and analytical skills: identifying a thesis, a thesis statement, evidence used to support the thesis, and so forth.

- 5. Work with students to prepare them for interviews, including attending conference for career development (e.g. the National Council on Public History, in Indianapolis, holds a conference each year for students interested in careers in history).**

Work Plan with Action Steps (table that outlines what will be done when and by whom):

1. 2014-15: research, creation of new materials. Department faculty
2. 2015-16: distribution of new materials and outreach on campus. Department faculty and Advisory Board
3. 2015-17: outreach continued, potential implementation of new course pedagogy for FS survey courses. Department faculty and Advisory Board
4. 2016-17: outreach continued, assessment of current plan. Department faculty and Advisory Board

Itemized Budget Request (Nov. 1-June 30, although two out-year budgets also encouraged):

Material for Research Center & events	\$500.00
Support for outreach (mileage, materials)	\$300.00
Materials for outreach, careers for majors	\$500.00
Support for students, travel to conferences, work with Career Center	\$1000.00
Course transformation (includes faculty stipend (1000) and student wages (3000) for peer mentors in pilot sections)	\$4000.00
Total Request:	\$6300.00

Assessment Plan with Benchmarks (how progress will be assessed and the benchmarks or measures by which progress will be determined):

We will apply the benchmarks already in place in our Student Success plan.

Departmental Student Success Funding Proposal Submission Form

Department: Mathematics and Computer Science
 Single Department Proposal
 Chairperson: Liz Brown: liz.brown@indstate.edu

Please check below which area(s) of student success this project will improve.

Enrollment: _____
 Retention: X
 Progression/Graduation: X
 Post-Graduate Success: _____

Project Justification (inclusive of internal data (if relevant) to inform the project): Students come to our department with ideas about what a major in mathematics, mathematics education, or computer science entails, yet they are often unprepared for the level of rigor of college classes. In addition, we have numerous other majors that take our initial courses who also experience the same problem.

The project will be to fund peer assistants in MATH 122, 131, 132 and CS 151 and 201. The peer assistants, who will be drawn from successful upperclassmen in the major(s), will attend these classes, hold “office hours” outside of class for 3 hours per week, work with the instructor, and help students make the transition into college in general, and the major in particular.

Work Plan with Action Steps (table that outlines what will be done when and by whom):

Fall 2014	Identify and train Peer Assistants for Spring 2015	Chair, undergraduate advisors
Spring 2015	Examine retention data, identify Peer Assistants for Fall 2015	Chair, undergraduate advisors
Fall 2015	Examine retention data, identify Peer Assistants for Spring 2016.	Chair, undergraduate advisors

Itemized Budget Request (Nov. 1-June 30, although two out-year budgets also encouraged):

9 peer assistants (one per section) × \$1200 = \$10,800

Assessment Plan with Benchmarks (how progress will be assessed and the benchmarks or measures by which progress will be determined):

We will compare the DFW rates in our initial classes (MATH 122, MATH 131, MATH 132, CS 151, and CS 201). The project will be considered successful if we improve these rates by 5% or better for all students in these courses. In addition, we will also compare the DWF rates for students with declared majors in mathematics, mathematics education, or computer science.

To: Dr. John Murray, Dean

From: Dr. Paul A. Bro, School of Music

Single Department Proposal

Re: Student Success Grant Proposal(s)

This Student Success Grant Proposal for **\$6470** is comprised of five small projects that all feed into the overall recruitment and retention plans for the School of Music.

There are four proposals for recruitment.

- 1) Expenses to take Choirs to IMEA to perform for 275 All-State High School Students
- 2) Production of a Music Education Promotional Brochure
- 3) Production of a School of Music Promotional Video by the Recruitment Committee

There is one proposal for retention:

- 4) Intrusive Tutoring proposal for Music Theory & Skills

Request amount for the individual proposals

- 1) \$2235
- 2) \$1000
- 3) \$925
- 4) \$2310

Total amount requested: \$6470

Departmental Student Success Funding Proposal Submission Form

Department: School of Music

Chairperson: Paul Bro: Paul.Bro@indstate.edu

This request is for four projects that all feed into the overall recruitment and retention plans for the School of Music.

There are three proposals for recruitment.

1. Expenses to take Choirs to IMEA to perform for 275 All-State High School Students
2. Production of a Music Education Promotional Brochure
3. Production of a School of Music Promotional Video by the Recruitment Committee

There is one proposal for retention:

- 4) Intrusive Tutoring proposal for Music Theory & Skills

Request amount for the individual proposals

1. \$2235
2. \$1000
3. \$925
4. \$2310

Total amount requested: \$6470

Project #1:

The area of student success this project will improve: *Enrollment*

Project Justification

The School of Music, through the Student Enrollment and Success (SES) Committee, is in the process of developing a comprehensive recruitment plan. One of the initial steps in this process is to document the recruitment activities that faculty are already involved in, in order to share that information and use it as a basis to move forward in a unified and cohesive way. Another goal of the SES Committee is to develop resources that can be used by any faculty member to promote our program.

One of the many ways for the School of Music to recruit students is for the large performing ensembles to tour and perform for high school students throughout Indiana and the Midwest. Targeting high schools that have successful music programs with talented student musicians is an ongoing pursuit for the ISU Music Faculty. Additionally, the Indiana All-State Honor Ensembles (Choir, Band, and Orchestra) are comprised of the finest high school musicians in the state and it is our goal to recruit as many of these talented students as possible to the School of Music. In January 2015, the ISU Choral Ensembles (Concert Choir and Sycamore Singers), under the direction of Dr. Scott Buchanan, have been invited to perform for the Indiana All-State Honor Choir during their performance weekend at the annual state conference of the Indiana Music Educators Association in Fort Wayne. Receiving this invitation is a wonderful honor for the ISU School of Music, the performance will be the only entertainment provided for the 275 member All-State Honor Choir. The opportunity to present the ISU School of Music to these students, when they are all in the same room, is certainly a rare occasion!

Work Plan with Action Steps

The plan for this project is relatively simple. Our ensembles will travel to Fort Wayne for a one day field trip on Friday, January 16, 2015. They will travel via charter coach, with a meal and the performance as the only activities for the day. The group will return the same evening.

Itemized Budget Request

Charter Coach (round trip to Fort Wayne):	\$1,575.00
Meals for student participants (44 @ \$15 ea.)	\$660.00
TOTAL (project 1)	\$2,235.00

Assessment Plan with Benchmarks

The assessment plan, again, will be relatively simple. The School of Music will receive a database with all the names and contact information of all the participants in the 2015 Indiana All-State Honor Choir. A letter will be sent to each them by the ISU Director of Choral Activities congratulating them on their accomplishments on being selected to the group and for their performance during the IMEA Conference. We hope to see an increase in the number of these students that audition for the ISU School of Music upon their graduation. This will be easily tracked by comparing the database of these students with that of our auditionees over the next three years.

Project #2:

The area of student success this project will improve: *Enrollment*

Project Justification

The School of Music, through the Student Enrollment and Success (SES) Committee, is in the process of developing a comprehensive recruitment plan. One of the initial steps in this process is to document the recruitment activities that faculty are already involved in, in order to share that information and use it as a basis to move forward in a unified and cohesive way. Another

goal of the SES Committee is to develop resources that can be used by any faculty member to promote our programs.

There are already several resources available to our faculty, including online and print promotional materials such as posters and fliers. Currently, we do not have a Music Education specific recruitment brochure or flier. By producing and dispersing an informative brochure, we could increase the interest and enrollment of the School of Music. Music Education holds the largest enrollment within the School of Music; however, no traceable recruitment plan has been instated. By providing more information upfront, it is also possible to improve the retention of our Music Education majors.

To date, we have 76 students who have applied to Indiana State University and have indicated an interest in majoring in music education.

Work Plan with Action Steps

Our current action plan involves increasing enrollment by one student per applied music studio over the next 5 years and total enrollment in the School of Music to 200 students by Fall 2017. Increasing the visibility of our music education program could potentially satisfy this goal.

The Music education faculty would like to work alongside with ISU Communications and Marketing to design a brochure similar to the one available for Music Business.

Mailing and distribution can occur through the School of Music office, at planned recruiting visits by faculty members, and at the Indiana Music Educators Association Conference.

By maintaining a log via the initial comprehensive recruitment program, we may be able to track the effectiveness of the brochure.

Itemized Budget Request

Pamphlet Design	\$200
*Need to connect with Communications and Marketing	
Pamphlet Printing (500)	\$700
Mailing	\$100
TOTAL (project 2)	\$1000

Assessment Plan with Benchmarks

We will have several benchmarks to assess the efficacy of the project to increase enrollment in the ISU School of Music. The first step will be to keep a database of all students and schools who receive a copy of the brochure. We will also keep a database of current students who have been accepted to ISU and the School of Music as Music Education majors. Over the course of their

career at ISU, we will be able to observe the possible effect of a focused recruitment tool for Music Education.

The plan would therefore be threefold:

1. Collect application/interest data,
2. Compare to actual enrollment,
3. Compare to students completing barrier juries.

By having a brochure available to market Music Education, it is possible to reach more students and enroll freshman that are more informed about their intended major.

Project #3

The area of student success this project will improve: *Enrollment*

Project Justification

The School of Music, through the Student Enrollment and Success (SES) Committee, is in the process of developing a comprehensive recruitment plan. One of the initial steps in this process is to document the recruitment activities that faculty are already involved in, in order to share that information and use it as a basis to move forward in a unified and cohesive way. Another goal of the SES Committee is to develop resources that can be used by any faculty member to promote our program.

There are already several resources available to our faculty, including online and print promotional materials such as posters and fliers. A resource we do not currently have is appealing, high-quality audiovisual material we can use to promote our degree programs. What we would like to produce is a high quality, engaging promotional video to be used in upcoming Music Career Days, which can also be given to faculty who are going out on recruitment tours and high school visits. Our goal is to create a video showcasing each of our primary ensembles, private instruction, and activities in each of our degree programs. This will allow us to show prospective students what life as a music student is like, as well as give the opportunity for those students to hear our ensembles and see our faculty teach, in a compact format and away from campus.

Work Plan with Action Steps

Our initial work plan to document our recruitment activities will involve monthly collection of data from each faculty member in conjunction with our faculty meetings. This data will be compiled so it is available online to faculty members. We will also create a visual display to track our faculty recruitment activities throughout the state of Indiana and surrounding region.

Our work plan for the promotional video is as follows. After acquiring the necessary technology, we will take two weeks to film each of our primary ensembles in rehearsal and, if possible, performance. We will also film segments of several classes and lessons during this time. In addition to filming, we will solicit comments from current students about their experience studying music at ISU for inclusion as audio excerpts. After being selected and edited by the SES Committee, those excerpts will be recorded by our students. All of this

material will be compiled and edited by a member of our technology committee, Eddie Ludema. The filming will all be overseen by the members of the SES Committee and the other ensemble directors.

Itemized Budget Request

Hardware (memory cards, HD camera)	\$300
Software (video editing)	\$300
Recruitment display materials	\$75
Video editing and mastering costs	\$200
Video reproduction (DVDs)	\$50
TOTAL (project 3)	\$925

Assessment Plan with Benchmarks

We will have several benchmarks to assess the efficacy of the project to increase enrollment in the ISU School of Music. After completing the promotional video, we will document how often it is used, and ask faculty members to complete a survey indicating whether or not the use of the video enhanced their recruitment efforts and stimulated interest by prospective students in our program. This survey will be the primary assessment tool for the promotional video. Ultimately, we hope to see an increase in students auditioning for the School of Music and also an increase in enrollment as a result of this and other efforts.

Among the faculty we will now be documenting recruitment activities, and will look for a benchmark of an increase in the number of recruitment activities the faculty are engaged in over the course of the year. We anticipate seeing a higher level of motivation and stimulation of creativity in recruiting as ideas are shared and we move toward a more cohesive recruitment plan. We will again take a survey of the faculty asking if by taking this first step of documenting the recruitment activities of the faculty, they were already motivated to engage in more recruitment over the course of the year.

Project #4

Please check below which area(s) of student success this project will improve: *Retention*

Project Justification (inclusive of internal data (if relevant) to inform the project):

The School of Music would like to implement “intrusive tutoring” in its music theory curriculum similar to the intrusive advising that takes place in the University College. This is to address

high D/F/W rates in our Music Theory and Skills courses in the freshman and sophomore sequence of classes as outlined in our Student Enrollment and Success Plan developed last year. Dr. Terry Dean, the School of Music’s Musicologist, is currently requiring students to use tutors if they have any test scores below 70% on the suggestion of Josh Powers, Associate Vice President for Student Success. Initial results show a much higher achievement rate for his MUS 350 than in the recent past. We would like to implement a similar program in music theory.

Work Plan with Action Steps (table that outlines what will be done when and by whom):

The plan is relatively straightforward. We need more tutors available to our music theory students. We currently have two tutors who are under utilized because students are not required to use them. With required use of the tutors, we won’t have enough tutors available. There is a great need in this group of freshman and sophomore students, yet most students are hesitant to step forward and us this service. With intrusive required tutoring, we would need two additional tutors available to help students struggling with music theory. Our students would be required to seek help after one test or assignment below 70%.

Itemized Budget Request (Nov. 1-June 30, although two out-year budgets also encouraged):

2 students x 10 hours per week x \$8.25 per week x 14 weeks= **\$2310** per semester.

TOTAL (Project 4): \$2310

Assessment Plan with Benchmarks (how progress will be assessed and the benchmarks or measures by which progress will be determined):

The assessment plan would include continued tracking of the Drop/Fail/Withdraw rates for the music theory sequence and then comparing this rate to previous years. This is a statistic that the university already tracks.

Departmental Student Success Funding Proposal Submission Form

Department: Philosophy

Chairperson: Debra Israel, Interim Chair (Debra.Israel@indstate.edu)

Single Department Proposal

The area of student success this project will improve: *Enrollment, Retention*

1. Enrollment: Developing and printing new materials for the Philosophy major and minor, \$300
2. Retention: Bring in a consultant on use of social media at the department level, working together with other departments to better utilize social media in effective ways. This was discussed at the August administrative retreat with expressed interest among other departments, \$1,000
3. Retention: Sponsor a speaker during Spring 2015, either in conjunction with Human Rights Day or in cooperation with one of our various interdisciplinary partners, \$500
4. Retention/Post-Graduate Success: Bring alumni back to campus to meet with students, \$500

Total requested: \$2,300

Departmental Student Success Funding Proposal Submission Form

Department: Interdisciplinary Programs

Chairperson: Debra Israel, Interim Director (Debra.Israel@indstate.edu)

Single Department Proposal

The area of student success this project will improve: *Retention*

1. Retention: the Women's Studies program is planning to bring alumni back to campus for mentoring students during Spring 2015 semester. The total cost would be about \$1,700 if we are successful at coordinating with alumni from Chicago and Indianapolis. The event would have both formal speaking, and informal networking opportunities, with food provided and honoraria and travel expenses for the alumni.
2. Retention: the IP program overall has discussed bringing in a consultant (from our contacts with the AIS) to assist in unit organization, vision, and planning and this would be a great tie in with overall student success in our programs (estimate \$2000).

Total requested: \$3,700

Departmental Student Success Funding Proposal Submission Form

Department: Science Education

Single Department Proposal

Chairperson: Eulsun Seung: Eulsun.seung@indstate.edu

Please check below which area(s) of student success this project will improve.

Enrollment:	√
Retention:	√
Progression/Graduation:	___
Post-Graduate Success:	___

Project Justification (inclusive of internal data (if relevant) to inform the project):

- a. Creating/Supporting a Science Education major group
 - Meeting with other science education majors via a student group could be a good way to improve the retention rate of our science education majors. They could get information about education courses, teaching experiences, or other activities from peers. The science education major group will participate in various community engagement activities such as presenting science activities at Terre Haute Children's Museum, Science Family Night or the ISU Science Camp. The ISU science education major group could also contribute to the recruitment of more science majors to join our science education program.
- b. Inviting ISU science education alumni
 - Meeting local science teachers who graduated from ISU science education program will contribute to improving the retention rate of science education majors. Alumni members could provide current science education majors with insights regarding a science teaching career. Alumni members could also prove to be good connections for our science education majors, which will help when apply for future jobs.
- c. Encouraging and offering support for science education majors who wish to attend the HASTI conference (**Hoosier Association of Science Teachers, Inc**), which is a science teacher conference in Indiana. Not only can science education majors learn various teaching methods, but they can also meet local science teachers and this could foster further motivation to become a science teacher. Attending a science teacher conference will be also helpful in making connections with local science teachers.

Work Plan with Action Steps (table that outlines what will be done when and by whom):

What	When	Whom
Create a science education major group	November, 2015	Eulsun Seung
Support the attendance of the HASTI conference	February, 2015	Gary Patterson
Invite ISU science education alumni	October, 2016	Eulsun Seung
Support the activities of the science education major group	November, 2015 – December, 2016	Eulsun Seung

Itemized Budget Request (Nov. 1-June 30, although two out-year budgets also encouraged):

What	Items	Budget
Support the attendance of the HASTI conference	Registration fees, Miles (10 students x \$200)	\$ 2,000
Invite ISU science education alumni	Honorarium for teachers (\$200 x 10) Other materials: \$500	\$2,500
Support the activities of the science education major group	Supplemental materials/equipment for activities	\$1,000
Print brochures/posters		\$500
Total		\$ 6,000

Assessment Plan with Benchmarks (how progress will be assessed and the benchmarks or measures by which progress will be determined):

- a. An increased enrolment/retention rate
- b. Survey/focus group interviews with science education majors

Departmental Student Success Funding Proposal Submission Form

Department: Social Studies Education
Across-Department Proposal (Economics; Psychology; History)
Chairperson: Daniel A. Clark: Dan.Clark@indstate.edu

Please check below which area(s) of student success this project will improve.

Enrollment: _____
Retention: X
Progression/Graduation: X
Post-Graduate Success: _____

Project Justification (inclusive of internal data (if relevant) to inform the project):

We are proposing a Social Science/History Help Center (or could title it Social Studies Help Center). This center would function similar to the already successful Writing, Math, and Science Help Centers on campus. It would employ a cadre of successful upper-level SSE majors as tutors. It seems odd that no one has considered that ISU students taking social science or history courses for their Foundational Studies might struggle and need help in these areas just as many struggle in Math, English or Science. Social Studies Education majors are perfectly suited to staff such a center, as they all (regardless of their eventual specializations for teaching) must take a core of survey level history and social science course covering Economics, Political Science, Geography, Psychology and Sociology. In addition to these core courses, of course, they must go on to specialize in at least two of the areas, so that they will bring both a wide array of necessary experience in social science and history courses, and a depth of knowledge in these subjects as well. Additionally, these are students who aspire to be future teachers and would be taking methods courses in teaching, allowing them to bring these budding skills into practice as tutors.

This center would unquestionably help in retention of students and thus also with their timely progression through Foundational Studies on toward graduation. Although perhaps not as critical, the additional practice that the SSE students would gain as tutors would also contribute to their continued growth as educators, and certainly would be a nice additional line on a resume.

The FS categories and courses impacted by such a center would include:

Social and Behavioral Sciences—PSCI 201, ENVI 130, PSY 101, ECON 100, EPSY 202
Historical—HIST 113, 101, 201, 202
Science—ENVI 110/110L
Global Perspectives—HIST 102, EPSY 341

As far as a pretty good “bang for your buck,” one can see that this single center could help students in a broad range of FS courses and SSE students are uniquely qualified for this endeavor.

Work Plan with Action Steps (table that outlines what will be done when and by whom):

1. Find a suitable location and remodel it appropriately with a couple of tables and chairs. (Spring 2015; SSE Coordinator—Dan Clark)
2. Hire 2-4 successful advanced SSE majors to staff (Spring/Summer 2015; SSE Coordinator—Dan Clark)
3. Publicize the opening via email, other electronic media, flyers, perhaps an article in the Statesman. (Spring 2015; SSE Coordinator—Dan Clark)
4. Open as soon as possible in Spring 2015.

Itemized Budget Request (Nov. 1-June 30, although two out-year budgets also encouraged):

First Year:

Furniture/Computer	\$1500
Supplies (paper, pencils, etc.)	\$200
Publicity	\$200
Student Salaries	\$4500 (3 workers @ \$10 per hour, 10 hours per week for 15 wks)
Director	\$500 (\$500 per semester, totaling \$100 per year)

Total **\$6900**

Second Year:

Supplies	\$200
Publicity	\$200
Student Salaries	\$9000
Director	\$1000

Total **\$10,400**

TWO YEAR TOTAL OF \$17,300

Assessment Plan with Benchmarks (how progress will be assessed and the benchmarks or measures by which progress will be determined):

The type of assessments I would have in mind would involve numbers of students served and the quality of the help, as judged (as much as could possibly be attained) by whether student performance improved in the courses for which they sought help, with the ultimate assessment being whether they passed the class. I would be reticent to put down any official numbers as an expectation for the number of students served/helped.

Benchmark 1—50 students served in first semester (as the program grows)

Benchmark 2—100 students served in second semester.

Benchmark 3—Student ratings of helpful or very helpful on a majority of surveys administered electronically to those students serviced by the center.

Benchmark 4—Success rate for “helped” students at 70% passing impacted classes (Would need to define what “helped” means, i.e. would one session qualify or to measure for this benchmark might not several sessions be more appropriate)

I would need to research more on the benchmarks of success that other help centers use.

Departmental Student Success Funding Proposal Submission Form

Department: Theater

Single Department Proposal

Chairperson: Chris Berchild: chris.berchild@indstate.edu

Please check below which area(s) of student success this project will improve.

Enrollment: X
Retention: X
Progression/Graduation:
Post-Graduate Success: X

Project Justification (inclusive of internal data (if relevant) to inform the project):

Over the last decade, theater education has been fighting specific challenges nationwide, causing extraordinary competition for the unique university student who chooses to make theater their field of study. This is especially true in a state such as Indiana, where arts funding has taken larger relative hits in K-12 education than any other disciplinary field.

At the ISU Department of Theater, we have been strategizing with many of these challenges in mind. With the hiring of David Valdez, who has been charged with expanding our department's recruitment plan, and with our dedication to increasing retention and post-graduate success, we have developed a multi-tiered plan that (with the infusion of funds for very specific elements) we feel can increase our overall student success, especially in discipline-specific ways.

The first tier of this project relates to increasing our program's visibility and viability for the graduating high-school student. There are a number of mechanisms in place in Indiana (as well as surrounding states) that promote further study in theater, such as the Indiana Thespian Festival, which is the number one theater event for high school drama students in the state. At one point, ISU Theater engaged with this event on a regular basis, sending faculty and staff to the venue (which is usually a minimum of 100 miles or more away from Terre Haute) to represent the department as judges, respondents, advisors, and administrators. However travel costs, proper displays, and effective recruitment literature have been harder to keep up with at the departmental level, leaving us to often have to miss the festival altogether. It is at events such as this that students make their first point of contact with universities, and a good impression is essential here. This necessary "face-time" is not only limited to this festival, however, but expands to the major performances of high schools with significant performing arts programs throughout the state. For these recruiting purposes, we request funds for travel expenses for the faculty, new promotional materials that best reflect our department's artistic aesthetic (rather than only the university's new brand—which is also significant), and appropriate displays to keep our department visually competitive with programs from across the state. This would also be significant for the regional festival of the Kennedy Center American College Theater Festival as well.

The second tier of our plan relates to both retention and post-graduate success for our majors and minors. Due to the geographic location of Indiana State University, many of our students do not have the funds, time, or means to attend professional performances, productions, and workshops during their time in school, despite our attempts to encourage them. For this, we would request funding for regular “field trips” to professional theatres in our surrounding urban areas (Indianapolis, Chicago, Louisville, Cincinnati, etc.) where many of our alumni seek employment. We would aim to ensure that at least twice during their four-year college education that they are afforded the opportunity to not only attend a significant production—in order to witness professional production values and best practices—but to also use these opportunities to meet with professionals and expand their network before leaving ISU. Additionally, we would like to find opportunities for our students to attend conferences and trade fairs (especially our design and technology concentrators) such as USITT (United States Institute for Theatre Technology).

Finally, our third tier surrounds maintaining and strengthen our relationship with our alumni. Over the last few years, we have attempted (through Facebook, Twitter, and direct email) to expand our database of alumni, their whereabouts, and their career status, but this has been a largely grass-roots effort until now. We would like to create an online database, attached to forms and questionnaires, which will give us a richer understanding of our alumni’s success and status. Through this, we intend to maintain regular contact with our alumni, assist the Foundation with development, and network on behalf of our current students. For this we would need to expand our online presence and utilize significant contact engines (such as MailChimp and SurveyMonkey) to create a unified approach to alumni database maintenance. Eventually, we would like to regularly host an alumnus in the industry to come and lead a masterclass in their specific discipline.

Work Plan with Action Steps (table that outlines what will be done when and by whom):
TWO-YEAR ACTION PLAN

ACTION STEP	APPROX DATE	RESPONSIBLE PARTY
Design and order recruitment literature and festival display	by December 1, 2014	Chris Berchild, Michael Jackson, David Valdez
Escort students and attend KC/ACTF—Milwaukee, WI	January 7-11, 2015	Arthur Feinsod
Attend Indiana Thespian Conference in Indianapolis with displays	January 23-25, 2015	Chris Berchild, Julie Dixon, Michael Jackson, Arthur Feinsod, David Valdez
Escort students and attend USITT—Cincinnati, OH	March 18-21, 2015	Michael Jackson and Linda Janosko
Design and plan alumni questionnaire and establish alumni database	by March 1, 2015	David Valdez, Chris Berchild, Toni Roloff
Launch alumni questionnaire	April 2015	David Valdez, Chris Berchild, Toni Roloff
Establish database of major high school programs and productions in Indiana in AY 2015-16	by end of 2014-15 AY	David Valdez and Toni Roloff

Field trip to professional performance in regional city (first-year students) with networking opportunities	Fall Semester 2015	Chris Berchild (organizer) and another faculty member as chaperone
Arrange for alumni masterclass	Fall Semester 2015	Chris Berchild, Julie Dixon, Michael Jackson, Toni Roloff
Analyze and organize information from alumni questionnaire database—establish alumni newsletter	by December 1, 2015	David Valdez, Chris Berchild, Toni Roloff
Field trip to professional performance in regional city (third-year students) with networking opportunities	Spring Semester 2016	Chris Berchild (organizer) and another faculty member as chaperone
Escort students and attend KC/ACTF—Milwaukee, WI	January 2016	Arthur Feinsod
Attend Indiana Thespian Conference in Indianapolis with displays	January 2016	Chris Berchild, Julie Dixon, Michael Jackson, Arthur Feinsod, David Valdez
Escort students and attend USITT	March 2016	Michael Jackson and Chris Berchild
Establish database of major high school productions in Indiana in AY 2016-17	by end of 2015-16 AY	David Valdez and Toni Roloff
Field trip to professional performance in regional city (first-year students) with networking opportunities	Fall Semester 2016	Chris Berchild (organizer) and another faculty member as chaperone
Arrange for alumni masterclass	Fall Semester 2016	Chris Berchild, Julie Dixon, Michael Jackson, Toni Roloff
Field trip to professional performance in regional city (third-year students) with networking opportunities	Spring Semester 2017	Chris Berchild (organizer) and another faculty member as chaperone

Itemized Budget Request (Nov. 1-June 30, although two out-year budgets also encouraged):

ITEM	AMOUNT ESTIMATED
Printing of new brochures	\$1500
Design and construction of festival display equipment	\$1500
Travel cost (hotel and transportation) for KC/ACTF	\$600
Registration for KC/ACTF	\$500
Travel cost (hotel and transportation) for Indiana Thespian Festival	\$1000
Travel cost (hotel and transportation) for USITT	\$1000
Registration for USITT	\$500

SurveyMonkey Annual Subscription	\$288
Travel and tickets for performances (\$300 tickets, \$500 transportation) (x four trips over two years)	\$2400
Faculty travel to see high school performances	\$500

TOTAL AMOUNT REQUESTED: \$9788

Assessment Plan with Benchmarks (how progress will be assessed and the benchmarks or measures by which progress will be determined):

Our assessment plan for these efforts will be as follows:

Tier One—Recruitment

The best measure of our success in this tier is through the rise in accepted majors and minors in the following two years, along with the rise in the retention of quality students from their first to second years. When the Department of Theater suffers student attrition, it is between the first and second years, as data shows that once our majors enter their second year, we more than likely will retain them through graduation. I would suggest that, at least for the first two years of this plan, the number of incoming majors should increase by 4-5% per annum, if our methods are successful. This data would be readily available to us through the university.

Tier Two—Retention and Post-Graduate Success

The benchmarks for this tier will be two-fold. First, I would suggest that the number of students retained from their first to second year will rise significantly, both due to the recruitment of competitive students from the first tier's strategy, but also due to the exposure that the students will have to professional theater. I would feel that the retention level should increase significantly—up to 5-10%. The secondary benchmark for this tier would be a long-range benchmark (that would be intimately tied to the efforts in tier three, below). Through our enhanced contact with our alumni, we would track their career trajectory and ensure that the contacts made through these networking opportunities would bear fruit.

Tier Three—Post-Graduate Success

Our goal for this tier is to reestablish and maintain contact with a minimum of 60% of our majors and minors from the last 15 years. With this minimum goal in mind, we would like to increase the percentage of alumni contact to 85% within the next five years. As a part of this effort, we would also like to ensure delivery of semi-annual alumni newsletter (either digital or hard copy) that would celebrate the achievements of our alumni while maintaining healthy communication between faculty, alumni, and current students (who would also receive this newsletter in anticipation of their own graduation). I would also like to ensure that the bilateral maintenance of this database be achieved through constant contact between us (including CAS) and the ISU Foundation.

Departmental Student Success Funding Proposal Submission Form

Proposal Title:

Advising for the Second Year and Beyond in the CAS

Submission Type (circle one): Single Department **Cross-Department** Cross-College
(for multiple departments in CAS)

Unit: College of Arts and Sciences

Project Coordinator(s), Title(s), and Contact Information:

- Dennis Ballard, Associate Dean (CAS): Dennis.Ballard@indstate.edu
- Holly Hobaugh, Academic Associate (CAS): Holly.Hobaugh@indstate.edu

Project Team Members and Titles:

Advising Advisory Committee Members—

Jennifer Schriver, Professor (Social Sciences)

Tyler Burns, Instructor (Social Sciences)

Larry Rosenhein, Associate Professor (Science & Math)

Jodi Frost, Associate Professor (Science & Math)

Michael Arrington, Associate Professor (Arts & Humanities)

Kate Zimmer, Instructor (Arts & Humanities)

Cynthia Evans, University College Advisor (CAS programs)

Tami Rees, Pre-Professional Advisor (CAS)

Abstract (100 words max.):

The College of Arts and Sciences will use these dollars to analyze current advising practices and propose a solution to improve advising for undergraduate students transitioning from University College to the academic departments. We will use the funds to employ a consultant to assist in designing a college advising system across multiple departments. We will also use funds to “test drive” an email-based software system that allows for efficient and effective email communication with the 3600 undergraduate majors in the CAS.

Project Justification (inclusive of internal data and/or scholarship to inform the project):

There are a number of universities that have improved their graduation rates significantly by improving their advising. Students are being tracked for completion of “critical path” courses and advised “intrusively” to complete these courses.

Work Plan with Action Steps (table that outlines what will be done when and by whom):

(Step 1): Dr. Ballard and Ms. Hobaugh will conduct self-study of current advising system, involving sessions of faculty, students, and alums. Also, contact will be made with consultant to obtain guidance in this process. (when: December, 2014; Jan, Feb, 2015)

(Step 2): Consultant will travel and visit CAS and meet with all stakeholders: March 2015.

Recommendations based on Consultant’s report will be considered as the Advising Advisory committee creates a master plan for advising in the college.

Itemized Budget Request with Line Item Description (Nov. 1-June 30, although two out-year budgets also encouraged):

- Constant Contact (software that enables CAS to contact all majors via direct email):
 - (24 months at \$110 per month): \$2640
- Consultant honorarium: \$5000 (estimated at \$1000 per day): \$5000
- Consultant travel expenses: RT airfare, mileage, hotel, meals: \$1500
- Food/Meals for student meetings/receptions \$500
- Miscellaneous \$500
- **Total Request: \$10,140**

Assessment Plan with Benchmarks (how progress will be assessed and the benchmarks or measures by which progress will be determined):

The goal of this proposal is improved retention and on-time graduation rates. It is difficult to show gains in these areas with short-term data. The advising master plan that will be produced by May 2015 will take effect in Fall 2015. Long term the year to year retention and 4, 5 and 6 year graduation rates will be able to be compared to determine effectiveness of the master plan. In the short term we plan to survey advisors and students and ask them to respond with their experience based on changes to advising and advising resources based on the master plan.