



2020 Initiatives Proposal Form

Thank you for your interest in submitting a proposal to the 2020 Initiatives process.

Please complete this form, save it to your hard drive, and then email a copy to: 2020@stockton.edu. Please copy your Dean/Director on the email. You will then be contacted by the appropriate 2020 Initiative Team representative/LEGS facilitators.

Proposals will be evaluated based on general criteria including the following:

- University-wide impact
- Clearly addressing one of the four LEGS themes from the 2020 strategic plan
- Specific budget details provided
- Realistic outcomes identified
- Assessment measures specified

Please consider the following questions as helpful prompts:

University-wide Objective(s)

- Does your proposal clearly address an issue relevant to your selected “primary strategic (LEGS) theme”?
- What specifically do you wish to accomplish with your project?
- How will Stockton, as a whole, benefit?

Expected Results

- How will you know if your project is a success?
- What are your anticipated outcomes and specific measurements for success?
- Does your proposal clearly indicate the person(s) or department(s) that will assume responsibility for the various work tasks?
- What is your project's "finish line"?

General Application Information	
Your Name	
Your Email	
Title of Project	
Project Leader	
LEGS Initiative Team Coach	
Project Partner(s)	
Duration / Time Frame of Project	

Proposal Category (choose one: one-time or ongoing)			
One-Time Event or Activity		Ongoing Event or Activity	
	(A) \$5,000 or less		(C) \$5,000 or less
	(B) More than \$5,000		(D) More than \$5,000

Strategic Theme (choose one)			
	Learning		
	Engagement		
	Global Perspectives		
	Sustainability		

Strategic Objectives: choose one primary (P) in main theme and up to three secondary (S) In any themes			
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Learning			
	Deliver high value-added learning experiences and promote scholarly activity (S1)		Reward scholarly applications (ER2)
	Promote liberal arts ideal to develop lifelong learners (S2)		Establish additional revenue sources (RS1-L)
	Strengthen internal processes to support learning (IP1-L)		Reduce expenses (RS2-L)
	Develop faculty and staff skills to support learning (ER1-L)		Align resources to support strategic plan (RS3-L)

Engagement			
	Establish Stockton as an integral part of the identity of students, faculty, staff, alumni, and community members (S3)		Foster an interactive environment among students, faculty, staff, and community (ER3)
	Prepare students for active citizenship role (S4)		Increase opportunities for interactions between internal and external communities (ER4)
	Create mutually reinforcing intellectual and co-curricular experiences (S5)		Establish additional revenue sources (RS1-E)
	Strengthen internal processes to support engagement (IP1-E)		Reduce expenses (RS2-E)
	Develop faculty and staff skills to support engagement (ER1-E)		Align resources to support the strategic plan (RS3-E)

Global Perspectives			
	Develop a globally diverse Stockton community (S6)		Strengthen opportunities for global interaction among members of the Stockton community (ER5)
	Enhance capacity to participate globally (S7)		Establish additional revenue sources (RS1-G)
	Strengthen internal processes to support global education (IP1-G)		Reduce expenses (RS2-G)
	Integrate global program efforts among multiple units of the university (IP2)		Align resources to support the strategic plan (RS3-G)
	Develop faculty and staff skills to support global education (ER1-G)		

Sustainability			
	Increase sustainable infrastructure (S8)		Develop and implement sustainability programs (IP5)
	Enhance sustainability education and research (S9)		Develop faculty and staff skills to support sustainability (ER1-S)
	Increase recognition as a model of sustainability (S10)		Reward sustainable practices (ER6)
	Partner to promote global sustainability (S11)		Establish additional revenue sources (RS1-S)
	Strengthen internal process to support sustainability (IP1-S)		Reduce expenses (RS2-S)
	Prioritize sustainability in plan operations and residential life (IP3)		Align resources to support the strategic plan (RS3-S)
	Promote sustainability across the curriculum (IP4)		Seek efficiencies through sustainable practices (RS4)

The tables below allow for summaries of about 350 words. Additional information can be included as an attachment.

Narrative Summary of Project

Assessment Plan: What are your anticipated outcomes and specific measurements for success?

Budget Summary					
	Item	FY2017 July 1, 2016 – June 30, 2017	FY2018 July 1, 2017 – June 30, 2018	FY2019 July 1, 2018 – June 30, 2019	Notes/Comments (stipends, supplies, hospitality, etc.)
1.					
2.					
3.					
4.					
5.					
6.					
7.					
Total					

First-Year Funding Questions		
Will you need funds for <u>immediate</u> use to begin your project?	Yes	No
If so, how much?		
Date when funds will be needed		

CC: Dean/Director

2020 Proposal - Engagement

Pick Six: Engaging New Students

**Proposal prepared by Christine Ferri, PhD
Coordinator of Freshman Seminars**

Introduction/Background:

Stockton's First Year Experience Program is already successful in many ways. Our very high first year full-time retention rate is a notable achievement, with retention rates increasing from 82% in Fall 2008 to 87% in Fall 2016. The Fall 2017 freshman class includes 1590 students, the largest freshman class in our history. We can expect to see cohorts of this size or larger during this time of growth for the university and therefore are called to create new programs that strive to engage new students in campus events. We propose a 2-year pilot program that encourages students to participate in extracurricular academic and community service experiences in their first year here.

The **Pick Six Program** will be a challenge to all freshmen to attend at least 6 of 10 campus and service events in their freshman year. Likely prospects for the list of 10 events include Martin Luther King Jr. Day of Service, Center for Community Engagement Service Projects, Make a Difference Day, Constitution Day, Fannie Lou Hamer Human & Civil Rights Symposium, Freshman Convocation, the Myths and Legends of Stockton lecture and the Dean C. and Zoë Pappas Visiting Lecture Series. **Students who attend at least 4 events in the fall semester will be invited to attend a reflection breakfast in December, and those who attend 6 total events by spring break will be invited to a reflection breakfast at the end of March.** We propose a 2-year pilot program with a Pick Six Program challenge for the freshman class starting in Fall 2018 and again with the freshman class in Fall 2019.

Purpose/Goal:

The Pick Six Program is designed to create an incentive for new students to attend important university events and to participate in community service projects. The Pick Six Program will encourage new students to achieve in the **Engagement** component of the LEGS initiatives. The primary objective of the project is to "establish Stockton as an integral part of the identity of new students". We hypothesize that feeling connected to Stockton will increase the likelihood that they will participate in events in their career here, they will stay at Stockton for their sophomore year and they will eventually graduate. The **Engagement** initiative also targets "meaningful opportunities to develop personally...by supporting engagement reflection." The reflection breakfasts will provide an opportunity for students to reflect on their participation in these events and how the events have impacted their first-year experience. We also propose to invite administrators and directors to interact with students at the reflection breakfasts and learn more about their successes and challenges as a student. Student fellows in the Center for Community Engagement can serve as focus group facilitators to invite student participation in the reflection events.

Another goal of the Pick Six Program is to extend the First Year Experience activities into the Spring semester. The majority of students take their freshman seminar in the fall and the Freshman Convocation is always held in September. Constitution Day and the Fannie Lou Hamer lecture are also held in the fall semester each year. Similarly, Make a Difference Day, September's Day of Service, and the Stockton Myths and Legends presentation are always in the fall. With the preponderance of events in the fall semester, we want to provide incremental incentives that encourage reflection at the end of each semester. Any student who attends four events by Thanksgiving will be invited to the December reflection breakfast. However, we purposefully include the Martin Luther King Jr. Day of Service as an event and encourage participation in Center for Community Engagement events in the spring semester. In addition, holding a reflection breakfast in March makes spring semester activities a part of the first-year experience as well.

Activities:

There will be three main components to the Pick Six Program:

- 1.) **Selecting events and advertising the program.** In the Spring 2018 semester, Christine Ferri will meet with the coordinators of potential events and programs to discuss including the event on the list of 10 choices. We are looking to include campus-wide events that happen every year. Beginning with the new student orientation in June 2018, we will inform students about the Pick Six Program, including dates and times of the events as soon as they are available. Flyers detailing the program will be included in Summer Orientation and Welcome Week materials. Freshman seminar, FRST and F-designated course professors will also be informed about the program so they can pass on the information to their students. Finally, posters advertising the program will be displayed around campus.
- 2.) **Recording attendance at events.** The ID swipe system will be used to track student attendance at the events. Most events already use this system, and Jen Radwanski has offered support from TALONS to assist with card swipes. Tracking attendance with the card swipe system makes it easy to track student progress in meeting the challenge. It will also be required for events that are included on the list.
- 3.) **Reflection breakfasts.** Freshman students who attend at least 4 events in the fall semester will be invited to a reflection breakfast at the end of the fall semester. Students who attend a total of 6 events over the school year will also be invited to a spring semester reflection breakfast. Since this is a pilot program, we are unable to predict how many students will attend the events. In Fall 2017, just under 200 attended every event at Welcome Week and about 690 freshman attended the Freshman Convocation. For the purpose of budgeting, we will estimate that 120 students will attend the December reflection breakfast and 120 will attend the March breakfast.

Outcomes and Assessments:

The reflection breakfast will provide an opportunity to conduct focus group sessions with the students to understand why they participated and how they benefitted from attending the events. Student Fellows from the Center for Community Engagement will guide discussion sessions in small groups. Qualitative data from the focus groups can shape this program and other programming designed to engage new students. Administrators and directors will also be invited to the breakfast and can provide information to freshman as well as gather information from the students about their experiences at Stockton in the first year.

Since we will have contact information through the ID swipe, we can recruit students to participate in a variety of assessments. To measure Stockton as a part of students' identity, we will send an online survey assessing connection to Stockton to all freshman and compare scores of students who completed the challenge to those who did not.

Another important outcome is retention. It is hypothesized that students who complete the Pick Six Program will have higher first-year retention rates than those who do not complete the program. If this is the case, the program can be continued and targeted toward students who are at higher risk for dropout. In the pilot year, we can also run analyses to see if students in selected groups (i.e. FRST and EOF) who complete the program have higher retention rates than students in those groups who do not participate. If we see differences, then these groups of students can be targeted and incentivized to participate. Issues of selection bias (i.e. students who attend these events are already more likely to be retained already) are noted as a concern when measuring the impact on retention.

In addition to engagement and retention, we can recruit students to participate in a wide variety of other assessments related to the specific events or other university-wide assessments of learning and engagement.

Summary of Budget Request:

The budget for this program is difficult to estimate since it is unknown how many students will be in the Fall 2018 and Fall 2019 freshman classes and difficult to predict how many would be invited to the reflection sessions. If we are making a gross underestimate, then we will celebrate a great success and find additional resources to pay for the catering. If it is an overestimate, then we will work on recruitment strategies in Year 2.

Please note that the official 2020 Proposal form does not include a budget line for the FY 2020. While one year of support for this program would be appreciated, two years is really needed to evaluate the impact on retention. As such, the budget detailed below is for both FY2019 and FY2020.

Total Budget (estimated): \$6,224

	FY2018	FY2019	FY2020
	Jan 2017 - Jun 2018	July 2018 - June 2019	July 2018 - June 2019
Material Expenditures			
Copies/printing	\$112 ¹	\$112 ¹	
Chartwells catering – Fall reflection		\$1,440 ²	\$1,560 ³
Chartwells catering – Spring reflection		\$1,440 ²	\$1,560 ³
Material expend. total	\$112	\$2992	\$3,120
Staff expenditures	0	0	0
Staff expend. Total	0	0	0
Fiscal Year totals	\$112.00	\$2,992	\$3,120

¹ Development, copying and distribution of 1,800 copies (1,800 x \$.06) of a flyer and 10 copies of a poster (10x \$.37) for Orientation, Welcome Week, freshman seminar instructors, and FRST instructors.

² Chartwells catering for a breakfast for 120 people in December 2018 and 120 in March 2019 (estimated approx. **\$12 per head**).

³ Chartwells catering for a breakfast for 120 people in December 2019 and 120 in March 2019 (estimated approx. **\$13 per head**).

Discussion with Supervisor:

I am proposing this project as part of my duties as Coordinator of Freshman Seminars. Among my assigned duties is to facilitate freshman student participation in appropriate campus events and to assist in defining activities and outcomes for full First Year Experience. I have discussed the project with Dean of General Studies Rob Gregg and Assistant Provost Tom Grites. Both are in support of this proposal and committed to providing guidance and support in its execution. Jen Radwanski, Director of New Student Programs is also supportive of the proposal and offered to have TALONS assist in administrative tasks at the events. The Director of the Center for Community Engagement Merydawilda Colon has also offered the support of her Student fellows for the project.