

Scaling Up

Effective Practices in Higher Education



Effective Practice Templates

Illinois State University
Bone Student Center
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Office of Lieutenant Governor



Sheila Simon

Lumina Foundation
Microsoft

Partners



College Productivity Strategy Labs
Complete College America

Effective Practice Templates

This document compiles descriptions of the effective practices presented during the conference.

Each practice is described using a standard template:

- Purpose, intended outcomes, and success metrics
- A logic model describing inputs/resources, activities, outputs, and outcomes/expected results
- Essential design components that are necessary to successful implementation and flexible design components that can be customized to campus and student needs
- Factors likely to influence success
- Lessons learned and potential pitfalls
- Contact information

The templates are arranged by session number as it appears in the conference program (see table below); some sessions include more than one effective practice. Session numbers are found in the upper right corner of each template.

STRAND 1	STRAND 2	STRAND 3	STRAND 4
Reducing Time to Degree	Awarding the Most Credit for Time and Money Spent	Providing Student Support and Advisement	Improving Affordability
<i>Session 1A</i> <i>Guided Pathways to Success – Illinois Examples</i>	<i>Session 2A</i> <i>Dual Credit Programs</i>	<i>Session 3A</i> <i>First-Year Support Programs</i>	<i>Session 4A</i> <i>Student Internships</i>
<i>Session 1B</i> <i>New Approaches to Remediation</i>	<i>Session 2B</i> <i>Reverse Transfer</i>	<i>Session 3B</i> <i>Aggregated Student Support Services</i>	<i>Session 4B</i> <i>Textbook Rental</i>
<i>Session 1C</i> <i>Online/Blended Delivery Models</i>	<i>Session 2C</i> <i>Dual Degree Programs</i>	<i>Session 3C</i> <i>Financial Advisement & Support</i>	<i>Session 4C</i> <i>Technology Solutions</i>

Effective Practice Template Guide

Strand 1: Reducing Time to Degree

GPS Plenary Session

- “Guided Pathways to Success – Degree Maps” with Dr. Lawrence Abele, Director of the Institute for Academic Leadership and Provost Emeritus of Florida State University

1A: Guided Pathways to Success – Illinois Examples

- “College and Career Readiness” with Dr. Linsey Cuti, Kankakee Community College
- “First Year College Experience Course” with Mark Lanting, Kankakee Community College
- “Streamlining Degree Programs and Supporting Completion” with Dr. Greg Budzban, Southern Illinois University

1B: New Approaches to Remediation

- “Level UP” with Alicia Rankin and Freda Richmond, City Colleges of Chicago
- “Transitional Mathematics Instruction” with Dr. Dibyen Majumdar, University of Illinois at Chicago
- “UIC Summer College – Easing Transition with Academic Preparation” with Dr. Tom Moss, University of Illinois at Chicago

1C: Online/Blended Delivery Models

- “1+2+1 Concurrent Enrollment Model” with Dr. Ray Schroeder, Vice-Chancellor for Online Learning at the University of Illinois at Springfield; and Dr. Jerry Weber, President of the College of Lake County

Strand 2: Awarding the Most Credit for Time and Money Spent

2A: Dual Credit Programs

- “Research on Dual Credit” with Dr. Eric Lichtenberger, Illinois Education Research Council; and Dr. Jason Taylor, Office of Community College Research & Leadership (contact information only)
- “An Early Start to College” with Dr. Wendy Howerter, Lincoln Land Community College

2B: Reverse Transfer

- “Reverse Transfer Credit Pilot Project” with Jerry Montag, Registrar at Northern Illinois University, and Kelli Sinclair, Dean for Counseling & Student Support at Waubensee Community College

2C: *Dual Degree Programs*

- “GSU’s Dual Degree Program” with Dr. Elaine Maimon, President of Governors State University; and Dr. Sylvia Jenkins, President of Moraine Valley Community College

Strand 3: Providing Student Support and Advisement

3A: *First-Year Support Programs*

- “Student Success and Retention Initiatives” with Dana Gautcher, Northern Illinois University
- “Transformed First-Year Experience Program” with Dr. Amy Diaz, Rock Valley College

3B: *Aggregated Student Support Services*

- “Focus on Thriving: Realizing a True Student Affairs/Academic Affairs Partnership through a Student Success Center” with Dr. Susan Thomas, Associate Provost for Academic Planning and Program Development; Lora Miles, Associate Vice Chancellor for Student Affairs; and Kara Shustrin, Program Specialist for Student Affairs at Southern Illinois University Edwardsville
- “Creating a Student-Centered Environment” with Dr. Normah Salleh-Barone, Vice President for Student Development; Chet Shaw, Dean of Student Services; and Joann Wright, Dean of Counseling and Advising at Moraine Valley Community College

3C: *Financial Advisement & Support*

- “Six Strategies to Improve Tuition Payment and Student Retention” with Joe Shroyer, Associate Director, and Andrea Pellegrini, Assistant Director of USFSCO

Strand 4: Improving Affordability

4A: *Student Internships*

- “College of Business Internship Programs at ISU” with Dr. Rodger Singley, Dr. Dale Fitzgibbons, and Dr. Victor Devinatz, Illinois State University

4B: *Textbook Rental*

- “EIU’s Textbook Rental Service” with Dr. Dan Nadler, Vice President for Student Affairs at Eastern Illinois University (contact information only)

4C: *Technology Solutions*

- “SIU’s Mobile Dawg Initiative” with David Crain, Chief Information Officer at Southern Illinois University

GPS Plenary Session

Guided Pathways to Success: Degree Maps

Practice Description

Degree maps are simple forms that provide each student with a two-year or four-year term-by-term guide to graduating in either two or four years with the appropriate credit hours. Degree maps must be accompanied by policies, advising, and communication efforts in order to be successful.

Purpose/Intended Outcomes

- Reduce the time students take to earn degrees, thereby saving money for both the students and the institution.
- Reduce excess credits such that the student graduates with only the credits required for the degree.
- Reduce the costs for a student by eliminating excess credits.
- Improve retention rates.
- Improve graduation rates.
- Allow academic departments to plan the courses needed with the appropriate number of seats.
- Allow the optimal scheduling of classrooms.
- Allow advisors to be assigned to areas with the greatest need (numbers of students).
- Provide faculty with flexibility as teaching schedules may be planned at least two years in advance.

Success Metrics

- Academic maps with milestone courses for all degrees, both two- and four-year, which permit seamless transfer among institutions as well as on-time graduation. The term schedules should have 15 hours of courses. One option for a template is attached as an Appendix.
- A campus culture with the policies, advising, and communication necessary to support students staying on track to graduate in the appropriate time with the appropriate number of credits.
- The number of excess credits earned by students will decrease.
- The time to degree will decrease, saving students money as well as time.
- Classes will be offered when students need them with the appropriate number of seats.
- Faculty will not be asked to cover classes at the last minute.

Logic Model

Inputs/Resources

Minimal resources: A small team of academic staff, including academic advisors, to review academic policies needed to integrate degree maps into the campus culture. This

team will work with the appropriate faculty and administrative groups to integrate degree maps into all aspects of a student's academic experience.

Activities

The team will begin with the institution's catalog and prepare both two-year and four-year schedules (maps) of courses for each degree program. The maps must include Milestone courses and/or activities. Milestone courses and activities are courses or actions that students must take in the term listed in order to graduate in four years.

All maps will have English and mathematics requirements in the first term, but no later than the second term.

All maps will have term class schedules of 15 hours each semester.

It would be desirable to develop some two-year maps that cover broad areas, such as Business, Education, STEM, etc. to assist those students who have not identified a major upon enrolling. (Examples available upon request.)

Outputs

Teams will be able to complete academic maps and milestone courses during a single academic year.

Outcomes

There should be measurable improvements in:

- Time to degree
- Reducing excess credits
- Retention rates
- Graduation rates
- Efficiency of classroom utilization
- Faculty flexibility in teaching courses

Essential Components

- Academic Maps with Milestone courses/actions.
- Policies that require all students to select an area of interest or major within 30 hours.
- Institutional activities to assist students in selecting a major.
- Academic policies requiring that students select an area of study or major before 30 hours.
- Close monitoring of student course registration and grades to make sure that the students take and pass the milestone courses. Intervention must occur if a student is off-map.
- Clear communication to faculty, staff, students and parents that college is a two-year or four-year process.

- The expectation that a student will register for 15 hours a term.

Flexible Components

The academic maps should reflect the requirements and policies of each institution. It is also possible to be flexible on the sequencing of General Education courses as well as electives.

Factors Likely to Influence Success

Commitment, communication, and focus among administrators, advisors, and faculty. Success requires regular attention and frequent collaboration among college and university personnel responsible for students' progress and a strong commitment to successful implementation at the top of the administrative hierarchy.

Lessons Learned and Potential Pitfalls

- If at all possible do not ask the faculty to build the maps.
- Do ask departmental faculty to approve the maps once they are in draft form.
- Do require that students follow the academic maps and milestones.
- Do require immediate intervention if a student does not take or pass a milestone.
- Do require a major by 30 hours.
- Do conduct "Choosing a Major" workshops.

Timelines for Implementation

One academic year

Continuous Improvement Advice

- Constantly monitor excess hours by running a list of all students with more than 60 (for two-year schools) and 120 hours (for four-year schools).
- Closely examine the transcripts to determine why the students have excess hours and act to reduce them.
- Monitor the number of students "off-map" by gender, race, ethnicity, and socioeconomic status and major in order to plan appropriate interventions.

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Guided Pathways to Success – Illinois Examples
**College and Career Readiness
 at Kankakee Community College**

Practice Description

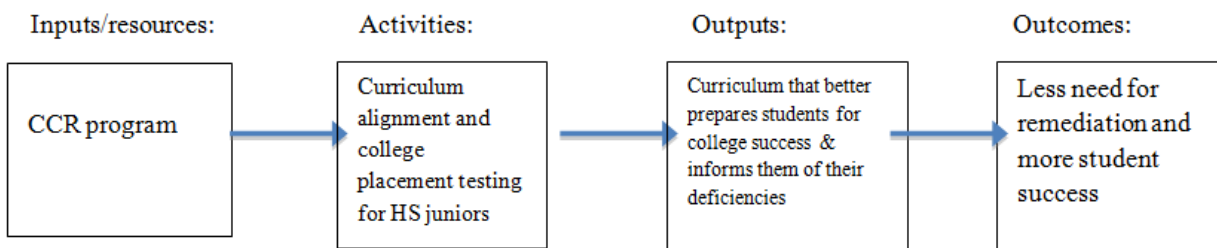
Purpose/Intended Outcomes

- To minimize the amount of students testing into developmental courses rather than college-level ones
- To align middle school, high school, and college math and English curricula in an effort to better prepare students for success in future careers and/or college

Success Metrics

- Success is measured by the amount of students who test college-ready from institutions that participate in our CCR program.

Logic Model



Essential Components

- Support from middle school, high school, and college administration
- Math and English faculty liaisons to coordinate and facilitate alignment meetings
- College-placement testing at the high school junior level to raise awareness of deficiencies and to maximize students' senior year schedules
- A College and Career Readiness administrator to oversee the program

Flexible Components

- While it is often more productive to have the same faculty from each institution work on curriculum alignment, so that less time is spent on reviewing previous accomplishments and familiarizing different participants with the process, this work can be done with altering representatives as long as communication is always maintained between all involved parties
- Awarding high school juniors who test college-ready with a "certificate" to take one free class at KCC

Factors Likely to Influence Success

- Commitment of administration to support and sustain efforts
- Teachers' commitment to align curricula
- Liaisons' abilities to keep alignment work collaborative and productive

Lessons Learned and Potential Pitfalls

- Tone of alignment work must be collaborative, not one-sided (blame game)
- With teacher turn-over, there must always be representation at the curriculum alignment meetings from each participating school. Otherwise, schools can fall-out and struggle to get re-established, having missed out on much of the discussions, decisions, etc.

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Guided Pathways to Success – Illinois Examples
First Year College Experience Course
at Kankakee Community College

Practice Description

Purpose/Intended Outcomes

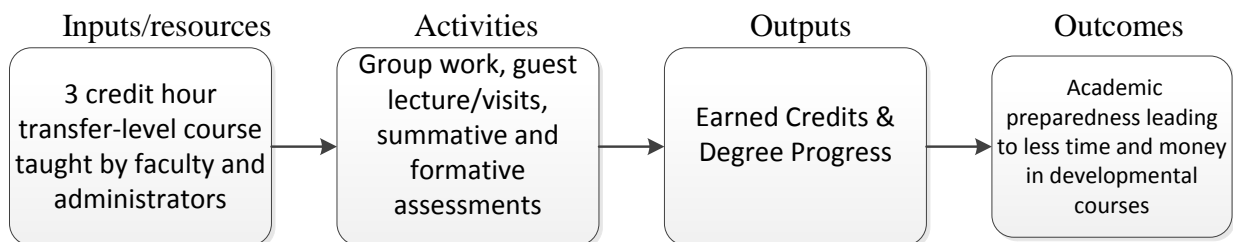
The FYCE course objectives include helping students:

- Acquire and apply study skills
- Attain greater awareness of student support services
- Gain self-awareness of their academic strengths and weaknesses
- Improve self-management and critical thinking skills
- Develop improved cultural competence and communication skills
- Develop information literacy skills
- Develop awareness of financial challenges faced by community college students
- Create a master academic plan (MAP).

Success Metrics

For the purposes assessing FYCE, collegiate success is represented by the individual student persisting, meaning continuing with college studies, with a minimum of 2.0 GPA and passing all classes with a grade of C or better in the semester following the student taking FYCE.

Logic Model



Essential Components

First Year College Experience is to be a face-to-face course, never online or hybrid. The course must be taught by instructors who show legitimate care for students' success. We also use a common textbook specifically designed to help students succeed in the community college environment.

Flexible Components

Instructors may use any reasonable, practical, and effective methodology they choose to teach and assess the course.

Factors Likely to Influence Success

- Highly motivated, enthusiastic instructors
- Students committed to attending, participating, and succeeding in the course
- Demonstrable Institution-wide support for the course

Lessons Learned and Potential Pitfalls

- The textbook and other materials need to fit the demographics of the institution
- The course needs to be valued by faculty
- The course needs to be promoted by student services
- The course needs to be endorsed by administration
- Only those students who are engaged in the course will be able to transfer the knowledge and experiences from the course to lead to their academic success.
- Students not achieving the grade of C or higher in First Year College Experience do not succeed or persist in ensuing semesters.

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Guided Pathways to Success – Illinois Examples
Streamlining Degree Programs and Supporting Completion

Practice Description

Guided Pathways to Success at SIUC combines streamlined degree paths with an early-warning/intervention platform.

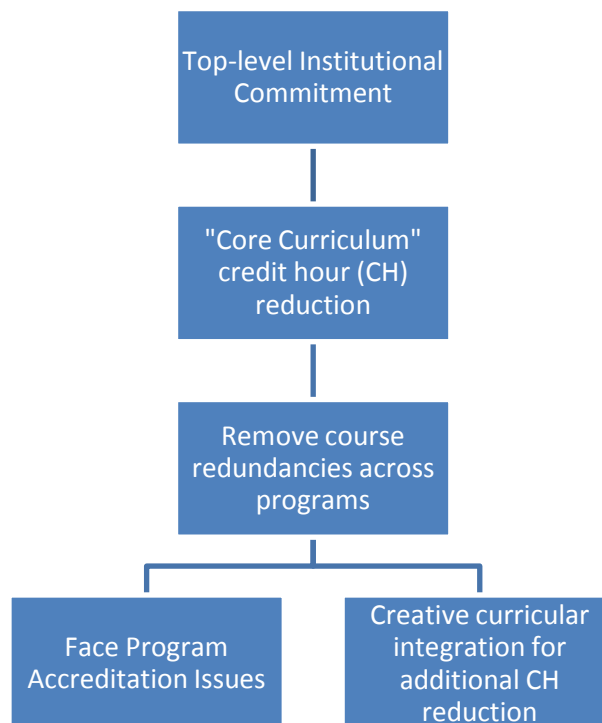
Purpose/Intended Outcomes

- Removing barriers to and providing support for successful degree completion

Success Metrics

- Percentage of degree completion by students entering SIUC

Logic Model



Essential Components

- Top-level Institutional Commitment
- Broad-based General Education Faculty Committee ("Core Curriculum Executive Council" at SIUC)

- Signification institutional buy-in to curricular technology platforms for student data collection

Flexible Components

- Campus curricular integration methods
- Campus course articulation and course equivalencies
- Early intervention metric structure

Factors Likely to Influence Success

- Interdisciplinary cooperation
- Creative course integration within accreditation programs

Lessons Learned and Potential Pitfalls

- Strong leadership and essential requirement
- Departments will try to protect credit hour generation and core courses
- Try to create "win-win" situations when eliminating course redundancies.

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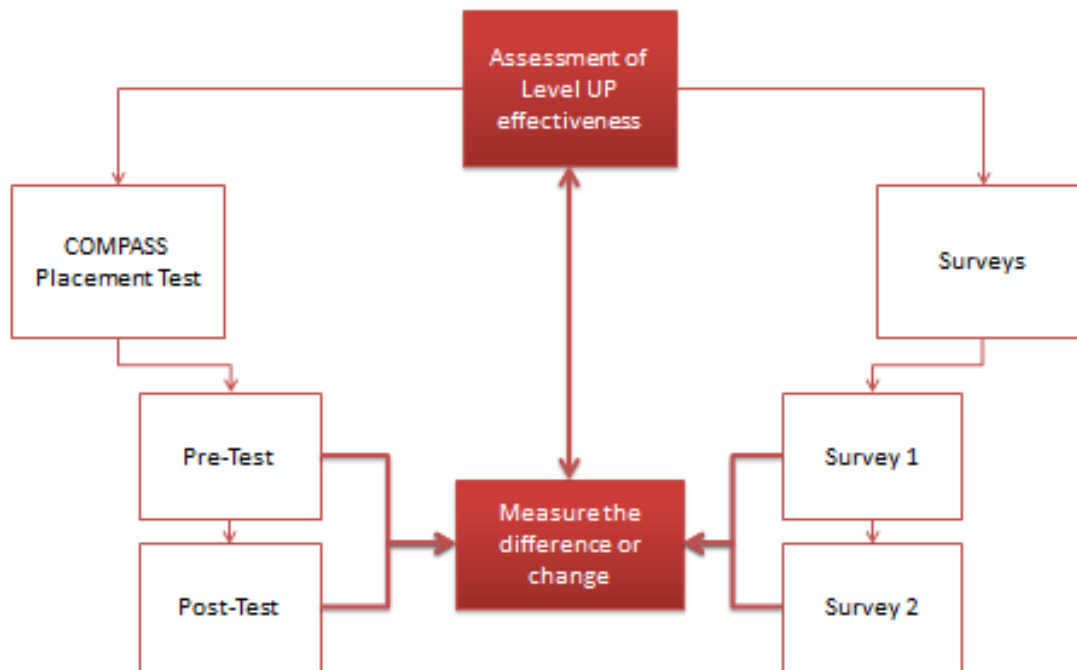
New Approaches to Remediation
Level UP Summer Program

Practice Description

Level UP is a free 4 to 6 week summer program for first year students at City Colleges of Chicago (CCC). The program prepares students for college- level coursework in both Math and English and what it takes to be successful in college. The primary goal of Level UP is to have more first-year college students begin their fall semester at CCC with fewer pre-college level requirements, and therefore, a much better chance of college success.

Logic Model

In order to assess the effectiveness of the program, students were administered pre and post surveys & COMPASS placement tests



- Level Up takes a cohort approach that allows students to develop initial supports from both peers and faculty/staff
- Through Level Up students can shorten pathway to graduation by 1-3 semesters worth of classes
- Math courses consist of individualized curriculum using Pearson's MyFoundations Lab along with embedded tutoring
- English courses are based on progress of students' work through portfolio approach that allows for better assessment of student improvement and learning (preferred practice among many instructors)

Essential Components

- Students must sign an agreement to enroll in CCC after program completion
- Pre- and post- compass testing for all students
- Mandatory student orientation
- Student meetings with campus advisors
- A process by which to track student progress throughout and after program completion

Flexible Components

- Allow each campus (as opposed to District Office) to identify faculty to teach within the program
- Embedded tutoring and peer mentors
- Motivational/guest speakers (determined by available budget)

Factors Likely to Influence Success

- Choosing the most dedicated and “motivational” faculty early enough in the spring semester
- Have support staff to handle administrative tasks (student applications, gathering of pre and post test scores, etc.)
- Having pre-arranged post-test dates for all students
- Students being able to meet with an advisor at least once during the program
- Create partnerships with organizations (scholarship foundations, etc.) that will funnel students into program

Lessons Learned and Potential Pitfalls

- Set realistic and manageable enrollment goals
- Ensure that benefits of program outweigh the cost (i.e. ensure fiscal responsibility)
- Be sure to align program dates with public school calendar
- Develop selection criteria for faculty chosen to teach in program
- Develop contingency plan for students who don't post test

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New Approaches to Remediation
Transitional Mathematics Instruction
at UIC

Practice Description

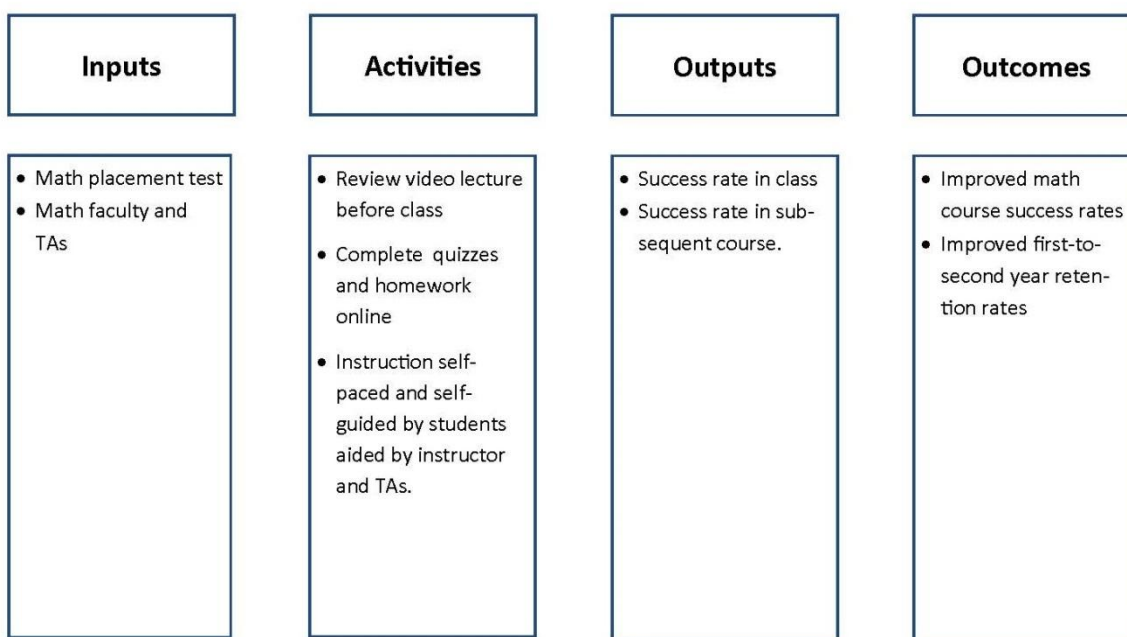
Purpose/Intended Outcomes

UIC has transformed traditional transitional mathematics instruction (also known as remedial mathematics) from a 15-week course in a traditional lecture format to a 7-week course with the same content. The classroom is “flipped,” instruction is blended and individualized, and the pace is controlled by the students. Fifty percent of incoming first-year students are placed in transitional math classes. The traditional course had a failure rate of around 50%, and this led to students’ inability to place into STEM classes and progress to STEM careers, as well as a variety of other career options. Dropout rate among students placed into transitional math was high. The intended outcome of the reform was to improve the success rate.

Success Metrics

- Course success rate
- Success rate in subsequent courses
- Dropout rate

Logic Model



Essential Components

- Students must cover content before class through e-book and video lectures
- Students must complete practice problems, homework, and quizzes online
- Collaborative work in activity-based classrooms in computer labs
- Roving instructor and TAs working with students in class
- Traditional “paper and pencil” final exam
- Instructor and TA office hours

Flexible Components

- Math Learning Center

Factors Likely to Influence Success

- Commitment of instructors and TAs to “flipped” classroom format
- Support inside and outside classroom

Lessons Learned and Potential Pitfalls

- Students accept a challenge if they are provided the tools to succeed

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New Approaches to Remediation
**UIC Summer College –
 Easing Transition with Academic Preparation**

Practice Description

Purpose/Intended Outcomes

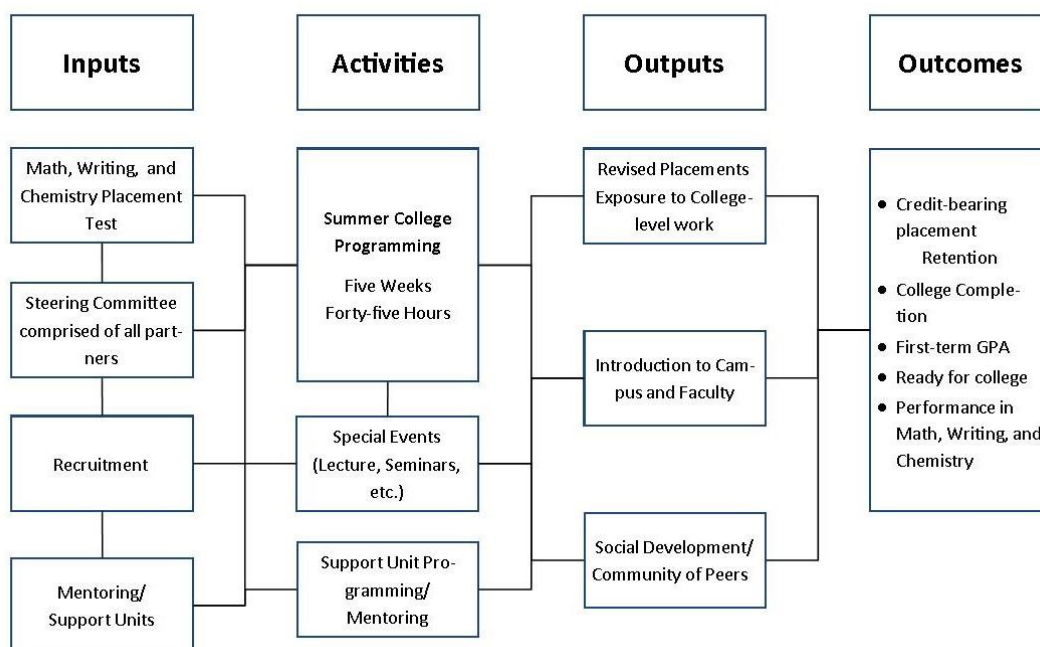
Summer College is a five-week tuition-free program. While it is a collection of programs that help incoming UIC Freshmen ease their transition to college, at the center are the programs aimed at alleviating the need for remediation in the first term—writing, math, and chemistry. Students are invited to participate in the summer sessions in math, writing, and chemistry on the basis of their placement tests. At the end of the session, students are reassessed and, based on the quality of their work over the five weeks of the program, may earn a revised placement and begin their college career in credit-bearing courses.

Success Metrics

- First-to-second year retention
- Second term GPA
- Graduation rates
- Self-reported readiness for first term

Most of the students who complete one of these programs will place higher and be able to start in the fall in a credit-bearing course. Last year, 92% of the students in the math workshop received a new placement while 82% of the students in the writing workshop received a new placement.

Logic Model



Essential Components

- Campus financial support
- Coordination of programming and scheduling among writing, math, and chemistry departments.
- Coordination of sophisticated recruitment strategy to avoid redundancies

Flexible Components

- Special events (such as “Lecture Day” and “Seminar Day”)
- Involvement of additional support programs
- Support of learning centers

Factors Likely to Influence Success

- Establishing a steering committee of stakeholders to engender culture of collaboration
- Strong campus leadership
- Multi-year commitment and strong financial support
- Regular and public assessment reports to steering committee

Lessons Learned and Potential Pitfalls

- Pilot programs and build from data driven results
- Establish trust early to avoid programs “competing” for students

Contact Information

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Online/Blended Delivery Models
1+2+1 Concurrent Enrollment Model
at UIS

Practice Description

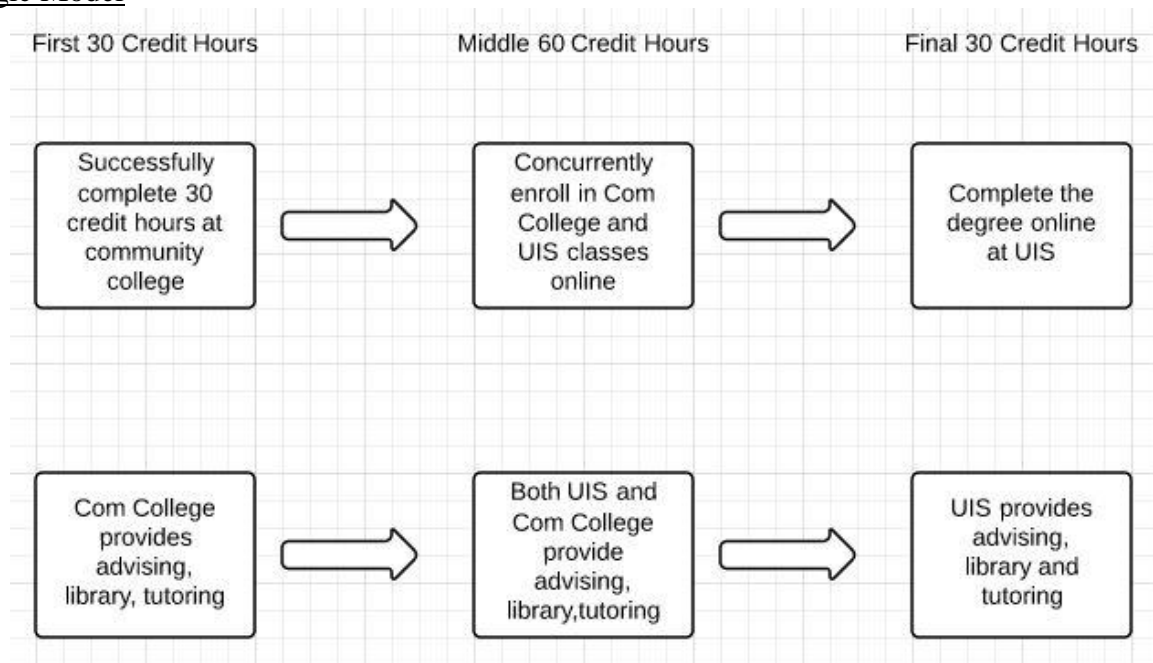
Purpose/Intended Outcomes

Provide a smooth transition between community college and university degree completion with dual services offered to the student in the middle 60 credit hours. This results in significantly higher student persistence rates and significantly lower tuition expenses than two-plus-two or university-only programs.

Success Metrics

Success is based on persistence of students toward the degree, semester by semester. A three-year sampling of UIS online students who were concurrently enrolled at community colleges showed an 88.9% persistence rate. Overall tuition expenditures compared to two-plus-two or full university models.

Logic Model



Inputs/resources/activities

Students are seeking baccalaureate degrees in the most cost-efficient and supportive mode. They enroll in their local community college and begin taking the prescribed general education courses. After successful completion of 30 credit hours, they apply for admission to the university (many of UIS online degree programs require a 2.0 grade

point for admission). The Illinois Articulation Initiative assures that classes meet the appropriate requirements.

After 30 credit hours, the students are enrolled at both schools. They have a double safety net of learning center, tutoring, library, and advising resources from the two institutions.

UIS accepts 72 credit hours in transfer of lower division classes.

Activities

With active support from both institutions, community college advisors communicate with university advisors as the student progresses, giving extra attention to the student needs. If a given class section is closed or not available in a semester, the student has more options to take other classes without delaying progress toward the degree.

Outputs

The outputs are students making successful progress toward degree completion, while being more fully supported by both institutions, in a cost-effective program that leverages the lower tuition of the community college for 72 of the 120 credit hours.

Outcomes

Students take more credit hours at the lower tuition rate of community colleges than they do in the more common two-plus-two programs. For example, CLC students who pursued this approach took 12% fewer credit hours (a total of 9.9 credit hours) at UIS than those in two-plus-two programs, saving approximately \$2,500 in tuition due to the difference between the community college and the university tuition rates. Those who take full advantage of the additional 12 credit hours at the lower division can save even more. Perhaps more importantly, the persistence rate among community college students who are concurrently enrolled, tracked over a three year period, was 88.9%. That is significantly higher than the approximately 66% persistence rate of those who did not concurrently enroll.

Essential Components

Students must be in good standing after the 30 credit hours at the community college. The university must be able to admit students into an online degree completion program with 30 IAI transferable credit hours. Financial Aid offices must work together to assure that the student receives all of the financial aid for which the student is qualified. Advisers and student support services at both institutions collaborate to the benefit of the student.

Flexible Components

A formal institutional articulation agreement is not required for UIS because of IAI and the careful work of advisers to assure that students take the classes that are needed for the degree.

But, model plans that include recommended 72 lower division hours and the 58 upper division hours can be useful for students who are planning ahead.

Factors Likely to Influence Success

The key to success is the commitment of advisers, student support staff, and financial aid offices at both institutions to work together to assure that students are fully supported as they progress toward their degree.

Lessons Learned and Potential Pitfalls

This period of up to 60 credit hours of concurrent enrollment – perhaps two or three or even more years depending upon the number of classes taken by the student – can result in significantly better outcomes for students than the traditional two-plus-two programs. Easing the transition from the community college while providing a double safety net is an effective practice to best support students.

Pitfalls can take place when advisers, student support specialists, and financial aid officers fail to take the time and make the extra effort to fully communicate with the student and other institution to assure that the best possible support is rendered.

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Dual Credit Programs
Research on Dual Credit

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Dual Credit Programs
An Early Start to College
at Lincoln Land Community College

Practice Description

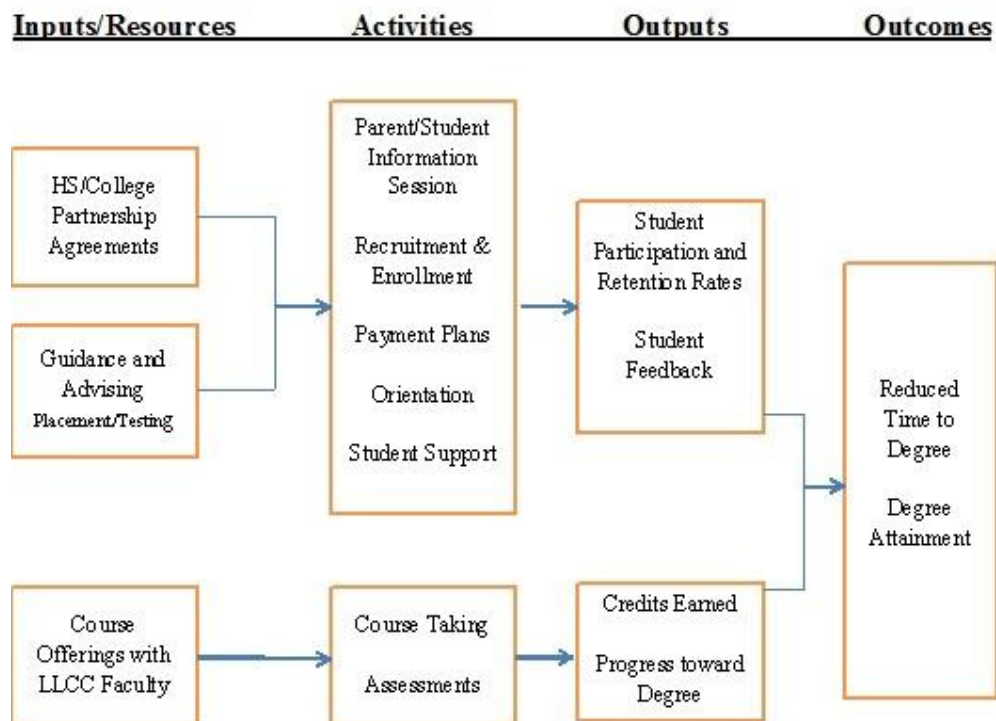
Purpose/Intended Outcomes

- To provide educational opportunities for high school students in the Lincoln Land Community College (LLCC) district;
- To enhance the current high school curriculum;
- To address students' unique interests, abilities, and attitudes; and,
- To improve the transition of students from high school to college

Success Metrics

- Successful completion of college course work (college credit posted)
- Students still participate in high school activities
- Reduce time to degree

Logic Model



Essential Components

- Parent/Student Information session
- Standard high school/college partnership agreement

- Select general education courses in a variety of groups from the general education core curriculum (Groups I – IV) or Career and Technical Education Course sequences
- Student Orientation
- FERPA Waiver for high school counselor
- Students should already meet graduation requirements prior to the program. Our districts did not want to have the discussion regarding someone not passing and therefore not able to graduate from high school as well.

Flexible Components

- Number of courses offered
- Course selection (meeting the above criteria)
- Course delivery methods
- Use of LLCC faculty
- Identify courses that are not regularly offered for dual credit at any of the schools
- Select general education courses without prerequisites that may eliminate student from participation

Factors Likely to Influence Success

- High school district and community college leadership commitment
- Dean and faculty commitment
- Parents'/students' understanding of the responsibilities of participating in the program

Lessons Learned and Potential Pitfalls

- Begin implementation at the end of the previous academic year (March-April). Planning from the beginning will take longer to get things set up. Once the program is a continuing offering it becomes much easier.
- If students do not attend the orientation, I would question their commitment.
- The counselor is very involved in the process before the implementation and during the implementation. The counselor is the one piece of continuity for the student.
- Large groups sometimes get out of control (behavior issues) especially due to some of the personalities of the individuals. Unfortunately since the program is located in the high school, the students' behavior may align with the environment.
- Need constant communication with the students and counselor during the entire process.
- Remind students and parents that just because the student is not in school all day that this does not allow for additional coursework, either at the high school or the college. The students have a full load of 14 credit hours even though their day does not appear "full", do not set students up for failure or receiving grades that may not meet their expectations.

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Reverse Transfer
Reverse Transfer Credit Pilot Project

Practice Description

Purpose/Intended Outcomes

- To award and promote associate degree completion for students who stopped attending, withdrew or transferred from WCC
- To increase credentials for WCC transfer students, thereby enhancing their employability during and after the completion of their degree at NIU
- To provide a seamless transfer credit process and strengthen relationships between NIU and WCC

Success Metrics

- Number of additional associate degree completers who participated in this program
- Number of students who continue at NIU and complete their four year degree
- Increase in degree completions at WCC
- Feedback from students who are awarded reverse transfer degrees

Logic Model

Please see below our Business Process Analysis (BPA) that outlines the steps involved in this process (reprinted with permission from Marc Dale, Jr., Registrar, Waubesa Community College).

Activities

- NIU runs reports based on selected criteria developed by WCC
- Reports are run at specific times during the academic year – typically at the end of a fall and spring semester
- See attached BPA for additional details.

Outputs (participation rates, products, etc.)

- Number of students who respond to email outreach sent from NIU
- Number of students who apply to graduate at WCC
- Number of students who actually received their WCC degrees (either immediately or in a subsequent semester at NIU/WCC)

Outcomes (expected student affordability and/or completion results)

This project is “win win,” with no cost to students and minimal cost to institutions.

- Students benefit from having additional credentials to “fall back on” and/or enhance their resume or portfolio.

- WCC benefits from the increase in completions and student successes.
- NIU benefits from its strengthened relationship and communication with its community college partners.
- Both institutions benefit from improved public perception.

Essential Components

- Leadership support from upper administration at NIU and WCC (buy in from both institutions)
- A shared understanding that “every student counts!”
- Clearly outlined process/protocol
- Regular communications with strategic points of contact for NIU and WCC
- The Student Information System provides reports and data that are shared between institutions
- 100% FERPA compliance throughout entire process

Flexible Components

- Communications to students who meet criteria to be considered in the cohort group within guidelines established between institutions
- Credit variances for eligibility criteria
- Mode of outreach (e.g. email, postal mail, phone follow-up, etc.)
- Different schools will have select staff assigned responsibilities

Factors Likely to Influence Success

- Centralize efforts, with one primary contact person on each campus
- Simplicity is the essence of success
- No cost to students for participating in this process (waiver of any transcript request fee, graduation process fee, other)

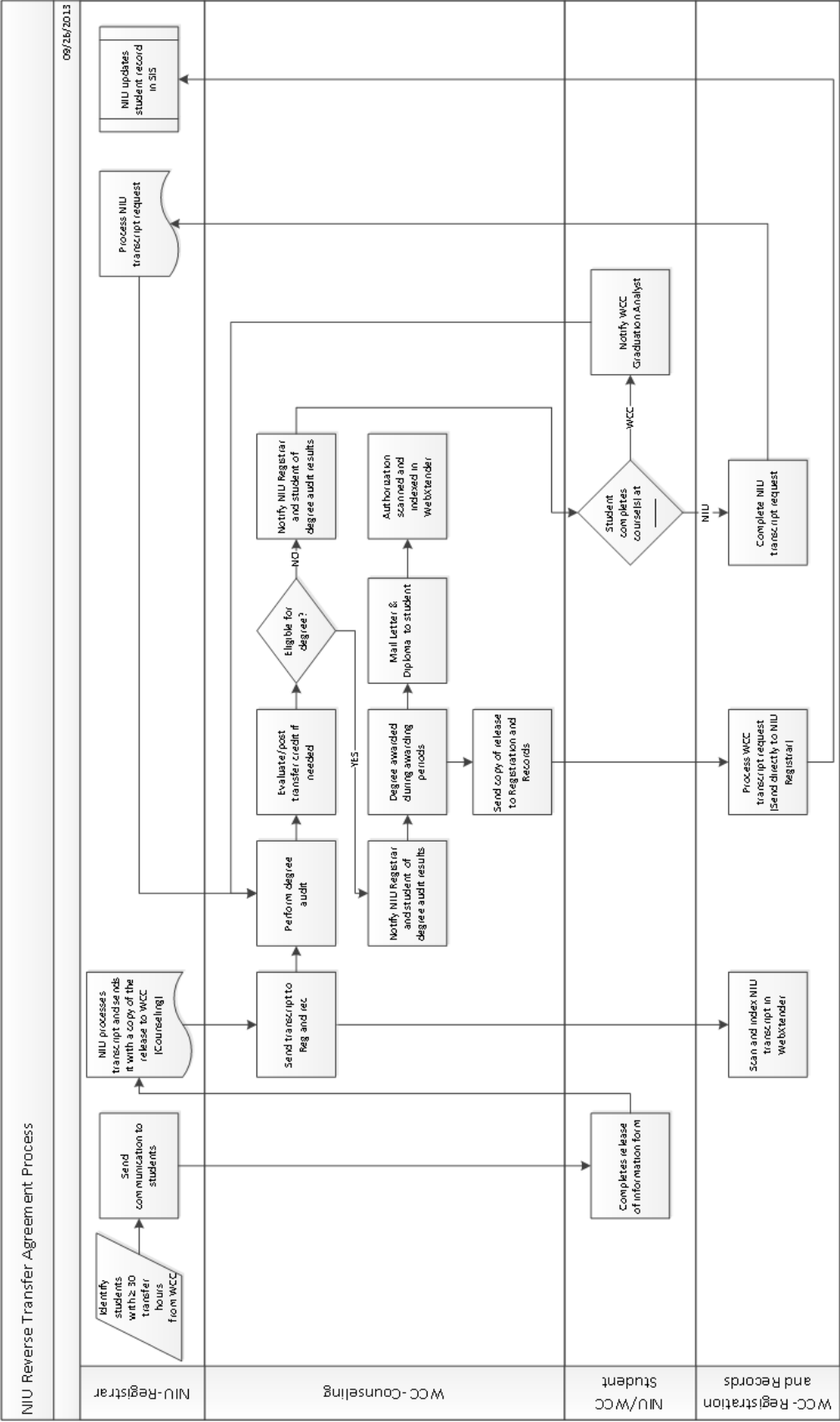
Lessons Learned and Potential Pitfalls

- Develop an implementation plan with all particulars set up well in advance of kick-off date
- Establish obtainable and measurable results
- Be cautious of setting timetables that conflict with busy times during the semester.
- Review results of data – adjust accordingly any required criteria for future guidelines of project
- Provide ample communications to the campus community both before and after implementation
- Set up schedule of frequency reports
- Provide expedited service to students who participate in program
- Rectify any issues with academic and administrative staff on a continual basis
- Use press releases and community notices to communicate the results of meritorious achievement of this concept of the reverse transfer credit process between institutions

Contact Information

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Dual Degree Programs
GSU's Dual Degree Program

Practice Description

Purpose/Intended Outcomes

- To provide community college students with a high quality, affordable, accessible pathway to complete their baccalaureate degrees
- To increase the number of community college students who complete both their associate and baccalaureate degrees
- To decrease time to degree for community college students who transfer to complete their baccalaureate degrees
- To enable low-income students to graduate with their baccalaureate degrees debt-free
- To reduce the completion gap between students of color and white students

Success Metrics

- Student enrollment rates in the Dual Degree Program (DDP) at partnering community colleges
- Student graduation rates from both the community colleges and the university
- Enrollment patterns (full-time versus part-time) and transfer of credit patterns (percentage of community college credits that fulfill general education or major specific requirements at the university)
- Scholarship awards to low-income students that enable them to graduate debt-free from the university
- Completion rates of students of color versus white students

Logic Model

See below

Essential Components

- University/Community College Partnership agreement (see attached)
- Commitment and support from the Presidents and the Vice Presidents of Academic Affairs and Student Development
- Designated liaisons to the DDP from the university and community colleges
- Transfer specialists who spend time on-site at the community colleges
- Requirement that participating students enroll full-time, complete their associate degree, and consult with the Transfer Specialist at least once per semester
- Inter-institutional Peer Mentor Program
- University incentives for DDP students to enroll full-time and complete their associate degrees

Flexible Components

- Number and distribution of transfer specialists
- Format of Peer Mentor Program
- Type of DDP student incentives chosen by the university

Factors Likely to Influence Success

- Total university/community college collaboration in the design and implementation of the program, which cannot be university-driven
- Requirement of completion of the associate degree and full-time enrollment
- Support from high level administrators, coupled with support from campus liaisons and counseling/advising staff
- Interest and engagement of faculty in referring students to the program
- Strong leadership from the university, with personnel who are experienced in and committed to working with community college colleagues

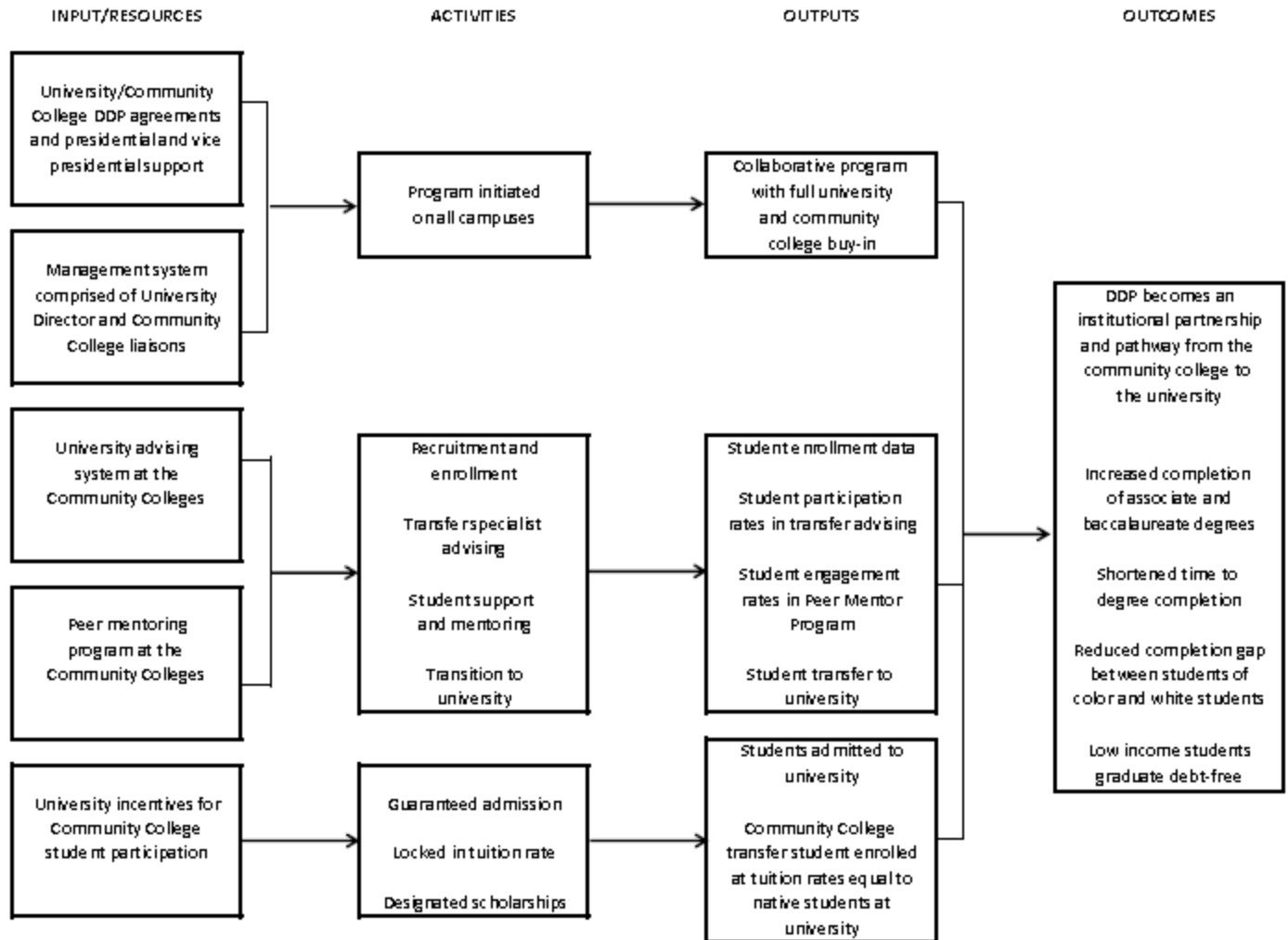
Lessons Learned and Potential Pitfalls

- Engage multiple levels of administration and staff in both the creation and implementation of the program
- Ensure that the Transfer Specialists and Coordinator of Peer Mentoring have community college experience and sensitivity to the needs of first generation, low-income students; involve community college partners in the hiring process
- Set up the data system at the outset and ensure all partners are willing to provide the data required
- Reach out to the community college partners for regular feedback and suggestions for improvement—and implement their suggestions!

Contact Information

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Logic Model - Governors State University: Dual Degree Program





Dual Degree Program Agreement

MORaine VALLEY COMMUNITY COLLEGE

AND

GOVERNORS STATE UNIVERSITY

This Agreement is made and entered into this 22nd day of September, 2010, by and between Moraine Valley Community College and Governors State University.

WHEREAS, the parties wish to ensure the completion of the associate's degree and seamless transfer of students from Moraine Valley Community College's associate degree programs to Governors State University's bachelor's degree programs; and

WHEREAS, the parties seek to accomplish these goals by offering degree-seeking students the opportunity to be enrolled in the "Dual Degree Program" or the "DDP";

NOW, THEREFORE, Moraine Valley Community College and Governors State University agree as follows:

1. **Program Structure**. The parties agree to admit students in the Dual Degree Program pursuant to the following guidelines:
 - a. **Student Eligibility and Admission**. To be eligible for the Dual Degree Program, students must have been admitted to Moraine Valley Community College and be enrolled full time. They must have completed a minimum of 12 credit hours and a maximum of 21 credit hours and be in good academic standing at MVCC. Eligible students must complete and submit the application for the Dual Degree Program at Moraine Valley Community College.
 - b. **Advising**. Both institutions agree to provide students participating in the Dual Degree Program with an academic advisor. Upon admission to the DDP, students will be assigned a Governors State University advisor. All DDP students will develop a plan of study to complete their associate's degree at Moraine Valley Community College and will consult with their Governors State University advisor to ensure that their plan will also meet the requirements for their bachelor's degree at GSU. All students participating in the DDP will be encouraged to consult with their academic advisors at both institutions at least one time per semester for review of course progress towards their associate and bachelor's degrees.
 - c. **Authorization for Disclosure of Education Records**. As a requirement for admission to and participation in the DDP, students must provide each institution with a signed, written authorization to disclose their education records, including, but not limited to, academic, admission, advising information, program completion status, and financial aid eligibility and disbursement, to the other institution. This authorization is a requirement for completion of the Dual Degree Program application.

- d. Policies and Procedures. Students must adhere to each institution's standard policies and procedures, including, but not limited to, those dealing with admission, enrollment in courses, transfer credits, standards of academic performance, and re-entry guidelines.
- e. Graduation and Continuing Student Status: Students will be responsible for completing the catalog/graduation requirements in effect at the time of enrollment at Governors State University, provided continuing student status is maintained, unless a change has been made related to changes in accreditation related requirements. In order to maintain continuing student status in the DDP, students must enroll in GSU coursework within two years of enrollment in the DDP or not later than the beginning of the academic year following conclusion of their studies at Moraine Valley Community College. Once a student graduates from MVCC and begins to attend GSU, the continuing student status policy at GSU alone becomes applicable.
- f. Student Support Services: Dual Degree Program students will have full access to student support services from both MVCC and GSU, including, but not limited to counseling and academic advising, financial aid, academic support, orientations, student activities, library services, and computer labs. DDP students will be invited and encouraged to participate in lectures, cultural events, and other opportunities for enrichment sponsored by both campuses.
- g. Tuition and Financial Aid. Moraine Valley Community College tuition rates apply for all MVCC courses. See Section 2 for the Governors State University Guaranteed Tuition Plan for DDP students. Students will be encouraged to apply for financial aid designating MVCC as their primary school while they are completing their associate's degree.
- h. Transfer of Credits. Dual Degree Program students are required to obtain a signed study plan from their Moraine Valley Community College and Governors State University advisors before the end of the first full term after enrollment in the DDP. Course work taken while enrolled at MVCC is subject to Transfer Credit Policies as defined in the GSU catalog and associated articulation/transfer agreements.
- i. Withdrawal. Students may withdraw from the Dual Degree Program at any time prior to the completion of their associate degree. Students who are not enrolled for three or more consecutive terms at Moraine Valley Community College will automatically be withdrawn from the DDP. Students withdrawn from the DDP under such circumstances may be eligible to reapply. Academic progress shall be shared between academic advisors at both institutions. Students who fail to maintain standards of academic progress may be withdrawn from the DDP immediately, upon mutual agreement of the institutions.
- j. Data Sharing. Moraine Valley Community College will help Governors State University identify and communicate with its students who may be appropriate for, and interested in, a bachelor's degree completion program. MVCC agrees to share data on students in the Dual Degree Program. GSU agrees to provide to MVCC a comprehensive report each

term on DDP students who have graduated from MVCC and have transferred to GSU. The report will include academic, admission, enrollment, major, and graduation information for all DDP students from MVCC.

- k. **Statement of Non-Discrimination.** Each institution warrants that it shall not discriminate against any student who applies for the Dual Degree Program on the basis of race, color, national origin, religion, gender, marital status, citizenship, age, disability, sexual orientation, unfavorable discharge from military service, or veteran status.
2. **Guaranteed Tuition Plan.** To take advantage of the **Guaranteed Tuition Plan**, students must complete their associate's degree within five academic semesters (not counting summer). The **Guaranteed Tuition Plan** will lock in the GSU tuition rate that is in effect when students begin the second semester of their freshman year at Moraine Valley Community College through their graduation from Governors State University four years later. Dual Degree Program students will be given the Guaranteed Tuition rate for four academic semesters (not counting summer) at GSU.
3. **Recordkeeping.** Both institutions will maintain records for all students in the Dual Degree Program. Both parties agree to abide by all applicable state and federal laws concerning the protection and privacy of student records, medical records, and mental health records, including but not limited to the Family Educational Rights and Privacy Act (FERPA), and the Health Insurance Portability and Accountability Act of 1996 (HIPAA).
4. **Term and Termination.** The initial term of this Agreement shall be for the 2010-2011 academic year. The terms and conditions stated will continue indefinitely until terminated as provided herein. Either party may terminate this Agreement, without cause, by providing at least ninety (90) days written notice to the other party. The Agreement may also be cancelled at any time by mutual agreement of the parties. In the event of termination, no additional students will be admitted to the Dual Degree Program. However, any students already participating in the Program will continue with the privileges specified under this Agreement if they continue to meet standards of academic progress toward their degree.
5. **Independent Contractors.**
In the performance of this Agreement, Moraine Valley Community College and Governors State University are at all times acting as independent contractors and neither of them nor their respective employees shall claim to be employees, partners, joint venturers, or agents of the other.
6. **Non-Exclusivity.** This Agreement is intended to be non-exclusive. It shall not prevent either party from entering into similar agreements with other institutions or with other programs.
7. **Entire Agreement.** This Agreement constitutes the entire agreement between the parties and supercedes any prior agreements, understandings, covenants, representations or

warranties, oral or written, not incorporated herein. It may not be modified, amended, supplemented, or otherwise changed, except by a written document signed by both parties.

This Agreement shall be governed by and construed in accordance with the substantive laws of the State of Illinois regardless of any conflict of laws provision.

IN WITNESS WHEREOF, Moraine Valley Community College and Governors State University have executed this Agreement as of the day and year written above.

For Moraine Valley Community College:

Dr. Sylvia Jenkins, Vice President, Academic Affairs

Dr. Normah Salleh-Barone, Vice President, Student Development

Dr. Vernon O. Crawley, President

For Governors State University:

Dr. Terry L. Allison, Provost and Vice President of Academic Affairs

Dr. Gebeyehu Ejigu, Executive Vice President/Chief of Staff

Dr. Elaine P. Maimon, President

First-Year Support Programs
Student Success & Retention Initiatives at NIU

Practice Description

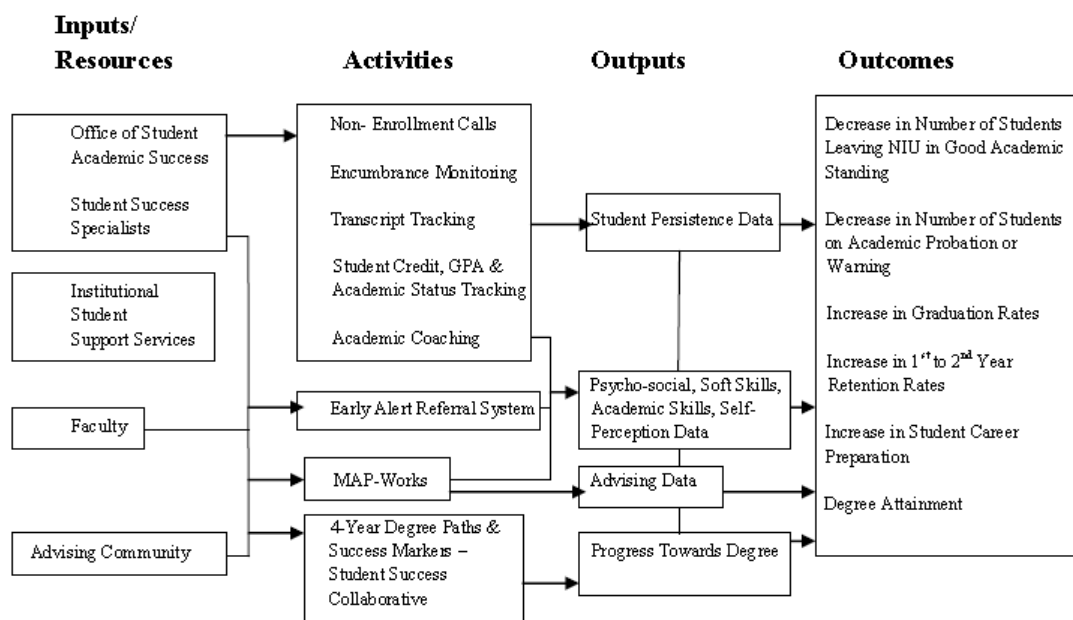
Purpose/Intended Outcomes

- To provide a network of support for each and every undergraduate student (particularly students who are not tied to an existing university program or support service)
- To provide systematic student tracking to identify at the earliest possible instance when a student may be veering “off-path” to graduation
- To provide intentional, proactive, timely intervention with “off-path” or at-risk students
- To personally connect students to pertinent campus experts and resources
- To maintain ongoing relationships with “off-path” students to identify barriers and develop actions plans to conquer said barriers
- To decrease the number of students leaving NIU in good academic standing
- To improve overall student retention and graduation rates
- To prepare employable graduates within their desired field of work

Success Metrics

- Student participation rates in student success initiatives and support programs
- Reduced time to degree for students
- Decreased number of students on probation or academic warning
- Decreased number of students leaving the institution in good standing
- Increased 1st to 2nd year student retention
- Increased graduation rates

Logic Model



Essential Components

- Case management approach to student success
- Layered tracking systems
- Coordinated data mining, analysis, and sharing
- Transparency
- Collaboration across divisions, departments and offices
- Qualified and engaged faculty and staff

Flexible Components

- Customized student supports
- Elements/factors to be tracked
- Intervention protocol

Factors Likely to Influence Success

- Relevant research pertaining to best practices
- Clear understanding of roles and responsibilities
- Direct tie-in to institutional mission and strategic initiatives
- Engaged faculty, staff, and administrators
- Measurable outcomes

Lessons Learned and Potential Pitfalls

- Strategic planning – build program over time
- Identify champions and nurture said relationships
- Identify skeptics and consider apprehensions & concerns
- Be transparent and concentrate on communication flow
- Share data far and wide
- Constantly nurture collaborations across campus

Contact Information

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First-Year Support Programs
Transformed First-Year Experience Program
at Rock Valley College

Practice Description

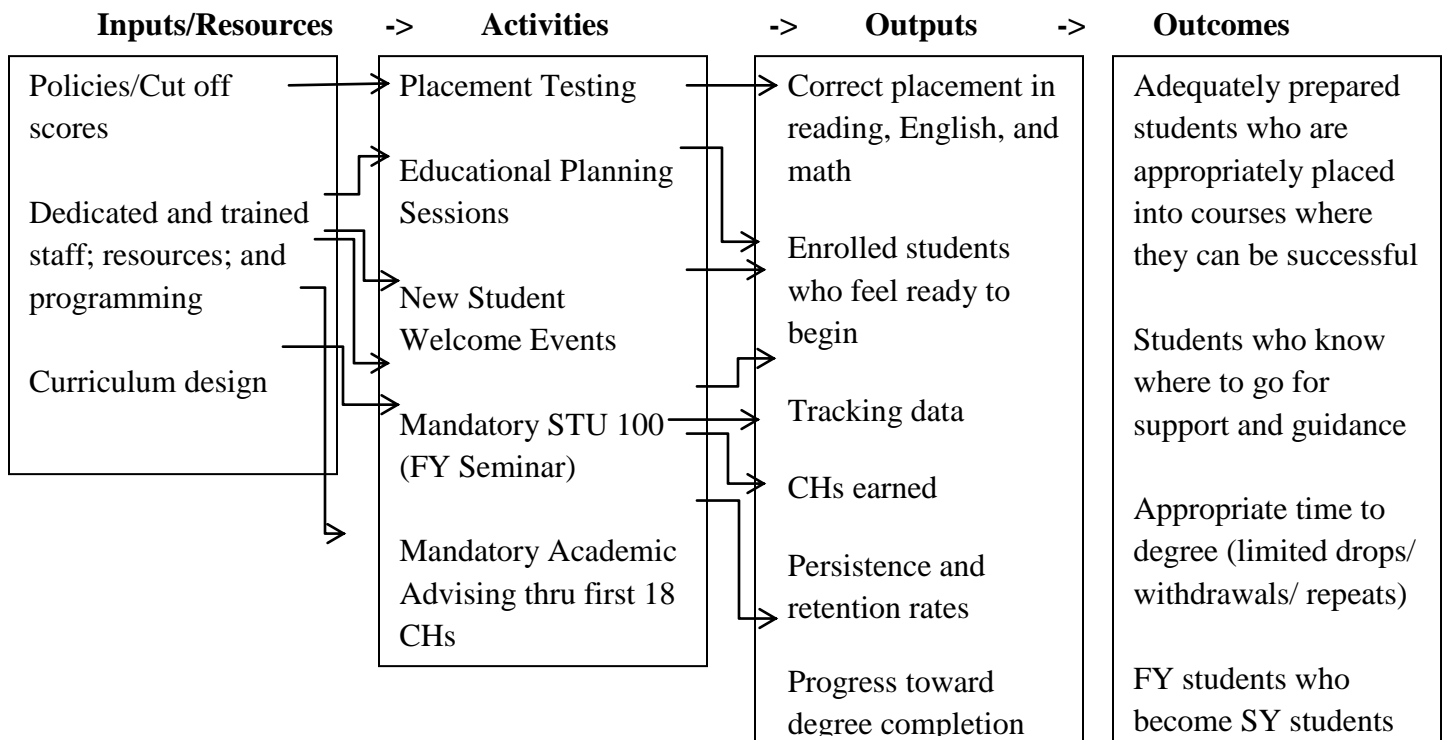
Purpose/Intended Outcomes

- To ensure new students have the tools necessary to get started successfully at RVC
- To support students through a minimum of their first two semesters or 18 credit hours
- To improve first-year students persistence and retention rates

Success Metrics

- Appropriate placement scores (ACT or Accuplacer compared to course completion rates)
- First-time student enrollee yields
- Credit hours earned (individual students' course completion rates)
- FY Seminar course outcomes (e.g., DFWI rates, completion rates)
- Persistence and retention rates
- Progress toward degree

Logic Model



Essential Components

- Adequate resources to be able to implement mandatory elements of program
 - Mandatory placement program (ACT or Accuplacer)
 - Mandatory orientation program (Educational Planning Session)
 - Mandatory FY seminar course and qualified instructors (faculty and staff)
 - Mandatory academic advising

Flexible Components

- Appeal processes for placement scores
- Offerings for mandatory orientation (time, place, location, delivery, frequency, etc.)
- New student welcome events (like orientation but optional)
- Offerings for FY seminar course (time, place, location, delivery, etc.)
- Methods for delivering academic advising (e.g., software, individual, group, by major, etc.)

Factors Likely to Influence Success

- Dedicated resources (i.e., funding, personnel, space)
- College support for mandatory requirements (depends on institutional culture)
- Level of engagement of FY seminar instructors
- Availability for quality academic advising (e.g., use of software that allows for consistency in messaging, etc.)

Lessons Learned and Potential Pitfalls

- Build complete program in phases and as you have resources and support
- Vet program within institution to gain and leverage support
- Provide appeal options in writing for students with special circumstances
- Include faculty from various disciplines in development of FY seminar course content
- Build assessment and evaluation processes into each program element from the beginning
- Befriend your Institutional Research office and enlist their expertise and guidance from beginning of program development

Contact Information

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Aggregated Student Support Services
**Focus on Thriving - Realizing a True Student Affairs/Academic Affairs
 Partnership through a Student Success Center**

Practice Description

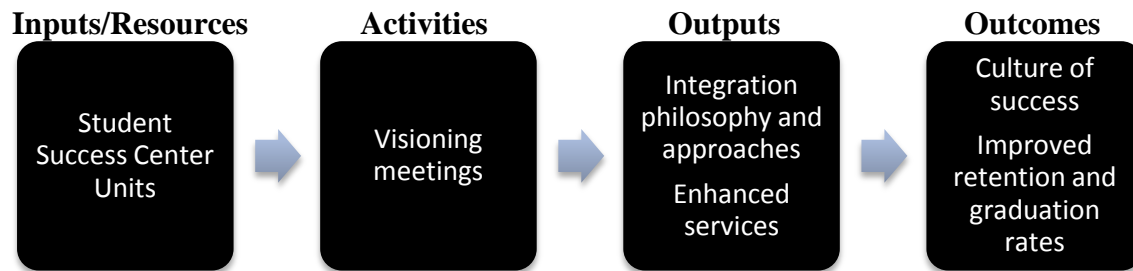
Purpose/Intended Outcomes

To provide collaborative, responsive and creative academic and personal support to maximize student learning and development.

Success Metrics

- Comprehensive and integrated system of academic and personal support services
- Creation of an environment that promotes a culture of success
- Promotion of small group learning communities
- Improved retention and graduation rates

Logic Model



Essential Components

The Integration of Services

- Monthly Visioning Meetings
 - To keep the focus on the partnership between Student Affairs and Academic Affairs in achieving student success
 - To reiterate that this was more than just moving tenants to a new building; it was developing a new philosophy of working together to support and retain students
- Must specifically determine how the units work together to support and retain all of the different subgroups of the student body
- Develop a vision, mission and values for the Student Success Center

The Building

- The building should be placed where a sense of unity and community can be built.
- Select units to be housed in the Center based upon their centrality to achieving the mission

- Through quantitative and qualitative methods, determine the relationships between the units to help determine unit placement within the building
- Design Elements
 - Permit tenants some autonomy in the design of their space while ensuring that the designs are consistent with the overall goals of the Center
 - Provide learning resources that are state-of-the-art
 - Develop a one stop academic resource center

Flexible Components

The Building

- Synergy with the University Center
 - Connecting the building with a university center
- Place where all students congregate
- Traffic patterns of the university center would overflow into the new space and increase students' awareness of all of the services offered
- Provide student organizations with additional meeting facilities

Factors Likely to Influence Success

- Student Affairs and Academic Affairs must sincerely value the work of the other
- The university must be committed to focusing on and enhancing student success
- Students must believe in the value of a Student Success Center
- A single person who has excellent communication skills and enormous patience combined with the ability to keep a project on time and on budget is crucial; understand that this person must commit a significant amount of time to this project and provide support for the person to do so

Dos and Don'ts for Implementation Success

- DO involve tenants (and students!) in all relevant decisions; DO NOT expect unanimous agreement
- DO set design deadlines and stick to them; changes in design can have a domino effect on many aspects of construction (e.g., HVAC systems, electrical and data placement, etc.)
- DO establish a schedule to obtain all approvals related to funding and awarding of contracts
- DO establish a timeline for the beginning of construction through completion of occupancy; DO NOT ignore the complexity of moving the units to a new building
- DO involve your furniture representative early in the process; furniture use and layout is integral in the effectiveness and efficiency of the space

Timelines for Implementation

- From concept to move-in, the project took almost four full years:
 - Year 1 – Concept development; program study of space requirement; architect selection
 - Year 2 – Formally obtained student input and made the case for a fee increase to support the Center in a Student Leadership Referendum; design development; Board of Trustees project and budget approval
 - Year 3 – Completed construction documents; IBHE approval; bidding; award of contract; sale of bonds; start of construction
 - Year 4 – completion of construction; move-in
 - Visioning for the Center and the integration of services occurred throughout this timeframe

Continuous Improvement Advice

- Keep the goal of student success foremost to ensure that the actual need, and not just the expressed need, of the student is met
- Anticipate next steps; in four years, the enhancement of services has already outstripped the availability of space in the Student Success Center

Contact Information

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Aggregated Student Support Services
**Creating a Student-Centered Environment
at Moraine Valley Community College**

Practice Description

Purpose/Intended Outcomes

- To provide a student-centered environment that focuses all college staff and resources on student learning, student development, and student completion.
- To enable students demonstrate a range of behaviors relative to the college mission.

Success Metrics

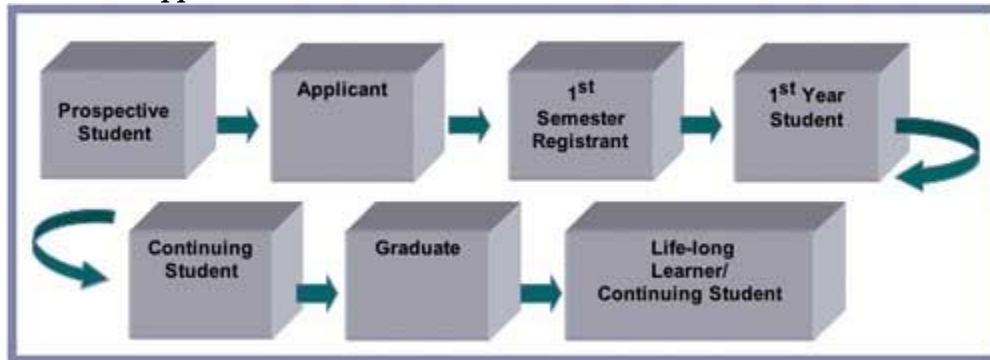
- The goals and outcomes of each milestone are evaluated and or assessed by respective departments.
- Students' learning experience is evaluated at the point of entry/orientation until completion.
- Students, employees, and community members are able to connect with the centralized student services.
- Student momentum points and completion.

Logic Model

The student milestone approach and pathways guide our work with students at Moraine Valley. As a learning-centered institution, we ask ourselves the following questions regarding the goals and outcomes we hope to achieve at each milestone and pathway stage:

- What impact do we want to have on students (or potential students or community members),
- both traditional age and adult, as a result of the student services and programs that we provide?
- What do we want students (or potential students or community members) to know and be able to do as a result of the student services and programs that we provide?

Milestone Approach to Student Transition and Success



STAGE 1: CREATING PROSPECTIVE STUDENTS

Initiating contact with the public to promote interest in Moraine Valley

STAGE 2: CREATING A MORaine VALLEY APPLICANT

Insuring that community members/prospective students formally apply for admission to MVCC

STAGE 3: CREATING FIRST SEMESTER REGISTRANTS

Insuring that all applicants complete the first semester registration process

STAGE 4: CREATING SUCCESSFUL FIRST YEAR STUDENTS

Insuring that students successfully complete their first semester and continue their enrollment to the second semester

STAGE 5: CREATING SUCCESSFUL CONTINUING STUDENTS

Insuring that students' continue their enrollment and increase their self-sufficiency toward attaining their educational and career goals

STAGE 6: CREATING SUCCESSFUL GRADUATES

Insuring that students are prepared to complete certificate or degree requirements and transition to the workplace or a four-year institution

STAGE 7: PROMOTING LIFELONG LEARNING

Insuring that graduates understand the role that Moraine Valley Community College can play in their lifelong learning.

PATHWAY(S) TO COMPLETION

The Student Development has created pathways to completion for specific population including fulltime, part time, and veteran students. See attached for a sample model for one of the pathways.

Essential Components

The “Affinity of Services” model- As MVCC is a large community college, the affinity model is practical as services are clustered according to the nature or commonality of purpose. For example, Enrollment Services which include Recruitment, Admissions, Information Center, Registration, Records, Cashiers, Financial and Aid, Student photo ID are clustered on one floor.

Factors Likely to Influence Success

- Continuous and consistent training for all Student Development employees and front line employees from all areas of the college every semester.
- Sufficient funding. With funding from an \$89 million capital bond referendum passed by residents of the college district in 2006, Moraine Valley Community College has completed a five-year building project that called for new construction and renovation both on and off the Palos Hills campus.
- Upgrades to technology throughout Student Development and infrastructure to support use of technology

Lessons Learned and Potential Pitfalls

- Prepare and support employees to adjust to change of students’ needs
- Celebrate the past to embrace the new paradigm
- Pay close attention to what and when services are needed by students
- Map out services to be provided and the student traffic flow
- Chart the peak and non-peak times, and use the data to help create appropriate space for both peak and non- peak periods
- Build based on 5-7 years projection of enrollment growth
- Create flexible spaces that can be changed/ modified based on need and at minimum cost for modification
- Balance art/trendy designs versus that will not be dated as soon as it opens for use

Contact Information

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Financial Advisement & Support
Six Strategies to Improve Tuition Payment and Student Retention

Practice Description

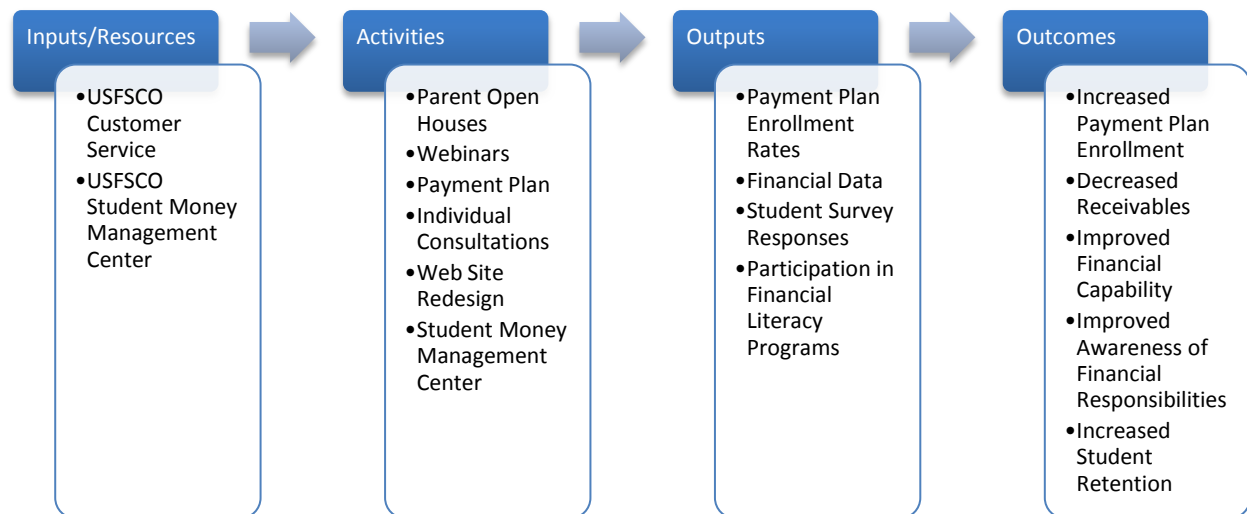
Purpose/Intended Outcomes:

- To increase tuition payments made to the University of Illinois
- To provide more flexible payment options to students & families
- To reduce student withdrawals due to financial reasons
- To increase financial capability of our student population

Success metrics:

- Receivables Decreased
- Payment Plan Utilization
- Financial Survey Scores
- Participation in Financial Literacy Programming

Logic Model



Essential Components: Non-negotiable design elements necessary to successful implementation

- Partnership with necessary campus stakeholders
- Skilled personnel to coordinate Parent Information Sessions, Webinar and Financial Literacy sessions
- Mechanisms to implement various payment options
- Support from campus leaders

Flexible Components: Design elements that can be customized to campus and student needs

- Payment options
- Methods of financial education delivery
- Survey and data collection tools

Factors Likely to Influence Success: Contextual and implementation factors

- Needs of students and their families with regard to financial resources & knowledge
- Campus community's level of commitment
- Relationships with external and internal constituents
- Overall culture of your institution

Lessons Learned and Potential Pitfalls: Dos and Don'ts for implementation success, timelines for implementation, and continuous improvement advice

- Set goals early on to understand progress.
- Gather feedback from stakeholders on a continual basis.
- Make changes based on feedback to avoid policy issues and keep content current.
- Target priority populations for specific outreach to reduce messaging noise.
- Be open to new opportunities to meet the needs of students and their families.

For more information, contact:

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Student Internships
College of Business Internship Programs at ISU

Practice Description

Purpose/Intended Outcomes

- To provide Business students with work experience that will prepare them for the work force.
- To provide income to the students and course credit while giving them practical work experience.
- To ease the transition from college student to full time employee.
- To build the student's network of potential employers.

Success Metrics

- Student participation rates.
- Credit hours earned.
- Income earned.
- Full time employment secured by internship students.

Logic Model

Inputs/Resources

- Employers
- Students
- Coordinators
- University cooperation
- Documentation including: Internship Agreements, Liability Release Forms, Insurance Verification, Midterm status report, Supervisor evaluations, Information forms

Activities

- Recruitment and enrollment of employers and students
- Selection of internship opportunities
- Student advising and support
- Assessments

Outputs

- Financial data
- Credit hours generated
- Student participation rates
- Progress toward degree
- Student paper integrating coursework and internship experience

Outcomes

- Financial savings
- Work experience and exposure to full time employment in career area
- University course credit toward graduation

Essential Components

- Employer partnerships
- University cooperation
- System of coordinators
- Documentation and assessment tools
- Recruitment opportunities for both students and employers

Flexible Components

- Specific employers and internship opportunities
- Customized student support
- Student assignments to support credit hours

Factors Likely to Influence Success

- Availability of employers and internship opportunities
- Clear expectations for students and employers
- University support for credit hours and compensation for coordinators

Lessons Learned and Potential Pitfalls

- Build and strengthen a network of employers
- Complete and track all paperwork on a timely basis
- Be diligent in collecting data to measure the success of the program
- Improve student recruitment through presentations to student organizations

Contact Information

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Dr. Victor Devinatz
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Student Internships
**Marketing Department Internship Program
at ISU**

Practice Description

Purpose/Intended Outcomes

- Provides additional practical/applied experiences to complement classroom learning.
- Provides an effective avenue for professional/career employment
- Allows students to simultaneously receive credit and income to support educational expenses.

Success Metrics

- Increased placement rate overall
- Increased placement rate with subject organization
- Positive feedback from students and corporate partners

Essential Components

- Suitable oversight of student participants both prior to and during the internship experience.
- Proper feedback system for immediate correction of potential problems.
- Active participation of internship providers.

Flexible Components

- Both paid and unpaid internships available.
- Internships available both as direct link to employment and/or as experience and resume builder.

Factors Likely to Influence Success

- Sufficient information available to students about internship opportunities long before their internship year.
- Active encouragement for students to engage in internship opportunities by all departmental faculty.
- Active involvement of university level career placement personnel.
- Sufficient opportunities for all qualified and interested students.

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Textbook Rental
EIU's Textbook Rental Service

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Technology Solutions
Empowering the Student: SIU's Mobile Dawg Initiative

Practice Description

Purpose/Intended Outcomes

Southern Illinois University's innovative learning initiative (Mobile Dawg) provided 1:1 technology and digital content access to all students and teachers through a freshman tablet computing initiative. Teaching and learning practices changed when students and teachers were provided with tablets, wireless learning environments, and additional technology resources.

Success Metrics

This session will discuss how SIU plans to measure changes in teacher practices, student achievement, student engagement, and students' research skills. Additionally, SIU will measure student success via course completion, course grade and student retention.

Logic Model

Inputs/Resources

The Mobile Dawg program includes the distribution of tablet computers, implementation of digital learning materials and the development of a mobile application suite.

Activities & Outputs

Distribution of more than 3200 tablet computers, development of mobile applications, implementation of a course fee for student materials

Outcomes

Savings of more than \$270 per student annually on course materials, higher course completion and success markers, higher student retention

Essential Components

Transition to mobile computing platforms and digital materials

Flexible Components

Type of device, institution-owned or BYOD, publisher or textbook

Factors Likely to Influence Success

Faculty and student adoption

Lessons Learned and Potential Pitfalls

Wireless network

Bandwidth

User training (device, e-texts, operating system)

Faculty training (device, e-texts, operating system)

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