

Re-Imagining the First Year of College: Planning Toolkit

Overall Goals	
<p>Campus goals: Describe what you hope to accomplish on your campus as a result of being in this learning community.</p>	<ul style="list-style-type: none"> • Improved first year retention • Reduced achievement gap • Strong faculty involvement in first year programming • A cross-functional, collaborative approach to the first year
<p>Institutional Intentionality: Describe your goals for intentional programming for first year students.</p>	<p>To create institutional structures supporting a cross-functional collaborative approach to the first year</p> <ul style="list-style-type: none"> • Establish a cross-functional first-year council • Rethink placement testing • Develop a campus-wide marketing campaign called "First year? Right here!"
<p>Curriculum: Describe your goals for curriculum related to student success in the first year.</p>	<p>Develop a more engaging curriculum that helps students select a major by the end of the first year of college.</p> <ul style="list-style-type: none"> • Revise the Introduction to University Life Course (first year seminar) as the link to the new meta major learning communities • Revise General Education Requirements in Quantitative Learning and non-US requirement in A&H and Social Science. Reduce proliferation of courses satisfying general education requirements • Allow students to complete MTH 87 (Developmental) and MTH 116 (College level Quantitative Reasoning) in one term. • Revise the course sequence for students placing into ENG 099. Students placing into ENG 099 would enroll in a co-curricular with co-requisite model of instruction • Initiate Integrated Summer Transition Enrichment Program (STEP)
<p>Faculty: Describe your goals for faculty related to student success in the first year.</p>	<p>Increased involvement by full-time faculty (both tenure-stream and college lecturers) in all aspects of first year programming</p> <ul style="list-style-type: none"> • Teaching enhancement award program focused on improving pedagogy in "milestone" courses (high enrollment, high D/F/W rates) • Organize informal meetings between members of the faculty and groups of first-year students. • Provide training for Faculty in how to interact effectively with struggling first-year students

<p>Students: Describe your goals for students related to student success in the first year.</p>	<p>Give students a sense that they belong in university in general and that they belong/are “at home” at CSU in particular</p> <ul style="list-style-type: none"> • Develop supportive communication strategies for struggling students • Encourage on-campus employment and/or paid internship employment linked to the University for freshman students • Develop Learning Communities as support mechanisms for students at risk • Develop strong links to individuals in the community who influence incoming freshman students who commute • Develop first year housing model and build/renovate to accommodate 750-1000 additional students • Develop a coordinated, integrated network of peer mentors for freshman students

Detail	Design Specific Strategies to Achieve Each Goal		
Area of Focus	INSTITUTIONAL INTENTIONALITY		
Description: Describe the specific strategy.	Establish a cross-functional first-year council		
Definition of Success: Describe the expected outcome for this strategy. What will look different at your college?	Ongoing maintenance of first-year programming by a cross-functional team that meets regularly and interacts consistently with the Provost's office and the Faculty Senate. Establishment of assessment plan for first-year programs – institution of regular cycle of assessment.		
Workflow and Milestones: What significant events will have happened in the roll out of this strategy?	<p style="text-align: center;">2016</p> <p>Establishment of a first-year council in consultation with the Project Team, Faculty Senate, and University Provost's office.</p> <p>Draft of guidelines outlining council's responsibilities, membership terms, procedures for replacing departing members, etc.</p>	<p style="text-align: center;">2017</p> <p>Approval of guidelines by Faculty Senate and Provost's office</p>	<p style="text-align: center;">2018</p> <p>Project Team hands over responsibility for oversight of first-year programming to Council</p>
Key Leaders: Who are the critical people and/or offices that need to be involved in the effort? What should be their role?	Who <i>Who (person/office) is most critical?</i>	Role <i>What do we need them to do differently?</i>	Capacity <i>How can we ensure they're successful?</i>
	Provost Faculty Senate President Co-ordinator, First-year Programs	Acknowledge need for oversight of first year programming Co-ordinator, 1 st year Programs should convene the Council	Emphasize centrality of oversight to success of Reimagining the first year project

Detail	Design Specific Strategies to Achieve Each Goal
Area of Focus	INSTITUTIONAL INTENTIONALITY
Major Metrics: What data could you use to understand progress? Are there top-level metrics for this strategy?	Primary measure of success would be evidence that the Council meets regularly to discuss first-year programming and recommend enhancements.
Scale: At what scale (number of students, educators, etc.) will it be implemented?	University-wide.
Leadership: Who is the single person responsible for making sure implementation happens?	Provost/Senate President
Risks: What are the major risks and they be managed?	Difficulty of identifying interested faculty/student participants. Maintaining momentum after initial meeting(s) of Council. Difficulty of finding replacements for initial members. Require Provost-level involvement/Visibility to Senate: Council should send Provost and Senate President an annual report; regular presentations on first-year to Senate should also be required.
Resources: What resources do we need to ensure successful implementation?	None, beyond the commitment of senior leadership.

Detail	Design Specific Strategies to Achieve Each Goal		
Area of Focus	INSTITUTIONAL INTENTIONALITY		
Description: Describe the specific strategy.	Rethink placement testing		
Definition of Success: Describe the expected outcome for this strategy. What will look different at your college?	Successful completion of evaluation of alternatives to current placement testing model. Implementation of feasible alternatives.		
Workflow and Milestones: What significant events will have happened in the roll out of this strategy?	<p style="text-align: center;">2016</p> <p>Create cross-functional team to evaluate alternative approaches to placement, recommend practical alternatives (e.g, replacing ACT scores with more holistic assessment criteria, multiple measures, etc.)</p> <p>Develop a plan for <i>mandatory</i> placement testing prior to registration</p>	<p style="text-align: center;">2017</p> <p>Review and approval of recommended changes by University Faculty Senate/Admissions and Standards Committee</p>	<p style="text-align: center;">2018</p> <p>Implementation of new placement testing for new admits entering Fall 19.</p>
Key Leaders: Who are the critical people and/or offices that need to be involved in the effort? What should be their role?	<p style="text-align: center;">Who</p> <p><i>Who (person/office) is most critical?</i></p>	<p style="text-align: center;">Role</p> <p><i>What do we need them to do differently?</i></p>	<p style="text-align: center;">Capacity</p> <p><i>How can we ensure they're successful?</i></p>
	Director of 1 st -year Writing/Chair, Math Department/Director of Admissions	Writing/Math need to be open to new approaches to placement. Admissions needs to embrace positive enrollment effects of retention.	Provide good evidence from comparable institutions that use alternative methods, mandate placement testing.

<p>Major Metrics: What data could you use to understand progress? Are there top-level metrics for this strategy?</p>	<p>Success rates in 1st year Math and Writing courses; predictive analytics (do historical data indicate that the new criteria are accurately predicting student success in courses into which they are placed?)</p> <p>Data on "melt" – does requiring placement have an effect on the percentage of admitted students who sign up for orientation, but then do not attend in Fall.</p>
<p>Scale: At what scale (number of students, educators, etc.) will it be implemented?</p>	<p>All incoming first year students (including new transfers)</p>
<p>Leadership: Who is the single person responsible for making sure implementation happens?</p>	<p>Provost's office: need to persuade Admissions and to encourage innovation by Math and English programs.</p>
<p>Risks: What are the major risks and they be managed?</p>	<p>Imposing unreasonable workload on faculty in English and Math. Can be managed if CSU gets good information on how other schools have adopted alternative placement methods</p> <p>Resistance from admissions due to fear of increased "melt." Can be managed with good data on what happened at other schools, techniques they used to combat melt.</p>
<p>Resources: What resources do we need to ensure successful implementation?</p>	<p>Good information on others schools' experiences. Possible resources to compensate faculty/evaluators if labor-intensive methods are preferred and selected by the evaluation team.</p>

Detail	Design Specific Strategies to Achieve Each Goal		
Area of Focus	INSTITUTIONAL INTENTIONALITY		
Description: Describe the specific strategy.	Develop a campus-wide marketing campaign called “First year? Right here!” that promotes commitment by all CSU employees to students who arrive at CSU for their first year and elevates the stature of this work.		
Definition of Success: Describe the expected outcome for this strategy. What will look different at your college?	Similar to the University’s “Safe Space” program to support LGBTQ students, “First year? Right Here!” will utilize signage, stickers, buttons and other marketing tools that allow individuals to self-identify themselves and their offices as inviting to first-year students. The effort will help remove the fear that many first-year students express of approaching faculty and officials, and help students navigate offices that provide needed support and services.		
Workflow and Milestones: What significant events will have happened in the roll out of this strategy?	2016 Work with CSU’s Marketing Department to engage student and employee focus groups to design an effective campaign.	2017 Roll out the “First year? Right here!” campaign under the auspices of the First-Year Council.	2018 Evaluate impact of the campaign in terms of student awareness and participation on campus. Acknowledge and celebrate staff and faculty participants.
Key Leaders: Who are the critical people and/or offices that need to be involved in the effort? What should be their role?	Who <i>Who (person/office) is most critical?</i>	Role <i>What do we need them to do differently?</i>	Capacity <i>How can we ensure they’re successful?</i>
	AVP Marketing Student Affairs Co-ordinator, First-year Programs	Perceive working with first-year students as an essential and respectable undertaking.	Leadership from First-year council to create University-wide buy-in

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Area of Focus	INSTITUTIONAL INTENTIONALITY
Major Metrics: What data could you use to understand progress? Are there top-level metrics for this strategy?	<p>Primary measure of success would be the number of people who actively participate in the campaign.</p> <p>A secondary measure would be feedback from students regarding their sense of being welcomed on campus.</p>
Scale: At what scale (number of students, educators, etc.) will it be implemented?	University-wide.
Leadership: Who is the single person responsible for making sure implementation happens?	VP Student Affairs
Risks: What are the major risks and they be managed?	<p>Just because one self-identifies with the campaign does not mean he or she is an active participant. Promoting active participation will be a challenge.</p> <p>First-year students are met with many marketing messages on campus. It may be difficult to make sure this one doesn't get lost in the noise.</p>
Resources: What resources do we need to ensure successful implementation?	Marketing resources to support campaigning. Support of senior leadership.

Detail	Design Specific Strategies to Achieve Each Goal		
Area of Focus	CURRICULUM		
Description: Describe the specific strategy.	Revise the Introduction to University Life Course (first year seminar) as the link to the new meta major learning communities. This will include a more student-centered structure and engagement opportunities for major and career exploration.		
Definition of Success: Describe the expected outcome for this strategy. What will look different at your college?	<ul style="list-style-type: none"> Fewer undecided students and fewer major changes in the sophomore year. Increase of full time faculty involvement in first year programs. 		
Workflow and Milestones: What significant events will have happened in the roll out of this strategy?	2016 <ol style="list-style-type: none"> Learning community sections of Introduction to University Life (ASC 101) will be redesigned for fall to include major exploration, a sense of belonging and civic engagement. Common Reading book will be on hiatus to explore better college involvement. Restructure the non-learning community sections of ASC 101 focusing on the academic and nonacademic resources and course requirements. Expand ASC 101 in Summer Enrichment and Transition Program to eight sections (200 students) 	2017 <ol style="list-style-type: none"> Tweak the learning community and non-learning community sections of ASC 101 as needed. Expand the meta-major learning community to all colleges. Execute a new common reading program to include involvement by student life and other major stakeholders. Tweak ASC 101 in STEP (Summer Transition Enrollment Program) 	2018 <ol style="list-style-type: none"> Expand ASC 101 content to reach all first year students (transfer, partnership etc.). Implement tweaks to common reading program. Expand faculty involvement in book selection process.
Key Leaders: Who are the critical people and/or offices that need to be involved in the effort? What should	Who <i>Who (person/office) is most critical?</i>	Role <i>What do we need them to do differently?</i>	Capacity <i>How can we ensure they're successful?</i>
	Vice-Provost for Academic Programs	Communication, changes and approvals	Higher administration support of all initiatives (Provost and President).

Detail	Design Specific Strategies to Achieve Each Goal		
Area of Focus	CURRICULUM		
be their role?	Co-Ordinator, First-year Programs	Focus on course design/implementation of ASC 101, Communication with colleges, departments and other stakeholders, Entering first year course scheduling	Course Assessment
	Department Chairs	Encourage, motivate, incentivize faculty by building in participation in first year (e.g., teaching ASC 101, common reading program, etc.)	Build into service for tenure process.
	Director of Civic Engagement	Connectivity of campus to city in a structured and practical way	Assure that University Marketing promotes the “real” CSU
	Faculty-led common reading committee	Own the common reading experience and encourage involvement from other areas.	Lead the process to new university wide program. Greater involvement of all stakeholders.
	Student Life	Be involved	Lead the effort for collaboration with academic side of the university.
	Career Services	Become more student centered	Once fully staffed, key personnel have to be involved in the process.
	Faculty leadership (e.g. senate)	Communication and lead initiative to create buy-in by the faculty.	Reinforced by deans and associate deans
Major Metrics: What data could you use to understand progress? Are there top-level metrics for this strategy?	<ul style="list-style-type: none"> • Track ASC 101 attendance. Compare data to fall 2015 and spring 2016. • Track number faculty teaching ASC 101 to assess faculty involvement. • Track number of major changes and undecided student after the first year (30 credit hours). • Track number of students visiting career services. • Track retention of LC students to non LC students (fall, spring and 2nd year) • Track exploratory specific section of ASC 101 rate to non-group specific ASC 101 sections. • Track Cleveland Based Learning module completion in ASC 101 • Track pass rate and persistence to next semester 		

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Area of Focus	CURRICULUM
	<ul style="list-style-type: none"> Use Cdap data to track students' sense of belonging. (Cdap stands for "College Development Assets Profile." It identifies a set of skills, experiences, relationships and behaviors that enable students to develop into successful and contributing adults. The survey is voluntary and all ASC 101 students are asked to take it during the fall semester).
Scale: At what scale (number of students, educators, etc.) will it be implemented?	2016 <ul style="list-style-type: none"> 5 learning communities (125 students) 1500 students in non-learning communities STEP summer program students (150 students)
Leadership: Who is the single person responsible for making sure implementation happens?	Vice-Provost for Academic Programs
Risks: What are the major risks and they be managed?	<ul style="list-style-type: none"> Large number of changes being implemented at one time. No buy-in by faculty and/or higher administration Inability to dismantle silos to be successful. No consistency in course curriculum with decentralized ASC 101.
Resources: What resources do we need to ensure successful implementation?	<ul style="list-style-type: none"> Human Collaboration Hire a lecturer(s) to teach ASC 101 and to strengthen the faculty/first year bridge. Stipends for faculty members to teach newly designed ASC 101 sections.

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Area of Focus	CURRICULUM		
Description: Describe the specific strategy.	Revise General Education Requirements in Quantitative Learning and non-US requirement in A&H and Social Science. Reduce proliferation of courses satisfying general education requirements.		
Definition of Success: Describe the expected outcome for this strategy. What will look different at your college?	A simpler general education requirement that would be easier for students to complete and would present fewer obstacles to transfer students (fewer complex, local requirements). Enhanced quality in remaining general education options.		
Workflow and Milestones: What significant events will have happened in the roll out of this strategy?	2016 Submit proposal to UCC	2017 Senate review and Approval	2018 Implement in Fall 2018
Key Leaders: Who are the critical people and/or offices that need to be involved in the effort? What should be their role?	Who <i>Who (person/office) is most critical?</i>	Role <i>What do we need them to do differently?</i>	Capacity <i>How can we ensure they're successful?</i>
	Faculty Senate	Discussion/Final Approval	Adequate information regarding current issues in general education requirement
	University Curriculum Committee (UCC)	Think beyond "turf" and management.	Adequate information regarding current issues in general education requirement
	Director of General Education	Formulate a proposal for UCC to consider	

Detail	Design Specific Strategies to Achieve Each Goal
Area of Focus	CURRICULUM
Major Metrics: What data could you use to understand progress? Are there top-level metrics for this strategy?	Increased percentage of graduates who complete degree without taking “excess” credit hours beyond 120 hours. Assessment data indicating increased student acquisition of AAC&U-identified skills (e.g., writing, quantitative literacy, oral communication, etc.)
Scale: At what scale (number of students, educators, etc.) will it be implemented?	All undergraduate students.
Leadership: Who is the single person responsible for making sure implementation happens?	Director of General Education
Risks: What are the major risks and they be managed?	An all-out brawl over general education. Clear promise from central administration to hold departments harmless if enrollments are affected by changes to general education requirements.
Resources: What resources do we need to ensure successful implementation?	Baseline data on skill acquisition in general education courses; ongoing assessment data to examine whether or not improvement has occurred. Clear promise from central administration to hold departments harmless if enrollments are affected by changes to general education requirements.

Detail	Design Specific Strategies to Achieve Each Goal		
Area of Focus	CURRICULUM		
Description: Describe the specific strategy.	Allow students to complete MTH 87 (Developmental) and MTH 116 (College level Quantitative Reasoning) in one term.		
Definition of Success: Describe the expected outcome for this strategy. What will look different at your college?	Have a designed curriculum that impacts over 50 students (10%) of MTH 87 students successfully.		
Workflow and Milestones: What significant events will have happened in the roll out of this strategy?	2016 New curriculum offered for the first time.	2017 Modifications to new curriculum and data analysis.	2018 Continuation.
Key Leaders: Who are the critical people and/or offices that need to be involved in the effort? What should be their role?	Who <i>Who (person/office) is most critical?</i>	Role <i>What do we need them to do differently?</i>	Capacity <i>How can we ensure they're successful?</i>
	Sandra Chincholkar & Mohsen Manouchehri (Mathematics faculty)	Design a new curriculum	Grant funding from the Center for Faculty Excellence will help
Major Metrics: What data could you use to understand progress? Are there top-level metrics for this strategy?	Determine how many students successfully complete the sequence in one term. Success rates in next math course.		

Detail	Design Specific Strategies to Achieve Each Goal
Area of Focus	CURRICULUM
Scale: At what scale (number of students, educators, etc.) will it be implemented?	Approx. 50 -100 students taking MTH 87 in fall term.
Leadership: Who is the single person responsible for making sure implementation happens?	Chair of Mathematics
Risks: What are the major risks and they be managed?	Minimal
Resources: What resources do we need to ensure successful implementation?	Workload credit and/or Overload pay for Chincholkar and Manouchehri.

Detail	Design Specific Strategies to Achieve Each Goal		
Area of Focus	Curriculum		
Description: Describe the specific strategy.	Revise the course sequence for students placing into ENG 099. Students placing into ENG 099 would enroll in a co-curricular with co-requisite model of instruction. Simply put, these students would take ENG 099 concurrently with ENG 100.		
Definition of Success: Describe the expected outcome for this strategy. What will look different at your college?	Students placing into ENG 099 will pass both ENG 099 and ENG 100 at the same time and at a 15-20% higher rate than they currently do. These students will also pass ENG 102 at a higher rate than they currently do.		
Workflow and Milestones: What significant events will have happened in the roll out of this strategy?	2016 1) All curricular design complete, including revised syllabus, assignments, etc. 2) All committee approvals received. 3) Class sections submitted for AY 2017-2018.	2017 1) Co-curricular with co-requisite sections offered for first time.	2018 1) Success data for AY 2017-2018 collected and analyzed. Necessary revisions made.
Key Leaders: Who are the critical people and/or offices that need to be involved in the effort? What should be their role?	Who Who(person/office) is most critical?	Role What do we need them to do differently?	Capacity How can we ensure they're successful?
	Director, First Year Writing (FYW)	Oversee revision process. Compose all necessary curricular change materials.	Provide feedback as needed.
	FYW Subcommittee	Consult on process. Compose all necessary curriculum materials .	Provide feedback as needed.

	Curriculum Committee	Approve/disapprove changes. Provide necessary feedback.	
Detail	Design Specific Strategies to Achieve Each Goal		
Area of Focus	Curriculum		
Major Metrics: What data could you use to understand progress? Are there top-level metrics for this strategy?	The following data will be required for students entering the FYW curriculum in ENG 099: 1) Pass rates in ENG 099 2) Pass rates in ENG 100 3) Pass rates in ENG 102 4) First-time completion rates in all courses 5) Grade distribution in all courses 6) Retention at CSU		
Scale: At what scale (number of students, educators, etc.) will it be implemented?	An average of 280 students a year take ENG 099 classes taught by 10-12 instructors. Full implementation is intended.		
Leadership: Who is the single person responsible for making sure implementation happens?	Director of First-Year Writing		
Risks: What are the major risks and how will they be managed?	The only foreseeable risk is an unlikely decrease in pass rates for students in ENG 099. This will be managed with support from Writing Center tutorials.		
Resources: What resources do we need to ensure successful implementation?	FYW faculty participation.		

Detail	Design Specific Strategies to Achieve Each Goal		
Area of Focus	CURRICULUM		
Description: Describe the specific strategy.	Initiate Integrated Summer Transition Enrichment Program (STEP)		
Definition of Success: Describe the expected outcome for this strategy. What will look different at your college?	Increased number of students, especially developmental students, students who graduated from CMSD, and “high-risk” students who complete 24 or 30 credit hours in the first year and are in good academic standing.		
Workflow and Milestones: What significant events will have happened in the roll out of this strategy?	<p style="text-align: center;">2016</p> <p style="text-align: center;">initiate STEP program for CMSD graduates and selected other newly admitted freshman students</p>	<p style="text-align: center;">2017</p> <p style="text-align: center;">Expand STEP program to include a larger cohort of newly admitted freshman students</p> <p style="text-align: center;">Determine alternative funding sources/tuition model</p>	<p style="text-align: center;">2018</p> <p style="text-align: center;">Sustain the program at the level established in 2017</p>
Key Leaders: Who are the critical people and/or offices that need to be involved in the effort? What should be their role?	Who <i>Who (person/office) is most critical?</i>	Role <i>What do we need them to do differently?</i>	Capacity <i>How can we ensure they're successful?</i>
	Director, TASC	Add for-credit options to existing developmental offerings in Summer	Support from Vice-Provost and Director of Student Success Programs to ensure adequate resources, University buy-in, and cooperation of faculty
	KeyBank Scholars Staff: Midori Lebron/Estefany Rodriguez	Focus on CMSD graduates	Maintain strong links with CMSD and HEC to leverage recruiting and potential grant funding opportunities

Detail	Design Specific Strategies to Achieve Each Goal
Area of Focus	CURRICULUM
Major Metrics: What data could you use to understand progress? Are there top-level metrics for this strategy?	Number of CMSD students who participate in the summer program and complete it successfully. Number of newly admitted freshman students who complete either 24 or 30 hours by the end of their first Spring semester and are in good academic standing
Scale: At what scale (number of students, educators, etc.) will it be implemented?	2016: 60 CMSD students plus 90 others 2017/18: 80 CMSD students plus 120 others
Leadership: Who is the single person responsible for making sure implementation happens?	Director of TASC
Risks: What are the major risks and they be managed?	The primary risk is that newly-admitted freshman students will choose not to participate in the program because of high opportunity costs (lost earnings, vacation, time, etc.) Aggressive recruitment in spring prior to summer program. Availability of grant-funded book scholarships to reward CMSD graduates who elect to participate in the program.
Resources: What resources do we need to ensure successful implementation?	Scholarship support to reduce the cost of attendance in the summer prior to the freshman year. Continued university funding for summer programming to offset the cost of instructor salaries, support services, etc.

Detail	Design Specific Strategies to Achieve Each Goal		
Area of Focus	FACULTY AND STAFF		
Description: Describe the specific strategy	Teaching enhancement award program focused on improving pedagogy in “milestone” courses (high enrollment, high D/F/W rates).		
Definition of Success: Describe the expected outcome for this strategy. What will look different at your college?	Improved pedagogy in “milestone” courses; improved pass rates in those courses.		
Workflow and Milestones: What significant events will have happened in the roll out of this strategy?	2016	2017	2018
	Revised RFP for Teaching Enhancement Awards. First round of awardees selected	First pilot implementation for first round; second round of awardees selected	Final pilot implementation for first round – evaluation due – assessment of effectiveness; first pilot implementation for second round; third round of awardees selected.
Key Leaders: Who are the critical people and/or offices that need to be involved in the effort? What should be their role?	Who <i>Who (person/office) is most critical?</i>	Role <i>What do we need them to do differently?</i>	Capacity <i>How can we ensure they’re successful?</i>
	Director, Center for Faculty Excellence	Revise RFP; develop mechanisms for tracking, assessing pilot offerings in courses affected.	Provide adequate administrative support; work with Colleges to encourage strong applications in target courses.

Detail	Design Specific Strategies to Achieve Each Goal
Area of Focus	FACULTY AND STAFF
Major Metrics: What data could you use to understand progress? Are there top-level metrics for this strategy?	Pass rates in targeted courses; reports by instructors on their own assessment of pilot program’s effectiveness
Scale: At what scale (number of students, educators, etc.) will it be implemented?	Minimum of two milestones courses in each round of applications . Applicants must be teams of at least two faculty. Courses must be “high enrollment” courses (offered every year, preferably every semester with enrollments above 100 each AY).
Leadership: Who is the single person responsible for making sure implementation happens?	Director, Center for Faculty Excellence
Risks: What are the major risks and they be managed?	Failure to sustain innovations. Bulk of the funding will be withheld until after <i>two</i> pilot offerings. Involvement of grant recipients in selection of future awards (to sustain involvement in the program)
Resources: What resources do we need to ensure successful implementation?	Continued funding for awards. Ability to carry forward awards across multiple budget years.

Detail	Design Specific Strategies to Achieve Each Goal
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Area of Focus	FACULTY AND STAFF		
Description: Describe the specific strategy	Organize informal meetings between members of the faculty and groups of first-year students.		
Definition of Success: Describe the expected outcome for this strategy. What will look different at your college?	Tenure-stream faculty will meet on a regular basis with groups of first-year students.		
Workflow and Milestones: What significant events will have happened in the roll out of this strategy?	<p style="text-align: center;">2016</p> Identify groups of tenure-stream faculty in two colleges willing to meet with freshman students. Pilot meetings in those two colleges	<p style="text-align: center;">2017</p> Extend program to two additional colleges	<p style="text-align: center;">2018</p> Scale up to all undergraduate colleges
Key Leaders: Who are the critical people and/or offices that need to be involved in the effort? What should be their role?	Who <i>Who (person/office) is most critical?</i>	Role <i>What do we need them to do differently?</i>	Capacity <i>How can we ensure they're successful?</i>
	College Deans	Prioritize involvement of tenure-stream faculty in first-year programming	Provost-level support for this; consider involvement with first-year students in merit allocations.
Major Metrics: What data could you use to understand progress? Are there top-level metrics for this strategy?	Number of tenure-stream faculty who participate in an event. NSSE data on contact with faculty in first-year?		

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Area of Focus	FACULTY AND STAFF
Scale: At what scale (number of students, educators, etc.) will it be implemented?	Eventually scale up to affect all undergraduate colleges. 2 meetings per year (spring/fall) in each college, accommodating 15 students each.
Leadership: Who is the single person responsible for making sure implementation happens?	Vice-Provost for Academic Programs/Academic Deans
Risks: What are the major risks and they be managed?	Lack of student attendance. Can be managed if food is provided; perhaps reward participation through Introduction to University Life course (extra-credit).
Resources: What resources do we need to ensure successful implementation?	Budget for refreshments at events; willingness to allocate merit \$\$ to reward faculty participation.

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Area of Focus	FACULTY AND STAFF

Detail	Design Specific Strategies to Achieve Each Goal		
Area of Focus	FACULTY AND STAFF		
Description: Describe the specific strategy	Provide training for Faculty in how to interact effectively with struggling first-year students		
Definition of Success: Describe the expected outcome for this strategy. What will look different at your college?	More faculty will adopt best practices in interacting with first year students – increased participation in early alert system, increased awareness of support services, etc.		
Workflow and Milestones: What significant events will have happened in the roll out of this strategy?	2016 Center for Faculty Excellence will develop a pilot program for interested faculty – based on research on best practices developed at other universities	2017 Program will be continued; also added to training offered to new faculty and adjunct faculty	2018 2017 programs will be continued; on-line resources will be made available to all faculty
Key Leaders: Who are the critical people and/or offices that need to be involved in the effort? What should be their role?	Who <i>Who (person/office) is most critical?</i>	Role <i>What do we need them to do differently?</i>	Capacity <i>How can we ensure they're successful?</i>
	Center for Faculty Excellence	Develop and offer programming on these issues	Get support from Academic Deans to encourage faculty to participate.
Major Metrics: What data could you use to understand progress? Are there top-level metrics for this strategy?	Increased utilization of early alert system. NSSE data on relationships with faculty.		

Detail	Design Specific Strategies to Achieve Each Goal
Area of Focus	FACULTY AND STAFF
Scale: At what scale (number of students, educators, etc.) will it be implemented?	Voluntary program, but ideally should be extended to all faculty teaching first-year courses.
Leadership: Who is the single person responsible for making sure implementation happens?	Director, Center for Faculty Excellence
Risks: What are the major risks and they be managed?	Preaching to the converted – participation will be highest among those who need the training least. Difficulty of reaching adjuncts. Can be managed by recruiting support of Deans/Associate Deans. Also, stipends to reward adjuncts for taking part in training.
Resources: What resources do we need to ensure successful implementation?	Resources to support adjunct participation (stipends, lunches, parking passes). Resources for consultant/guest speaker(s) to assist with initial program.

Detail	Design Specific Strategies to Achieve Each Goal		
Area of Focus	STUDENTS		
Description: Describe the specific strategy	Develop supportive communication strategies for struggling students.		
Definition of Success: Describe the expected outcome for this strategy. What will look different at your college?	Based on ideas developed at the University of Texas, we will develop communication strategies that do not play into first-generation students' self-doubts and feelings of not belonging. Instead, communication will affirm that students belong in college and at CSU and will provide positive support rather than warnings.		
Workflow and Milestones: What significant events will have happened in the roll out of this strategy?	<p style="text-align: center;">2016</p> <p style="text-align: center;">Review campus communications with struggling students: probation/warning letters, early alert communications, advisor alerts, etc.</p> <p style="text-align: center;">Survey of students regarding campus communication.</p>	<p style="text-align: center;">2017</p> <p style="text-align: center;">Training program for faculty, staff on how best to communicate with struggling students</p>	<p style="text-align: center;">2018</p> <p style="text-align: center;">Campus-wide student survey to assess changes in communication.</p>
Key Leaders: Who are the critical people and/or offices that need to be involved in the effort? What should be their role?	Who <i>Who (person/office) is most critical?</i>	Role <i>What do we need them to do differently?</i>	Capacity <i>How can we ensure they're successful?</i>
	Registrar, Faculty Senate President, Vice Provost for Academic Programs	Buy in to the idea that supportive communication is preferable	Present data from UT research supporting this approach.
Major Metrics: What data could you use to understand progress? Are there top-level metrics for this strategy?	Results of baseline/follow-up surveys on student perception of communication strategies. Outcomes for students on academic warning/probation: do they persist? Do they take action in response to communications? Response to advisor outreach in early alert system: do students respond to communications		

Detail	Design Specific Strategies to Achieve Each Goal
Area of Focus	STUDENTS
Scale: At what scale (number of students, educators, etc.) will it be implemented?	Campus-wide
Leadership: Who is the single person responsible for making sure implementation happens?	For faculty, University Senate President For official communications, University Registrar.
Risks: What are the major risks and they be managed?	Primary risk is that faculty will not accept the approach; may place additional time burdens on staff (more personalized, less “rote” communication).
Resources: What resources do we need to ensure successful implementation?	Human resources to support survey work, educational campaign.

Detail	Design Specific Strategies to Achieve Each Goal		
Area of Focus	STUDENTS		
Description: Describe the specific strategy	Encourage on-campus employment and/or paid internship employment linked to the University for freshman students		
Definition of Success: Describe the expected outcome for this strategy. What will look different at your college?	There will be an increased number of freshman students employed on campus or in University-sponsored paid internships in the surrounding communities. This will reduce students' reliance on conventional off-campus enrollment and promote engagement with the University.		
Workflow and Milestones: What significant events will have happened in the roll out of this strategy?	<p style="text-align: center;">2016</p> <p>Encourage freshman students to create an account in the student employment system so they will be eligible for on-campus jobs. Explore whether this can be done at orientation.</p> <p>Develop a list of paid internship opportunities available to freshman students.</p> <p>Develop baseline data – what percentage of new freshman students have on-campus employment or university-linked paid internships. Set targets for second and third years.</p>	<p style="text-align: center;">2017</p> <p>Conduct summer campaign to encourage campus offices to consider hiring freshman students.</p> <p>Monitor progress towards target.</p> <p>Expand number of internship opportunities available and place freshman students in them.</p>	<p style="text-align: center;">2018</p> <p>Repeat 2017 activities.</p>
Key Leaders: Who are the critical	<p style="text-align: center;">Who</p> <p><i>Who (person/office) is most critical?</i></p>	<p style="text-align: center;">Role</p> <p><i>What do we need them to do differently?</i></p>	<p style="text-align: center;">Capacity</p> <p><i>How can we ensure they're successful?</i></p>

Detail	Design Specific Strategies to Achieve Each Goal		
Area of Focus	STUDENTS		
people and/or offices that need to be involved in the effort? What should be their role?	Director, Career Services, VP for Engagement, Director of First-year Advising	Actively work with freshman admits to interest them in this type of employment	Persuade campus offices to recruit freshman employees. Expand availability of work study funds (match federal contribution?) to support paid internship experiences.
Major Metrics: What data could you use to understand progress? Are there top-level metrics for this strategy?	Percentage of freshman students with on-campus/internship employment compared to baseline from Year 1.		
Scale: At what scale (number of students, educators, etc.) will it be implemented?	Target of 20% of first-year students should be in this type of employment, with a priority to students who are Pell-eligible, have unmet need.		
Leadership: Who is the single person responsible for making sure implementation happens?	Director, Career Services		
Risks: What are the major risks and they be managed?	Lack of funds for student employment. University can help manage this by expanding the pool of funds available for work-study eligible students.		

Detail	Design Specific Strategies to Achieve Each Goal
Area of Focus	STUDENTS
Resources: What resources do we need to ensure successful implementation?	Increased funding for student employment/work-study.

Detail	Design Specific Strategies to Achieve Each Goal		
Area of Focus	STUDENTS		
Description: Describe the specific strategy	Develop Learning Communities as support mechanisms for students at risk		
Definition of Success: Describe the expected outcome for this strategy. What will look different at your college?	Students in Learning Communities will collectively monitor others in the Community and will trained/motivated to direct struggling students to needed help.		
Workflow and Milestones: What significant events will have happened in the roll out of this strategy?	<p style="text-align: center;">2016</p> <p>Establish Learning Communities in selected meta-majors. Select a small number of LC's to provide input on how students can most effectively assist other students, what kinds of interventions work best.</p>	<p style="text-align: center;">2017</p> <p>In Summer prior to Fall '17, develop a plan for implementation. Train selected ASC 101 instructors in how to train students in Learning Communities.</p> <p>Fall 17: implement program in selected ASC 101 sections</p>	<p style="text-align: center;">2018</p> <p>Based on outcome of 2017 pilot, assessment of results, refine program and scale up to all Learning Communities in Fall 18.</p>
Key Leaders: Who are the critical people and/or offices that need to be involved in the effort? What should be their role?	<p style="text-align: center;">Who</p> <p><i>Who (person/office) is most critical?</i></p>	<p style="text-align: center;">Role</p> <p><i>What do we need them to do differently?</i></p>	<p style="text-align: center;">Capacity</p> <p><i>How can we ensure they're successful?</i></p>
	Coordinator, First-year Experience	Organize effort to develop supportive learning communities; training advisors to work with learning communities	Increased compensation for volunteer instructors in pilot year (2017) to incentivize participation.
Major Metrics: What data could you use to understand progress? Are there top-level metrics for this strategy?	Monitor student utilization of support services – are freshman students in LC's more likely to utilize needed services than those not served by LC's.		

Detail	Design Specific Strategies to Achieve Each Goal
Area of Focus	STUDENTS
Scale: At what scale (number of students, educators, etc.) will it be implemented?	All freshman students participating in Learning Communities (goal is to have at least 50% of freshman in LC's by 2018)
Leadership: Who is the single person responsible for making sure implementation happens?	Coordinator, First-Year Experience
Risks: What are the major risks and they be managed?	Inappropriate behavior by students in LC's – invasion of others' privacy. Uneven implementation due to variations in instructor commitment, ability. The key to managing the risks will be effective training, careful monitoring of LC's by first-year program staff.
Resources: What resources do we need to ensure successful implementation?	Resources to underwrite the costs of training instructors in how to manage supportive LC's. IS&T and Registrar effort to enable systematic implementation of LC's.

Detail	Design Specific Strategies to Achieve Each Goal		
Area of Focus	STUDENTS		
Description: Describe the specific strategy	Develop strong links to individuals in the community who influence incoming freshman students who commute		
Definition of Success: Describe the expected outcome for this strategy. What will look different at your college?	Affected students will feel less of a separation between community and university. There will be a stronger connection between individuals in the students' network and the University. Community members will be better equipped and better motivated to provide appropriate support and encouragement to first-year students.		
Workflow and Milestones: What significant events will have happened in the roll out of this strategy?	2016 Enlist students, parents and community members to collaborate on a plan for developing links to members of students' community network	2017 Pilot program with a small group of students (10-20)	2018 Scale up to a larger program (50 students.)
Key Leaders: Who are the critical people and/or offices that need to be involved in the effort? What should be their role?	Who <i>Who (person/office) is most critical?</i>	Role <i>What do we need them to do differently?</i>	Capacity <i>How can we ensure they're successful?</i>
	VP for Engagement	Lead an effort to develop a protocol and programs for linking to members of students' community network.	Ensure that University staff, faculty are aware of the program and are motivated to interact with the students' network (visit the community, welcome them to campus). Interact through social networking or other tools.

Detail	Design Specific Strategies to Achieve Each Goal
Area of Focus	STUDENTS
Major Metrics: What data could you use to understand progress? Are there top-level metrics for this strategy?	Measure student engagement with CSU (focus groups.). Measure community members' involvement with university (survey data.) Measure degree to which students find life away from CSU to be conducive to their academic success.
Scale: At what scale (number of students, educators, etc.) will it be implemented?	Small program – 50 student participants.
Leadership: Who is the single person responsible for making sure implementation happens?	Vice President for Engagement
Risks: What are the major risks and they be managed?	Difficulty of involving community members (will CSU staff/faculty be willing to visit communities; will it be possible to bring community members to campus in meaningful, consistent ways? Will parties take time to interact informally?). Management will depend on identifying a core group of faculty/staff willing to devote time to the program. Students may be reluctant to intermingle community life with campus life.
Resources: What resources do we need to ensure successful implementation?	Incentives for faculty/staff to participate (possible stipends). Resources to support travel, social events (refreshments) at on-campus events. Maintenance of social networking tools to keep faculty/staff and community members connected.

Detail	Design Specific Strategies to Achieve Each Goal		
Area of Focus	STUDENTS		
Description: Describe the specific strategy	Develop first year housing model and build/renovate to accommodate 750-1000 additional students		
Definition of Success: Describe the expected outcome for this strategy. What will look different at your college?	Design a residential model for first year students. Select partner for design and construction of facilities Develop programs which support and facilitate student contact with faculty outside of the classroom Move into new facilities in fall of 2018		
Workflow and Milestones: What significant events will have happened in the roll out of this strategy?	<p style="text-align: center;">2016</p> <ul style="list-style-type: none"> Design first year housing model Select design team and finalize construction plans 	<p style="text-align: center;">2017</p> <ul style="list-style-type: none"> Develop co-curricular programs and activities focused on development of students outside of the classroom Identify developmental objectives for students in first year experience 	<p style="text-align: center;">2018</p> <ul style="list-style-type: none"> Move into new facilities Begin evaluation of new co-curricular program and activities Evaluate student's sense of belonging at CSU
Key Leaders: Who are the critical people and/or offices that need to be involved in the effort? What should be their role?	Who <i>Who (person/office) is most critical?</i>	Role <i>What do we need them to do differently?</i>	Capacity <i>How can we ensure they're successful?</i>
	Vice President, Student Affairs	Collaborate with faculty and academic support	Full commitment from President and Provost
	Faculty Senate President	Help recruit faculty interested in developing first year experience program	Support of Provost and Faculty Senate
	Vice Provost, Academic Programs	Coordinate advising to focus on first year students	Full support of Provost

Detail	Design Specific Strategies to Achieve Each Goal
Area of Focus	STUDENTS
Major Metrics: What data could you use to understand progress? Are there top-level metrics for this strategy?	<ul style="list-style-type: none"> • Track program attendance and participation • Monitor progress toward milestones (pre-registration for courses, establish career pathways, retention rates) • Monitor civic and community engagement • Track competencies in practical life skills, including <ul style="list-style-type: none"> ○ Demonstrating financial management skills ○ Applying knowledge of services of CSU and Cleveland community ○ Operating effectively in groups ○ Demonstrate competency in fundamental academic skills
Scale: At what scale (number of students, educators, etc.) will it be implemented?	2017 – 250 students, 8 faculty and staff 2018 – 750 students, 20 faculty and staff
Leadership: Who is the single person responsible for making sure implementation happens?	Vice President, Student Affairs
Risks: What are the major risks and they be managed?	Cost of construction, funding and timeline <ul style="list-style-type: none"> • Identifying P3 partner for design and construction Connecting this project to potential parking and arena projects <ul style="list-style-type: none"> • Working with P3 partner for collaboration and integration of projects

Detail	Design Specific Strategies to Achieve Each Goal
Area of Focus	STUDENTS
Resources: What resources do we need to ensure successful implementation?	Nationally known P3 Partner Full commitment of President Berkman and Board

Detail	Design Specific Strategies to Achieve Each Goal		
Area of Focus	STUDENTS		
Description: Describe the specific strategy	Develop a coordinated, integrated network of peer mentors for freshman students.		
Definition of Success: Describe the expected outcome for this strategy. What will look different at your college?	Incoming freshman students will have access to peer mentors who provide a consistent set of services and are linked to other support services on campus.		
Workflow and Milestones: What significant events will have happened in the roll out of this strategy?	2016	2017	2018
	Inventory existing peer mentoring programs on campus. Inventory approaches to peer mentoring (are they consistent with one another). Identify gaps – which groups of incoming freshman students are not being served?	Develop agreements about basic services to be provided by peer mentors. Work to ensure that existing programs provide these services in consistent ways.	
Key Leaders: Who are the critical people and/or offices that need to be involved in the effort? What should be their role?	Who <i>Who (person/office) is most critical?</i>	Role <i>What do we need them to do differently?</i>	Capacity <i>How can we ensure they're successful?</i>
	Leaders of existing mentoring programs (TRIO, Office of Inclusion, Op-Stem, KeyBank Scholars	Agreement to collaborate, develop consistent approach to mentoring that also respects diversity of program needs	Provide clear direction from the Center
	Provost/Vice-Provost for Academic Programs/Vice Provost for University Engagement/Deans	Provide leadership to promote coordination	Create a collaborative environment in which coordination is promoted and autonomy is respected

Detail	Design Specific Strategies to Achieve Each Goal
Area of Focus	STUDENTS
Major Metrics: What data could you use to understand progress? Are there top-level metrics for this strategy?	#s of freshman students who have a peer mentor. Focus-group/survey data on satisfaction with mentoring services receiving. Focus-group data with mentors on how services can be strengthened.
Scale: At what scale (number of students, educators, etc.) will it be implemented?	All freshman students should have access to peer mentors.
Leadership: Who is the single person responsible for making sure implementation happens?	Provost (to provide resources for additional mentoring services and to provide leadership in organizing the coordination of existing services).
Risks: What are the major risks and they be managed?	Reluctance of existing programs to collaborate; fear of lost autonomy. Resource limits may prevent filling gaps in mentoring services. Central leadership by Provost/1 st Year coordinating committee will be important to persuading existing programs to collaborate.
Resources: What resources do we need to ensure successful implementation?	Resources to compensate peer mentors for their work.