



College of Technology

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October 24, 2014

Dr. C. Jack Maynard
Interim Provost and Vice President
Academic Affairs

Dear Provost Maynard,

Student success continues to be a paramount goal in the College of Technology. Many productive meetings have taken place over the past several weeks to address the funding opportunities that have become available for student success. The College of Technology continues to work together on this important issue. For the student success funding we wish to move two different proposals forward for funding opportunities.

Proposal One: Collaborative Learning Focus	
<i>Project Coordinator: Dr. Andrew Payne</i>	
Items	Amount
Consumables, Supplies, Stipends	\$ 2,500.00
Proposal Two: College of Technology S³ Program (Student Success Supporters)	
<i>Project Coordinators: Dr. Kara Harris, Dr. Joe Ashby, Dr. Cindy Crowder, Mr. Harry Minniear, Dr. Andrew Payne, Dr. Randy Peters</i>	
Items	Amount
Programming Funding	\$ 1,067.00
Professional Development Funding, Stipend, or Adjunct Allocation	\$ 24,000.00
Total	\$ 25, 067.00
Total College of Technology Request	\$ 27, 567.00

Additional information regarding these projects can be found on the attached documents. These projects rose to the top in regard to their potential positive effect on student retention, persistence, and increase of graduation rates. Please contact me if you have additional questions regarding these requests.

Sincerely,

Robert E. English, Dean
College of Technology

Copy: Dr. Josh Powers

College of Technology Student Success Proposal

Proposal Title: College of Technology S³ Program (Student Success Supporters)

Project Coordinators:

Name	Title	Contact
Kara Harris	Associate Dean <i>College of Technology</i>	Kara.Harris@indstate.edu 812-237-9633
Randy Peters	Interim Department Chairperson <i>Applied Engineering & Technology Management</i>	Randy.Peters@indstate.edu 812-237-4962
Harry Minniear	Department Chairperson <i>Aviation</i>	Harry.Minniear@indstate.edu 812-237-4415
Andrew Payne	Department Chairperson <i>Built Environment</i>	Andrew.Payne@indstate.edu 812-237-3267
Joe Ashby	Department Chairperson <i>Electronics & Computer Engineering Technology</i>	Joe.Ashby@indstate.edu 812-237-3456
Cindy Crowder	Department Chairperson <i>Human Resource Development & Performance Technologies</i>	Cindy.Crowder@indstate.edu 812-237-2650

Project Team Members: Due to the nature of this proposal, project team members will be determined by November 15th. However, in addition to the project coordinators above, there will be six additional team members.

Abstract: The S³ Project is designed to further strengthen the existing College of Technology Student Success Plans across all departments. The program will employ six student success supporters (one from each department and one designated for student services). The S³s will be existing faculty members who would like to provide advanced support to student success initiatives in the departments and college. These faculty members will work as a team to focus on student success, persistence, and graduation. They will focus on items such as MySam for incoming transfer students, advising for Transfer Student Orientation, departmental programming for students and faculty, communicate with accepted students through call center nights, and auditing of student who are above 75 hours to ensure they are on the best path for degree completion, and identifying and auditing former COT students who were at 120 credit hours, but did not return to graduate. Faculty members involved in the S³ project will have the opportunity to designate if they want their compensation to be in the form of cash payment, placed in a professional development fund for later use, or used to fund an adjunct faculty member for a one-course buy out.

Project Justification: Due to the increased number of students in the College of Technology, additional accountability for specific advising documentation, and need to improve retention, persistence, and graduation rates, there is a demonstrated need for a pilot program such as this in the area of student success in the College of Technology.

Work Plan with Action Steps:

The S³ Project will begin as soon as faculty members can be identified, but no later than November 15th. Once identified, the group members will report directly to the department chairperson within their department. All activities will be coordinated between the departments and dean’s office so that consistency and communication remain optimal. The program will have specific deliverables in addition to specific departmental deliverables which will vary between departments.

Action	Person(s) Responsible	Date(s)
Transfer New Student Orientation Advisement and MySam Intake for students attending TNSO	All S ³ s	11/7/14, 1/9/15, 5/11/15, 6/1/15
Call Center	All S ³ s	2/10/15, 4/24/15, 5/12/14
Degree Audits for 75 Hours	All S ³ s	3/27/15
Degree Audits for 120 Hours	All S ³ s	5/22/15

1. Faculty involved with the program will serve as the faculty representative for TNSO and entering the initial MySam plan into the system.
2. Faculty involved create base-line data for the number of students at or above 75 hours who are audited for graduation, and compare the number audited to the number of students who lessened their time-to-graduation as a result of the audit.
3. Faculty involved create base-line data for the number of students at or above 120 credit hours

Item	Amount
Aviation S ³	\$ 4,000.00
Applied Engineering and Technology Management S ³	\$ 4,000.00
Built Environment S ³	\$ 4,000.00
Electronics and Computer Engineering Technology S ³	\$ 4,000.00
Human Resource Development and Performance Technologies S ³	\$ 4,000.00
Student Services S ³	\$ 4,000.00
Programming Funding	\$ 1,067.00
Total Project Request	\$ 25,067.00

Assessment Plan with Benchmarks:

The project will assess base-line data for the items listed above, so the benchmarks are to be determined.

1. Report the number of student audits completed, and the number of students who graduated "earlier than anticipated" because of the audit.
2. Compare the number of MySam updates from fall of 2014 to spring of 2015 (data in progress regarding 2014 numbers).
3. Create base-line data for student contacts, and document frequently asked questions by admits of the College of Technology.
4. Create base-line data on programming students find beneficial to moving them forward in persistence and gradation.

TO: Dr. Robert English
Dean, College of Technology

FROM: Dr. Andrew Phillip Payne
Chair and Associate Professor of Built Environment

DATE: October 16, 2014

SUBJECT: **Student Success Proposal**

The Department of Built Environment proposes, as part of the Academic Department Student Success Funding Process with Resources from the ISU Strategic Plan, establishment of a collaborative learning opportunity focused on high WDF courses. The proposed process would allow a variety of ISU faculty, departments, programs, local businesses, or organizations to research and address the challenges of courses with high WDF.

This type of teaching through collaborative learning has been documented^{1,2} as being successful and is a typical practice among leading universities around the country. If this initial pilot-test is deemed successful then other departments and programs within the College of Technology may be candidates for future collaboration.

The following proposal requests \$2500 as a pilot-test fund. This initial project proposes a four week (or eight class meetings) design-build exercise focusing on changing the pedagogy of the freshman design studio which has experienced a 22% WDF rate³ over the previous 2 years. Exercises will target specific learning goals to determine if what is being taught meets the student's expectations. Students will complete a collaborative learning survey at the conclusion of the experience which will be compared to an end-of-semester WDF report to demonstrate success of course revisions.

The monies will be allocated as a \$1000 faculty stipend for developing and coordinating the collaborative learning exercises, and \$1500 for materials and supplies to support long-term implementation of the revised course material.

¹ Gokhale, A. A. (Fall 1995). Collaborative Learning Enhances Critical Thinking. *Journal of Technology Education*, 7 (1).

² Webb, N. (1985). Student interaction and learning in small groups: A research summary. *Learning to Cooperate, Cooperating to Learn*, 148-172.

³ COT Withdrawal, D Grade, F Grade report provided by Dr. Harris.

**Departmental Student Success Funding
Proposal Submission Form**

Proposal Title: Collaborative Learning Focus

Submission Type (circle one): Single Department Cross-Department Cross-College

Project Coordinator(s), Title(s), and Contact Information: Dr. Andrew Phillip Payne

Project Team Members and Titles:

Dr. Andrew Phillip Payne, Chair of Dept. of Built Environment and Industry Partner TBD

Abstract (100 words max.):

The Department of Built Environment proposes, as part of the Academic Department Student Success Funding Process with Resources from the ISU Strategic Plan, establishment of a collaborative learning opportunity focused on high WDF courses. The proposed process would allow a variety of ISU faculty, departments, programs, local businesses, or organizations to research and address the challenges of courses with high WDF.

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

This type of teaching through collaborative learning has been documented^{1,2} as being successful and is a typical practice among leading universities around the country. If this initial pilot-test is deemed successful then other departments and programs within the College of Technology may be candidates for future collaboration.

Line-Item Budget

Item	Amount
Faculty Stipend	\$ 1,000.00
Consumables for Project Development	\$ 500.00
Commercial Fans and Supplies for Project (Long-term use)	\$ 750.00
Tools and equipment for student use	\$ 250.00
Total Project Request	\$ 2,500.00

Assessment Plan with Benchmarks:

The project will have three assessment methods:

- (1) Collaborative learning outcomes (CLO) assessment

The assessment of the collaborative learning outcomes will be developed by the faculty. The assessment requires students to complete pre- and post-collaboration questionnaires, faculty's rating of students' collaboration expertise, and external partners' (if any) rating of the collaboration outcomes. At least one required assignment should be dedicated for measuring collaborative learning outcomes.

- (2) Department specific student learning outcomes assessment

The faculty determines the assessment of department specific student learning outcomes. Description of the methods of assessment and scoring guides should be included.

- (3) Compare the spring of 2014 to spring of 2015 DFW rates. It is anticipated the retention will increase by 10%.