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# A. Comprehensive Development Plan (20 points)

Southern Connecticut State University (SCSU) is a four-year public institution of 10,050 graduate and undergraduate students located in New Haven, Connecticut. As one of the state’s four public regional comprehensive universities, SCSU is part of the larger Connecticut State Colleges and Universities (CSCU) system; SCSU is the fifth-largest university in the state and has the most extensive graduate program of its regional peers. SCSU also produces the CSCU system’s highest number of degrees in Health/Life Sciences, Education, and Social/Public Services, with about 80% of SCSU graduates continuing to live and work in Connecticut. SCSU is committed to the tenets of access, social justice, and service for the public good, as per its mission: “Pursuing Excellence, Fostering Leadership, Empowering Communities.” It is also dedicated to the CSCU system’s transformative vision for increasing retention rates, improving student success, maximizing affordability and increasing equity through elimination of academic achievement disparities. In consideration of its goals and vision, SCSU proposes the Strengthening Institutions Program “Promoting Educational Retention through Collaborative High-Impact Services” (PERCHS) to transform our students, university, and ultimately our wider community.

**SCSU and New Haven - A Community Profile**

Connecticut is the fifth-wealthiest state in the country. However, it faces serious economic and educational issues that include widespread poverty and low college completion rates in its largest cities, including New Haven. New Haven County is home to 24% of the state’s population (U.S. Census Bureau, 2018) and has the state’s highest percentage of families living below the poverty level; 12.1% of people, including 16.7% of its population under age 18, lives in poverty, compared to a statewide average of 10.1% (U.S. Census Bureau, 2018). The city of New Haven in particular, with 130,418 residents, is one of the state’s most diverse population centers (33% Black/African American and 30.4% Hispanic/Latino, compared to a state-wide demographic of 12% and 16% respectively), but has 25.6% of its population living below the poverty level, with a median household income of $39,191 (U.S. Census, 2018) compared to a statewide average of $73,781 (2013-2017 American Community Survey). New Haven also struggles with a high academic achievement gap; on average, a quarter of greater New Haven high school graduates enroll at state universities or community colleges, and more than 80% of them are placed in remedial classes to relearn high school material (schoolguides, 2015).

SCSU’s size, location, and demographic composition all position it to best serve at-risk local students. Of the four-year colleges and universities located in and around New Haven, SCSU is the second-largest and is the only one with public status. For a comparison, neighboring four-year colleges and universities include Yale University, Quinnipiac University, and University of New Haven, all expensive, private universities. SCSU fosters relationships with the New Haven government, non-profits, school system and community, all of which help develop new programs, support residents’ needs, and increase college access for students. Over the last several years, SCSU has also strengthened partnerships with its largest feeder community colleges in these two cities, Gateway and Housatonic Community Colleges, enhancing articulation agreements, developing academic pathways, housing students and staffing offices on their campuses. Support for the transition from a 2-year community college, to a 4-year institution is critically important for providing access to higher education for students of color and at-risk students, and SCSU has entered into “transfer pathway agreements” with all 12 Connecticut community colleges.

The PERCHS program proposes two overall goals: 1) Increase the success and retention of at-risk students through enhanced interventions, services, and support; and, 2) Develop and implement the multi-divisional, comprehensive Southern Success Center, which will interconnect SCSU’s student services and academic programs in order to address the university’s weaknesses by combining and utilizing its strengths.

## A1. Analysis of Strengths, Weaknesses, and Problems of SCSU’s Academic Programs and Student Support, Institutional Management, and Fiscal Stability

## Strengths: Academic Programs and Student Support

#### Academic Programs and Student Support Strength 1: SCSU is an intentionally diverse and comprehensive university with a strong commitment to access.

SCSU serves a student population that is frequently low-income, first generation, and relatively underprepared for the rigors of postsecondary education. It has an ethnically and socioeconomically diverse community that is 52.9% Caucasian and 47.1% minority (IPEDS, 2018). SCSU celebrates its diversity, with students reporting significantly higher instances of “discussions with diverse others” than students from all universities participating in the National Survey for Student Engagement (NSSE, 2015). SCSU continues to see an increase in its minority enrollment, more specifically with full-time undergraduate Black/African American and Hispanic/Latino students, as shared in Table 1.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Table 1. 2014-2018 Minority Enrollment Totals** | | | | | |
| **Year** | **Total  Undergraduate** | **Black/African  American** | **Hispanic/Latino**  **American** | **Native**  **American** | **Asian**  **American** |
| 14-15 | 8133 | 1303 | 963 | 18 | 222 |
| 15-16 | 8106 | 1438 | 834 | 33 | 262 |
| 16-17 | 7963 | 1337 | 1108 | 25 | 282 |
| 17-18 | 7947 | 1343 | 1303 | 24 | 238 |

#### *Academic Programs and Student Support Strength 2: SCSU’s First Year Experience (FYE)* Program is a model aid towards first-year retention.

In 2007, in an effort to combat high attrition and improve the transition for first-year students, SCSU built its collaborative FYE program with extensive financial support from the administration. FYE is one of the most comprehensive programs in the nation, including all first-time, full-time SCSU students in its benefits – a three credit first-year seminar, learning communities, instructors as advisors, a strong New Student Orientation (NSO), and trained peer mentors. Since the start of the program, SCSU has experienced a significant increase in retention rates and graduation rates (see Table 2) for first-time, full-time students. FYE’s effect on the quality of faculty-student interaction is so great that our first-year students report higher levels of engagement than the entire national sample of universities who participate in the NSSE (NSSE, 2015). FYE has also led to important collaborative partnerships between the faculty, administrators and staff in both academic and student affairs, partnerships that provide the basis for developing and sustaining the Southern Success Center.

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| --- | --- | --- |
| **Table 2. Retention and Graduation of Pre- and Post-FYE Program Cohorts** | | |
|  | **Pre-FYE cohorts (**1997-2006) | **Post-FYE cohorts (**2007+) |
| Mean first-to-second-year retention | 72.6% | 76.2% (2007-2016) |
| Mean second-to-third-year retention | 57.2% | 63.2% (2007-2015) |
| Mean third-to-fourth-year retention | 50.6% | 59.0% (2007-2014) |
| Mean 4-year graduation | 12.9% | 21.9% (2007-2012) |
| Mean 5-year graduation | 20.8% | 23.2% (2007-2011) |
| Mean 6-year graduation | 40.5% | 51.4% (2007-2010) |

\*Inferential statistical analyses run. Differences are statistically significant at the 5% significance level

#### Academic Programs and Student Support Strength 3: SCSU has committed to growing and centralizing academic support

Prior to Fall 2015, academic support services were confined to one small office with limited writing and math support, employing only 5 tutors and hosting only 500 visits a year. In multiple surveys, students indicated they were not receiving the academic support necessary for success (SSTF report, 2014). These results were troubling, as 80% of incoming first-year students need at least one remedial course in math or English, and there were a number of foundational courses in which more than 40% of the students earn a D, F, or W (SSTF Report, 2014). Therefore, one recommendation from a Student Success Task Force was to expand and centralize academic support services, which required finding and developing a larger space for an Academic Success Center (SSTF Report, 2014). The ASC at SCSU was created in Fall 2015 to meet the institutional needs identified by the Student Success Task Force.

In its first four years, the ASC has greatly expanded its services, providing academic support in a variety of disciplines. Table 3 details semester visit data for ASC services:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Table 3. Academic Success Center Visits by Year** | | | | |
|  | **2015-2016** | **2016-2017** | **2017-2018** | **2018-2019** |
| Tutoring | 3758 | 6097 | 5083 | 8176 |
| Supplemental Instruction | 543 | 1118 | 1345 | 1782 |
| Academic Success Coaching | 410 | 1039 | 1346 | 1071 |

### Strengths: Institutional Management

#### Institutional Management Strength 1: SCSU has already engaged in institution-wide efforts to assess its weaknesses and develop strategic plans

In January 2014, the four-year graduation rate at SCSU was 17% and the six-year graduation rate was only at 49% (SSTF Report, 2014). However, a brand-new administration was ready to support collaborative efforts designed to strengthen the institution and affect positive change for drafting the 2015 – 2025 SCSU Strategic Plan. They began by forming the Student Success Task Force and reviewing mountains of local data and national best practices. The resulting report provided clear, data-driven recommendations designed to improve educational quality and timely graduation, and as such, created a call to action, unifying faculty and staff. The 2015 – 2025 Strategic Plan includes, under Goal One (“Provide exemplary, transformative, and accessible education in a student-centered environment”), the primary objective of completing a fully operational Student Success Center.

In addition to the Student Success Task Force Report and the 2015 – 2025 Strategic Plan, the institution created its first three-year (2017-2020) Strategic Enrollment Management Plan (charged by the President). The main goal for Strategic Enrollment Management Plan (SEMP) is to increase enrollment, retention, and graduation, largely by focusing on populations most at-risk for diminished access or attrition. The ASC plays a central role in leading this retention initiative, as academic success and support for at-risk populations are a priority.

Among a number of initiatives and areas of focus, SEMP identified the need for a centralized software platform, accessible to faculty, staff, and students, that would aid in identification and management of at-risk populations. The University invested in an Educational Advisory Board (EAB) tool known as Navigate: a software that utilizes predictive analytics to assist with identification of at-risk students through a retention-based model. One critical feature of this tool is academic early alerts, as research by the EAB found that the implementation of academic early alert systems has a positive effect on retention at a variety of institutions (EAB, 2017). The platform allows departments and faculty members to track usage, generate general statistics on information such as historical success in key gateway courses, and aid in retention of the students. Currently, the ASC and newly structured Academic Advising Department are collaborating to structure the platform and expand use throughout SCSU.

### Strengths: Fiscal Stability

#### Fiscal Stability Strength 1: SCSU is the only affordable four-year urban public institution in the Greater New Haven area

In 2016, a branding and marketing firm (Simpson-Scarborough) analyzed the perceptions, strengths, and gaps of SCSU; the report found affordability to be one of the university’s most appealing attributes for students and parents alike. SCSU provides the lowest-priced four-year education within a state population center (see Table 4).

|  |  |  |  |
| --- | --- | --- | --- |
| **Table 4. Comparative Tuition Costs for Full-Time, Residential** | | | |
| **University** | **2019-2020** | **2018-2019** | **2017-2018** |
| SCSU | $25,116 | $23,891 | $23,226 |
| Yale University | $75,000 | $69,430 | $63,970 |
| Quinnipiac University | $66,068 | $63,960 | $56,890 |
| University of New Haven | $57,292 | $54,920 | $52,380 |

Without the option of SCSU, a large demographic would be denied access to a four-year degree. On average, over 80% of SCSU students are granted some type of financial aid, with 39% of students receiving a Pell Grant (IPEDS, 2018), suggesting the importance of affordability to the students it serves.

### Weaknesses: Academic Programs and Student Support

#### Academic Programs and Student Support Weakness 1: The number of SCSU students who fail entry-level courses and cannot maintain a satisfactory academic status is too high.

|  |  |  |  |
| --- | --- | --- | --- |
| **Table 5. Pre-Collegiate Characteristics** | | | |
|  | **2015-2016** | **2016-2017** | **2017-2018** |
| SAT Math | 458 | 464 | 470 |
| SAT Verbal | 465 | 475 | 450 |
| Pell Eligible | 37% | 38% | 39% |

In its effort to bea university of access, SCSU intentionally admits students whose pre-college characteristics suggest a need for remedial courses (see Table 5).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Table 6. MAT 095 VS Math Emporium D,F,W Rate** | | | | |
| **Math Emporium** | **Fall 2017** | **Spring 2018** | **Fall 2018** | **Spring 2019** |
| DFW Rate | 63% | 63% | 62% | 48% |
| **MAT 095** | **Fall 2015** | **Spring 2016** | **Fall 2016** | **Spring 2017** |
| DFW Rate | 33.6% | 54.9% | 36.6% | 55.6% |

SCSU places all students who need remediation into developmental Math and Writing courses in their first semesters. Unfortunately, a large percentage of students do not successfully complete (defined as earning a C- or better) these courses on their first attempt and are faced with retaking them, sometimes multiple times (see Table 7). Recently, Math Emporium – a series of self-paced, online mathematics modules – was implemented to support remedial math. However, the D, F,W rate became worse (see Table 6) than traditional classroom style.

|  |  |  |  |
| --- | --- | --- | --- |
| **Table 7. Developmental Education Outcomes** | | | |
| **Outcome** | **2014-2015** | **2015-2016** | **2016-2017** |
| Remedial Math enrollment | 81.9% | 82.7% | 82.3% |
| % DFW in remedial Math on 1st attempt | 58.4% | 50.9% | 47.1% |
| Remedial English enrollment | 35.2% | 35% | 31.5% |
| % DFW in remedial English on 1st attempt | 13.8% | 9% | 10.8% |

|  |  |  |
| --- | --- | --- |
| **Table 8. SCSU Probation and Warning (below a 2.0 GPA)** | | |
| **2016-2017** | **2017-2018** | **2018-2019** |
| 1269 | 1324 | 1387 |

Math and English are not the only areas in which students struggle, and SCSU students who struggle academically are put on academic warning or probation in extremely high numbers; furthermore, the last few years have seen an increased numbers of students unable to meet SCSU’s academic standards, (see Table 8).

Of those students who do maintain satisfactory academic standards (above a 2.0 GPA), many nonetheless fail to adequately progress, as many degree programs on campus require a 2.5 GPA or higher to graduate. This causes many students to prolong their undergraduate careers as they either struggle to raise their GPAs or lose progress as they switch majors, resulting in lower four-year and six-year graduation rates.

*Academic and Student Support Weakness 2:* *The number of SCSU students who continue to be negatively impacted by poverty and food insecurity is too high.*

There are other factors that contribute to being an at-risk student at SCSU. SCSU continues to see a growing population of students unable to maintain daily basic needs. Recent data has suggested that a developing factor in low graduation and retention rates is monetary concerns related not only to increases in tuition and fees, but to an inability for students to meet basic needs (Goldrick-Rab, et al., 2018). National data suggests those college students who experience food insecurity face greater barriers to their academic success compared to food-secure students. These barriers negatively affect class performance as well as likelihood of completing their college degree (Silva, et al., 2017); students facing severe food insecurity were 15 times more likely to have failed classes and six times more likely to have withdrawn from their courses (Silva, et al., 2017). SCSU students follow the national data trends. In Spring 2016, Fall 2017, and Spring 2018, SCSU tried to capture the food and housing insecurity needs on campus through a Student Health Survey and found that around 30% of students on campus were food insecure for all 3 semesters (i.e., respondents answered “yes” to the question “In the last year, were you ever hungry but didn’t eat because you didn’t have enough money for food?”). This same survey found students who experienced food insecurity had lower GPAs compared to students who were food secure, highlighting academic success disparities. There was also a 39% increase in the number of students requesting textbook assistance from Fall 2017 to Fall 2018. Although the SCSU Office of Student Affairs provides students with access to case-by-case levels of basic needs resources, these are insufficient to address the growing needs of our student population.

The PERCHS activities central to supporting this at-risk population of students, as identified in Weakness 1 and Weakness 2, include: Professional Academic Success Coaching, specialized courses for academic probation students, targeted academic support for historically difficult gateway courses, establishment of an academic early alert reporting system through the EAB software, and the utilization of the FYE faculty in providing additional mentorship to the underprepared students. All activities share the goal of helping students to successfully complete courses and progress along their degree plan.

#### Academic Programs and Student Support Weakness 3: SCSU’s four-year and six-year graduation rates are too low.

SCSU has continuously struggled with low retention and graduation rates. Additionally, persistence rates decrease drastically after the second year (see Table 9 below).

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Table 9. First-Time Full-Time Freshman Retention and Persistence Rates** | | | | | | |
|  | **2016** | **% Change** | **2015** | **% Change** | **2014** | **% Change** |
| Returning after 1 yr | 77.9% | -22.1% | 76.8% | -23.2% | 74.6% | -25.4% |
| Returning after 2 yrs | TBD | TBD | 62.6% | -14.2% | 61.5% | -13.1% |
| Returning after 3 yrs | TBD | TBD | TBD | TBD | 57.5% | -4.0% |
| **Total Loss** |  | **-22.1%** |  | **-37.4%** |  | **-42.5%** |

SCSU’s graduation rates are lower than those of all other public Connecticut universities and indicate that SCSU is failing to meet many of its students’ needs (see Table 10).

|  |  |
| --- | --- |
| **Table 10. Graduate Rates of  Public Connecticut Universities** | |
| **University** | **Graduation Rate  (6yr/4yr)** |
| SCSU | 42%/16.7% |
| CCSU | 47.6%/16.7% |
| ESCU | 52.4%/32.0% |
| WSCU | 44.1%/16.0% |
| UCONN | 80.7%/65.8% |
| All CT Universities | 61.5%/40.6% |

The PERCHS activities central to supporting this at-risk population of students overlap with many of those stated above: Professional Academic Success Coaching, targeted academic support for historically difficult gateway courses, and the establishment of an academic early alert reporting system, as well as the development of the Opportunity Center. All activities share the goals of continuing the scaffolding of support services in an effort to retain students beyond their second year.

### Weakness Institutional Management

#### Institutional Management Weakness 1: The campus bureaucracy of “siloed” services creates an environment that is challenging for students to navigate and leads to high numbers of poor-quality student interactions.

Students do not experience SCSU as a friendly, coordinated network of services. As the Student Success Task Force Report states, “Students frequently express concern that they do not know where to turn for answers” (SSTF Report, 2014). Another challenge for students is that “they do not know which office provides which service, services are scattered around campus, and they do not have the time to navigate the complexity of the university to find the resources to support their success” (SSTF Report, 2014). Ultimately, “In too many cases, we have gaps in what we offer or offices are not well informed of each other’s services, causing students to fall through our bureaucratic cracks. These barriers lead students to stop out, drop out, or transfer from SCSU” (SSTF Report, 2014). Additionally, NSSE results are clear: both freshman and graduating seniors are significantly more likely to report lower-quality interactions and a less supportive environment in comparison to state and national NSSE averages. The 2016 Simpson-Scarborough consultants interviewed current students and alumni regarding this same topic and reported that one of the least appealing attributes of SCSU is poor student support and miscommunication. The PERCHS activities central to supporting the students include the development of the Southern Success Center, where friendly, coordinated support is available in a central location, specifically by Student Success Navigators.

### Weakness Fiscal Stability

#### Fiscal Stability Weakness 1: SCSU’s fiscal outlook remains uncertain due to a steady and continual decrease in enrollment levels and state budgeting concerns.

Over the past several years, SCSU has continued to see a steady decrease in enrollment, thus effecting the fiscal stability of the institution (see Table 11). With continued low enrollment

|  |  |
| --- | --- |
| **Table 11: SCSU Enrollment** | |
| **Academic Year** | **Enrollment** |
| 2012-2013 | 11,117 |
| 2013-2014 | 10,804 |
| 2014-2015 | 10,825 |
| 2015-2016 | 10,473 |
| 2016-2017 | 10,320 |
| 2017-2018 | 10,202 |
| 2018 – 2019 | 10,050 |

and retention challenges, the fiscal outlook of SCSU has been an ongoing concern. Currently, the projected minimal budget cut for the Connecticut State University system institutions is 4.5% and still remains uncertain depending upon the new governor’s next steps regarding the State of Connecticut budget. This Title III project will optimize use of current institutional resources and improve fiscal stability by supporting the goal for improved graduation rates mentioned above.

**Conclusion**

The challenges SCSU faces related to academic programs and student support, institutional management, and fiscal stability put the university at serious risk for failing to fulfill its mission. Ultimately, SCSU does not adequately support its students from challenging backgrounds and is still underprepared to best serve its target population. A continued focus on “access” without providing coordinated, targeted, data-driven support is a severe disservice to these students who must repay student loans without the academic credentials to increase their earning power. The gap between the students’ academic preparedness and their success is large and will only continue to affect retention if support structures are not put in place to help students be successful in their courses, gain admittance to their degree programs, and ultimately graduate with a degree in their preferred discipline. All of the activities developed through the PERCHS program will continue to help meet our goals of student success and retention, leading to the GPRA and SIP goal of postsecondary educational opportunities and the improvement of economic opportunity that promote informed, thoughtful, and productive citizenry.

## A2. PERCHS Overall Goals and A3. Measurable Objectives

|  |  |  |  |
| --- | --- | --- | --- |
| **Table 12**. **Overall Goal: increase success and retention through enhanced services for at-risk students and the development of the multi-divisional, comprehensive Southern Success Center** | | | |
|  | **Objectives** | **Tasks and Methods** | **Tangible Results by 2024** |
| **Academic Programs** | **Obj 1:** Decrease number of DFW students in key gateway courses by 10% (Multiple Baselines; see Table 16)  **Obj 2:** Increase persistence rates of at-risk first-time full-time freshmen returning after 1 year to 81% (Baseline = 76.8%)  **Obj 3:** Increase persistence rates of at-risk first-time full-time freshmen returning after 2 years to 66% (Baseline = 61.6%)  **Obj 4:** Decrease percentage of student body with overall GPAs below 2.5 to 21% (Baseline = 26%)  **Obj 5:** Decrease number of students effected by lack of basic needs to 25% (Baseline = 30%). | * Grow course-specific academic support services by enhancing PALS programming * Establish specific programming for Math Emporium support * Establish early alert intervention system * Increase number of Academic Success Coaches * Develop a course for academic probation students focusing on mindfulness and academic skill enhancement * Develop targeted support for underprepared first-year students through a summer program and throughout their first year in FYE * Enhance faculty training for course-specific academic support programs and the early alert process * Develop the Southern Opportunity Center | * Enhanced academic support programs and services that address the unique academic challenges of underprepared students including PALS, Academic Coaching, and Math Emporium support * Institutionalize support for at-risk students including processes for early alert and students in poor academic standing, providing an “intrusive” model that targets weaknesses and builds academic skills * Increased faculty participation in academic support programs and services to better identify and intervene with at-risk and underprepared students * 10% increase in successful student completion of STEM and Business gateway courses (grade of C- or higher) * 5% increase in fall-to-fall persistence rate of at-risk first time full-time freshmen returning after 1 year * 5% increase in fall-to-fall persistence rate of at-risk first time full-time freshmen returning after 2 years * 5% increase in students with overall GPA of 2.5 or above * Greater coordinated support for students who suffer from food insecurity and lack of basic needs |
| **Institutional Management** | **Obj 6:** Increase student satisfaction with student support services by 10% to 70.6%  (Baseline = 60.6%) | * Establish and implement a plan of action for the Southern Success Center * Revitalize space for the Southern Success Center | * 10% increase in student satisfaction with student support services |

## A4. Institutionalizing Practices and Improvements

SCSU is committed to institutionalizing the project strategies by the end of the grant period, as evidenced by its long-term commitment to student success. Since 2007, the institution has continued to support a costly FYE program because three different administrations understood the importance of programs focusing on student success. In 2015, the ASC was reinvented and developed substantially, at significant cost, for the same reason and in response to the ten-year Strategic Plan. It is clear that retention, academic success, and student success continue to be top priorities for SCSU, evidenced by current President Bertolino’s focus on recruitment, retention, and service as goals for the strategic enrollment plan. Furthermore, the individuals who devote a percentage of their time to this project (as described in the grant) will, during the grant period, develop, implement, and integrate the grant initiatives into their departments, ensuring sustainability of these initiatives as SCSU assumes larger responsibilities for the new personnel salaries between Years 1 – 5 (in-kind salaried effort totals more than $50,000 each year). These steps will ensure the leadership, knowledge, and accountability needed to maintain SIP activities. Additionally, in the last two years of the grant, the university has committed to paying partially for the Case Manager and Retention Coordinator positions, and has already agreed to assume the costs of these full time positions upon grant completion. Finally, the President has widely communicated his belief that these initiatives are critical to SCSU’s future self-sufficiency, the University’s Strategic Plan, and SEMP. He will ensure that Title III initiatives become permanently embedded in the university’s infrastructure, identity, and budget.

# B. Quality of Project Design (10 points)

# Table 13: Overall Outcome/Goal - Increase the success and retention of students through enhanced services for at-risk students and the development of the multi-divisional, comprehensive Southern Success Center

# 

Long-Term Outcomes

Medium-Term Outcomes

Short-Term Outcomes

Outputs

Activities

Inputs

# C. Activity Objectives (15 points)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Table 14. Activity Objectives Annual Performance Indicators and Weaknesses/Problems Addressed** | | | | | | |
| **Activity Objective** | **Annual Performance Indicator** | | | | | **Weaknesses/ Problems Addressed** |
| **Year 1:  2019-2020** | **Year 2:  2020-2021** | **Year 3:  2021-2022** | **Year 4:  2022-2023** | **Year 5:  2023-2024** |
| **Obj 1:** Decrease number of DFW students gateway courses by 10% (multiple baselines) | # of students in gateway courses receiving DFW final grades decreased by 2% (see Table 16 for baselines)  Increased # of course-specific academic support programs | # of students in gateway courses receiving DFW final grades decreased by 2% (see Table 16 for baselines)  Increased # of course-specific academic support programs | # of students in gateway courses receiving DFW final grades decreased by 2% (see Table 16 for baselines)  Increased # of course-specific academic support programs | # of students in gateway courses receiving DFW final grades decreased by 2% (see Table 16 for baselines)  Increased # of course-specific academic support programs | # of students in gateway courses receiving DFW final grades decreased by 2% (see Table 16 for baselines)  Increased # of course-specific academic support programs | Academically underprepared students, Low retention rates, Low graduation rates, Low pass rates for gateway courses |
| **Obj 2:** Increase persistence rates of first-time full-time freshmen returning after 1 year to 81%  (Baseline = 76.8%) | *This objective will be measured beginning in Year 2* | 77.8% of first-time full-time students who entered in Fall 2019 returned in Fall 2020 | 78.8% of first-time full-time students who entered in Fall 2020 returned in Fall 2021 | 79.8% of first-time full-time students who entered in Fall 2021 returned in Fall 2022 | 81% of first-time full-time students who entered in Fall 2022 returned in Fall 2023 | Academically underprepared students, Second-year retention rates are low |
| **Obj 3:** Increase persistence rates of first-time full-time freshmen returning after 2 years to 66%  (Baseline = 61.6%) | *This objective will be measured beginning in Year 2* | 62.6% of first-time full-time students who entered in Fall 2019 returned in Fall 2021 | 63.6% of first-time full-time students who entered in Fall 2020 returned in Fall 2022 | 64.6% of first-time full-time students who entered in Fall 2021 returned in Fall 2023 | 66% of first-time full-time students who entered in Fall 2022 returned in Fall 2024 | Third-year retention rates are low |
| **Obj 4:** Decrease percentage of student body with overall GPAs below 2.5 to 21% (Baseline = 26%) | 25% of undergraduate students will achieve an overall GPA below 2.5 by June 2020 | 24% of undergraduate students will achieve an overall GPA below 2.5 by June 2021 | 23% of undergraduate students will achieve an overall GPA below 2.5 by June 2022 | 22% of undergraduate students will achieve an overall GPA below 2.5 by June 2023 | 21% of undergraduate students will achieve an overall GPA below 2.5 by June 2024 | Academically underprepared students, Low graduation rates, Low retention rates |
| **Obj 5:** Decrease number of students effected by lack of basic needs to 25% (Baseline = 30%) | *This objective will be measured beginning in Year 2* | 72% of undergraduate students will have their basic needs met by Fall 2020 | 73% of undergraduate students will have their basic needs met by Fall 2021 | 74% of undergraduate students will have their basic needs met by Fall 2022 | 75% of undergraduate students will have their basic needs met by Fall 2023 | Low academic performance, Low graduation rates, Low retention rates |
| **Obj 6:** Increase student satisfaction with student support services to 70.6% (Baseline = 60.6%) | *This objective will be measured beginning in Year 2* | 62.6% of students are satisfied with student support services | 65% of students are satisfied with student support services | 68% of students are satisfied with student support services | 70.6% of students are satisfied with student support services | Fragmented services leading to low retention rates |

# D. Implementation Strategy (20 points)

## D1. Comprehensive Implementation Strategy and D2. Strategy Rationale

The purpose of this project is to increase student success, retention, and persistence rates of at-risk students at SCSU by (1) enhancing and improving the services by targeting and providing specific support to higher-risk student populations and through the development of the Opportunity Center, and (2) developing and implementing the Southern Success Center, where students will receive friendly, coordinated support from five the areas dedicated to this level of service, care, and problem-solving: the ASC, FYE, and New Student and Sophomore Programs (NSSP), Office of Career and Professional Development (OCPD), and Academic Advising (AA).

### **Strategy 1: Improve student services for at-risk students through enhanced Academic Success Center services and the creation of the Opportunity Center.**

National data suggest two important factors putting students at risk for poor performance and departure: (1) Physical needs not being met, such as food insecurity and housing insecurity, which leads into academic struggles, and/or (2) Academic struggles through difficulty with content and insufficient academic skills support.

Students’ responses to a variety of surveys indicate that they are not receiving the academic support they need (Southern Experience Survey, SSTF Report, 2014). The ASC continues to grow and over the past four years has increased tutoring by 187%, and increased academic success coaching by 367%. Although student usage of the ASC has grown substantially, data indicates that the majority of students at-risk are under-utilizing these services. In order for the ASC to target more students from the aforementioned populations, enhanced services must be provided, further partnerships on campus developed, and now the EAB Tool better-used to target at-risk populations in publicizing the ASC’s free services. Additionally, it is evident that food insecurity and housing insecurity continue to grow and students’ basic needs are not being met. Students struggle academically when they do not have a place to live, are hungry, are unable to afford books, etc. The newly-developed Opportunity Center will assist students with basic needs and contribute to academic success.

To increase student success and academic persistence, the ASC needs to (1) grow Peer Academic Leaders Program (PALS) and other course-specific support services; (2) establish an early alert system to include an ad-hoc alert system and multiple check points before and during the semesters, and offer an intensive summer program to better prepare at-risk students for the transition to SCSU; (3) increase the number of Academic Success Coaches; (4) develop a course for students on academic probation; (5) collaborate with the Math Emporium to offer needed support; and, (6) develop the Opportunity Center.

(1) Grow and Innovate Peer Academic Leaders (PALS) Program- Callahan (2009) introduced the significance of “academic-centered peer interactions as a major element contributing to undergraduate students’ academic success and retention.” Programs such as PALS achieve these outcomes in two ways: 1) providing peer-to-peer interaction for students who need academic support, and 2) providing an opportunity for students with strengths in specific disciplines to develop leadership skills as they become PALS. PALS is an ASC-developed initiative based on the international best practice model of Supplemental Instruction, which relies on regularly-scheduled and collaborative peer-facilitated review sessions on challenging course material connecting *what to learn* with *how to learn* (UMKC website, 2017). The ASC developed PALS to be a collaborative program between faculty and peer leaders in certain gateway courses to provide enhanced support for students. PALS allows faculty to be heavily involved with their PAL, integrate the PALS sessions into their curriculum and syllabus, and hold a relationship with the PAL to aid in the session development outside of class, allowing for a more cohesive, collaborative, and comprehensive relationship and understanding of course material. The PALS program utilizes peer-led team learning and was piloted in AY 2018 – 2019, displaying promising results (students who attended five or more PALS sessions received a grade to grade and a half higher than their peers who did not attend PALS sessions). Furthermore, the PALS program offered an opportunity for students to receive needed support geared toward their learning styles and allowed faculty to receive the additional support both in and outside the classroom. It developed partnerships between academic affairs and student affairs and allowed for a seamless partnership between students, faculty, and the ASC.

Early results from the pilot are below, sharing the average final grade differentials in key gateway courses for those who attended PALS five times or more throughout the semester versus those who did not attend at all (see Table 15). Although SCSU has been able to develop PALS

|  |  |  |
| --- | --- | --- |
| **Table 15. 2018-2019 Academic Year** | | |
| **Course** | **Average Grade 5x+**  **Attendance** | **Average Grade No Attendance** |
| Biology 102 | 92 | 80 |
| Biology 103 | 83 | 76 |
| Chemistry 261 | 88 | 78 |
| Computer Science 152 | 85 | 81 |
| Computer Science 212 | 77 | 68 |

for a few gateway courses, there are 23 additional courses with high DFW rates in STEM, Business, and World Language for which the ASC cannot provide PALS due to lack of resources (see Table 16).

|  |  |  |  |
| --- | --- | --- | --- |
| **Table 16. High D, F, or W courses for STEM, Business, and Language Departments** | | | |
| **Subject** | **Course** | **Course Title** | **DFW %** |
| ACC | 200 | Principles of Financial Accounting | 24% |
| ACC | 210 | Managerial Accounting | 25.9% |
| BIO | 102 | Biology I | 53.7% |
| BIO | 103 | Biology II | 35.8% |
| BIO | 200 | Anatomy and Physiology I | 39.5% |
| BIO | 201 | Anatomy and Physiology II | 47.9% |
| CHE | 120 | General Chemistry I | 33.3% |
| CHE | 261 | Organic Chemistry I | 22.4% |
| CSC | 152 | Computer Programming I | 37.5% |
| CSC | 212 | Data Structures | 44.3% |
| CSC | 229 | Object-Oriented Programming | 38.2% |
| ECO | 100 | Principles of Macro Economics | 20.2% |
| ECO | 101 | Principles of Micro Economics | 30.5% |
| ECO | 270 | Statistics for Eco/Business | 50% |
| MAT | 107 | Elementary Statistics | 52.3% |
| MAT | 122 | Precalculus | 63.2% |
| MAT | 139 | Short: Calculus Soc Sci | 75.0% |
| MAT | 150 | Calculus I | 50.0% |
| PHY | 200 | General Physics I | 48.3% |
| PHY | 230 | Physics Science and Engineering I | 68.4% |
| SPA | 100 | Spanish I | 28.8% |
| SPA | 101 | Spanish II | 15.8% |

The ability to expand PALS will lower the DFW rate in more key courses, growing collaborations between peer leaders and faculty, and will therefore help to increase the number of students who persist through key courses and progress to graduation.

(2) Establish an Early Alert System - Early recognition of and attention to academic struggles is crucial to the success of populations considered at-risk. “It is essential for higher education institutions to have a thorough understanding of their students’ academic goals and then apply this information to develop an independent student action plan for achieving them…offering further guidance for students who are propelling in the wrong direction, will assist them with being more successful” (Talbert, 2012). Although SCSU attempts these targeted interventions in the FYE courses with first-time freshmen, there is no formal mechanism for faculty in other courses to report student struggles. Talbert (2012) suggests institutions should establish early alert tracking systems to review students’ failures, achievements, and successes and ultimately intervene with high-risk students. Although SCSU purchased the EAB platform, Navigate, to better track and intervene with students at-risk for attrition, it has not yet created an early alert mechanism that would allow faculty and staff to alert student support services when they recognize students need additional help or complete formal referrals for ASC services. The SEMP At-Risk Committee is moving forward with recommendations to institutionalize an early alert system. EAB utilizes a retention model to identify those individuals who are at-risk to persist into the next academic year, which is based on multiple predictive analytics and ten years of trending data for SCSU students. Examples of the predictive analytics include cumulative GPA, number of D/F grades, degree currently sought, number of completed terms, overall grade variance, etc. Furthermore, the committee is working with the Institutional Research Director to look at additional financial data the university has on BANNER regarding SCSU’s population; the Director of Assessment is reviewing various assessments such as the Beginning College Survey of Student Engagement (BCSSE), NSSE, and the FYE Assessment to determine additional factors that can be added into the predictive retention model. This data analysis and system would allow for a multi-step and multi-functioning early alert system that can (1) report academic performance concerns when needed throughout the semester to include such things as poor grades, missing assignments, low engagement in the classroom and tutoring/academic support needs; (2) establish a pre-enrollment check-point and provide support prior to the semester for students at high risk; and, (3) establish multiple check-points throughout the semester through the use of progress reports within Navigate and when results are garnered from various assessments administered. One check-point can easily happen with the FYE instructors during the first semester. While the FYE courses attempt to identify and intervene with these students, there is as yet no systematic process for intervention. Fortunately, the early alert system with the multiple check points will include FYE as one of the main check points for students. FYE faculty can 1) design appropriate at-risk population-specific interventions, and 2) provide thorough, sustained support and additional training to instructors for the follow-up necessary to increase the number of students who will benefit from the intervention.

In particular, it is important to determine any at-risk students prior to the start of the first semester they attend SCSU. The population of underprepared students who enter the university continues to grow. Cursory analyses of student responses on the BCSSE find as many as 70% of new SCSU students indicate some version of under-preparedness by their answers to certain questions about high school experiences and college expectations. The result of this unpreparedness is evidenced most often as poor time management, poor organizational skills, and poor study strategies. An intensive summer program (Academic Transitions) will be established to support these students during their transition to SCSU by focusing on academic skill development. This program will take place for two weeks in August, partnering basic needs such as financial assistance, growth mindset development, etc., and the Academic Transitions course focused on academic skill development. This intensive two-week program would allow students to live on campus for free, begin to develop the needed academic skill sets for success at SCSU, learn additional strategies for success (including taking a learning styles inventory), and receive intensive hands-on support for other transitional components. The ASC plans to take the lead in coordinating the campus constituencies needed to develop a plan for implementation of an early alert system and house these retention initiatives. Due to the expected volume, a full-time Retention Coordinator will oversee the early alert system and initiatives.

(3) Increase the number of Academic Success Coaches - SCSU students need help with specific course-related material, but they also need attention to their academic habits of mind. Lowery (2004) indicated “students possess an impractical confidence about their academic skills that often make students unaware of their true academic capabilities. Students develop unrealistic expectations of personal academic performance and the university’s responsibilities in fostering a college experience.” In order to overcome this mindset, trained Academic Success Coaches (ASCs) will guide students in exploring academic strategies for success, and follow through on the implementation of these strategies until their use becomes habitual.

Beginning Spring 2017, the ASC has offered Academic Success Coaching, and there has been a significant increase in the percentage of students who ended the semester in good academic standing (see Table 17). In addition, the number of students on academic warning or probation who seek Academic Success Coaching has increased and will continue to increase when the early alert system is implemented. In order to thrive, the PERCHS program adds two

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Table 17. Academic Standing Before and After  Academic Success Coaching** | | | | | | |
| **Academic Standing** | **Spring 2017** | | **Fall 2017** | | **Spring 2018** | |
| Start | End | Start | End | Start | End |
| Good | 20% | 45% | 0% | 33% | 6% | 60% |
| Warning | 0% | 6% | 56% | 6% | 28% | 0% |
| Probation | 51% | 16% | 38% | 31% | 66% | 21% |

Professional ASCs and eight Peer ASCs who will target and intervene with specific at-risk populations.

(4) Develop a course for probation students with a focus on mindfulness and study skills - SCSU has a large number of students that end each semester on Academic Probation (see Table 8). However, the 1200-1300 students on probation each year receive only the most perfunctory notice from the Registrar’s Office, and only those who actively, independently seek assistance receive support from the Academic Success Center and/or FYE. In order to provide sustained intervention that will help these students achieve good academic standing, the ASC will develop a study skills course in conjunction with Academic Advising. Nationally, many universities have implemented some type of probation course, designed to offer sustained support throughout the semester, and found data to display statistically significant results for persistence for those taking the course (McGrath, S., & Burd, G., 2012). Recent successes with mindfulness in FYE courses and workshops for targeted SCSU populations suggest the power of this method to assist students in persistence and academic success, as does recent research regarding mindfulness, self-efficacy, resiliency, and how development of these skills is helpful in academic success, retention, and graduation (Robbins et al, 2004; Franklin & Doran, 2009; Zack, 2017).

The current generation of students demonstrates increased distress and difficulty graduating from post-secondary institutions (American College Health, 2012). SCSU is no different from other colleges nationally, who report an overwhelming increase in a need for interventions to help students become effective academics and citizens (SSTF Report, 2014). The best predictors of a college student’s success are repeatedly cited as "academic preparation, motivation and self-efficacy (Kuh, Kinzie, Schuh, & Whitt, 2005; Pascarella & Terenzini, 2005; Howe & Strauss, 2007). Academic self-efficacy was found to be the strongest predictor of academic success (Robbins, et al., 2004; Franklin & Doran, 2009). In order to self-regulate, students need to have an understanding of metacognition and exhibit control in utilizing deliberate skills and strategies to think and learn effectively (Schapiro & Livingston, 2000). Students must be taught to reflect on and evaluate their learning processes when they are performing poorly in courses, so that they can try a different approach (Cohen, 2012; Zimmerman, 2000). Students who give up and fail or withdraw from courses tend to be the students who lack self-regulation and claim a lack of ability rather than a lack of strategy (Cohen, 2012). Counseling Services at SCSU has spent the past several years focusing on this research with small, piloted populations. The data regarding the comparative results found a statistically significant difference between performances on a pre/post-test. Students have responded positively, and piloting this technique and curriculum with the proposed probation class would be a next step.

The course would be eight weeks in length at no cost to the student. The main curriculum for the course would focus on (1) the mindfulness techniques to support students through self-exploration and introduce resiliency, self-efficacy, and techniques, and (2) academic goal-setting to include specific tools and techniques regarding academic strategies. The course would be housed in the ASC and supported by the Retention Coordinator.

(5) Collaborate with Math Emporium to offer needed support to students – SCSU recently developed a Math Emporium that replaces the previous remedial math courses. National research indicates the success many universities have seen following implementation of a Math Emporium style classroom and set up. SCSU invested in the development of a Math Emporium and, in the recent three semesters, enrolled the majority of first year students in the course based on their need for remedial math support. However, the Math Emporium course has thus far resulted in a larger number of withdrawals and failures than previously recorded for traditional remedial courses (see Table 6). Research indicates the success of Math Emporium is reliant on the structure of the course, in particular the co-requisites paralleling the course (Daugherty, L., Gomez, C.,et. al., 2018). The Provost, Dean of Arts and Sciences, Associate Dean of Arts and Sciences, Coordinator for Math Emporium, and the Director of the ASC continue to meet to determine how best to support the students within Math Emporium. This committee is proposing a Math Foundations program that partners Academic Affairs and Student Affairs to support students. The proposal incorporates the well-researched co-requisites models, in particular, the Academic Support Service model (Daugherty, C., et. al., 2018). The proposal includes offering reverse supplemental instruction-style academic support for students, where peer-to-peer based support continues outside the classroom. The proposal includes hiring students who would hold sessions each week outside of the class times for the students enrolled in Math Emporium, where they would offer sessions on difficult content. The sessions would include not only practice problems, but also lectured time for students to better understand the basis of the material. In addition, it would allow the Center to hire several peer academic success coaches with specific knowledge of the ALEKS platform within Math Emporium to help students manage and progress through the topics they need to complete for the semester, enhance study strategies, and further discuss academic needs. Many students enrolled in Math Emporium are underprepared for college. Therefore, having a peer academic success coach to also assist with other courses is vital to their success and to establishing a foundation of success for subsequent semesters. The sessions would be mandatory for students who fall behind in their homework progress each week and/or fail to receive a 60% or higher on their exams.

(6) Develop the Opportunity Center – Although research has demonstrated that a student’s well-being and ability to meet their basic needs of food and shelter impacts enrollment and completion (Broton, 2017), it also reveals a much bigger concern when thinking about the impact on individuals, the local community, and the state. Fundamentally, basic needs insecurity is a social justice issue, as food security must be considered a basic human right. However, our community food and shelter systems do not treat individuals equally. The result of this can be seen in health inequalities as well as access issues that are apparent across race and class (CARE, 2018). As a social justice institution committed to access, it is SCSU’s obligation to acknowledge these obstacles facing our students and provide services to enhance their likelihood for success. In support of our students’ success, we must consider how we can provide holistic and comprehensive support services to students who have difficulty meeting their basic needs. The development of the Opportunity Center (OC) is vital to aiding in the success of the SCSU students in need. Increasing numbers of these students face challenges that impede their academic success, persistence, and, thus, ability to earn their degree. By providing support for their basic needs, several barriers can be lifted. The OC would provide a space for a food pantry to support the students’ food insecurities as well as case management services. We know that students who struggle with food insecurity are likely to have difficulty with utilities, transportation, child care, emergent needs, etc.; case management would provide these students with appropriate referrals and connection points on and off campus, partnering with local and state agencies to create referral networks as well as finding opportunities to bring community services to campus. In addition to providing direct service to students, the OC will serve as an ambassador for students’ basic needs, helping to bring awareness to the campus, normalizing the need for such resources, and minimizing stigma associated with seeking help.

### Strategy 2: Develop and Implement the Southern Success Center

The Student Success Task Force Report states, “Southern’s Student Success Center will provide a physical and virtual place on campus where students can find help… Ideally, these services will be co-located as much as possible. Having a single location will minimize students’ confusion about where to go to get the help they need” (SSTF Report, 2014). The departments suggested to anchor the Southern Success Center were the Academic Success Center (ASC), First-Year Experience (FYE) New Student and Sophomore Programs (NSSP), Office of Career and Professional Development (OCPD), and Academic Advising. Once a single department, OCPD and Academic Advising are newly built, stand-alone departments. The five areas together provide tutoring, PALS, academic success coaching, academic advising, major and career exploration, faculty mentoring, curricular support, leadership development, involvement opportunities, peer mentoring, orientation, guided support in engaging with other campus offices, and a wide range of programming. Coordinating the services and expertise of these areas, and combining them into one location that is not only helpful but warm and welcoming, is foundational to student development (Kuh, Kinzie Schuh, & Whitt, 2005). Currently, the location for the Southern Success Center has been established on the third floor of the library; the ASC, FYE, and NSSP have moved adjacent to one another. In December, OCPD and Academic Advising will co-locate in a suite two floors below these departments. The President has provided context for his vision, which is to “establish the Southern Success Center as a one-stop option for students to seek help, receive support in transition, address barriers to their persistence, enhance their academic success, and engage with peer leaders” (Bertolino, 2017).

In order to fully realize this vision for the center, SCSU needs to (1) revitalize the space into a welcoming home for student success, (2) create a plan of action that aligns with the recommendations from the Student Success Task Force and the President’s vision, and (3) strengthen the interdepartmental workflow and cohesion.

(1) Physical Revitalization of the Southern Success Center - In order to succeed, the Southern Success Center needs to become a location of choice for students. Although the three main departments are settled into a single location, inefficient organization of the floor space creates a sense of compartmentalization and separation that prevents the departments from working in true coordination. According to a study done by Strange and Banning on the “typology” of learning spaces, study environments should be welcoming, functional, flexible, and inclusive (2015). It is imperative to create such a space by bringing in study tables, conversational areas, and enhancing the main support desk.

(2) Culture of the Southern Success Center - One of the strongest predictors of on-time graduation for SCSU students is how connected they feel to the university. Specifically, the Predicting Graduation in 4-Years Report (2016) and the Good Progress Toward Degree and Predicting Retention Report (2014) found that students who “intended to graduate from Southern” and students who indicated that “Southern is a big part of my life” were significantly more likely to graduate in four-years than students who indicated otherwise (Office of Assessment and Planning, SCSU). Unfortunately, too many new students indicate that SCSU was not their first choice and that they do not plan to graduate from Southern (SSTF Report, 2014). The Southern Success Center intends to create a culture where students feel a sense of belonging. Central to the development of this culture is the role peer leaders play in facilitating supportive connections between students and their peers. The Southern Success Center has already begun this change in Spring 2017, when SCSU had an opportunity to pilot student workers as Student Success Navigators (SSNs) through state work study funds. To create the culture necessary for the realization of the Southern Success Center, the SSN position will be better established, have strong leadership training, and be part of the development of the Southern Success Center.

In addition to enhanced student leader support, students need comprehensive guidance. For many students, and first generation students in particular, transitioning to a University is difficult. Orientation is conducted through NSSP, and during orientation students receive a blueprint to their success. The Southern Success Center would continue this by mapping their success through a timeline of critical dates and information. For example, many students are unaware of when class registration is for the next semester or when FAFSA is due; having a timeline to navigate their collegiate journey will aid in their understanding of the inner workings of a University and contribute to their timely graduation.

Finally, the Southern Success Center lacks visibility. Strong support services are ineffective if they are unknown or underutilized. This investment in the Southern Success Center will come with an outreach campaign that ensures students, faculty and staff are aware of the ways in which students can benefit from the programs and services that will be provided.

## D3. Activity Implementation Timetable – Table 18

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Timeline Activities and Persons Responsible Chart** | **Responsible Persons** | **Month** | | | | | | | | | | | |
| J | A | S | O | N | D | J | F | M | A | M | J |
| **Objective 1. Decrease number of DFW students in STEM and Business gateway courses** | | | | | | | | | | | | | |
| Project Year 1. 2019-2020 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Develop academic support through PALS and Math Emporium (ME) | DASC,ADASC |  | X | X | X | X | X |  |  |  |  |  |  |
| Implement course-specific academic support programs (PALS and ME) | DASC,ADASC |  |  |  |  |  |  | X | X | X | X | X |  |
| Training and professional development for faculty associated with new course-specific academic support programs (PALS and ME) | DASC,ADASC |  |  |  |  | X | X | X |  |  |  |  |  |
| Analyze success of course-specific academic support programs | DASC,ADASC |  |  |  |  |  |  |  |  |  |  | X | X |
| Project Year 2. 2020-2021 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Analyze success of course-specific academic support programs | DASC,ADASC | X | X |  |  |  | X | X |  |  |  | X | X |
| Implement revisions to course-specific academic support programs | DASC,ADASC |  | X | X | X | X | X | X | X | X | X | X |  |
| Continue to train and provide professional development for faculty | DASC,ADASC |  | X |  |  |  | X | X |  |  |  | X |  |
| Project Year 3. 2021-2022 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Analyze success of course-specific academic support programs | DASC,ADASC | X | X |  |  |  | X | X |  |  |  | X | X |
| Implement revisions to course-specific academic support programs | DASC,ADASC |  |  | X | X | X | X | X | X | X | X | X |  |
| Continue to train and provide professional development for faculty | DASC,ADASC |  | X |  |  | X | X | X |  |  |  | X |  |
| Project Year 4. 2022-2023 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Analyze success of course-specific academic support programs | DASC,ADASC | X | X |  |  |  | X | X |  |  |  | X | X |
| Implement revisions to course-specific academic support programs | DASC,ADASC |  |  | X | X | X | X | X | X | X | X | X |  |
| Continue to train and provide professional development for faculty | DASC,ADASC |  | X |  |  | X | X | X |  |  |  | X |  |
| Project Year 5. 2023-2024 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Continue to implement course-specific academic support programs | DASC,ADASC |  | X | X | X | X | X | X | X | X | X | X |  |
| Analyze success of course-specific academic support programs | DASC,ADASC | X | X |  |  |  | X | X |  |  |  |  |  |
| Implement revisions to course-specific academic support programs | DASC,ADASC |  |  | X | X | X | X | X | X | X | X | X |  |
| Continue to train and provide professional development for faculty | DASC,ADASC |  | X |  |  | X | X | X |  |  |  | X |  |
| Develop continuity plan for course-specific academic support programs | DASC,ADASC | X | X |  |  |  |  |  |  |  |  |  |  |
| **Objective 2. Increase persistence rates of first-time full-time freshmen returning after 1 year to 81%** | | | | | | | | | | | | | |
| Project Year 1. 2019-2020 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Develop course-specific academic support through PALS and Math Emporium (ME) support programs and implementation timeline | DASC,ADASC |  | X | X | X | X | X |  |  |  |  |  |  |
| Implement course-specific academic support programs (PALS and ME) | DASC,ADASC |  |  |  |  |  |  | X | X | X | X | X |  |
| Analyze success of PALS and ME | DASC,ADASC |  |  |  |  |  |  |  |  |  |  | X | X |
| Develop targeted outreach plan for underprepared first-year students through a summer program and throughout their first year in FYE | DFYE, FYEF | X | X | X | X | X | X | X | X | X | X | X | X |
| Develop early alert system structure and implement pilot with FYE faculty for adhoc early alert | RC | X | X | X | X | X | X | X | X | X | X | X | X |
| Hire Academic Success Coaches to provide intrusive academic success coaching to select cohorts | RC,GI | X | X | X | X | X | X |  |  |  |  |  |  |
| Implement intrusive academic success coaching | RC,GI |  |  |  |  |  |  | X | X | X | X | X |  |
| Project Year 2. 2020-2021 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Continue to implement and expand PALS and ME | DASC |  | X | X | X | X | X | X | X | X | X | X |  |
| Analyze success of PALS and ME | DASC,ADASC | X | X |  |  |  | X | X |  |  |  | X | X |
| Implement targeted outreach plan for underprepared first-year students through a summer program and throughout their first year in FYE | DFYE, FYEF | X | X | X | X | X | X | X | X | X | X | X | X |
| Implement all stages of early alert system | RC | X | X | X | X | X | X | X | X | X | X | X | X |
| Analyze success of early alert pilot and make structural changes | RC | X | X |  |  |  |  |  |  |  |  |  |  |
| Continue to implement intrusive academic success coaching | RC,PASC,GI |  | X | X | X | X | X | X | X | X | X | X |  |
| Analyze success of intrusive academic success coaching | RC,PASC,GI | X | X |  |  |  | X | X |  |  |  | X | X |
| Project Year 3. 2021-2022 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Continue to implement and expand PALS and ME | DASC |  | X | X | X | X | X | X | X | X | X | X |  |
| Analyze success of PALS and ME | DASC,ADASC | X | X |  |  |  | X | X |  |  |  | X | X |
| Implement targeted outreach plan for underprepared first-year students through a summer program and throughout their first year in FYE | DFYE, FYEF | X | X | X | X | X | X | X | X | X | X | X | X |
| Implement all stages of early alert system | RC | X | X | X | X | X | X | X | X | X | X | X | X |
| Analyze success of early alert pilot and make structural changes | RC | X | X |  |  |  |  |  |  |  |  |  |  |
| Continue to implement intrusive academic success coaching | RC,PASC,GI |  | X | X | X | X | X | X | X | X | X | X |  |
| Analyze success of intrusive academic success coaching | RC,PASC,GI | X | X |  |  |  | X | X |  |  |  | X | X |
| Project Year 4. 2022-2023 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Continue to implement and expand PALS and ME | DASC |  | X | X | X | X | X | X | X | X | X | X |  |
| Analyze success of PALS and ME | DASC,ADASC | X | X |  |  |  | X | X |  |  |  | X | X |
| Implement targeted outreach plan for underprepared first-year students through a summer program and throughout their first year in FYE | DFYE, FYEF | X | X | X | X | X | X | X | X | X | X | X | X |
| Implement all stages of early alert system | RC | X | X | X | X | X | X | X | X | X | X | X | X |
| Analyze success of early alert pilot and make structural changes | RC | X | X |  |  |  |  |  |  |  |  |  |  |
| Continue to implement intrusive academic success coaching | RC,PASC,GI |  | X | X | X | X | X | X | X | X | X | X |  |
| Project Year 5. 2023-2024 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Continue to implement and expand PALS and ME | DASC |  | X | X | X | X | X | X | X | X | X | X |  |
| Analyze success of PALS and ME | DASC,ADASC | X | X |  |  |  | X | X |  |  |  | X | X |
| Implement targeted outreach plan for underprepared first-year students through a summer program and throughout their first year in FYE | DFYE, FYEF | X | X | X | X | X | X | X | X | X | X | X | X |
| Implement all stages of early alert system | RC | X | X | X | X | X | X | X | X | X | X | X | X |
| Analyze success of early alert pilot and make structural changes | RC | X | X |  |  |  |  |  |  |  |  |  |  |
| Continue to implement intrusive academic success coaching | RC,PASC,GI |  | X | X | X | X | X | X | X | X | X | X |  |
| Analyze success of targeted outreach efforts for underprepared first-year students | DFYE, FYEF |  |  | X |  |  |  | X |  |  |  | X |  |
| Develop continuity plan for academic support programs, targeted outreach efforts for underprepared first-year students, the summer program, and academic success coaches | DASC, RC, DFYE, FYEF, PASC | X | X |  |  |  |  |  |  |  |  |  |  |
| **Objective 3. Increase persistence rates of first-time full-time freshmen returning after 2 years to 65%** | | | | | | | | | | | | | |
| Project Year 1. 2019-2020 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Develop course-specific academic support through PALS and Math Emporium (ME) support programs and implementation timeline | DASC,ADASC |  | X | X | X | X | X |  |  |  |  |  |  |
| Implement course-specific academic support programs (PALS and ME) | DASC,ADASC |  |  |  |  |  |  | X | X | X | X | X |  |
| Analyze success of PALS and ME | DASC,ADASC |  |  |  |  |  |  |  |  |  |  | X | X |
| Develop early alert system structure and implement pilot with FYE faculty for adhoc early alert | RC | X | X | X | X | X | X | X | X | X | X | X | X |
| Hire Academic Success Coaches to provide intrusive academic success coaching to select cohorts | RC,GI | X | X | X | X | X | X |  |  |  |  |  |  |
| Implement intrusive academic success coaching | RC,PASC, GI |  |  |  |  |  |  | X | X | X | X | X |  |
| Project Year 2. 2020-2021 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Continue to implement and expand PALS and ME | DASC |  | X | X | X | X | X | X | X | X | X | X |  |
| Analyze success of PALS and ME | DASC,ADASC | X | X |  |  |  | X | X |  |  |  | X | X |
| Implement all stages of early alert system | RC | X | X | X | X | X | X | X | X | X | X | X | X |
| Analyze success of early alert pilot and make structural changes | RC | X | X |  |  |  |  |  |  |  |  |  |  |
| Continue to implement intrusive academic success coaching | RC,PASC,GI |  | X | X | X | X | X | X | X | X | X | X |  |
| Analyze success of intrusive academic success coaching | RC,PASC,GI | X | X |  |  |  | X | X |  |  |  | X | X |
| Project Year 3. 2021-2022 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Continue to implement and expand PALS and ME | DASC |  | X | X | X | X | X | X | X | X | X | X |  |
| Analyze success of PALS and ME | DASC,ADASC | X | X |  |  |  | X | X |  |  |  | X | X |
| Implement all stages of early alert system | RC | X | X | X | X | X | X | X | X | X | X | X | X |
| Analyze success of early alert pilot and make structural changes | RC | X | X |  |  |  |  |  |  |  |  |  |  |
| Continue to implement intrusive academic success coaching | RC,PASC,GI |  | X | X | X | X | X | X | X | X | X | X |  |
| Analyze success of intrusive academic success coaching | RC,PASC,GI | X | X |  |  |  | X | X |  |  |  | X | X |
| Project Year 4. 2022-2023 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Continue to implement and expand PALS and ME | DASC |  | X | X | X | X | X | X | X | X | X | X |  |
| Analyze success of PALS and ME | DASC,ADASC | X | X |  |  |  | X | X |  |  |  | X | X |
| Implement all stages of early alert system | RC | X | X | X | X | X | X | X | X | X | X | X | X |
| Analyze success of early alert pilot and make structural changes | RC | X | X |  |  |  |  |  |  |  |  |  |  |
| Continue to implement intrusive academic success coaching | RC,PASC,GI |  | X | X | X | X | X | X | X | X | X | X |  |
| Project Year 5. 2023-2024 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Continue to implement and expand PALS and ME | DASC |  | X | X | X | X | X | X | X | X | X | X |  |
| Analyze success of PALS and ME | DASC,ADASC | X | X |  |  |  | X | X |  |  |  | X | X |
| Implement all stages of early alert system | RC | X | X | X | X | X | X | X | X | X | X | X | X |
| Analyze success of early alert pilot and make structural changes | RC | X | X |  |  |  |  |  |  |  |  |  |  |
| Continue to implement intrusive academic success coaching | RC,PASC,GI |  | X | X | X | X | X | X | X | X | X | X |  |
| Develop continuity plan for academic support programs (PALS and Me) and academic success coaches | DASC, RC, DFYE, FYEF, PASC, GI | X | X |  |  |  |  |  |  |  |  |  |  |
| **Objective 4. Decrease percentage of student body with overall GPAs below 2.5 to 16%** | | | | | | | | | | | | | |
| Project Year 1. 2019-2020 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Develop a course for all academic probation students to include mindfulness techniques | DASC,ADASC | X | X | X | X | X | X | X | X | X | X | X | X |
| Hire Academic Success Coaches to provide intrusive academic success coaching to select cohorts | RC | X | X | X | X | X | X |  |  |  |  |  |  |
| Implement intrusive academic success coaching | RC, PASC, GI |  |  |  |  |  |  | X | X | X | X | X |  |
| Develop early alert system structure and implement pilot with FYE faculty for adhoc early alert | RC | X | X | X | X | X | X | X | X | X | X | X | X |
| Project Year 2. 2020-2021 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Implement course for all academic probation students | DASC,FPC |  | X | X | X | X | X | X | X | X | X | X |  |
| Continue to implement intrusive academic success coaching | RC,PASC,GI |  | X | X | X | X | X | X | X | X | X | X |  |
| Implement all stages of early alert system | RC | X | X | X | X | X | X | X | X | X | X | X | X |
| Analyze success of early alert pilot and make structural changes | RC | X | X |  |  |  |  |  |  |  |  |  |  |
| Project Year 3. 2021-2022 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Continue to implement course for academic probation students | DASC,FPC |  |  | X | X | X | X | X | X | X | X | X |  |
| Analyze success of academic probation course | DASC,FPC | X | X |  |  |  | X | X |  |  |  | X | X |
| Continue to implement intrusive academic success coaching | RC,PASC,GI |  |  | X | X | X | X | X | X | X | X | X |  |
| Analyze success of intrusive academic success coaching | RC,PASC,GI | X | X |  |  |  | X | X |  |  |  | X | X |
| Continue to implement early alert system | RC, |  |  | X | X | X | X | X | X | X | X | X |  |
| Analyze success of early alert system | RC |  |  |  |  |  |  |  |  |  |  |  | X |
| Project Year 4. 2022-2023 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Implement curriculum revisions for academic probation course | DASC,FPC |  |  | X | X | X | X | X | X | X | X | X |  |
| Analyze success of academic probation course | DASC,FPC | X | X |  |  |  |  | X |  |  |  | X | X |
| Implement revisions for intrusive academic success coaching | RC,PASC,GI |  |  | X | X | X | X | X | X | X | X | X |  |
| Analyze success of intrusive academic success coaching | RC,PASC,GI | X | X |  |  |  | X | X |  |  |  | X | X |
| Continue to implement early alert system | RC, |  |  | X | X | X | X | X | X | X | X | X |  |
| Analyze the success of the early alert system | RC, | X | X |  |  |  | X | X |  |  |  | X | X |
| Project Year 5. 2023-2024 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Implement curriculum revisions for academic probation course | DASC,FPC |  |  | X | X | X | X | X | X | X | X | X |  |
| Analyze success of academic probation class | DASC,FPC | X | X |  |  |  |  | X |  |  |  | X | X |
| Implement revisions for intrusive academic success coaching | RC,PASC,GI |  |  | X | X | X | X | X | X | X | X | X |  |
| Analyze success of intrusive academic success coaching | RC,PASC,GI | X | X |  |  |  | X | X |  |  |  | X | X |
| Implement revisions to the early alert system | RC, |  |  | X | X | X | X | X | X | X | X | X |  |
| Analyze the success of the early alert system | RC, | X | X |  |  |  | X | X |  |  |  | X | X |
| Develop continuity plan for academic coaching and early alert interventions | DASC,  ADASC,RC | X | X |  |  |  |  |  |  |  |  |  |  |
| **Objective 5. Decrease Number of Students Effected By Lack Of Basic Needs To 25%** | | | | | | | | | | | | | |
| Project Year 1. 2019-2020 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Establish a mission and strategic plan for the Southern Opportunity Center | DOS, CM | X | X |  |  |  |  |  |  |  |  |  |  |
| Locate space and hire needed staff for Southern Opportunity Center operations | DOS, CM | X | X | X | X | X | X | X | X | X | X | X | X |
| Project Year 2. 2020-2021 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Implement programming initiatives for the Southern Opportunity Center | DOS,CM | X | X | X | X | X | X | X | X | X | X | X | X |
| Project Year 3. 2021-2022 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Continue to implement programming for the Southern Opportunity Center | DOS, CM |  |  | X | X | X | X | X | X | X | X | X |  |
| Analyze Southern Opportunity Center programming initiatives | DOS, CM | X | X | X | X | X | X | X | X | X | X | X | X |
| Project Year 4. 2022-2023 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Implement revisions to the Southern Opportunity Center programming initiatives | DOS, CM |  |  | X | X | X | X | X | X | X | X | X |  |
| Analyze Southern Opportunity Center programming initiatives | DOS, CM | X | X | X | X | X | X | X | X | X | X | X | X |
| Project Year 5. 2023-2024 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Implement revisions to the Southern Opportunity Center programming initiatives | DOS, CM |  |  | X | X | X | X | X | X | X | X | X |  |
| Analyze Southern Opportunity Center programming initiatives | DOS, CM | X | X | X | X | X | X | X | X | X | X | X | X |
| Develop continuity plan for Southern Opportunity Center programming initiatives | DOS, CM | X | X | X | X | X | X |  |  |  |  |  |  |
| **Objective 5. Increase student satisfaction with student support services by 10%** | | | | | | | | | | | | | |
| Project Year 1. 2019-2020 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Establish a mission and strategic plan for the Southern Success Center | DASC,ADASC,  DNSSP,DFYE | X | X |  |  |  |  |  |  |  |  |  |  |
| Project Year 2. 2020-2021 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Implement programming initiatives for the Southern Success Center | DASC,ADASC,  DNSSP,DFYE |  |  | X | X | X | X | X | X | X | X | X |  |
| Project Year 3. 2021-2022 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Continue to implement programming for the Southern Success Center | DASC,ADASC,  DNSSP,DFYE |  |  | X | X | X | X | X | X | X | X | X |  |
| Analyze Southern Success Center programming initiatives | DASC,ADASC,  DNSSP,DFYE | X | X | X | X | X | X | X | X | X | X | X | X |
| Project Year 4. 2022-2023 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Implement revisions to the Southern Success Center programming initiatives | DASC,ADASC,  DNSSP,DFYE |  |  | X | X | X | X | X | X | X | X | X |  |
| Analyze Southern Success Center programming initiatives | DASC,ADASC,  DNSSP,DFYE | X | X | X | X | X | X | X | X | X | X | X | X |
| Project Year 5. 2023-2024 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Implement revisions to the Southern Success Center programming initiatives | DASC,ADASC,  DNSSP,DFYE |  |  | X | X | X | X | X | X | X | X | X |  |
| Analyze Southern Success Center programming initiatives | DASC,ADASC,  DNSSP,DFYE | X | X | X | X | X | X | X | X | X | X | X | X |
| Develop continuity plan for Southern Success Center programming initiatives | DASC,ADASC,  DNSSP,DFYE | X | X | X | X | X | X |  |  |  |  |  |  |

\*Director of ASC – DASC; Associate Director of ASC – ADASC; Director of FYE – DFYE; FYE Faculty – FYEF; Professional Academic Success Coaches – PASC; Faculty Probation Class – FPC; Director of NSSP – DNSSP; Retention Coordinator – RC; Dean of Students – DOS; Graduate Intern in ASC – GI; Case Manager - CM

# E. Key Personnel (8 points)

## E1. Experience and Training of Personnel and E2. Time Commitment of Key Personnel

To successfully achieve the goals, objectives, comprehensive strategies and detailed tasks, SCSU has determined that the project will require the following new positions: Retention Coordinator, Academic Success Coaches, Faculty for the Probation Class, FYE Faculty Advisors for Underprepared Students, PALS, Student Success Navigators, Case Manager for Southern Opportunity Center support, University Assistant for Southern Opportunity Center support, and Student Workers for the Southern Opportunity Center. Additionally, current project personnel will devote an in-kind percentage of their time, including: PI/Director of ASC - Dr. Katie De Oliveira (20%), Associate Director of ASC – Nicole Barbieri (10%), Academic Success Center Graduate Intern (20%), Dean of Students (5%), Director of FYE - Nicole Henderson (5%), Coordinator of Math Emporium – Liz Hart (10%), and Coordinator of Student Financial Literacy and Advising – Lew DeLuca (10%). This section defines the required experience, training, and time commitments of new key project personnel and the relationship of each position to specific project objectives and strategies. Specific tasks related to the leadership positions are identified in the Activity Implementation Timetable on pp 30-35.

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| **Table 19. Retention Coordinator** | | |
| **Classification/Report** | Administrator III/ Reports to Director of the Academic Success Center (PI) | |
| **Title III Time** | 100%; Year 1-5 | |
| **Title III Objectives** | Position directly relates to project goals and objectives (1-4) | |
| **Education, Training, & Skills** | Master’s Degree preferred in higher education, student development, psychology, or related field. Ideal candidate will have at least three years of full-time experience in a combination of the following areas: academic support, retention initiatives, and supervision and leadership. Preference will be given to applicants with experience in early alert systems and academic coaching. Applicant must have strong interpersonal skills and computer skills. | |
| **Responsibilities** | * Coordinates implementation of professional academic success coaching activities * Supervision of professional academic success coaches * Implementation and monitoring of early alert system * Train faculty and staff on the early alert system * Build faculty and staff support for grant activities (objectives 2-4) * Develop and implement summer program for at-risk students * Coordinate weekly and early alert reports * Work with diverse group of students as an Academic Success Coach * Participate in grant activities as needed | |
| **Table 20. Professional Academic Success Coaches** | | |
| **Classification/Report** | Part-time staff/ Reports to Retention Coordinator | |
| **Title III Time** | 100%; Year 1-5 | |
| **Title III Objectives** | Position directly relates to project goals and objectives (2-4) | |
| **Education, Training, & Skills** | Bachelor’s Degree in education, psychology, sociology, or related field. Ideal candidate will have experience in a combination of the following areas: academic support and working with students at the post-secondary level. Preference will be given to applicants with experience in Academic Success Coaching and pursuing or completion in higher education or related field. Applicant must have strong interpersonal skills and computer skills. | |
| **Responsibilities** | * Provide direct academic support services to students. * Manage a caseload of students each semester and assess their progress. * Maintain records of student participation. * Adhere to the policies and procedures of the Academic Success Center and SCSU * Demonstrate professionalism, responsibility, punctuality, and academic integrity * Maintain privacy and confidentiality of student information including course progress and performance * Participate in grant activities as needed | |
| **Table 21. Peer Academic Success Coaches** | | |
| **Classification/Report** | | Student staff/ Reports to Retention Coordinator |
| **Title III Time** | | 100%; Year 1-5 |
| **Title III Objectives** | | Position directly relates to project goals and objectives (2-4) |
| **Education, Training, & Skills** | | Undergraduate student at SCSU preferably majoring in education, psychology, sociology, or related field. Ideal candidate will have junior or senior standing, will hold a 3.0 or higher cumulative GPA, and have strong academic skill capabilities and maintain habits that promote overall academic wellness. |
| **Responsibilities** | | * Provide direct academic support services to peers * Manage a caseload of students each semester and assess their progress * Maintain records of student participation * Attend weekly check-in meetings with Retention Coordinator * Attend bi-annual training sessions as well as professional development throughout semesters * Adhere to the policies and procedures of the Academic Success Center and SCSU * Demonstrate professionalism, responsibility, punctuality, and academic integrity * Maintain privacy and confidentiality of student information including course progress and performance * Participate in grant activities as needed |
| **Table 22. Faculty for the Probation Classes** | | |
| **Classification/Report** | Adjunct Faculty/ Reports to Director of the Academic Success Center (PI) | |
| **Title III Time** | 100%; Year 1-5 | |
| **Title III Objectives** | Position directly relates to project goal and objective (4) | |
| **Education, Training, & Skills** | Appropriate disciplinary expertise for faculty position, experience with high-impact practices, prior college-level teaching. Preference given to those working with underprepared and at-risk students and have prior knowledge or mindfulness and resiliency educational practices. | |
| **Responsibilities** | * Teach part-time course-load modeling best practices and high impact practices related to probation and warning students * Participate in early alert discussions * Provide regular on-going reports | |

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| **Table 23. FYE Faculty Advisors for underprepared students** | | | |
| **Classification/Report** | | | Out of load, non-teaching assignment for current FYE adjunct faculty/ Reports to Director of First Year Experience |
| **Title III Time** | | | 100%; Year 1-5 |
| **Title III Objectives** | | | Position directly relates to project goal and objective (2) |
| **Education, Training, & Skills** | | | Master’s Degree. Participating faculty must have experience providing informal advising support to underprepared students; must be willing to embrace the philosophy that advising is teaching. Participants must have basic computer skills, exceptional listening skills and outstanding interpersonal skills. |
| **Responsibilities** | | | * Participates in structured training opportunities for FYE faculty advisors * Provides specific programming and advising support to underprepared students in their specific FYE course * Documents interactions with students * Monitors assigned students’ progress * Serves as an advocate for student when needed; helps students become their own advocates |
| **Table 24. PALS** | | | |
| **Classification/Report** | Student/ Reports to Director of the Academic Success Center, Associate Director of the Academic Success Center | | |
| **Title III Time** | 100%; Year 1-5 | | |
| **Title III Objectives** | Position directly relates to project goals and objectives (1-3) | | |
| **Education, Training, & Skills** | Current, degree seeking SCSU student; minimum overall GPA of 3.0. Minimum grade of B in courses supporting. Faculty or Chair recommended. Must have demonstrated strong leadership skills. Must have positive attitude, desire to work on a team, exceptional listening skills, maintain confidentiality. Must have excellent communication skills (written/oral), basic computer skills, and strong interpersonal skills. Must commit to minimum of one year of service. | | |
| **Responsibilities** | * Provide individual and group discipline specific academic support for current SCSU students * Utilize approved techniques and strategies to assist a diverse community of students with learning course content and developing effective study strategies * Assess student progress throughout sessions * Attend trainings and meetings as required by Associate Director or Director * Adhere to the policies and procedures of the Academic Success Center and SCSU * Demonstrate professionalism, responsibility, punctuality, and academic integrity * Maintain privacy and confidentiality of student information including course progress and performance | | |
| **Table 25. Student Success Navigators** | | | |
| **Classification/Report** | | Student/ Reports to Director of the Academic Success Center, Associate Director of the Academic Success Center | |
| **Title III Time** | | 100%; Year 1-5 | |
| **Title III Objectives** | | Position directly relates to project goals and objective 6 | |
| **Education, Training, & Skills** | | Current, degree seeking SCSU student; minimum overall GPA of 3.0. Must have positive attitude, desire to work on a team, exceptional listening skills, maintain confidentiality. Must have excellent communication skills (written/oral), basic computer skills, and strong interpersonal skills. Must commit to minimum of one year of service. | |
| **Responsibilities** | | * Create a welcoming environment by providing quality customer service * Assist students in navigating SCSU and advocating their needs * Perform basic data entry tasks * Attend trainings and meetings as required * Demonstrate professionalism, responsibility, punctuality, and academic integrity * Maintain privacy and confidentiality of student information | |

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| **Table 26. Case Manager** | |
| **Classification/Report** | Administrator IV/ Reports to Dean of Students |
| **Title III Time** | 100%; Year 1-5 |
| **Title III Objectives** | Position directly relates to project goals and objective 5 |
| **Education, Training, & Skills** | Master’s Degree preferred in higher education, counseling, social work, student development, psychology, or related field. Ideal candidate will have at least three years of full-time experience in a combination of the following areas: case management, community engagement and resource knowledge, and/or experience in higher education. Ideal candidate must have the ability to exercise tact and diplomacy when handling sensitive issues. Applicant must have strong interpersonal skills and ability to work collaboratively across campus. |
| **Responsibilities** | * Serves as a resource for managing reports of behavioral, academic, and social concerns on campus as well as responding to inquiries and providing appropriate follow-up reports * Serves as a member of the Student Support Team (SIT) and assists the Dean of Students in coordinating and documenting appropriate follow-ups * Provides services for students that are experiencing physical, mental, psychological, and life management difficulties * Works closely with key offices (Counseling Services, Disability Resource Center, Student Conduct, Academic Advising, etc.) to identify and intervene as early as possible with students whose behavior suggests that need for support services * Coordinates services and provides referrals to the appropriate resources on and off campus for students experiencing difficulties * Aids in oversight of Southern Opportunity Center |

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| --- | --- |
| **Table 27. University Assistant for Southern Opportunity Center** | |
| **Classification/Report** | Part-time/ Reports to Case Manager |
| **Title III Time** | 100%; Year 1-5 |
| **Title III Objectives** | Position directly relates to project goals and objective 5 |
| **Education, Training, & Skills** | Bachelor’s degree in counseling, social work, student development, psychology, or related field. Ideal candidate will have experience in a combination of the following areas: case management, community engagement and resource knowledge, and/or experience in higher education. Ideal candidate must have the ability to exercise tact and diplomacy when handling sensitive issues. Applicant must have strong interpersonal skills and ability to work collaboratively across campus. |
| **Responsibilities** | * Help manage the Southern Opportunity Center * Make appropriate community referrals * Build community partnerships between SCSU and organizations in the surrounding areas * Managing a small caseload of students |

Table 28 includes a breakdown of the Title III time and effort allocated for current employees.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Table 28. Time and Effort** | | | | |
| **Position** | **Name** | **Time** | **Grant Responsibilities** | **Qualifications** |
| Director of the Academic Success Center and PI on Title III Grant | Dr. Katie De Oliveira  Ed.D. | 20% | Oversight of Title III Grant, supervision of grant positions, support and coordinate all objectives 1-6, in particular coordination of PALS, retention coordinator oversight; support probation class, and early alert implementation, assessment and reporting | Directed previous grants, previous and current experience in academic success centers, tutoring, supplemental instruction and other academic support initiatives. |
| Associate Director of the Academic Success Center | Nicole Barbieri M.A. | 10% | Assist with PALS, part of team to develop the Southern Success Center (objectives 1-5); assessment and reporting | Previous and current experience in academic success centers, tutoring , academic success coaching, teaching, curricular and co-curricular initiatives. |
| Director of First Year Experience,  Professor of English | Nicole Henderson M.F.A. | 5% | Coordination of underprepared FYE initiatives and part of team to develop the Southern Success Center (objectives 4-5) | Over 20 years of experience directing and implementing the first year experience program, assessment, and academic support for students. |
| Associate Vice President and Dean of Students | Jules Tetreault Ed.D. | 5% | Coordination and oversight over the Southern Opportunity Center (objective 5). | Over 20 years of experience regarding dean of student services, resources, case management, health and wellness initiatives, oversight over counseling, student conduct, health services, wellness center, disability resource center, etc. |
| Academic Success Center Graduate Intern | Sam Barrett | 20% | Coordination of Academic Success Coaching Initiatives (objectives 2-4). | Experience in academic success coaching, developing academic success coaching programs, and in higher education. |
| Math Emporium Coordinator | Liz Hart | 10% | Coordination and partner for Math Emporium support | Experience as math faculty, instructor for Math Emporium |
| Coordinator of Student Financial Literacy and Advising | Lew DeLuca | 10% | Coordination of financial basic need support for at-risk students | Experience in higher education, experience with financial literacy, and working with at-risk students |

# F. Management Plan (10 points)

## F1. Procedures to Ensure Efficient and Effective Project Implementation

The management of the Title III PERCHS Project will be directed by an experienced and capable team. The team will be led by Dr. Katie De Oliveira (PI and Director of the ASC) who reports to the Vice President for Student Affairs, with a direct report line to the President. The PI has sufficient authority to manage and conduct the program efficiently and effectively, working with multiple established and engaged departments, most principally: FYE, Dean of Students, Academic Affairs, and Counseling Services.

The Title III PERCHS project team will gather for monthly meetings to provide detailed progress updates for each specific activity, check compliance with program objectives, review and assess the timeline, and ensure institutional integration and consistency. Bi-weekly meetings will continue with the Vice President for Student Affairs. In addition, quarterly meetings will be implemented with the Vice President for Student Affairs, Provost, and Associate Vice President of Academic Affairs to update them on the project’s progress and to request support. These meetings will ensure senior administration has enough information to update the President and his leadership team on the status of the project and to request support. Additionally, the Vice President for Student Affairs meets with the President weekly and has a weekly Cabinet meeting to include all senior administrators where she can provide any needed updates and suggestions regarding the Title III PERCHS project.

Moreover, the PI will work closely with the Sponsored Programs and Research Office (SPAR) to ensure grant-specific requirements are met and to confirm that PERCHS continues to follow the federal government and Title III guidelines. The PI will work directly with the Executive Vice President of Finance and Administration and the University Controller offices to ensure timely and accurate allocation, approval, and expenditure of funds in accordance with Connecticut State guidelines and the Department of Education.

The PI/Director of the ASC and the Associate Director of the ASC will oversee the accuracy of program and student records, as well as compliance with performance standards. The PI/Director of the ASC and the Associate Director of the ASC will also coordinate and lead the monthly meetings with PERCHS project personnel. These meetings will provide an opportunity for the early identification of any issues, so that corrective actions may be developed and implemented immediately in order to avoid any situations that have the potential to impede successful project implementation.

For assessment purposes, the PI will work with the Office of Assessment and Planning to coordinate processes for data collection as needed for grant reporting, as well as in-house assessments designed to drive decision-making. In-house quarterly reports of progress and accomplishments will be composed and shared with the Cabinet. Finally, virtual meetings will take place twice per year with an External Project Evaluator (qualifications described below) to discuss the project goals and objectives and relevant evaluation and data collection. SCSU’s procedures are outlined below.

|  |  |
| --- | --- |
| **Table 29. Key Procedures for Monitoring Title III PERCHS Project** | |
| **Categories/Purpose** | **Responsible** |
| **Title III Policies and Procedures Manual**   * Provide guidance on standard operating and reporting procedures * Outline personnel job descriptions for Title III PERCHS Project staff/faculty * Disseminate to project staff; available electronically | PI/Director of the Academic Success Center |
| **Meetings**   * Weekly Title III PERCHS Project Team meetings * Quarterly meetings with administration * Weekly Director and Associate Director of the Academic Success Center meetings * Bi-weekly meetings with First Year Experience, New Student and Sophomore Programs, and Academic Success Center staff | PI/Director of Academic Success Center, Associate Director of the Academic Success Center, Vice President for Student Affairs, Associate Vice President of Student Affairs/Dean of Students, Provost, Associate Vice President of Academic Affairs, Director of First Year Experience, Director of New Student and Sophomore Programs, Title III PERCHS Project staff, external evaluator |
| **Reports**   * Monthly time and effort reports for each Title III staff/faculty * Minutes of Title III PERCHS Project Team meetings; leadership team meetings * Monthly expenditure reports; documentation of expenses * Quarterly progress reports; U.S. Department of Education Annual Performance Reports | PI/Director of the Academic Success Center; Associate Director of the Academic Success Center; assisted by project staff, faculty, SPAR, and external evaluator |
| **Budget**   * Follow SCSU’s established procedures for federally-funded programs | PI/Director of the Academic Success Center; Executive Vice President of Finance and Administration and the University Controller office |
| **Dissemination**   * Public link to Title III PERCHS project information on SCSU’s website * Title III news stories included in SCSU publications and city newspapers * Releases to local and regional media outlets * Presentations and publications regarding grant activities and objectives by Title III PERCHS project team | Office of Integrated Communications and Marketing; Title III PERCHS project team |
| **Evaluation**   * Internal evaluation of activities through evaluation timeline * External evaluator conducts annual and final evaluations | External evaluator; Title III PERCHS project team |

## F2. Authority to Effectively Conduct Project

The Title III PERCHS team will be granted authority by the President, the Vice President for Student Affairs, the Provost and Vice President for Academic Affairs, and the Associate Vice President for Academic Affairs to effectively conduct project activities. To support successful implementation, this Title III project has been given access to the highest levels of college administration, as depicted in the figure below.

**Figure 1. Organizational Chart**

# G. Evaluation Plan (15 points)

## G.1. Data Elements and Collection Procedures and G.2. Data Analysis Procedures

The evaluation plan serves the purpose of 1) assessing the effectiveness of the project implementation strategies, 2) documenting progress on achieving objectives and impact on addressing institutional problems, and 3) informing project personnel of any modifications needed for project implementation. Oversight of the evaluation plan will be provided by the PI/Director of the ASC and the Associate Director of the ASC in coordination with the Office of Institutional Effectiveness, the Office of Assessment and Planning, and project personnel. These personnel will collect, organize, and analyze data through several longitudinal studies to assess various aspects of project effectiveness and impact. Additionally, SCSU will secure an experienced External Evaluator to provide an impartial and objective evaluation of the project objectives, implementation strategies, and overall effectiveness in achieving objective targeted results. The External Evaluator will meet the following criteria: 1) knowledge of current Title III regulations, 2) experience evaluating Title III projects, 3) expertise in evaluation processes and procedures, and 4) knowledge of student success and familiarity with academic support retention initiatives in higher education.

SCSU is committed to executing a comprehensive evaluation plan that includes formative and summative evaluation practices comprised of a mixed methods approach, utilizing both quantitative and qualitative data. Conducting formative evaluations throughout the year using standard descriptive and inferential techniques will allow project personnel to determine whether the project is on track in addressing each objective and achieving targeted results, as well as to inform the team, in the event of obstacles, if modifications to the project implementation strategies should be made. The data to be collected include reports collected from the Banner Student Information Database, EAB Navigate database and tracking system, and results of student surveys such as NSSE, BCSSE, and FYE. The combination of quantitative and qualitative approaches allows for a holistic evaluation of the project’s effectiveness. The External Evaluator will assist project personnel in establishing an evaluation system and assess progress towards achieving the targeted implementation results within the allotted timetable of objective activities each project year.

The PI/Director of the ASC and Associate Director of the ASC will organize formative project evaluation reports to be submitted quarterly to the External Evaluator and project personnel, including the development of brief reports and visuals to be available to the campus community through the Office of Integrated Communications and Marketing and on a dedicated webpage for SIP. These reports will outline the progress on project objectives, implementation methods and strategies, data collection and analysis, and project expenses (projected versus actual to date). Should the project implementation encounter barriers that require modification, a detailed explanation regarding the circumstances surrounding such adjustments will be provided in the quarterly report including the new course of action, impact on timelines, and any adjusted targeted results. The External Evaluator will provide a mid-year and end-of-year report documenting all progress made on the project to date, including his/her comments and recommendations for improvement based upon the findings and results of the internal quarterly reports. The External Evaluator will hold virtual meetings twice a year with the PERCHS project team and other key personnel. At the culmination of the grant project, the External Evaluator will additionally document the extent to which the overall project goal and objectives were met as well as the project’s impact on the institutional problems and weaknesses outlined above and the overall institutionalization of project practices and improvements.

The following evaluation plan details the information to be collected, persons responsible, methods for collection and analysis, and timeframe for each project objective.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Table 30. Plan for Evaluation of Measurable Objectives** | | | | |
| **What data is collected?** | **Who collects data?** | **How is data collected?** | **How is data analyzed?** | **When collected?** |
| Objective 1: Decrease number of DFW students in STEM and Business gateway courses by 10% | | | | |
| DFW rates of students enrolled in STEM and Business gateway courses | ASC Director | Reports collected from Banner Student Database and EAB | Final grade DFW rates , compared to previous semesters using 3-year average course rates as baseline, comparing current DFW rates of student program participants vs. non | Annually, Fall and Spring |
| # of PALS support opportunities targeted to STEM and Business gateway courses | ASC Director | Reports collected from EAB | Quantitative analysis of services offered including student attendance and comparison of grades with those that didn’t attend services | Annually, Fall and Spring |
| # of students who pass Math Emporium | ASC Director and Math Emporium Coordinator | Reports collected from Banner and from EAB | Final grade DFW rates calculated and compared to previous semesters, quantitative analysis of services offered | Annually, Fall and Spring |
| Objective 2: Increase persistence rates of first-time full-time freshmen returning after 1 year to 81% (Baseline = 76.8%) | | | | |
| # of first-time full-time students enrolled each fall semester | IE, ASC Director and Associate Director | Reports collected from IPEDS and university data | Persistence rates calculated, compared to previous years | Annually, Fall |
| # of tutoring opportunities targeted to freshmen | ASC Director and Associate Director | Reports collected from EAB | Quantitative analysis of services offered including student attendance | Annually, Fall and Spring |
| # of PALS support opportunities targeted to STEM and Business gateway courses | ASC Director and Associate Director | Reports collected from EAB | Quantitative analysis of services offered including student attendance and comparison of grades with those that didn’t attend services | Annually, Fall and Spring |
| # of students identified through early alert system | RC | Reports collected from EAB | Quantitative analysis of students, grades, services participated in, and compared to those identified at-risk students who didn’t use services | Annually, Fall and Spring |
| # of students who used Academic Success Coaching | RC, Graduate Intern | Reports collected from EAB | Quantitative analysis of students, grades, academic skills learned and applied, services participated in; comparison of standing before and after | Annually, Fall and Spring |
| Objective 3: Increase persistence rates of first-time full-time freshmen returning after 2 years to 66% (Baseline = 61.6%) | | | | |
| # of first-time full-time students enrolled each fall semester | IE, ASC Director and Associate Director | Reports collected from IPEDS | Persistence rates calculated, compared to previous years | Annually, Fall |
| # of tutoring opportunities targeted to sophomores | ASC Director and Associate Director | Reports collected from EAB | Quantitative analysis of services offered including student attendance | Annually, Fall and Spring |
| # of students identified through early alert system | RC | Reports collected from EAB | Quantitative analysis of students, grades, services participated in, and compared to those identified at-risk students who didn’t use services | Annually, Fall and Spring |
| # of students who used Academic Success Coaching | RC, Graduate Intern | Reports collected from EAB | Quantitative analysis of students, grades, academic skills learned and applied, services participated in; comparison of standing | Annually, Fall and Spring |
| Objective 4: Decrease percentage of student body with overall GPAs below 2.5 to 21% (Baseline = 26%) | | | | |
| # of students with overall GPA below 2.5 | IE, ASC Director and Associate Director | Reports collected from EAB | Overall GPA calculated, compared to previous years | Annually, Spring |
| Objective 5: Decrease number of students effected by lack of basic needs to 25% (Baseline = 30%) | | | | |
| # of students using basic needs resources | IE, DOS, CM | Reports collected from EAB, banner, and health assessment survey results | Quantitative analysis of students usages of resources, and self-report from survey regarding need | Annually, Spring |
| Objective 6: Increase student satisfaction with student support services to 70.6% (Baseline = 60.6%) | | | | |
| Student satisfaction survey question results | IE, ASC Director and Associate Director | NSSE result reports | Analyze quantitative and qualitative data from survey responses, compare to cohort responses from previous years | Annually, Spring |

# H. Budget Narrative (7 points)

The budget presented in Table 31 was developed to fully implement the project during the five-year grant period and to position SCSU to institutionalize the initiatives. All costs are based on the University’s own experience and in consultation with other institutions that have developed similar programs and activities. Budget decisions were guided by three primary considerations: (1) allowable/ unallowable costs for the Title III program, (2) reasonableness considering average market for similar items/services, and (3) appropriate and necessary for the execution of the project.

**Personnel and Benefits:** The **Title III PI/Director of the Academic Success Center** will serve as the oversight over the Title III PERCHS Program. There are several positions and offices that play a large role in the grant initiatives; however, all effort will be in-kind, as this will move to institutionalize and operationalize the programs. Additionally, the two new full-time positions will be split in years 4 and 5 by the University and the grant budget. This approach will aid in the successful management, implementation, and continued implementation of the Title III project. A **Retention Coordinator** will be hired to provide the expertise and oversight of the early alert system and manage support for the students once identified from the early alert system. The **two Professional Academic Success Coaches** will each work with students identified from the early alert system and support the RC with the summer course. Their support will aid dramatically with retention. The Professional Academic Success Coaches will be graduate students and will be paid $15 per hour for 15 hours per week for 44 weeks (fall, spring, and summer). Five **Adjunct** **Faculty** will be hired and trained to teach the probation class focused on academic skills and strategies and mindfulness (20 students per section). They will be expected to teach 2 eight-week courses in the semester and will be paid for teaching 1 credit with an average pay at $1672per credit. Fifty-seven **Peer Academic Leaders** will be hired by Year 5 to provide tailored academic support to the already identified difficult gateway courses. As students they make $12.00 per hour and will have a maximum of 5 hours per week supporting the students within their sections of courses. This includes students for the Math Emporium program. Six **Student Success Navigators** will be hired by the end of the grant to provide student presence and support within the Southern Success Center. They are paid $12.00 per hour based on the minimum wage increase for the 2019-2020 year. They will work on average 10 hours per week and will advocate for and support students. Eight **Peer Academic Success Coaches** will be hired and each paid $12.00 per hour based on the minimum wage for students. They will work on average 10 hours per week and will support SCSU students through enhancing their academic skills through academic success coaching. This includes the academic success coaches for the Math Emporium program. A full time **Case Manager** position will be hired to support the Opportunity Center and support a caseload of SCSU students with basic needs. A **University Assistant** position will be hired to solely focus on running the day-to-day operations of the Opportunity Center and support SCSU students with basic needs, making $19 per hour for 19 hours a week. Note that fringe rates at SCSU are determined by the individual rates in which a faculty or staff is enrolled and that student workers receive no fringe during the academic year.

**Supplies:** The **educational furniture and technology** request is limited to the resource and technology needs of the Southern Success Center in order to enhance the development of the **Southern Success Center** and the basic resource needs for this, to include computers at $1,000 each, digital signage at $2,500 for the TV and mount each, and instructional furniture for $13,000, staggered throughout the 5 years. The ASC will provide **educational materials** for the students enrolled in the academic probation course and the summer skill building course (textbooks, handouts, packets, etc.); textbooks have not been selected but all printing will be priced at no higher than $0.08 per page, based on SCSU duplicating services charges. Additionally, beyond the supplies listed, all other needed supplies will be in-kind. Finally, a total of $1,000 per year is requested to support Competitive Preference Priority 2 and will enable financial literacy to purchase outreach materials to aid the students at $1,000 per year.

**Other**: During the summer program, one of the marked checkpoints within the **early alert system**, $100 each for students to take a specific learning styles inventory to aid in their understanding of their own academic skills and how they learn for 10, 10, 15, 30, and 50 students respectively per year for the summer program. Additionally, the summer program expenses for living on-campus and food for the 12-day program will be covered. It costs $55 per day to live on-campus and $25 per day for food to total $960 per student for the 12 days of the course. The course will start in year 1 and 2 with 10 students, year 3 will have 15 students, year 4 will have 30 students, and finally in year 5 there will be 50 students. The **External Evaluator** is contracted at $5,000 per year for the five years of the Title III project. This contract will include twice a year virtual check-ins, consultations, data analysis, report preparation, advice, and recommendations. This budget includes support for **on-going professional development/training** for the FYE faculty regarding support for underprepared students to include a $50 stipend per training for FYE faculty who attend. Finally, in year 5 of the grant, the ASC will offer a refresher training for all of the PALS, SSN’s, and Peer Academic Success Coaches to continue to support their peers at $12 per hour for 16 hours.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Table 31. Title III Budget** | | | | | | |
| **Budget Category/Item** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Total** |
| 1. **Personnel** |  | | | | | |
| FT Retention Coordinator | $60,000 | $60,000 | $60,000 | $60,000 | $30,000 | $270,000 |
| Opportunity Center - Case Manager | $65,000 | $65,000 | $65,000 | $32,500 | $32,500 | $260,000 |
| Grad. Academic Success Coaches (2) | $14,400 | $14,400 | $14,400 | $14,400 | $14,400 | $72,000 |
| Adjunct Faculty (5) | $8,360 | $8,360 | $8,360 | $8,360 | $8,360 | $41,800 |
| Opportunity Center – UA | $18,050 | $18,050 | $18,050 | $18,050 | $18,050 | $90,250 |
| UG Academic Success Coaches (8) | $30,720 | $30,720 | $30,720 | $30,720 | $30,720 | $153,600 |
| PALS (57) | $109,440 | $109,440 | $109,440 | $109,440 | $109,400 | $547,200 |
| Student Success Navigators (5) | $26,400 | $26,400 | $26,400 | $31,680 | $31,680 | $142,560 |
| Grad. Summer Course Leaders (2) | $5,400 | $5,400 | $5,400 | $5,400 | $5,400 | $27,000 |
| **Total** | **$337,770** | **$337,770** | **$337,770** | **$310,550** | **$280,550** | **$1,604,410** |
| 1. **Fringe** |  | | | | | |
| FT Retention Coordinator | $39,000 | $39,000 | $39,000 | $39,000 | $19,500 | $175,500 |
| Opportunity Center – Case Manager | $42,250 | $42,250 | $42,250 | $21,125 | $21,125 | $169,000 |
| Grad. Academic Success Coaches (2) | $0 | $0 | $0 | $0 | $0 | $0 |
| Adjunct Faculty (5) | $1,739 | $1,739 | $1,739 | $1,739 | $1,739 | $8,694 |
| Opportunity Center – UA | $1,549 | $1,549 | $1,549 | $1,549 | $1,549 | $7,743 |
| UG Academic Success Coaches (8) | $0 | $0 | $0 | $0 | $0 | $0 |
| PALS (57) | $0 | $0 | $0 | $0 | $0 | $0 |
| Grad. Summer Course Leaders (2) | $463 | $463 | $463 | $463 | $463 | $2,317 |
| SSN’s Summer (5) | $618 | $618 | $618 | $741 | $741 | $3,336 |
| **Total** | **$85, 619** | **$85,619** | **$85,619** | **$64,617** | **$45,117** | **$366,590** |
| 1. **Supplies** |  |  |  |  |  |  |
| Educational and Promotional Supplies | $2,000 | $2,000 | $2,000 | $2,00 | $2,000 | $10,000 |
| Educational Furniture and Technology | $6,000 | $6,000 | $0 | $8,000 | $4,000 | $24,000 |
| Financial Aid Outreach Materials | $1,000 | $1,000 | $1,000 | $1,000 | $1,000 | $5,000 |
| **Total** | **$9,000** | **$9,000** | **$3,000** | **$11,000** | **$7,000** | **$39,000** |
| 1. **Other** |  | | | | | |
| Stipends – FYE Instructors | $2,000 | $2,000 | $2,000 | $2,000 | $2,000 | $10,000 |
| Refresher Training for current PALS, SSN’s, and ASC’s – 16 hours per person | $0 | $0 | $0 | $0 | $14,112 | $14,112 |
| Consultant – External Evaluator | $5,000 | $5,000 | $5,000 | $5,000 | $5,000 | $25,000 |
| Software Access – Learning Styles | $1,000 | $1,000 | $1,500 | $3,000 | $5,000 | $11,500 |
| On-Campus Expenses for Summer Students | $9,600 | $9,600 | $14,400 | $28,800 | $48,000 | $110,400 |
| **Total** | **$17,600** | **$17,600** | **$22,900** | **$38,800** | **$74,112** | **$171,012** |
| 1. **Total Project Costs** | **$449,989** | **$449,989** | **$449,289** | **$424,967** | **$406,779** | **$2,181,012** |

**Competitive Preference Priority 1 –** *Fostering flexible and affordable paths to obtaining knowledge and skills*

In 2014, Southern Connecticut State University (SCSU)’s Student Success Task Force worked through a comprehensive assessment of the institution. This task force determined a critical need to rework and enhance SCSU’s Academic Advising and Career Office. Over the last five years, a committee of faculty, staff, and higher-level administrators have collaborated to develop a new comprehensive academic advising model. In the process, and as recommended by the Student Success Task Force report and the subsequent 2015 – 2025 Strategic Plan initiatives that grew from the task force’s directives, it was decided to separate the Academic Advising and Career Services to develop two separate, more robust offices, now housed in the Division of Student Affairs. Several months ago, both offices were officially separated and began their development. The Office of Career and Professional Development (OCPD) and Academic Advising Office (AAO) have found locations and become additions to the larger Southern Success Center. The AAO has designed an academic advising model that focuses on the development of academic advising “neighborhoods” within SCSU’s four main schools (School of Business, School of Arts and Sciences, School of Health and Human Services, School of Education) and on disciplinary groupings. The model also provides a centralized office for undeclared students, who are consistently one of SCSU’s largest at-risk groups for non-completion. In tandem with the development model for AAO, the OCPD also is taking shape. OCPD has worked to develop a comprehensive five-year strategic plan for its office in order to fit the state and national employment trends. One area of focus is on externships, internships, fellowships, and apprenticeships. The office is currently searching for an Assistant Director of OCPD whose sole focus will be on this task. The Assistant Director will partner with the academic advising neighborhoods of the AAO to provide targeted, intentional support to the students in those co-horted discipline areas. The Director of OCPD is currently building quality external relationships with local businesses to aid in the expansion and opportunities for more work-based learning experiences in the business, health, science and humanities fields. Furthermore, a specific for-credit class was developed to push students to enter into internships, externships, fellowships, and apprenticeships during the semesters. OCPD is working to expand this structure and will shortly be able to provide necessary support for SCSU students in this realm.

The ask in the PERCHS program proposal is for aid in the development of the Southern Success Center’s academic and basic needs support functions. OCPD is slated to be one of five offices part of the Southern Success Center. As the Southern Success Center becomes a one-stop shop for SCSU students, the OCPD will be easily identifiable as a resource that can better support students in their career needs and goals and career skill development. At-risk students who come to the Southern Success Center for assistance will also be referred to the AAO, if they are struggling to select or stay within a chosen major, and to the OCPD for work-based learning experiences.

**Competitive Preference Priority 2 –** *Fostering knowledge and promoting the development of skills that prepare students to be informed, thoughtful, and productive individuals and citizens*

Southern Connecticut State University (SCSU) prides itself on being a university of access. SCSU is dedicated to the CSCU system’s new transformative vision for increasing retention rates, improving student success, maximizing affordability, and increasing equity through the elimination of academic achievement disparities. The PERCHS program proposes two overall goals to achieve better persistence and improve SCSU’s graduation rates: 1) Increase the success and retention of at-risk students through enhanced services, and 2) Develop and implement the multi-divisional, comprehensive Southern Success Center. National data suggests students that are academically at-risk and struggle to persist due to two factors: 1) Lack of basic resource leads to food insecurity, financial hardship, housing insecurity, etc., and 2) Academic struggles through difficulty with content and insufficient academic skills support. The inability to pay for school and other basic needs is high on the list for SCSU students, as we know 80% of SCSU students are granted some type of financial aid, with a little under 40% receiving a Pell Grant; thus the majority of SCSU students arrive on campus with financial hardships.

In 2016, the National Student Clearinghouse Research Center “analyzed the college pathways of more than two million students, demonstrating that college students now earn their bachelor’s degree in five to six years” (Shapiro, 2016). This holds true for Southern students today; many of them struggle to maintain their degree with the traditional four-year path. Shapiro (2016) further states that “institutions and policymakers continue to take measures to minimize the cases where inadequate guidance or academic advising results in excessive credit or having insufficient financial resources causes stop outs and part-time enrollment” (p. 2).

In order to help meet the needs of our students’ struggle with financial literacy, SCSU hired a Coordinator of Student Financial Literacy and Advising (CSFLA), a well-established position, displaying this as a priority for SCSU. The CSFLA has masterfully developed the office to offer support to students through one-on-one advising, presentations and resources, which focus on such topics as: Paying for College, Smart Money Management, Financial Aid 101, Credit Talks, Budget Talks, Scholarship Talks, Life After college, and Loan Repayment Talks, to name a few. A main goal of the CSFLA is to help students learn payment plan options and understand financial aid and scholarship opportunities. The CSFLA provides helpful guides and information to include helpful personal finance videos, college student discounts, recommended reading and outside resources for financial wellness. The financial literacy program the CSFLA developed is ranked #9 in the nation for top programs(lendedu.com, 2018).

In the PERCHS program, there are multiple check-points within the early alert system, which includes predictive analytics to readily identify if a risk factor is financial hardships. The early alert system will allow us to target the at-risk students with financial hardships and more frequently during the multiple check-points and allow formal referrals to the CSFLA for workshops, one-on-one advising, and other resource help.