Retention Plan
2014-2016

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Baseline Data and Goals

Baseline Data			Goal
Academically Underprepared			
FTFT Students with ACT≤18			Fall 2014: 47% Fall 2015: 50%

Fall 2012	Fall 2013	
# in Cohort	# Retained	% Retained
689	314	**45.6%**

Exploratory			
FTFT Students Who Are not Declared at Matriculation			Fall 2014: 58% Fall 2015: 61%

Fall 2012	Fall 2013	
# in Cohort	# Retained	% Retained
247	144	**58.3%**

First-Time, Full-Time Students			
FTFT Students			Fall 2014:63% Fall 2015:67%

Fall 2012	Fall 2013	
# in Cohort	# Retained	% Retained
2291	1376	**60.1%**

Most Students (M)			
All Undergraduates			Fall 2014:80% Fall 2015:82%

Fall 2012	Fall 2013	
# UG	# Retained or Graduated	% Persisted
12522	9972	**79.6%**

Students of Color (SoC)			
FTFT Students of color			Fall 2014:51% Fall 2015:53%

Race/Ethnicity	Fall 2012	Fall 2013	
	# Cohort	# Retain	% Retain
Black or A-A	847	384	45.3%
Hispanic/Latino	181	105	58.0%
Asian	40	29	72.5%
Native American	5	4	80.0%
Native Hawaiian	1	0	0.0%
Two or More Races	77	39	50.6%
Total	1151	561	**48.7%**

Structure for Planning and Implementation

Participants at the Retention Planning Retreat

First	Last	Position
Tom	Abrahamson	Chairman, Lipman-Hearne
Laurie	Achenbach	Interim Dean, Science
John	Allen	Administrative Lieutenant, Department of Public Safety
Karla	Berry	Director, Center for Teaching Excellence
Todd	Bryson	Assistant Director, University Housing
Royce	Burnett	Associate Dean, University College
Tom	Cheng	Executive Asst. for Commercial Innovation and Tech
Lizette	Chevalier	Associate Dean, Engineering
Terry	Clark	Professor and Faculty Senate President
Scott	Collins	Professor, School of Allied Health
Jaime	Conley-Holt	Career Development Coordinator, Career Services
Anne	Cooper Moore	Dean, Library Affairs
Carla	Coppi	Director, Center for International Education
Dennis	Cradit	Dean, Business
David	Crain	Assistant Provost and Chief Information Officer
Brad	Dillard	Associate Director, Plant and Service Operations
Rae	Goldsmith	Executive Director, Chief Marketing and Communications
Terri	Harfst	Director, Financial Aid
Holly	Hurlburt	Associate Professor, History
Andy	Ju An Wang	Dean, Applied Sciences and Arts
Allan	Karnes	Associate Dean, Business
Jill	Kirkpatrick	Bursar
Mickey	Latour	Dean, Agricultural Sciences
Novotny	Lawrence	Associate Professor, Radio, Television, and Digital Media,
Dafna	Lemish	Interim Dean, Mass Communication and Media Arts
Kimberly	Leonard	Dean, College of Liberal Arts
Kim	Little	Chief Academic Advisor, Education
Pat	Manfredi	Director, University Core Curriculum
Lori	Merrill-Fink	Director, University Honors Program
Walter	Metz	Assistant Professor, Electrical and Computer Engineering
John	Nicklow	Provost and Vice Chancellor for Academic Affairs
Lisa	Peden	Director, Learning Support Services

First	Last	Position
Ruth Ann	Rehfeldt	Professor, Rehabilitation Institute, Education
Beth	Scally	Associate Director, University Housing
Jon	Schoonover	Associate Professor, Agricultural Sciences
Colleen	Scott	Assistant Professor, Chemistry and Biochemistry, Science
Katie	Sermersheim	Interim Dean of Students
Jon	Shaffer	Director, University Housing
Tiffany	Spencer	Director, Registrar's Office
Nathan	Stephens	Director, Center for Inclusive Excellence
Lori	Stettler	Assistant Vice Chancellor for Auxiliary Services
Gayla	Stoner	Director, Distance Ed/Off-Campus Programs (Summer
Katharine	Suski	Director, Undergraduate Admissions
John	Warwick	Dean, Engineering
Veronica	Williams	Director, Exploratory Students (Advising)
Keith	Wilson	Dean, Education and Human Services
Tamara	Workman	Director, Transfer Student Services

Action Teams

Retention Steering Committee (RSC)

Name	Position
Allan Karnes	Associate Dean, Business, and Chair, RSC
Tom Abrahamson	Lipman-Hearne
Royce Burnett	Associate Dean, University College
Tom Cheng	Executive Asst. for Commercial Innovation and Tech Transfer
David Crain	Assistant Provost and Chief Information Officer
Kimberly Leonard	Dean, College of Liberal Arts
John Nicklow	Provost and Vice Chancellor for Academic Affairs
Katie Sermersheim	Interim Dean of Students
Nathan Stephens	Director, Center for Inclusive Excellence
Lori Stettler	Assistant Vice Chancellor for Auxiliary Services
Katharine Suski	Director, Undergraduate Admissions

Advising Action Team

Royce Burnett	A. Dean/ University College	RSC Representative
Karen Midden	A. Dean/Agriculture	
Tabitha Stone	Chief Academic Advisor/Business	Chair
John Warwick	Dean, College of Engineering	
Veronica Williams	Director/1stYear and ESA Advising	
Tamara Workman	Director/Transfer Students	

Curriculum Action Team

Laurie Achenbach	Interim Dean, College of Science	Chair
Susan Davenport	Associate Professor, School of Music	
Peter Fadde	Assoc. Prof., Curriculum and Inst.	
Kimberly Leonard	Dean, College of Liberal Arts	RSC Representative
Nancy Mundschenk	Assoc. Prof., Ed. Psych & Special Ed	
Robert Spahr	Ass't Prof., Cinema and Photography	

Early Alert System Action Team

Tom Abrahamson	Lipman Hearne	RSC Representative
Dennis Cradit	Dean, Business	Chair
Amber Manning-Oullette	Director, Enroll. Mgt.-Business	
Lawrence Novotny	Ass't Professor-RTV	
Renada Greer	Director, Student Support Services	
John Allen	Public Safety, Police Lieutenant	

Engagement Action Team

Tamarah Cook	Social Media Strategy Specialist	
Rae Goldsmith	Marketing/Communications Officer	
Tina Horvath	Associate Director, Housing	
Andy Morgan	Acting Associate Dean of Students	Chair, May 1, 2014–
Blaine Tisdale	Student, GPSC President	
Chet Savage	Associate Athletic Director	
Katie Sermersheim	Dean of Students	RSC Representative
Bethany Wendler	Coordinator, Involvement & Leadership	Chair (Spring 2014)

Exploratory Action Team

Jaime Conley-Holt	Career Development Coordinator	
Deborah Barnett	Coord. Non Trad Student Services	
Harvey Henson	College of Science/Ass't Dean	
Kim Little	COEHS/Chief Academic Officer	Chair
Matt Purdy	COB/Career Services Specialist	
Lori Stetler	Ass't VC for Auxiliary Services	RSC Representative
Veronica Williams	Director/1stYear and ESA Advising	

Learning and Success Action Team

David Crain	Ass't Provost & CIO	RSC Representative
Karla Berry	Director, CTE	
Holly Hurlburt	Assoc. Prof., History	
Meera Komarraju	Ass't Dean, COLA	Chair
Marcus Odom	Director, School of Acct.	
Jon Schoonover	Forestry, Associate Professor	

Mentoring Action Team

Todd Bryson	Ass't Director, University Housing,	RSC Representative
Rodrigo Carraminana	IG Research & Creative Acts	
Lizette Chevalier	Professor, Civil & Envir. Engineering	Chair
Carla Coppi	Director, Ctr for International Ed	
Dr. Lanel Love	Program Mgr, CTE	
Nathan Stephens	Director, Dean of Students Area	

Registration Action Team

Jason Gillman	Ass't Director, Student Health Services	
Matthew Herman	Registrar's Office	
Pat Manfredi	Director, University Core Curriculum	
Anne Cooper Moore	Dean, Library Affairs	Chair
Jon Shaffer	Director, University Housing	
Katharine Johnson Suski	Director, Undergraduate Admissions	RSC Representative

UCOL 101 Action Team

Darla Karnes	Senior Lecturer, Accountancy	
Walter Metz	Assoc. Prof., Cinema and Photography	Chair
John Nicklow	Provost and VC for Academic Affairs	RSC Representative
Beth Scalley	Assoc. Dir., University Housing	
Matthew Schlesinger	Assoc. Prof., Psychology	
Derrick Williams	Ass't Director, Center for Inclusive Exc.	

Underprepared Action Team

Tom Cheng	Executive Assistant for Innovation	RSC Representative
Ken Collins	Department Chair, English	
Ronda Dively	English Faculty	
Jill Gebke	Assistant Dean-Business	Chair
Madelyn Gillis	Junior Student in Management	
Carl Flowers	Director-Rehabilitation Institute	
Tara Hembrough	English	
Jeannie Killian	University College Advising	
Michael Molino	Associate Dean, former Chair of English	
Pamela Smoot	Director-COLA Dean Office	
Kristina Therriault-Stepps	Associate Athletic Director-Academic	

Target Populations, Strategies, and Teams

#	Strategy	Action Team
Academically Underprepared		
AUP1	Use the non-cognitive assessments administered in 2013 to identify subpopulations that are at-risk and use for special outreach, advising, and support of 2014 students	Advising
AUP2	Require students who test low on English placement test to enroll either in special sections of English that combines ENG100 and ENG101, e.g., that gives credit for 101, and includes extra contact time and work (6 hour contacts/3 hr. credit) or in Stretch English	Underprepared
Exploratory Students		
E1	Increase structured support for students exploring careers and majors.	Exploratory
E2	Create a Career Exploration Living Learning Community for undecided and interested students	Exploratory
All FTFT Freshmen		
F1	Increase half-semester/mid-semester-start courses as an option for students who drop courses (to prevent SAP issues)	Curriculum
F2	Pilot a comprehensive, very structured program to serve students who earn a GPA<2.0 in their first semester	Advising
F3	Pilot block scheduling	Curriculum
F4	Increase block scheduling in 2015	Curriculum
F5	Enhance tablet initiative by training faculty	Learning & Success
F6	Enhance tablet initiative by providing training for the Mobile Dawg project	Learning & Success
F7	Improve UCOL101 in content and delivery	UCOL 101
F8	Improve freshman advisement	Advising
F9	Implement the early alert and intervention program in fall 2015, and begin prep work for fall 2014 to implement parts of the program using GradesFirst	EAS
F10	Increase academic LLCs and FIGs	Engagement
F11	Improve student learning and success in high DFW courses that enroll freshmen.	
Undergraduates		
UG1	Enhance communication of existing resources	Engagement
UG2	Decrease the number of holds by preventing them through structured outreach	Registration
Students of Color		

SoC1	Pilot a mentoring program	Mentoring
SoC2	Enhance UCOL curriculum to include diversity training	UCOL 101

Action Plans

Advising

Student Assessments

Strategy Number:	**AUP1**		
Target Population:	Academically Underprepared Students		
Strategy Statement:	Use the non-cognitive assessments administered in 2013 to identify subpopulations that are at-risk and use for special outreach, advising, and support of 2014 students		
Team Members:	▪ Tabitha Stone, Chair, Chief Academic Advisor/ Business ▪ Royce Burnett, A. Dean/ University College ▪ Veronica Williams, Director/1stYear and ESA Advising ▪ Karen Midden, A. Dean/ Agriculture ▪ John Warwick, Dean, College of Engineering ▪ Tamara Workman, Director/Transfer Students		
Brief narrative description	An internally created instrument, which assessed non-cognitive characteristics, was administered Fall 2013 in all UCOL 101 sections. The results of the assessment will be tabulated. For those students who provided an identifier (name or Dawgtag) the results of the assessment will be correlated with academic performance end of semester Fall 2013. Use assessment instrument to identify subpopulations that are at-risk and provide proactive outreach services.		
Budget Considerations:	None		
Reallocation Plans:	N/A		
New dollars requested:	None		
Cost:	None		
Assessment:	Compare end-of-first-year GPA of students who received outreach services in 2014 to similar students in 2013 who did not receive services.		
Task		Responsibility	Deadline
Find some available instruments to consider – Most institutions indicate a desire to use an internally created assessment instrument specific to their institution.		Royce Burnett	Feb. 21, 2014

Send data from fall 2013 to Center for Teaching Excellence	Royce Burnett	March 17, 2014
Enter data into database and submit to Institutional Research	Royce Burnett with CTE	March 21, 2014
Tabulate responses from the self-reported assessment	Institutional Research	March 31, 2014
Analyze the correlation between the self-reported assessment and academic performance. (Fall 2013)	Royce Burnett with IR	April 30, 2014
Form an outreach team with representatives from • Career Services • Counseling Center • Tutoring • Financial Aid	Royce Burnett	May 1, 2014
Determine which subpopulations can be identified as at-risk using the predictive analytics	Royce Burnett with outreach team	May 15, 2014
Determine intervention program for identified subpopulations and tracking system for responses	Royce Burnett with outreach team	June 15, 2014
Decide on administration process for Fall 2015	Royce Burnett with UCOL 101 coordinator	June 15, 2014
Administer survey to Fall 2014	Royce Burnett with UCOL 101 coordinator	Sept. 5, 2014
Identify fall 2014 subpopulations that match the at-risk characteristics identified in the fall 2013 administration	Royce Burnett with outreach team	Sept. 12, 2014
Begin intervention program	Royce Burnett with team	Sept. 19, 2014

Probation

Strategy Number:	**F2**
Target Population:	Freshmen
Strategy Statement:	Pilot a comprehensive, very structured program to serve students who earn a GPA<2.0 in their first semester
Team Members:	Tabitha Stone, Chair, Chief Academic Advisor/ Business Royce Burnett, A. Dean/ University College Veronica Williams, Director/1stYear and ESA Advising Karen Midden, A. Dean/ Agriculture John Warwick, Dean, College of Engineering Tamara Workman, Director/Transfer Students
Brief narrative description	FYFT freshmen placed on academic probation after Spring 2014 will be required to participate in the Probation Plan , which includes intervention and monitoring
Budget Considerations:	Costs should be less than $5 per student to cover materials for folders, printed resource materials, copy expenses, and phone expenses.
Reallocation Plans:	N/A
New dollars requested:	N/A
Cost:	$500
Assessment:	Track student compliance through SSC. Compare Spring 2014 and Spring 2013 semester GPAs for students in the Pilot Probation Plan to determine if there was an impact on academic performance.

Task	Responsibility	Deadline
Prepare the Probationary Plan of Action	Veronica Williams	March 12, 2014
Designate a coordinator for the Probation Program from FYA staff	Veronica Williams with Royce	May 31, 2014
Complete Course Registration Forms (CRFs) adjusting Summer/Fall 2014 class schedules of students placed on probation. No more than 14 hours, drop courses if prerequisites are lacking, add courses needing to be repeated. CRF is signed by Dean or his designee and forwarded to Registration.	Veronica Williams with Probation Program coordinator	May 31, 2014
Send letters to students at Mailing Address regarding their probationary status, the Probation	Veronica Williams with Probation	June 1, 2014

Plan, new schedule, a FERPA waiver, and a scheduled appointment with First-Year Advisor	Program coordinator	
Prepare Probation Plan Folders	Veronica Williams with Probation Program coordinator	August 1, 2014
Train First-Year Advisors regarding their role in the Pilot Probation Plan	Veronica Williams with Probation Program coordinator	August 1, 2014
Conduct First –Year Probation Meeting – provide the Probation Plan Folder, including handouts of student support services. Discuss the M.A.P.P. Make appropriate referrals: • Career Services • Counseling Center • Tutoring • Financial Aid	Veronica Williams with Probation Program coordinator	August 29, 2014
Call probationary students to confirm and remind about scheduled appointments. Schedule for Week 3 (Appointments have been pre-assigned in letter sent in May)	Veronica Williams with Probation Program coordinator	Aug. 29, 2014
Send follow-up email/call/text to probationary students who did not show up for scheduled appointments to reschedule	Veronica Williams with Probation Program coordinator	Sept. 5, 2014
Contact student services to see which students are using them. Student Services use SSC to notate services used, when and quality of engagement	Veronica Williams with Probation Program coordinator	Sept. 19, 2014
Send email to probationary students to schedule Mandatory Midterm appointments and prepare for verification of class attendance, tutoring, and meetings with student support services as required	Veronica Williams with Probation Program coordinator	Sept. 19, 2014
Begin Mandatory Midterm appointments	Veronica Williams with Probation Program coordinator	Oct. 1, 2014
For those students who have submitted a FERPA waiver (not optional), send follow-up letters to parents indicating extent to which their student is participating in the M.A.P.P.	Veronica Williams with Probation Program coordinator	Oct. 15, 2014

Compare student participation in the Probation Plan and academic performance from Spring 2014 and Fall 2014 semesters to determine if there was an impact on academic performance. Track the number of students who achieve good standing, remain on continuous probation, and are suspended.	Retention Specialist and Veronica	Jan. 1, 2015
Improve the plan and tracking to better serve FYFT freshmen on placed on probation at the end for fall 2015	Veronica Williams with Probation Program coordinator	Jan. 9, 2015

First-Year Advisement

Strategy Number:	**F8**		
Target Population:	Freshmen		
Strategy Statement:	Improve freshman advisement		
Team Members:	- Tabitha Stone, Chief Academic Advisor/ Business - Royce Burnett, A. Dean/ University College - Veronica Williams, Director/1stYear and ESA Advising - Karen Midden, A. Dean/ Agricultural Sciences - John Warwick, Dean, College of Engineering - Tamara Workman, Director/Transfer Student Services		
Brief narrative description	Ongoing effort to improve the First-Year Advisement experience. The goals are to bring loads in alignment with NACADA standards; improve advisor accessibility; implement proactive outreach to at-risk, probationary, and exploratory freshmen; improve connections and collaboration with colleges, and provide ongoing training/professional development opportunities for First-Year Advisors.		
Budget Considerations:	ILACADA Conference per advisor – (travel, $25 ILACADA dues, $75 conference fee, hotel and per diem) $100-$500 depending on location NACADA Conference for 1 advisor - (travel, registration, NACADA membership dues, hotel and per diem) $1500-$2500 depending on location		
Reallocation Plans:			
New dollars requested:	For Fiscal Year 2014-2015 $3800 (1 advisor NACADA, 13 advisors ILACADA 2015)		
Cost:	$3,800		
Assessment:	Analyze student satisfaction, FTFT freshmen retention rates, individual advisor performance over time, and individual advisor performance compared with the performance other First-Year Advisors.		
Task		Responsibility	Deadline
Continue to cross-train First-Year Advisors within FYA, and within their assigned colleges.		Veronica Williams with Chief Academic Advisors	Sept. 30, 2014
Attend the ILACADA Conference (all FYA advisors)		Veronica Williams	May 22, 2014

Send an first-year advisor as the first in a regular rotation to the NACADA conference. Upon returning, the advisor will present a summary of the sessions attended to all university advisors at an All-Advisors Meeting.	Veronica	Oct. 31, 2014
Analyze FTFT freshmen retention rates, individual advisor performance over time, and individual advisor performance compared with the performance other First-Year Advisors.	Royce Burnett, with Veronica,	March 31, 2015
Initiate Performance Improvement Plans in conjunction with Performance Evaluation, as needed	Veronica Williams	March 31, 2015
Review programs and procedure to determine adjustment required to best support freshman advisement	Royce Burnett, with Veronica	Dec, 31, 2014
Review programs and procedure to determine adjustment required to best support freshman advisement	Royce Burnett, with Veronica	May 31, 2015

Predictive Model

Strategy Number:	
Target Population:	Academically Underprepared Students
Strategy Statement:	Expand and enhance outreach and services to freshmen identified as at risk
Team Members:	▪ Tabitha Stone, Chief Academic Advisor/ Business ▪ Royce Burnett, A. Dean/ University College ▪ Veronica Williams, Director/1stYear and ESA Advising ▪ Karen Midden, A. Dean/ Agriculture ▪ John Warwick, Dean, College of Engineering ▪ Tamara Workman, Director/Transfer Students
Brief narrative description	Expand the use of the SIU non-cognitive survey by combining it with Day One Risk Analysis through SSC, implement a more efficient and effective way to administer the survey, and include UCOL 101 instructors in the outreach program
Budget Considerations:	None
Reallocation Plans:	N/A
New dollars requested:	None
Cost:	None
Assessment:	Compare end-of-first-year GPA of students who received outreach services in 2015 to similar students in 2013 and 2014 who did not receive services and who did.

Task	Responsibility	Deadline
Send data from 2014 administration of non-cognitive survey to IR to construct a predictive model using both this survey and Day One Risk Analysis to create an enhanced model	Veronica Williams	May 31, 2014
Designate a coordinator for this outreach program from the staff in FYA	Veronica Williams	Jan. 31, 2015
Add UCOL 101 coordinator to outreach team from last year	Veronica Williams	June 1, 2014
Determine outreach program for fall 2015 and training program for UCOL 101 instructors	Veronica Williams with outreach team	April 30, 2015
Incorporate the assessment instrument into the UCOL 101 syllabus. Create standard instructions to be read before administration so that all students receive consistent directions.	Veronica Williams with Coordinator of UCOL 101 and FYA coordinator	April 30, 2015

Plan for training for this program to be included in UCOL 101 training	Veronica Williams with Coordinator of UCOL 101 and FYA coordinator	April 30, 2015
Administer the assessment instrument in all Fall 2015 UCOL 101 classes	Veronica Williams with Coordinator of UCOL 101 and FYA coordinator	Sept. 4, 2015
Submit results to IR of the non-cognitive survey to IR to score fall 2015 students against the new predictive model	Veronica Williams with coordinator from FYA	Sept. 7, 2015
Begin coordinated proactive outreach by UCOL 101 instructors, advisors, and student services	Veronica Williams with coordinator from FYA	Sept. 14, 2015

Curriculum

Block Scheduling 2014

Strategy Number:	**F3**
Target Population:	FTFT Freshmen
Strategy Statement:	Pilot block scheduling
Team Members:	▪ Laurie Achenbach, Chair, Interim Dean College of Science ▪ Susan Davenport, Associate Dean College of Liberal Arts ▪ Peter Fadde, Associate Professor Curriculum and Instruction ▪ Kimberly Leonard, Dean College of Liberal Arts ▪ Nancy Mundschenk, Associate Professor Educational Psychology and Special Education ▪ Robert Spahr, Assistant Professor Cinema and Photography
Brief narrative description	Implement block schedules for two sections each of the top five majors: Biological Sciences, Criminology and Criminal Justice, Psychology, Mechanical Engineering, Social Work. Students in these sections will take 2-3 courses as a cohort during Spring 2015 semester.
Budget	None
Reallocation Plans:	N/A
New dollars	None
Description:	N/A
Cost:	None
Assessment:	Assess scheduling difficulties to determine whether block schedules are feasible on a large scale.

Task	Responsibility	Deadline
Implement block schedules for two sections of Biological Sciences Fall 2014	Laurie Achenbach	Aug. 1, 2014
Implement block schedules for two sections of Criminology and Criminal Justice Fall 2014	Kimberly Leonard	Aug. 1, 2014
Implement block schedules for two sections of Psychology Fall 2014	Kimberly Leonard	Aug. 1, 2014
Implement block schedules for two sections of Mechanical Engineering Fall 12015	Laurie Achenbach with John Warwick	Aug. 1, 2015
Implement block schedules for two sections of Social Work Fall 2015	Laurie Achenbach with Keith Wilson	Aug. 1, 2015
Create "Interest Areas" where feasible in all academic colleges as a pre-requisite for block scheduling	Laurie Achenbach with Academic Deans	Jan. 2015

Scheduling 2015

Strategy Number:	**F4**
Target Population:	All FTFT Freshmen
Strategy Statement:	Expand and enhance block scheduling
Team Members:	▪ Laurie Achenbach, Chair, Interim Dean College of Science ▪ Susan Davenport, Associate Dean College of Liberal Arts ▪ Peter Fadde, Associate Professor Curriculum and Instruction ▪ Kimberly Leonard, Dean College of Liberal Arts ▪ Nancy Mundschenk, Associate Professor Educational Psychology and Special Education ▪ Robert Spahr, Assistant Professor Cinema and Photography
Brief narrative description	Expand block scheduling to other majors where feasible.
Budget Considerations:	None
Reallocation Plans:	N/A
New dollars requested:	None
Description:	N/A
Cost:	None
Assessment:	Compare retention rates of "cohort" students to students not involved in block schedules within the same major.

Task	Responsibility	Deadline
Implement block schedules for two sections of Cinema & Photography Fall 2015	Robert Spahr with Dafna Lemish	Aug. 1, 2015
Implement block schedules for two sections of Radio, Television & Digital Media Fall 2015	Robert Spahr with Dafna Lemish	Aug. 1, 2015
Implement block schedules for two sections of Journalism Fall 2015	Robert Spahr with Dafna Lemish	Aug. 1, 2015

Fresh Start Courses

Strategy Number:	**F1**		
Target Population:	Freshmen		
Strategy Statement:	Increase half-semester/mid-semester-start courses as an option for students who drop courses (to prevent SAP issues)		
Team Members:	▪ Laurie Achenbach, Chair, Interim Dean College of Science ▪ Susan Davenport, Associate Dean College of Liberal Arts ▪ Peter Fadde, Associate Professor Curriculum and Instruction ▪ Kimberly Leonard, Dean College of Liberal Arts ▪ Nancy Mundschenk, Associate Professor Educational Psychology and Special Education ▪ Robert Spahr, Assistant Professor Cinema and Photography		
Brief narrative description	Introduce Fresh Start courses that begin at either Week 4 or Week 8 for at-risk students identified in Week 3. For example, students who are receiving a D/F in SPCM 101 by Week 3 will be able to drop that class and immediately enroll in SPCM 101 "Fresh Start" that is an 8-week intensive course for the same number of credit hours.		
Budget	Requires new teaching capacity (instructors, TAs)		
Reallocation Plans:	None		
New dollars requested:	SPCM 101: $7,650 (1.125 months at salary of $6,800/month) + $18,846 (3 50% TAs in liberal arts at $1,396/month for 4.5 months) = $26,496 MATH 107/108: $21,654 (3 50% TAs in mathematics at $1,604/month for 4.5 months). ENGL 101: $68,324 (10.5 50% TAs in English at $1,446/month for 4.5 months). Total:$116,474 (to be shared) Request: $58,237 (half share)		
Description:	Additional compensation of 1.125 months for TT faculty, TA funds		
Cost:	$58,237		
Assessment:	DFW rates compared to "normal" courses		
Task		Responsibility	Deadline
Prepare to offer SPCM 101 "Fresh Start" course		Kimberley Leonard	Aug 1, 2014
Offer SPCM 101 "Fresh Start" course		Kimberley Leonard	Oct. 1, 2014

Offer MATH 107/MATH 108 "Enhanced" co-requisite remediation courses: 3CH with 4th hour in which students can proficiency out	Laurie Achenbach	Aug. 16, 2014

Early Alert System

Strategy Number:	**F9**
Target Population:	Freshmen
Strategy Statement:	Implement the early alert and intervention program in fall 2015, and begin prep work for fall 2014 to implement parts of the program using GradesFirst.
Team Members:	Dennis Cradit (Chair) Tom Abrahamson John Allen Renada Greer Novotny Lawrence Amber Manning-Ouellette
Brief narrative description	The Early Alert System is a model comprised of pre-alert, alert, and post-alert protocol for FTFT students at SIU. Key factors of the protocol include who is responsible for alerts, accurate/current student contact information, and follow-up
Budget Considerations:	Early Alert System (Ellucian product), faculty/staff workload, IT rep, staff responsible for system
Reallocation Plans:	Enrollment Management/IT and University College funding for EAS system
New dollars requested:	
Description:	
Cost:	
Assessment:	*Timeline for assessment:* EAS end semesters report (adjust EAS protocol based on outcomes) EAS end of the academic year report (adjust indicators, response, ART and POD based on report data) *Method of Assessment:* Quantitative measures: -Semester-to-semester retention -Year-to-year retention -registration numbers -POD caseload #s (flagged categories) -resolution #s with follow up reporting through EAS system -Final grades/GPA longitudinal data -# of probation students (continuing, good standing) -Conduct meetings and SRR reporting

	2. Qualitative Measurement: -Focus groups with students, ART, PODs - Experiences after resolution of issue		
Task		**Responsibility**	**Deadline**
Draft a general invitation letter for each proposed member for action items for provost's distribution		Amber Manning-Ouellette	April 18, 2014
Pre-Alert Phase Action Items			
Form a Pre-Alert Team to determine measurements of college readiness for SIU		Renada Greer	May 30, 2014
Select appropriate measure of college preparatory readiness		Renada Greer	Aug. 1, 2014
Prepare UCOL101 Training Protocols		Amber Manning-Ouellette	July 31, 2014
Select Database System to collect alerts		Dennis Cradit	May 1, 2014
Alert Action Items			
Define the threshold for alert		Novotny Lawrence	July 31, 2014
Define how UCOL101 alerts are cross-checked with EFC and college prep readiness measures to produce risk priorities for student contact.		Novotny Lawrence	Sept. 15, 2014
How are alerts created and posted in database?		Dennis Cradit	Aug. 1, 2014
Post-Alert Action Items - Intervention Sequence			
Identify members of ACTION RESPONSE TEAM and determine chair		Novotny Lawrence	July 31, 2014
Identify REFERRAL POD TEAMS		John Alan	July 31, 2014
Specify operating procedure / response sequence		Novotny Lawrence	Oct. 1, 2014
Clarify specific operating procedures for each referral pod.		Tom Abrahamson	Sept. 1, 2014
Assessment			
Identify individual responsibility for assessing measures and writing report		Dennis Cradit	Aug.1, 2014

Engagement

LLCs and FIGs

Strategy Number:	**F10**
Target Population:	Freshmen
Strategy Statement:	Increase academic LLCs and FIGs
Team Members:	- Bethany Wendler, Chair (Spring 2014), Coordinator, Student Involve. & Lead. Dev. - Tamarah Cook, University Social Media Strategy Specialist - Rae Goldsmith, Executive Director – Chief Marketing & Comm. Officer - Tina Horvath, Associate Director, University Housing - Andy Morgan, Chair (May 1, 2014 -), Acting Associate Dean of Students - Chet Savage, Associate Athletic Director - Katie Sermersheim, Dean of Students - Blaine Tisdale, Student, GPSC President
Brief narrative description	A Living-Learning Community, LLC, is an intentional grouping of residential students who share common academic, cultural, or social interests Each community varies slightly in organization, goals, and curriculums, but all share the experience of being housed within the various residence halls on campus. FIG, Freshmen Interest Groups, are similar to LLC, however require students to enroll in 4-5 of the same classes while living as members of the FIG in the residence halls. This initiative will increase the LLC and FIG opportunities for freshmen
Budget Considerations:	The LLC/FIG programs falls within University Housing, expanding the program using existing beds does not require additional funding.
Reallocation Plans:	None at this time
New dollars requested:	None at this time
Description:	
Cost:	None at this time
Assessment:	On-going. Demographic information regarding the LLCs continues to be tracked since the start of the program in 1998. University Housing continues to evaluate current & future spaces in additional to discussions with academic and non-academic programs for possibilities of expansion.

Task	Responsibility	Deadline
Expand or increase LLC-based residence hall programming (i.e. common courses for LLC/FIG)	Tina Horvath with Jon L. Shaffer & Staff	Oct. 31, 2014
Identify additional programs for LLC/ FIG	Tina Horvath with Jon L. Shaffer & Staff	Oct. 31, 2014
Recruit academic programs to participate further in existing LLC and FIG programs	Tina Horvath with Jon L. Shaffer & Staff	Oct. 31, 2014
Implement new LLC and FIG programs	Tina Horvath with Jon L. Shaffer & Staff	Aug. 15, 2015

Promotion of Resources

Strategy Number:	**UG1**
Target Population:	All Undergraduates
Strategy Statement:	Continue to Enhance Communication of Existing Resources
Team Members:	▪ Bethany Wendler, Chair, Coordinator, Student Involve. & Lead. Dev. ▪ Tamarah Cook, University Social Media Strategy Specialist ▪ Rae Goldsmith, Executive Director – Chief Marketing & Comm. Officer ▪ Tina Horvath, Associate Director, University Housing ▪ Chet Savage, Associate Athletic Director ▪ Katie Sermersheim, Dean of Students ▪ Blaine Tisdale, Student, GPSC President
Brief narrative description	Increase consistency and effectiveness of student communication by: 1. Creating and utilizing a comprehensive, user-friendly University Calendar to enhance communication and participation in campus events and eliminate conflicting scheduling. 2. Assessing existing student communications vehicles and developing and implementing a strategic approach and protocols to support consistency, clarity and key messages. Vehicles include but are not limited to a campus-wide calendar, social media (Twitter, Facebook, Foursquare, SIU .apps); email (including Hobsons and Saluki net), mail, flyers or posters, class announcements, fairs, etc. 3. Developing, maintaining and promoting an inventory of frequently asked questions and responses focused on student services. 4. Communicate to all students the resources available to them to communicate and report issues of bullying, inappropriate instruction, and in general, where to start with any issues and/or concern.
Budget Considerations:	
Reallocation Plans:	
New dollars requested:	
Description:	
Cost:	To be absorbed by appropriate unit(s)

Assessment:	Student/ parent focus groups and surveys through various outlets (social media, UCOL classes, etc.) SIU NSSE Engagement Data to show increases overtime		
Task		Responsibility	Deadline
Designate a part of a currently funded position for the communications part of this initiative		Rae Goldsmith	Done
Begin to create, maintain and promote a university-wide calendar.		Rae Goldsmith	August 15, 2014
Begin to assess existing communications vehicles; develop and implement a strategy approach and protocols for student communications.		Rae Goldsmith with Tamarah Cook	June 30, 2014
Develop, maintain and promote inventory of frequently asked questions focused of student services		Tamarah Cook	August 18, 2014
Send emails and social media posts on a semester basis regarding Saluki Cares services for students who do not know where to start		Katie Sermersheim with Jeff McGoy	Aug. 1, 2014
Send academic year start-up emails and post on social media			Aug. 15, 2014
Send mid-term messages via the single sign on portal (SalukiNet)			Oct. 31, 2014
Send emails and post on social media during finals week			Nov. 30, 2014
Review FAQ sheet developed by Tamarah Cook to include Saluki Cares related questions		Katie Sermersheim with Jeff McGoy	May 1, 2014
Send the first quarterly opt-in Parent Newsletter that has a focus on existing student resources		Rae Goldsmith	Nov. 30, 2014
Streamline communications processes through multiple sources (i.e. appropriate campus departments and social media outlets)		Tamarah Cook	Oct. 31, 2014

Exploratory

Support Program

Strategy Number:	**E1**
Target Population:	First Year Exploratory Students
Strategy Statement:	Increase structured support for students exploring careers and majors.
Team Members	▪ Kim Little, Chair – COEHS Chief Academic Advisor ▪ Deborah Barnett - Dean of Students/Coordinator Non Traditional Student Services ▪ Jaime Conley-Holt - Career Services/Career Development Coordinator ▪ Harvey Henson - College of Science/Assistant Dean ▪ Matt Purdy - COB/Career Services Specialist ▪ Lori Stettler - Assistant VC for Auxiliary Services ▪ Veronica Williams, Director of First-Year Advising
Brief narrative description	▪ *Select a Major* Campaign ▪ Increase intentional activities in sections of UCOL 101 designated for undeclared students ▪ Create short (1-2 minute in length) career-oriented videos related to each college. These videos would feature quick edits and jump cuts along with brief interludes of alumni talking about the various careers that said college could offer upon degree completion. Both an intro and exit video by University Career Services will inform students of the resources available for 'next steps'. These videos could then be utilized as part of a career exploration 'toolkit' in UCOL 101, LLC's, and other venues ▪ Administer Focus2, career exploration software, to exploratory students before their advising session in fall to help determine course selection for spring 2015
Budget Considerations:	*Select a Major* Campaign: $1000 Videos: $3,000 Focus2: $2,500
Reallocation Plans:	
New dollars requested:	$6,500
Description:	▪ *Select a Major* Campaign Materials (posters, fliers, mailers, etc.). Room reservation, light refreshments for celebration

Cost:	$4,000
Assessment:	Percentage of first-year students Exploratory students selecting a major by end of fall semester and/or end of first year. Retention rate (FA to SP; FA to FA) of exploratory students.

Task	Responsibility	Deadline
"Spring into a Major, In a Major by Spring" Campaign		
Develop details	Veronica (with Rae and Jaime)	May 30, 2014
Schedule kick-off	Veronica (with Rae and Jaime)	May 30, 2014
Implement	FYA	Aug. 15, 2014
Career Exploration Course		
Designate Exploratory sections of UCOL 101 and have specific activities and assignments to structure introspection about career/major choice, and help with recruiting instructors	Jaime Conley-Holt with UCOL 101 leadership	April 30, 2014
Develop Career Services Workbook for students and embed into UCOL 101 Exploratory sections (and others as desired)	Jaime Conley-Holt with Kim Little	Aug 1, 2014
Career Videos		
Identify and secure buy-in from University Communications	Matt Purdy with Jaime Conley-Holt	May 12, 2014
Identify a 'point of contact' within each college &/or Career Services to assist with the production of videos	Matt Purdy, Jaime Conley-Holt, University Communications Staff	May 12, 2014
Focus2		
Prepare a program that expects First-Year Exploratory students to take component of FOCUS 2 before being advised in Fall 2014 for Spring 2015	Veronica Williams with Career Services and advising staff	Dec. 31, 2015
Implement the Focus2 program for advising	Veronica Williams with Career Services and advising staff	Jan. 30, 2015

LLC

Strategy Number:	**E2**		
Target Population:	First Year Exploratory Students		
Strategy Statement:	Create a Career Exploration Living Learning Community for undecided and interested students		
Team Members:	- Kim Little, Chair – COEHS Chief Academic Advisor - Deborah Barnett - Dean of Students/Coordinator Non Traditional Student Services - Jaime Conley-Holt - Career Services/Career Development Coordinator - Harvey Henson - College of Science/Assistant Dean - Matt Purdy - COB/Career Services Specialist - Lori Stettler - Assistant VC for Auxiliary Services		
Brief narrative description	This LLC will facilitate intentional activities to support structured exposure to resources that will help in career and major selection		
Budget Considerations:	Assessments and materials		
Reallocation Plans:			
New dollars requested:	$2000		
Description:	More career interest assessments		
Cost:			
Assessment:			
Task	Responsibility	Deadline	
Identify and secure Residence Hall location	Jaime Conley-Holt with Residence Life staff	Oct. 31, 2014	
Create marketing materials and have FYA staff promote LLC	Jaime Conley-Holt with Residence Life staff	Nov. 31, 2014	
Create a program for the LLC that focuses on career exploration (including workbook created in previous year)	Jaime Conley-Holt with Career Services staff	June 30, 2015	

Learning and Success

Tablet Initiative

Strategy Number:	**F5**
Target Population:	Freshmen
Strategy Statement:	Enhance tablet initiative by training faculty
Team Members:	- Meera Komarraju, Chair-Psychology - Karla Berry, Director-CTE - David Crain, CIO - Holly Hurlburt, Assoc. Prof-History - Marcus Odom, Director-School of Accounting - Jon Schoonover, Forestry, Associate Professor
Brief narrative description	Increase faculty adoption of technology by creating the role of technology mentor(a faculty member) for each academic department (or college).We will select one faculty member from each department and train tin use of the tablets, electronic materials, Mobile Dawg, D2L, and Top Hat Monocle. We would then expect the faculty to use this technology in their classes and to demonstrate what they have done to their colleagues
Budget Considerations:	Technology cost (tablets and widi devices) for faculty, small stipend for faculty. If stipend is not possible, a tablet would suffice.
Reallocation Plans:	We will finance the tablets in the same manner as the ones for students, reallocate training resources
New dollars requested:	$50,000
Description:	Provide OTS money for 100 program/departments @ $500 for the faculty tech mentor
Cost:	Tablets (@$600 for 100) plus stipend ($500 for 100)= $110,000
Assessment:	We will measure faculty adoption (usage) of the various technology platforms as well as continuing to survey students on usage of these technologies in their classes. We also obtain data to examine the association between how much students use technology and their course grade

Task	Responsibility	Deadline

Identify the individuals to be training in this role.	Meera with Komarraju with deans and department chairs	April 30, 2014
Procure the hardware for the faculty	David Crain with IT	May 31, 2014
Distribute hardware and train faculty in the use of the technology	David Crain with Karla Berry	July 31, 2014
Begin to demonstrate usage to faculty in academic departments (and ongoing through fall)	Karla Berry with Technology mentors	August 1, 2014
Assess usage and effectiveness of program	David Crain with Karla Berry	Jan. 31, 2014

Training for Mobile Dawg

Strategy Number:	**F6**		
Target Population:	Freshmen		
Strategy Statement:	Enhance tablet initiative by providing training for the Mobile Dawg project		
Team Members:	- Meera Komarraju, Chair-Psychology - Karla Berry,Director-CTE - David Crain, CIO - Holly Hurlburt, Assoc. Prof-History - Marcus Odom, Director-School of Accounting - Jon Schoonover, Forestry, Associate Professor		
Brief narrative description	Improve training provided for the Mobile Dawg project		
Budget Considerations:	Staff time		
Reallocation Plans:	Use existing staff from CTE and IT as well as training provided by technology vendors and publishers		
New dollars requested:	None		
Assessment:	Will measure usage of the platforms as well as help desk and desktop support calls.		
Task		Responsibility	Deadline
Create training program for faculty including training on tablets, wireless display, electronic materials, Mobile Dawg ap, and D2L		Karla Berry with David Crain	May 1, 2014
College Deans hold a meeting once each semester to disseminate information about use of technology in the classroom		Meera Komarraju with College Deans	Aug. 31, 2014
Deliver training to faculty		Karla Berry with vendors	Aug. 15, 2014
Create training materials for students on tablets, electronic materials, mobile dawg ap, and D@L		David Crain with IT	June 1, 2014
Deliver training to students at tablet distribution		David Crain with IT	Aug. 15, 2014
Assess usage and effectiveness of program		David Crain with Karla Berry	Jan. 31, 2015
Request Faculty Senate to host a presentation on the use of technology in the classroom at one of the monthly meetings		CTE	Aug. 31, 2014

Courses with High DFW Rates

Strategy Number:	F11
Target Population:	Freshmen
Strategy Statement:	Improve student learning and success in high DFW courses that enroll freshmen. Ensure that GAs are part of the initiative
Team Chair:	Meera Komarraju, Professor & Chair – Psychology
Team Members:	Karla Berry Director-CTE David Crain Chief Information Officer Holly Hurlburt Assoc. Prof-History Marcus Odom Director-School of Acct. Jon Schoonover Assoc. Prof-Forestry
Brief narrative description	- CTE will provide information about DWF grades in each course to the Chair of every department at the end of Spring 2014 - Team will select five courses for intensive attention - Team will meet with chairs to discuss program: – Chair and selected Senior Professor will meet with all instructors and GTAs at the beginning of Fall 2014 [within first week] to examine and discuss course performance data from previous semester – Chair and instructors [as well as GTAs if relevant] will access CTE resources during Fall 2014 – Chair can use GA positions to offer an in-house tutoring program – Chair will meet with the Dean [end of Fall 2014] to assess progress – Senior professor will observe classes and mentor the instructor as needed – Senior professor and instructors will develop plans for students doing poorly after first test (SI, tutoring, etc.) – Chair and Senior professor connect instructors to CTE for resources [workshops, Master Teacher series, Study hall availability, etc.] to improve student attendance, completion of homework assignments, performing effectively on exams – Instructors offer a centralized study center on the top two floors of the library and TAs meet students for group study/review sessions
Budget Considerations:	OTS $500 for Senior Professor to mentor and support instructors/GAs
Reallocation Plans:	
New dollars requested:	5 courses @ $500

Assessment:	Compare the percentage of DWF grades from Fall 2014 to Spring 2015 to assess whether student performance is improving and what is working/not working	

Timeline:		
Task	**Responsibility**	**Deadline**
Send details of DFW grades for each course to the Department Chairs, regularly, end of very semester	Karla with CTE	May 31, 2014
Select five courses for this program	Meera with Team	May 31, 2014
Document the program of expectations for department chairs/deans/instructors of the chosen courses*	Meera with Team	May 31, 2014
Meet with chairs/deans/instructors of the chosen courses*	Meera with Team	May 31, 2014
Monitor progress	Karla with CTE	Sept. 30, 2014
Assess results	Meera with Team	Jan. 15, 2015
Meet with mentors and instructors to get suggestions for improvement in the program	Meera with Team	Jan. 15, 2015
Department Chairs meet with course instructors to discuss students' performance from the previous semester and identify courses where students are doing well [75% passing rate] or struggling [50% passing rate]. Release a senior professor from research/teaching responsibility so that she/he can help the department improve performance in courses with high DWF grades. [Note: If a course is a "weed out" course, then the higher percentage of DWF grades may be viewed as necessary for identifying those who would not be more successful in higher level courses. Therefore, the strategy for these courses might include ways to PREVENT the enrollment of these students]	Meera with Team working with department chairs	Aug.1 , 2014
Course instructors make the required textbooks and/or other required course materials available in the Reserve section in the library. Course instructors can also explore options of making the material available electronically to the students	Meera with Team working with instructors	Aug. 1, 2014

Chair and Senior professor connect instructors to CTE for resources [workshops, Master Teacher series, Study hall availability, etc.] to improve student attendance, completion of homework assignments, performing effectively on exams	Meera with Team working with Department Chair, Instructors of DWF courses, CTE	Aug. 1, 2014
Instructors of courses with DWF grades over 40% create a pretest that is given on the first day of class to identify students who are not prepared for the course. These students are required to attend additional class meetings each week. Students can test out of the additional meetings at set points during the semester.	Meera and Team working with instructors of DWF courses	Aug. 1, 2014
During the first two weeks of each semester, instructors identify students who are not attending class. Send an email to these students and also forward the names to college advisors who will follow up with a phone call and formal letter.	Meera and Team working with instructors of DWF courses	Aug. 18, 2014
After Test 1 of the semester, instructors of courses with a DFW rate of over 40% request supplemental instruction for students who got a D or F grade	Meera and Team working with Supplemental Instruction	Sept.12, 2014
Instructors (DWF courses) offer a centralized study center on the top two floors of the library and TAs meet students for group study/review sessions	Meera and Team working with Course instructors/GTAs	Sept. 12, 2014
CTE conducts workshops for instructors of DWF courses that allow for group discussion and identification of strategies for improving performance of students who are struggling in their courses	Karla and Team working with Course instructors and CTE	Sept. 15, 2014
Every semester, Chair and Instructors examine prior semester's results to assess and discuss specific strategies that are helping improve student learning/success	Meera and Team working with Department Chair and Instructors	Jan. 7, 2014
Instructors of "gateway" courses (English, Math, Science, etc.) with multiple sections consider offering a coordinated course to ensure that all sections are covering the same content and providing the same instruction.	Meera and Team working with Department Chair and Instructors Course Instructors	Oct. 1, 2014 for Spring

The course instructor/coordinator creates a common syllabus and common assignments for the material. The instructors of multiple sections meet periodically during the semester to discuss how the course is progressing and to share stories about what is/is not working.	Meera and Team working with Course Instructors	Jan. 7, 2015

Mentoring

Strategy Number:	**SoC1**		
Target Population:	Students of Color		
Strategy Statement:	Expand and enhance the mentoring program		
Team Members:	▪ Lizette Chevalier, Chair, Civil & Environmental Engineering, Professor ▪ Todd Bryson, University Housing, Asst. Director ▪ Rodrigo Carraminana, Undergraduate Research & Creative Acts ▪ Carla Coppi, Ctr for International Education, Director ▪ Dr. Lanel Love, Ctr for Inclusive Excellence, Program Mgr ▪ Nathan Stephens, Dean of Students Area, Director		
Brief narrative description	**RAMP IT UP!** **R**etention through **A**cademic **M**entoring **P**rogram The mission of RAMP IT UP! Is to provide a connection for first-year students to find pathways to student involvement, caring and accessible mentors, the wide scope of student services available, and a demonstrated commitment to student retention and success.		
Budget Considerations:			
Reallocation Plans:			
New dollars requested:			
Description:	Lunch for students during focus group follow up $150 Promotional and training materials $200		
Cost:	$350		
Assessment:	▪ Surveys ▪ Student participation ▪ Use of various resources ▪ Focus groups ▪ Web site analytics		
Task		Responsibility	Deadline
Define role and expectations of SIU mentors for RAMP IT UP!		Lizette Chevalier with Team	June 1, 2014
Interface with RAs, identify complementary practices in housing		Nathan Stephens with Team	July 1, 2014

Develop/adopt training materials	Nathan Stephens with Team	July 30, 2014
Recruit Faculty/Staff Mentors	Lizette Chevalier with Team	July 15, 2014
Train mentors	Nathan Stephens	Aug. 1, 2014
Assess Mentoring Program via survey	Lizette Chevalier with Team	Oct. 1, 2014
Review data and evaluate the pilot	Lizette Chevalier with Team	Nov. 1, 2014
Determine need and topics for focus group with students	Lizette Chevalier with Team	Nov. 1, 2014
Conduct focus group if appropriate	Todd Bryson with Carla Coppi	Nov. 15, 2014
Summarize findings of focus group(s)	Carla Coppi with Todd Bryson	Nov. 30, 2014
Revise mentoring program to address student concerns, improve outcomes	Lizette Chevalier with Team	Dec. 31, 2014
Revisit mentoring program to determine is expansion is possible	Lizette Chevalier with Team	April 1, 2015

Registration

Strategy Number:	UG2
Target Population:	Undergraduates
Strategy Statement:	Decrease the number of holds by preventing them through structured outreach
Team Members:	▪ Anne Cooper Moore, Chair, Dean, Library Affairs ▪ Jason Gillman, Assistant Director, Student Health Services ▪ Matthew Herman, Registrar's Office ▪ Katharine Suski, Director, Undergraduate Admissions ▪ Pat Manfredi, Director, University Core Curriculum ▪ Jon Shaffer, Director, University Housing
Brief narrative description	▪ Implement mechanisms to reduce barriers to registration by holds. ▪ Expand communication efforts to encourage compliance with immunization and other holds at NSO and before move in. ▪ Warn parents and students in advance of their registration holds using technological solutions that provide details of how to resolve the holds.
Budget Considerations:	
Reallocation Plans:	
New dollars requested:	
Assessment:	Track hold satisfaction rates, analyze results at the end of each semester, and recommend adjustments on an annual basis each spring.

Task	Responsibility	Deadline
Recommend two dates when all holds must be placed - end of week 2 for immunizations and week 10 for everything else	Anne Moore with Team	May 1, 2014
Mail new immunization info to new students/drive to new webpage, as non-compliance is done	Jason Gillman	August 30, 2014
Embed outreach in UCOL 101 to non-compliant in immunization (targeted)	Pat Manfredi	March 15, 2014
Use Point-n-Click EMR to generate a list of compliant students to note compliance in Banner, so we can communicate with those who are non-compliant	Jason Gillman with Michelle Richerson	July 15, 2014

Add Immunization Compliance Form to the Application Checklist and as part of the application process/documentation, but not as a condition of admission.	Katharine Suski	Sept. 1, 2014
On admissions application, request applicants give authorization to SIU to send text messages to them and their parents/families regarding admissions requests and status, and to send reminders to students who still need to submit proof of immunization.	Katharine Suski; legal approval needed	Sept.1, 2014
Ask students to request their immunization records from the high school or previous post-secondary institution when they request their transcripts	Katharine Suski	Sept. 1, 2014
Include Immunization Form, cover letter, and return envelope in Welcome Packet.	Jason Gillman and Katharine Suski	Sept. 1, 2014
Use Connect, Retain, StarRez, and other means to send letters, send emails, and conduct robocalls to communicate with students and parents to submit immunization records before move in	Jason Gillman and Katharine Suski	Sept.1, 2014
Collect proof of immunization prior to arrival on campus.	Jason Gillman	Sept. 1, 2014
Coordinate communication (warning) of upcoming holds on registration	Anne Moore with Team	Sept. 1, 2014
Implement single sign-on to SalukiNet (Login at campus computers forces login to SalukiNet)	Pat Manfredi with David Crain	Sept. 1, 2014
Post warnings of all upcoming and current holds on SalukiNet through pop-up messages on login	Matthew Herman with Banner team	Sept. 1, 2014
Develop an early warning system for holds (through SalukiNet and other communication means such as Connect and Retain)	Anne Moore with Team	Sept. 1, 2014
Use cell-phone texts to distribute SIU information (holds) to students (available in Hobson's Connect and Retain; set up a field in Banner)	Katharine Suski and UC Advising	Sept. 1, 2014
Recommend advisors encourage all undeclared students with fewer than 46 credits to declare a major each time they meet with them;	Tamara Workman	Sept. 1, 2014
Approve policy to move undeclared students with 46 credits into University Studies; create plan for advising these students	Anne Moore with Provost	Sept. 14, 2014

Move undeclared students with 46 credits into University Studies rather than giving them a registration hold	Pat Manfredi with Dean of University College	Jan. 1, 2015

UCOL 101

Strategy Number:	**F7 and SoC2**
Target Population:	Freshmen
Strategy Statement:	Improve UCOL101 in content and delivery
Team Members:	▪ Walter Metz, chair ▪ Darla Karnes ▪ John Nicklow ▪ Beth Scally ▪ Matthew Schlesinger ▪ Derrick Williams
Brief narrative description	This modification of UCOL 101 includes the following initiatives: streamline the learning outcomes; increase traditional academic components; hire and train NTT's to teach UCOL 101 and be dedicated to helping students transition to SIU; increase number and effectiveness of specialized sections by student characteristics (career exploration, Black Man's Initiative, etc.); and encourage "passion courses."
Budget Considerations:	
Reallocation Plans:	
New dollars requested:	
Description:	
Cost:	
Assessment:	Are students achieving the learning outcomes identified by the UCOl101 Academy; this will be done by embedded metrics as established by the UCOL Academy.

Task	Responsibility	Deadline
Form a UCOL101 Academy of dedicated faculty	John Nicklow	May 30, 2014
Implement curricular changes to UCOL101, including an explicitly defined, streamlined set of student learning outcomes, written with measurable markers for tracking transformations in first-year students' academic skills (critical thinking, reading comprehension, ability to work with others, etc.).	Walter Metz with UCOL101 Academy	June 1, 2014
In terms of section scheduling, begin with at risk groups of students to assure that their instruction matches their known academic needs (Black Men's Initiative, "exploratory student" sections, undeclared majors sections devoted to career exploration, etc.). Then, allow room for "passion courses" as well as	Walter Metz with UCOL101 Coordinator	June 1, 2014

college-based delivery of UCOL101. Assess how many sections remain, and deploy the full-time NTTs to deliver an UCOL101 experience to students not captured via these other methods.		
Develop a set of "passion" sections of UCOL101 taught by the best instructors at SIU. Similar to the honor's course application, have the UCOL101 leadership team solicit and evaluate proposals for their potential to deliver the transformation of student skills goals of the UCOL101 student learning outcomes.	John Nicklow with UCOL101 Coordinator	May 1, 2015
Develop diversity curriculum for UCOL101.	Walter Metz Nathan Stephens	May 31, 2014
Develop and deliver training for instructors related to the new diversity curriculum for UCOL101.	Walter Metz with UCOL101 Coordinator	June 1, 2014

Underprepared

Strategy Number:	**AUP2**
Target Population:	Academically Underprepared
Strategy Statement:	Require students who test low on English placement test to enroll either in special sections of English that combines ENG100 and ENG101, e.g., that gives credit for 101, and includes extra contact time and work (6 hour contacts/3 hr. credit) or in Stretch English
Team Members:	▪ Jill Gebke, Chair, Assistant Dean - Business ▪ Tom Cheng - Executive Assistant for Innovation ▪ Ken Collins – Department Chair, English ▪ Ronda Dively – English Faculty ▪ Carl Flowers - Director-Rehabilitation Institute ▪ Madalyn N. Gillis - Junior Student in Elementary Education ▪ Tara Hembrough - English ▪ Jeannie Killian - University College Advising ▪ Michael Molino – Associate Dean, former Chair of English ▪ Pamela Smoot – Director - COLA Dean Office ▪ Kristina Stepps - Associate Athletic Director-Academic

Brief narrative description	Recruit students with an ACT English subscore ≤16 into a newly developed course, ENG 101+, that has an additional 2 lab hours of contact time as part of the class. Classes will be taught by NTTs in four new positions.
	This pilot may be expanded, depending on success
	▪ **Fall 2015**
	   – All students with an ACT English subscore ≤18 will be encouraged to enroll in ENG 101+, a move that will add students with a score of 17 or 18 to the program
	▪ **Fall 2016**
	   – Require all students with ACT English subscore ≤18 to enroll in ENG101+
	   – Develop and use a writing sample administered during the first class for students to have the opportunity to "test up" to a standard ENG101 (no extra contact hours)
	   – Examine the possibility of an expanded program to serve all students with a composite ACT score ≤18

Budget Considerations:	The Provost and Chancellor have approved 4 NTT positions for this effort.
Reallocation Plans:	Changed 11 sections of ENGL 101 to restricted sections for ENGL 101+.
New dollars requested:	
Description:	

Cost:	

Assessment:	In January 2015:
	-compare the students in 101+ with the students from Fall 13 with the same profile and measure (in comparison to 1 and 3 year averages):
	  - Mean grade in 101
	  - Mean fall GPA
	  - Enrollment status in following spring semester
	  - Count/percentage of students enrolling in 102 the next semester
	  - D, F, W rates
	In May 2015:
	  - Compare GPA and academic standing of pilot and Fall 13 groups
	Summer 2014: We will be studying the attendance policies of 101 and 101+ carefully, since most students fail 101 on account of absences; but we are still concerned that attendance problems in a three-day-a-week 101 will only be exacerbated in a version that meets five days a week.

Task	Responsibility	Deadline
Finalize Resources needed for budget		Done
Convert ENGL 101 sections to ENGL 101+ using Form 75s, with registration restrictions		Done
Create script for advisors to explain 101+ for students		Done
Meet with UCOL Administration, English Department		Done
Brief Workman of project and discuss advisors role		Done
Distribution of registration process with UCOL advisors		Done
Discuss ENGL 101+ with Achieve/DSS		Done
Distribution of registration process with other NHS advisors		Done
Review NSO lists and work with advisors who have targeted students at NSOs.		Done
Complete PRF/request permission to hire NTTs	English Chair	Done
Advertise for NTTs	English Chair	Done
Begin to review registration list to ensure qualified students are in correct sections. Contact University College Director and advising staff to inform them of the registration errors. This is an ongoing activity	Ronda Dively with English Department	May 1, 2014
Begin to contact students who registered, in error, and advise them of correct English 101 sections. This is an ongoing activity	Jeannie Killian with FYA	May 1, 2014

Review applications and interview for NTTs	Ken Collins	May 15, 2014
Finalize four NTT hires	Ken Collins	July 1, 2014
Train NTTs Training from English Department	English chair with new 101+ coordinator	Aug.5, 2014
Design assessment by Department of English/Writing Studies Director/Writing Studies Committee	English chair	June 1, 2014
Gather data for assessment	Jill Gebke	Dec. 31, 2014
Begin curricular enhancements for fall 2015	English chair	Dec. 31, 2014
Complete assessment	Jill Gebke with Team	Jan. 31, 2015
Develop action plans as appropriate for expansion in fall 2015 (English ACT score 17 or 18), expansion to programs beyond English, and requirement for 2016 with opt-out writing sample	Jill Gebke with Team	Feb. 28, 2015