

UNIVERSITY OF WISCONSIN-PARKSIDE
TITLE III SECTION A NARRATIVE

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Background

The University of Wisconsin-Parkside (UWP) is a four-year, public institution in Kenosha, WI, accredited by the Higher Learning Commission (HLC) and discipline-specific organizations (AACSB, ACS, ASBMB, and CAHIIM) to offer Associate's, Bachelor's, and Master's degrees.¹ Founded in 1968, UW-Parkside is the smallest of thirteen four-year campuses in the University of Wisconsin (UW) System, which also includes thirteen two-year campuses.

UW-Parkside primarily serves place-bound or place-constrained individuals: 82% of students are residents of Wisconsin, and 64% of students are residents of the three neighboring counties (Racine, Kenosha, Walworth). These counties share demographic similarities with the neighboring metropolitan areas of Chicago and Milwaukee, including diverse populations, significant low-income populations, and low Bachelor's degree attainment. Despite the similarities, Parkside's service area lacks the same wealth of resources to address extreme educational and socio-economic inequalities enjoyed by Chicago, Milwaukee, and their suburbs. Because Parkside largely serves local residents, it is impacted by the low success rates and college preparation standards of local K-12 school districts and has an outsized influence on post-secondary education achievement rates in the region: only 28.8% of adult residents in the tri-county area hold a Bachelor's degree, compared to 32.6% nationally and 30.0% in the state.² The educational and socio-economic success of the region depends on UW-Parkside and the support it can provide its students—38% of whom self-identify as belonging to an

¹ https://www.uwp.edu/explore/aboutuwp/history_accreditation.cfm

² <https://data.census.gov/cedsci/table?q=population%20and%20poverty%20by%20county&t=Poverty&g=0500000US17097,17111,55059,55101,55127&tid=ACST1Y2019.S1701&hidePreview=false>

underrepresented minority (URM) and 60% of whom are low-income, first-generation, or both—to enroll, persist, and graduate with a Bachelor’s degree.

Parkside is the most diverse campus in the UW System and embraces the crucial mission of providing transformative educational opportunities for individuals and creating a talent pipeline for local employers. However, the challenges faced by the majority of Parkside’s students to enroll and persist to completion in a post-secondary program of study require coordinated student support beyond Parkside’s current capacity. Without offering additional, improved student support, Parkside will continue to lose students at all stages, resulting in continuously declining enrollment, coupled with persistently low retention and graduation rates. These low rates threaten Parkside’s fiscal stability, self-sufficiency, and continued existence; because it is the smallest campus in the UW-System, Parkside also faces the risk of annexation or closure if unable to maintain enrollment stability and financial sustainability.

Therefore, UW-Parkside seeks funding for the single activity of expanding and supplementing student support—creating a student support *system*—by developing institutional capacity to provide success coaching for first-time, first-year (FTFY) and transfer students. This will address key institutional goals of increased enrollment, along with improved retention and graduation rates. Maintaining and increasing enrollment and the tuition revenue from it will provide needed fiscal stability and minimize the risk that UW-Parkside will be absorbed into another UW-System campus or closed outright.

A. Quality of Comprehensive Development Plan

1. Identifying Strengths, Weaknesses, and Significant Problems of the Institution's Academic Programs, Institutional Management, and Fiscal Stability.

UW-Parkside has recently completed a major strategic planning cycle resulting in an updated institutional strategic framework, UWP 2025 Strategic Framework. Parkside also participates in the UW-System 2020*FWD* Strategic Framework and possesses an institutional Academic Plan, both of which have been extended due to the Covid-19 pandemic.³ In order to implement the new institutional strategic framework, a leadership team comprised of the Provost, Vice Provost for Academic Affairs, Vice Provost for Student Affairs and Enrollment Services, and the Assistant Provost for Student Success meet weekly to assess and discuss academic developments and student success initiatives, including this grant application. This leadership team invited relevant stakeholders across campus to participate in discussion about the proposed project and to contribute to the grant application process. The following table summarizes the major constituents involved.

Table 1 – Campus Stakeholders
Chancellor's Office: Chancellor, Vice Chancellor for Advancement, Director of Development
Provost's Office: Provost, Vice Provost for Academic Affairs, Vice Provost for Student Affairs and Enrollment Services, Assistant Provost for Student Success, Dean of Students
Office of Institutional Research and Assessment: Associate Policy and Planning Analyst
Enrollment Services: Executive Director of Enrollment Services, Associate Director of Admissions, Director of Financial Aid
Advising Office: Executive Director of Advising and Academic Support, Assistant Director of EAB Navigate and Student Success Initiatives
Center for Adult and Returning Students: Adult Student Program Manager, Adult Student Enrollment Counselor, Director of Professional and Continuing Education
Student Support Offices: Veterans Support Services Manager, Assistant Dean of Students and Director of Office of Multi-Cultural Student Affairs, Parkside Academic Resource Center (PARC) Manager, TRIO Student Support Services, First Year Experience Manager

³ Institutional: <https://www.uwp.edu/explore/offices/chancellor/strategicframework.cfm> ; UW-System: <https://www.wisconsin.edu/2020FWD/>; Academic Plan: <https://www.uwp.edu/explore/offices/academicaffairs/academicplan2017-2020.cfm>; Academic Plan Updates: <https://www.uwp.edu/explore/offices/academicaffairs/academicplanupdates.cfm>

Human Resources: Equity, Diversity, and Inclusion Program Manager
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Based on the analysis of two decades of student retention and graduation data, five years of Beginning College Survey of Student Engagement (BCSSE) and National Survey of Student Engagement (NSSE) survey summaries and reports, a 2018 Council of Adult and Experiential Learning (CAEL) Adult Learner 360 survey report, and a 2020 study of working UWP students, these campus stakeholders identified the following strengths, weaknesses, and significant problems with Parkside's academic programs, institutional management, and fiscal stability.

Table 2 – Academic Programs – Strengths
1. Breadth and Depth of Traditional Academic Programs. UW-Parkside offers Associate's, Bachelor's, and Master's degrees, along with undergraduate and graduate certificates, through its four colleges: Arts and Humanities; Business, Economics, and Computing; Natural and Health Sciences; and Social Sciences and Professional Studies. UWP currently offers students a choice of 37 majors and 46 minors at the undergraduate level and seven Master's programs at the graduate level. Parkside consistently develops new program offerings targeting regional growth industries. ⁴
2. Collaborative Programs with Flexible Delivery Options. In addition to its own undergraduate and graduate programs, UW-Parkside collaborates across the UW System to offer six online Master's degrees, three online Bachelor's degree-completion programs and an online Associate's degree, an online, competency-based Bachelor's degree, and other flexible, competency-based courses, adding flexibility and accessibility for students at Parkside and throughout the UW System. These collaborative programs offer courses and programs in flexible formats for working students and provide transfer and re-entry students choices to fill gaps from past educational experiences.
3. Prevalence of High Impact Practices (HIPs). UW-Parkside employs a range of HIPs, all institutionally proven to improve student success: Community-Based Learning (CBL), First Year Seminar, Undergraduate Research Experience, Study Abroad Courses, Internships and Field Work Courses, Capstone Courses, and Courses that require an ePortfolio. Participating in two or more HIPs increases student retention and graduate rates by an average of 20%, depending on the mix of HIPs a student chooses.
4. Student-focused Faculty. In NSSE surveys and a 2018 CAEL Adult Learner 360 Survey, both traditional and non-traditional students report appreciation for the student-centered attitudes of their professors, their satisfaction with the teaching-learning process, and the assessment of learning outcomes. Students feel faculty not only prioritize student needs in the classroom, but also offer sympathy and support when issues and problems arise.
5. Popular Transfer School. UW-Parkside serves a significant number of transfer students, who comprise an average of 40% of incoming cohorts annually, providing the opportunity for students who have completed two-year degrees or who need to transition away from their

⁴ <https://jobcenterofwisconsin.com/wisconomy/pub/hotjobs>

original choice of four-year institution the chance to earn a Bachelor's degree. Since 2018, UWP has worked closely with its largest transfer partner to increase the number of transferable credits, signing 17 new transfer agreements and a data sharing agreement to smooth the student experience when transferring. Additional transfer agreements with another partner institution are part of Parkside's Moonshot for Equity initiative.

Table 3 – Academic Programs – Weaknesses and Significant Problems

1. Low Retention Rates and Unequal Retention Initiatives. UWP's retention rates for both first-time first-year (FTFY) students and transfer students have been stable for the last decade at a rate well below the 81% national average at public, four-year institutions.⁵ In that time, retention initiatives (math pathways and remedial math reform; 15 to Finish; Promise+) have focused on FTFY students with an emphasis on retention from year 1 to year 2, but not targeting retention past year 2 or including transfer students as a focus.⁶

In Fall 2012, the FTFY year 2 retention jumped to 72.71%, up from 61.85% in Fall 2011 and a ten-year average of 63.35%. However, FTFY student year 2 retention has not increased since then, averaging 72.24% in the last decade. In that time, additional retention losses average 15.5 percentage points in year 3 and 7.0 percentage points in year 4. The result of the low retention rates is that *only 50 of every 100 students who enroll as FTFY students at Parkside are still enrolled in their fourth year.*

Although FTFY year 2 retention rates improved in Fall 2012, transfer student retention rates have been statistically static for the last two decades and have not been targeted by any success initiatives. Any increase is quickly erased, with a resulting transfer student year 2 retention rate average of 66.0%. In addition to lower initial retention rates, transfer student retention in subsequent years is poor, with an average loss of 21.5 percentage points in year 3 and 18.0 percentage points in year 4. These decreases are not accounted for by graduation rates. The result of these low transfer student retention rates is that, *of every 100 transfer students who enroll at Parkside, only 27 are still enrolled in year 4.*

2. Low Graduation Rates. A corollary of UW-Parkside's challenges with retention is low graduation rates. One of UW-Parkside's strategic priorities is increasing its 6-year graduation rate, which has risen slightly from 33.5% for the 2009 entering cohort to 38.6% for the 2014 entering cohort, but which is still well below the national average of 61% for public institutions.⁷ Transfer student 6-year graduation rates are low as well, averaging 41.14% since 2000. The result is that, *of the 27 transfer students still enrolled at Parkside by year 4, only 11 will graduate by year 6, and, of the 50 FTFY students still enrolled at Parkside by year 4, only 15 will graduate by year 6.*

3. Limited Student Support and Program Access for Working and/or Adult Students. UW-Parkside struggles to provide student support for working and adult students. Student support services office hours do not accommodate accessibility outside of typical work hours, and many services require in-person interactions. At least 40% of UWP's students work 30+ hours a week, and almost all students work part-time (20+ hours/week).⁸ A 2020 study of

⁵ https://nces.ed.gov/programs/coe/indicator_ctr.asp

⁶ https://nces.ed.gov/programs/coe/indicator_ctr.asp

⁷ https://nces.ed.gov/programs/coe/indicator_ctr.asp

⁸ Jacklyn John Fisher, Matthew T. Hora, and Emily Anaya. (2021). *College Students at Work: Exploring the Career Development Experiences of Working Students at UW-Parkside in 2020*. Madison: Center for Research on College-Workforce Transition.

working students and CAEL’s 2018 Adult Learner 360 survey results suggested that *working and adult students do not feel well integrated into campus life and lack opportunities and access to key HIPs, like career shadowing and internships, that are accessible to traditional students.*

4. Growing Equity Gaps for African American Students and Pell Recipients. UW-Parkside is witnessing growing equity gaps for students who are African American and who are Pell recipients, indicating the need for additional student support. In the past five years, African American enrollment has decreased 0.9%, but FTFY African American student retention in year 2 has dropped 18.5 percentage points. These declines in enrollment and retention stands in contrast to non-URM and other URM segments of the student body, which are stable or, in the case of Hispanic students, growing rapidly and persisting. Similarly, in the last five years, Pell recipient enrollment has dropped 8.7%. In that time, average Pell recipient rates have lagged Non-Pell recipient rates significantly: the year 2 retention rate lags by 7.6 percentage points; the 4-year graduation rate lags by 7.9 percentage points; and the 6-year graduation rate lags by 5.1 percentage points.

Table 4 – Institutional Management – Strengths

1. Data-Driven Awareness of Challenges. UW-Parkside is aware of the challenges it faces based on consistent analysis of data about its student body, along with its enrollment, retention, and graduation rates. This data-driven consideration has contributed to the framing of the UWP 2025 Strategic Framework and the current Academic Plan, which are aligned with the UW-System-level 2020FWD Strategic Framework.

2. Long-term Commitment to and Planning for Institutional Improvement. Because of its data-driven awareness of the challenges it faces, UW-Parkside can and does develop plans and initiatives to address them, as it has with retention measures for FTFY students, the implementation of many High Impact Practices, and the 10-year plan to implement the EAB Moonshot for Equity fifteen best practices as part of its participation in that regional partnership.⁹ Implementing data-informed student success measures was one of four priorities identified in the current Academic Plan, resulting in one-time funding and base budget allocation to support initiatives.

3. Long-Term Commitment to Diversity. UW-Parkside’s commitment to diversity is reflected in its student body, 38% of whom identified as URM in Fall 2020, making UWP the most diverse campus in the UW-System. Parkside’s commitment to diversity is also reflected in its faculty, 20% of whom identify as minority. These instructors are vital for ensuring that URM students feel they belong on campus and have models for career outcomes based on educational pathways. Parkside is the only UW System institution that qualifies as an emerging Hispanic Serving Institution (HSI), the fastest growing segment of the student population with increases in the last five years averaging 1.7% annually.

- 8% of students are African-American.
- 21% of students are Hispanic.
- 9% of students are non-Black, non-Hispanic URM.

In addition to racial and ethnic diversity, UWP also serves high proportions of transfer and adult students, who add age and experiential diversity.

- 40% of students are transfer students.

⁹ <https://eab.com/moon-shot-for-equity/15-practices-to-erase-equity-gaps/>

- 20% of students are adult students.
- 85% of transfer students are adult students.

Table 5 – Institutional Management – Weaknesses and Problems

<p>1. Siloed Operations and Poor Communication across Units. Despite a long-term commitment to and planning for institutional improvement, UW-Parkside traditionally makes those plans for improvements unit by unit, without planning for improved communication between units. Such siloed operations mean <i>student support is not continuous and seamless</i>, leaving students, especially students needing extra support, having to expend additional energy to find the resources they need in the moments when they can least afford it.</p>
<p>2. Few Initiatives that Include Transfer and Adult Students. UW-Parkside consistently fails to include transfer and adult students, 40% of its student population, in initiatives designed to improve enrollment, retention, and graduation, as success metrics demonstrate. For example, the 15 to Finish and Promise+ programs target first-time, full-time students (FT-FT); many HIP opportunities are inaccessible to transfer and adult students based on their work schedules and family commitments; and only two of the EAB Moonshot for Equity best practices specifically focus on transfer and adult students.¹⁰ Such FT-FT student success initiatives are implemented despite Parkside’s data-driven awareness of current student demographics, <i>enrollment trends which increasingly are moving toward older and transfer students, and an understanding of the need for transfer and adult education in the region.</i></p>
<p>3. Challenges with Equity and Inclusion. Despite its institutional commitment to diversity, UW-Parkside is not prioritizing equity and inclusion alongside diversity as part of its commitment to Equity, Diversity, and Inclusion (EDI). Because Parkside consistently fails to include transfer and adult students in success initiatives and is seeing increasing equity gaps for African American and Pell recipient students, it faces self-created challenges in enrollment, retention, and graduation. As an institution that serves a high proportion of place-bound, low-income, first-generation, and under-represented minority students, <i>this failure to include all potential students—FTFY, transfer, adults, African American, and Pell Recipients—in all initiatives, means Parkside effectively fails to provide inclusive and equal opportunities</i> to its student body, to its surrounding communities, and to the region.</p>

Table 6 – Fiscal Stability – Strengths

<p>1. Conservative Fiscal Stewardship. UW-Parkside benefits from the careful fiscal stewardship of its Vice Chancellor for Finance and Administration and its university leadership team, who balance institutional educational priorities and financial outlay to support UWP’s mission and to ensure the availability of sufficient financial resources. This history of careful fiscal management positioned Parkside to weather the unexpected financial impacts of the Covid-19 pandemic thus far better than many peer institutions in the UW System.¹¹</p>
<p>2. Part of a State University System. UW-Parkside is but a single campus in a large state system that has grown and developed since 1848 to support and execute the ‘Wisconsin Idea’ that the boundaries of the system are the boundaries of the state. For Fiscal Year 2020, the system as a whole increased its net working capital from \$1.64 billion to \$1.73 billion, even with the economic impact of Covid-19 at the end of the 2019-2020 academic year. This</p>

¹⁰ <https://eab.com/moon-shot-for-equity/15-practices-to-erase-equity-gaps/>

¹¹ <https://www.wpr.org/uw-system-tuition-balances-down-nearly-60-percent-2013-levels>

collective financial capacity provides Parkside a backstop and safety net that does not depend solely on tuition revenue and also offers the opportunity to collaborate across the system to develop and administer self-supporting academic programs.

3. Flexible Budget Model with Divisional Budgetary Discretion. UW-Parkside employs a flexible budget model that allocates funds to its four colleges to spend as needed. College funding distribution is proportionally determined based on formulae taking into account student credit hours, student contact hours, the number of majors, the number of graduates, and college performance relative to national averages. This structure provides the four colleges with budgetary freedom to develop and expand based on the needs of their students and their departments. Additional, one-time funding disbursed by a budget team comprised of university leadership is available to colleges, departments, and student support units to fund individual initiatives and provide seed funding for developments requiring proof-of-concept.

Table 7 – Fiscal Stability – Weaknesses and Problems

1. Declining Undergraduate Enrollment. Like all higher education institutions, UWP anticipates the 2026 undergraduate enrollment cliff resulting from lower birthrates during the Great Recession. However, Parkside’s undergraduate enrollment is already declining and has been dropping steadily since 2015, decreasing 13% in five years, from 4,168 in Fall 2015 to 3,622 in Fall 2020. This decline is especially problematic at an institution with significant low-income, first-generation, URM, transfer, and adult student populations in a tri-county region with a 28.8% Bachelor’s degree achievement rate, well below the national average of 32.6%.¹² *This declining enrollment has led to decreasing tuition revenue, threatening Parkside’s fiscal stability and sustainability, which in turn endangers its independence as a system institution.*

2. UW System Tuition Freeze and Loss of Direct Control of Revenue Streams. As part of the UW System, Parkside has been unable to increase tuition rates since 2013, when the state legislature imposed a tuition freeze for the entire system. The freeze has meant that Parkside has been unable to balance costs with any incremental increase in per-student tuition revenue for nearly a decade, despite charging the lowest in-state tuition of all thirteen four-year campuses in the system. In addition, in the last decade, state allocations have also continued to decrease, dropping from 40% to 25% of UWP budget. In that time, Parkside’s undergraduate enrollment has declined, leading to a consist decrease in undergraduate tuition revenue, including a 7.32% drop in from Fall 2019 to Fall 2020, resulting in an increasingly uncertain fiscal situation.

In response to these challenging conditions, UW-Parkside has diversified its revenue streams by collaborating with UW-Extended Campus on programs that are self-supporting, including an array of Master’s Programs. While these collaborations contribute meaningfully to Parkside’s fiscal stability, growing from 2.5% of tuition revenue in AY 2015-16 to 5.1% of tuition revenue in Fall 2020, they represent a loss of direct fiscal control and introduce additional fiscal uncertainty, as they rely on cooperation with multiple campuses facing the same financial challenges and uncertainties. In the face of current demographics, *increasing enrollment and improving retention rates is the only way UW-Parkside can stabilize tuition revenues.*

¹²https://data.census.gov/cedsci/table?q=population%20and%20poverty%20by%20county&t=Poverty&g=0400000US17,55_0500000US17097,17111,55059,55101,55127&tid=ACSS1Y2019.S1701&hidePreview=false

3. Low Enrollment Conversion. UW-Parkside has admitted 84% of FTFY applicants and 66% of transfer applicants over the last five years, but enrollment rates from those admitted remain consistently low. Of admitted FTFY students, an average of 45% enroll, and, of admitted transfer students, an average of 68% enroll. These low rates, coupled with qualitative information from the Financial Aid office, suggest that students struggle to complete required paperwork between the admissions decision and being eligible to enroll for classes. Thus, *the low enrollment conversion represents an area of lost potential income for the institution.* Improving enrollment rates among those admitted would contribute to increased institutional fiscal stability and sustainability.

4. Economic Impact of the Covid-19 Pandemic. The Covid-19 pandemic has created fiscal uncertainty for both UW-Parkside and the residents of southeast Wisconsin. Those most impacted by Covid-19 shutdowns, school closings, and on-going economic uncertainty created by the pandemic are those in low-skill, low-wage jobs that do not require higher education, the low-income, first generation, under-represented minority populations that Parkside's serves. *Increased economic uncertainty in this population thus results in increased economic uncertainty for Parkside,* as potential students are forced to delay post-secondary education and enrolled students assess the financial practicalities of staying enrolled.

2. Goals for the institution's academic programs, institutional management, and fiscal stability.

UW-Parkside is committed to high-quality educational programs, creative and scholarly activities, and services responsive to its diverse student population and its local, national and global communities. Parkside runs on the vision of transforming lives. Institutionally, Parkside operates under a 2025 Strategic Framework that also emphasizes advancing economic growth and quality of life, while achieving institutional sustainability, becoming a talent pipeline and increasing graduates by fifty percent.¹³ Similarly, Parkside's Academic Plan encompasses the pillars of increasing enrollment, improving student success, ensuring curriculum relevance, and strengthening campus and local communities.¹⁴ As part of the UW System, UWP participates in 2020FWD, the system-wide strategic plan to strengthen the state's educational pipeline in order to produce more graduates, to improve the university experience while providing flexibility and expanding boundaries, to mobilize businesses and communities to deepen collaborations and

¹³ <https://www.uwp.edu/explore/offices/chancellor/strategicframework.cfm>

¹⁴ https://issuu.com/universityrelations/docs/academic_plan_-_2017-2020_-_web

connections, and to advance operational excellence.¹⁵ The goals and pillars of system, institutional, and academic strategic plans are outlined in the following table.

Table 8 – System and Institutional Goals		
UW System 2020FWD¹⁶	UWP 2025 Strategic Framework¹⁷	UWP Academic Plan¹⁸
<ul style="list-style-type: none"> • Support a dynamic university experience 	<ul style="list-style-type: none"> • Provide a transformative education 	<ul style="list-style-type: none"> • Increase Enrollment
<ul style="list-style-type: none"> • Strengthen the educational pipeline 	<ul style="list-style-type: none"> • Continuously improve student success 	<ul style="list-style-type: none"> • Student Success (Increase Retention and Graduation Rates)
<ul style="list-style-type: none"> • Improve operational practices to achieve excellence 	<ul style="list-style-type: none"> • Increase graduates by 50% 	<ul style="list-style-type: none"> • Curriculum Relevance
<ul style="list-style-type: none"> • Meet the state’s business and community needs 	<ul style="list-style-type: none"> • Partner with our communities 	<ul style="list-style-type: none"> • Campus Community

All three emphasize student success and the student experience as components of increasing the number of graduates to improve the state’s talent pipeline and meet the needs of communities and employers regionally. These enrollment, retention, and graduation metrics are the factors highlighted as problem areas in the analysis of institutional strengths and weaknesses above and will be those targeted by the proposed project objectives and activities.

3. Objectives in the plan are measurable, related to institutional goals, and will contribute to the growth and self-sufficiency of the institution.

Based on the institutional weaknesses and goals outlined above, **UW-Parkside seeks funding to establish transitional success coaching to provide first-time, first-year (FTFY) and transfer students additional institutional support from admission and through their first year of enrollment.** Success Coaches will provide support to complete the paperwork

¹⁵ <https://www.wisconsin.edu/2020FWD/>

¹⁶ <https://www.wisconsin.edu/2020FWD/>

¹⁷ <https://www.uwp.edu/explore/offices/chancellor/strategicframework.cfm>

¹⁸ <https://www.uwp.edu/explore/offices/academicaffairs/academicplan2017-2020.cfm>

required to enroll once an admissions decision has been made, to register and attend classes, to develop and execute plans for studying while maintaining work-life-school balance, and to address and navigate distress and emergency situations that might threaten enrollment. Because of the nature of their work, coaches will be available during evening hours to provide accessible support for working students. Coaches will develop a referral network with county benefits offices to connect students with resources to overcome non-academic barriers to persistence and program completion, such as housing, nutrition, childcare, transportation, and utilities assistance. In the course of their work, Success Coaches will bridge Admissions, Financial Aid, Advising, Tutoring, the Dean of Students, Student Health and Counseling, and other student support offices, creating an integrated student support system by adding an extra layer of support and improved inter-office communication for existing staff in those units. Thus, transitional success coaching will improve students' access to and performance in academic programs, strengthen institutional management of student support services, increase fiscal stability for the university, and contribute to its growth, self-sufficiency, and independence. The objectives of instituting success coaching at UW-Parkside will be as follows:

Table 9 – Objectives
Objective 1 – Enrollment Conversion
Increase enrollment of admitted FTFY students from 45% to 58% and of admitted transfer students from 68% to 81% by September 30, 2026.
Objective 2 - Retention
A. Year 2 Retention —Increase year 2 retention of FTFY students from 72% to 84% and of transfer students from 66% to 78% by September 30, 2026.
B. Year 3 Retention —Increase year 3 retention of FTFY students from 55% to 64% and of transfer students from 45% to 54% by September 30, 2026.
C. Year 4 Retention —Increase year 4 retention of FTFY students from 47% to 53% and of transfer students from 22% to 28% by September 30, 2026.
Objective 3 – Graduation
A. Four-Year Graduation Rate —Increase 4-year graduation rates of FTFY students from 17% to 23% and of transfer students from 45% to 51% by September 30, 2026.
B. Six-Year Graduation Rate —Increase 6-year graduation rates of FTFY students from 35% to 41% and of transfer students from 49% to 55% by September 30, 2031.

The proposed transitional success coaching project leverages Parkside’s existing student-focused and data-centered academic and institutional strengths to address the weaknesses and significant problems enumerated above. The objectives for the project outlined here are realistic and based on research demonstrating a rationale and measuring the impact of success coaching at other institutions and also on the performance improvements attested in internal, program-specific coaching models, elaborated below in the Quality of Project Design.

Tasks, Methods, and Tangible Results to Achieve Grant Objectives

In order to achieve these objectives, UW-Parkside will complete the following tasks according to the methods outlined in order to reach the listed tangible results. All tasks will contribute to the ultimate goals of increased student enrollment, retention, and graduation, which will strengthen Parkside as an institution.

Table 10 – Tasks, Methods, and Results: Objectives		
Task	Method	Result
Hire and train five success coaches	Advertise, interview, employ, and train success coaches to support FTFY and transfer students in their first year at Parkside	Success Coaches in place to work with students, welcoming them to campus and providing support through their first year, leading to improved enrollment conversion, retention and graduation rates
Configure and employ the student success management tool, EAB Navigate, for intrusive coaching	Working with the Assistant Director of EAB Navigate, structure software platform to support and track intrusive coaching with text messages, emails, phone and video calls, and in-person appointments	Success Coaches use functional software platform to streamline communication with students and to track communication touch points, responses, and results, leading to increased engagement and improved retention and graduation rates
Train existing staff in Admissions, Financial Aid, Advising, Tutoring, the Dean	Train Admissions, Financial Aid, Advising, Tutoring, the Dean of Students, and	Success Coaches and student support staff work together seamlessly with established

of Students, and Student Health and Counseling offices to work with Success Coaches	Student Health and Counseling staff, and Success Coaches to work together to provide seamless student support	roles, duties, and communications pathways to provide coordinated support for students, leading to increased retention and graduation rates
Deploy Success Coaches to provide support and service for students, maintaining a minimum of eight touch points per 6 months via text, email, phone, video calls, and in-person appointments	Welcome students upon admission, schedule in-person appointments and general communication, support students from admission to enrollment and beyond, helping them connect with academic advisors, register, start classes, and maintain work-life-school balance and time management	Students contacted by Success Coaches once admitted and provided coaching through their first year enrolled at Parkside, leading to increased engagement and improved retention and graduation rates
Establish referral network with Kenosha, Racine, and Walworth Counties Social Services to connect students in need to benefits and additional resources	Collaborate with Benefits Services in Kenosha, Racine, and Walworth Counties to create referral network to connect students with resources as needed	Students needing assistance with housing, food benefits, childcare, transportation, and utilities, including internet, have institutional support to find needed resources, minimizing their risk of stopping out of school and leading to increased retention and graduation rates
Streamline distress notification process, so students have a simple, centralized way to notify success coaches and the university of personal, family, financial, and other emergencies that could threaten their enrollment	Develop and implement distress notification system monitored by Success Coaches, who will forward communication as needed to advisors, professors, Financial Aid, and the Dean of Students Office	Students at risk of stopping out have centralized platform for engaging with Success Coaches and student support offices at the university to address problems before they drop out, leading to increased retention and graduation rates

In addition to the tasks associated with the grant objectives and the implementation of transitional success coaching, Success Coaches will also complete a recurring set of coaching tasks in order to deliver service to and support students, as outlined in the following table.

Parkside averages 950 incoming students annually, which allows for each of the five coaches to carry a caseload averaging 200 students per coach, depending on the year. Coaches will have a

minimum of eight touch points with students every semester: two in person or virtual one-on-one meetings and six general communication messages by text or email.

Table 11 – Tasks, Methods, and Results: Success Coaching		
Task	Method	Result
Post-admission support	Contact admitted students by email, text, and/or phone to assist with creating institutional account, completing outstanding financial aid paperwork, connecting with academic advisors, and registering for class; with 1:1 appoints available on request	Admitted students connect with coach who will support them from admission to enrollment, increasing enrollment conversion
Semester 1:1 appointments	Coaches meet individually with students twice/semester to discuss <ul style="list-style-type: none"> • Academic goal benchmarks • Career plan benchmarks • Advising appointments, registration, financial aid renewal and holds • Non-academic barriers • Work-life-school balance/stress levels • Study and time management skills 	Students receive tailored counseling and engagement to navigate semester and proactively plan ahead, identifying, addressing, and learning to anticipate potential academic and non-academic barriers before they balloon to threaten enrollment, resulting in improved retention and graduation rates
Semester general communication	Using EAB Navigate and following coaching communication plan, Success Coaches schedule and disperse at least 6 email/text messages/semester reminding students about <ul style="list-style-type: none"> • Semester start • Add/drop deadline • Scheduling 1:1 appointments • Midterms • Registration • Finals 	Students prompted by intrusive coaching touch points delivered in advance of semester milestones to prepare for upcoming deadlines or assessments, helping students develop proactive problem-solving habits, address problems, and ensure students remains connected with coaches, so they can reach out if in distress, leading to improved retention and graduation rates
Distress Notification System Monitoring	Coaches receive, screen, and refer distress notifications from students to Dean of Students, Student Health and Counseling, Advising, Financial Aid, Tutoring, County Benefits, or faculty/instructors	Students experiencing distress have a simple, unified system to notify institution of problem and receive support before it threatens their enrollment, resulting in

		improved retention and graduation rates
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Uptake of coaching as a student support resource will increase as the program is established and institutionalized. By the end of the grant period, 90% of students in their first year at Parkside will engage with coaches, but a slightly lower percentage of students is anticipated to participate in the coaching process the first year coaching is offered.

4. Methods and resources the institution will use to institutionalize practice and improvement developed under the proposed project.

University leadership recognizes the need for and the benefits of transitional success coaching to strengthen academic program support and institutional management in order to improve enrollment, retention, and graduation rates. Therefore, UW-Parkside is and will remain committed to institutionalizing the practices and improvements developed under the proposed transitional success coaching project, by contributing funding, space, and supplies for success coaching during the five-year grant period and ensuring the continuation of success coaching beyond the grant period.

Improving enrollment and retention rates will produce increased tuition revenue, even in light of a long-standing, system-wide tuition freeze, and will also serve to increase revenue from student fees. Based on an estimated \$5,000 per student per academic year increase in revenue, meeting the grant objectives will result in an additional \$1.1 million dollars revenue annually, ultimately making the success coaching unit self-sustaining. However, UW-Parkside commits to supporting the project even without increased annual revenue from tuition and fees, dedicating a portion of its state allocation and revenue from UW-Extended Campus collaborative programs to support the success coaching initiative.

Table 12 – Institutionalizing Personnel, Practices, and Improvements	
Personnel, Practice, Improvement	Plan for Institutionalizing
<i>Personnel/Practice:</i> Five Success Coaching positions hired for project	UWP will hire the five positions as permanent employees, rather than limited-term or contract employees, fully institutionalizing their role in student success on campus from the beginning of the grant period. The university’s Budget Team has committed to the hires, earmarking funds for salaries, fringe, and benefits from its state allocations and collaborative program revenues to support the positions, stepping in with an annual contribution of 20% in year three of the grant period and increasing its contribution by 20% for each year thereafter.
<i>Personnel/Practice/Improvement:</i> Success Coaches work with existing staff in Admissions, Financial Aid, Advising, Tutoring, the Dean of Students, Student Health and Counseling, and other student support offices	Student support staff and Success Coaches will be trained to work together, institutionalizing the role of the Success Coaches by establishing workflow, service lanes, and inter-office communication patterns. The practice of success coaching and its contribution to improved student support will also be institutionalized through the grant period as Success Coaches work with successive entering cohorts of students.
<i>Practice/Improvement:</i> Using EAB Navigate to communicate with and engage students	UW-Parkside is in the process of rolling out EAB Navigate as a student CRM to better track both quantitative and qualitative student data. Wrapping Success Coaching into that initiative institutionalizes the practice of success coaching and will improve communication with students for increased engagement and enhanced support.
<i>Personnel/Practice/Improvement:</i> Establish a distress notification system for students	Using existing institutional software resources, Success Coaches will develop and monitor a distress notification system to improve student support, institutionalizing both the personnel and the practice.
<i>Practice/Improvement:</i> Develop and use referral network to county services and benefits	The relationships developed between Success Coaches and county workers will institutionalize the role of the Coaches at Parkside and the practice of providing assistance finding non-academic resources for students, improving student outcomes.

B. Quality of Project Design

UW-Parkside’s proposed project of establishing a transitional success coaching unit weighs the current institutional strengths, weaknesses, and goals described in the Comprehensive Development Plan above, outlines activities related to establishing a success coaching unit,

including the practicalities of hiring, training, and software configuration, along with the work of the success coaches themselves, including relationship building for referral networks.

1. Proposed project demonstrates a rationale.

Transitional success coaching programs, such as Success Boston Coaching and Bottom Line, have been reviewed according to standards established by the Every Student Succeeds Act (ESSA) and found to demonstrate “moderate evidence” for success and impact (Tier 2), two steps above the “demonstrates a rationale” measure, as have programs connecting students to public benefits, such as Single Stop, to address non-academic barriers to education. UWP’s proposed transitional coaching project draws inspiration from all three, adopting the program components most likely to have a statistically positive impact on enrollment, progress in college, and academic achievement. It rests on the following assumptions.

Table 13 – Foundational Assumptions	
Assumption	Supporting Evidence
Providing support for prospective students between admission and enrollment increases enrollment among admitted students.	<i>Potentially Positive Evidence</i> — • Barr and Castleman, 2017. ¹⁹
Providing success coaching beyond “business as normal” improves persistence/progress in college and academic achievement.	<i>Potentially Positive Evidence</i> — Barr and Castleman, 20017. • Linkow et al, 2017. ²⁰ • Linkow et al, 2019. ²¹
The more individualized, one-on-one contact a coaching program offers, the more positive impact it has on persistence and academic performance.	<i>Potentially Positive Evidence</i> — Barr and Castleman, 20017. • Linkow et al, 2017. • Linkow et al, 2019.

¹⁹ Barr, A., & Castleman, B. (2017). *The bottom line on college counseling*. Boston, MA: Bottom Line. Retrieved from https://www.bottomline.org/sites/default/files/The%20Bottom%20Line%20on%20College%20Counseling%20RCTPaper_10_2017.pdf

²⁰ Linkow, T., Gamse, B., Unlu, F., Bumgarner, E., Didriksen, H., Furey, J., Meneses, M., Sami, M., & Nichols, A. (2017). *The power of coaching: Interim Report on the impact of Success Boston’s transition coaching on college success*. Cambridge, MA: Abt Associates. Retrieved from <https://www.tbf.org/-/media/tbforg/files/reports/sb-317-interim-outcomes-report-final.pdf>

²¹ Linkow, T., Bumgarner, E., Didriksen, H., Lack, K., Nichols, A., Dastrup, E., Dastrup, S., & Gamse, B. (2019). *The story of scaling up: Interim report on the impact of Success Boston’s Coaching for Completion*. Cambridge, MA: Abt Associates. Retrieved from <https://eric.ed.gov/?id=ED602748>

Coaching through the transition as students enter an institution positively impacts persistence years past the period of coaching.	<i>Potentially Positive Evidence—</i> <ul style="list-style-type: none"> • Linkow et al, 2017. • Linkow et al, 2019.
Providing wraparound support for students to connect with public benefits and other resources to address non-academic barriers to college improves progress in college and academic achievement.	<i>Potentially Positive Evidence—</i> <ul style="list-style-type: none"> • Daugherty et al, 2016.²² • Zhu et al, 2018.²³

²² Daugherty, L., Johnston, W.R., & Tsai, T. (2016). *Connecting college students to alternative sources of support: The Single Stop Community College Initiative and postsecondary outcomes*. Santa Monica, CA: RAND Corporation. Retrieved from <https://eric.ed.gov/?id=ED570946>

²³ Zhu, J., Harnett, S., & Scuello, M. (2018). *Single Stop final impact and implementation report*. New York: Metis Associates. Retrieved from https://www.metisassociates.com/wp-content/uploads/2020/03/Metis_09-18_Single_Stop_Final_Impact_and_Implementation_Report.pdf

2. Logic Model

Overall Outcome: Increase enrollment conversion of admitted FTFY and transfer students by 13%, year 2 retention rate by 12%, year 3 retention rate by 9%, year 4 retention rate by 6%, and four-year and six-year graduation rates by 6%.

Inputs	Activities
<p><i>Strengths</i></p> <ul style="list-style-type: none">• Commitment to institutional improvement with data-driven problem solving• Leadership support of project, including funding• EAB Navigate software to track student success and communicate with students easily• Diverse student population, student-focused faculty, regional residents interested in education• High-demand academic programs offered in flexible formats and incorporating HIPs• Conservative fiscal stewardship <p><i>Weaknesses</i></p> <ul style="list-style-type: none">• Low enrollment conversion, retention, and graduation rates for both FTFY and transfer students because of insufficient transitional support• Institutional challenges with Equity and Inclusion components of EDI resulting in overlooked transfer and adult student populations• Growing equity gaps for African-American students and consistent equity gaps for Pell Recipient students• Decreasing tuition revenue from institutionally controlled programs because of declining undergraduate enrollment, coupled with decreasing state allocation and a long-running, state-imposed tuition freeze	<ul style="list-style-type: none">• Hire and train success coaches to provide transitional support for FTFY and transfer students from admission through their first year at Parkside• Configure and employ EAB Navigate for intrusive coaching• Train current staff to work with Success Coaches, coordinating efforts to provide continuous student support• Deploy Success Coaches to provide support and service for students, maintaining a minimum of 8 touch points per semester via text, email, phone, video calls, and in-person appointments• Work with Kenosha, Racine, and Walworth Counties to establish referral network to connect students in need to non-academic resources, including housing, food, childcare, and utilities benefits• Create distress notification process so students have a simple, centralized way to notify Success Coaches, the Dean of Students, and the university of personal, family, financial, and other emergencies that could threaten their enrollment

Outputs

- 100% of admitted students receive enrollment support, including FAFSA verification assistance and financial aid information
- 90% of enrolled students receive success coaching in their first year at Parkside, including FAFSA renewal
- +6% of students graduate in 4 years
- +6% of students graduate in 6 years
- 100% of existing student support staff trained to work with Success Coaches
- EAB Navigate software in place to support Success Coach outreach and coaching
- Online distress notification system accessible to students and operationalized for Coaches to respond with assistance
- County Social Services and Benefits referral network connections established and students referred for resources
- Institution demonstrates culture shift to include transfer students in future enrollment, retention, and graduation initiatives, including developing targeted initiatives
- Tuition revenue increases

Outcomes

Short Term

- Success coaches working with Admission, Financial Aid, Advising, Tutoring, the Dean of Students, Student Health and Counseling, and other offices to support students
- Improved institutional inter-office communication, especially around students in distress, with improved pathways for finding resources to keep them enrolled
- Enrollment conversion increases 1% above baseline

Mid-Term

- Continued annual increases in enrollment conversion
- Progressive annual increases in year 2, 3, and 4 retention
- Improved institutional commitment to including transfer and adult students in success initiatives and providing equitable educational opportunities for all enrolled students
- Stable undergraduate tuition revenue in UWP-controlled programs

Long Term

- Maintain increases in enrollment conversion
- Maintain increases in year 2, 3, and 4 retention
- Increased 4- and 6-year graduation rates
- Institutional commitment to Inclusion and Equity entrenched, equity gaps improved and transfer and adult student included in all future planning, development, and success initiatives
- Improved regional baccalaureate achievement rate leading to improved employment opportunities, higher lifetime earnings, and increased home ownership
- Increased sense of community as UW-Parkside serves employer and employee needs and improved economic stability regionally

C. Quality of Activity Objectives

1. Activities are realistic and defined in terms of measurable results.

UW-Parkside will complete the following activities to establish and offer transitional success coaching services, with realistic yearly objectives that result in measurable progress toward the overarching grant objectives of increasing enrollment conversion, retention, and graduation rates in order to ameliorate the identified weaknesses in academic programs, institutional management, and fiscal stability. Annual objectives reflect the time needed to start up such an enterprise, including hiring and training in Grant Year 1, and provides time for success coaches to ramp up to full coaching caseloads in the 2022-2023 academic year. Coaching activities will operate on a cycle around the academic year schedule, which does not wholly align with the grant fiscal year. Due to the five-year grant period, graduation rates will not be immediately impacted, as the first cohort of students to receive coaching will do so starting only at the very end of grant year 1 and would reach their fourth year at Parkside in grant year 5.

2. Objectives for each activity are directly related to the problems to be solved and the goals of the comprehensive development plan.

As outlined in Table 14 below, the objectives for each activity are related to the weaknesses and significant problems with Parkside's academic programs, institutional management and fiscal stability detailed in the comprehensive development plan. Because those weaknesses formed the foundation for the grant objectives, which contribute to reaching institutional goals, by addressing the identified problems and reaching the grant objectives, the activities and their objectives relate directly to attaining institutional goals as well.

Table 14 – Activity Objectives, Performance Indicators, and Weaknesses Addressed

Objective	Activity	Performance Indicator	Weakness Addressed
Objective 1 – Increase enrollment of admitted FTFY students from 45% to 58% and of admitted transfer students from 68% to 81% by September 30, 2026.	<ul style="list-style-type: none"> 100% of admitted students contacted by Success Coaches, welcomed to institution, and counseled through financial aid paperwork, connecting with academic advisors, and first experience with enrollment. 100% of students encountering non-academic barriers to enrollment will be counseled and offered referral to resources, including county benefits offices. 	<ul style="list-style-type: none"> Increase in enrollment conversion among FTFY and transfer admitted students by 1% point in grant year 1 and 3% points annually in grant years 2-5, for a total of 13% points. 	Acad. Prog. 3, 4 Inst. Mngt. 1, 2, 3 Fisc. Stab. 1, 2, 3, 4
Objective 2 – Increase retention rates by September 30, 2026: <ul style="list-style-type: none"> Year 2 retention of FTFY students from 72% to 84% and of transfer students from 66% to 78%. Year 3 retention of FTFY students from 55% to 64% and of transfer students from 45% to 54%. Year 4 retention of FTFY students from 47% to 53% and of transfer students from 22% to 28%. 	<ul style="list-style-type: none"> 90% of enrolled students in their first year at Parkside engage with Success Coaches to have at least 8 touch points each semester. 100% of students encountering non-academic barriers to enrollment will be counseled and offered referral to resources, including county benefits offices. Developmental and pro-active problem-solving gains of coached students increases persistence past the period of coaching. 	<ul style="list-style-type: none"> Increase year 2 retention of FTFY and transfer students by 3% points annually in grant years 2-5 for a total increase of 12% points. Increase year 3 retention of FTFY and transfer students by 3% points annually in grant years 3-5, for a total increase of 9% points. Increase year 4 retention of FTFY and transfer students by 3% points annually in grant years 4-5, for a total increase of 6% points. 	Acad. Prog. 1, 3, 4 Inst. Mngt. 1, 2, 3 Fisc. Stab. 1, 2, 4

<p>Objective 3 –Increase graduation rates by:</p> <ul style="list-style-type: none"> • 4-year graduation rates of FTFY students from 17% to 23% and of transfer students from 45% to 50% by September 30, 2026. • 6-year graduation rates of FTFY students from 35% to 41% and of transfer students who received coaching from 49% to 55% by September 2031. 	<ul style="list-style-type: none"> • Developmental and proactive problem-solving gains of coached students increases persistence past the period of coaching. • 100% of students encountering non-academic barriers to enrollment will be counseled and offered referral to resources, including county benefits offices. 	<ul style="list-style-type: none"> • Increase 4-year graduation rates of FTFY and transfer students 6% points in grant year 5, when first coached cohort reaches their fourth year of enrollment. • Increase 6-year graduation rates of FTFY and transfer students 6% points in decade following the start of the grant. 	<p>Acad. Prog. 2, 4 Inst. Mngt. 1, 2, 3 Fisc. Stab. 1, 2, 4</p>
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D. Quality of Implementation Plan

1. The implementation strategy for each activity is comprehensive.

UW-Parkside’s plan to implement transitional success coaching is comprehensive, outlining each developmental step and task along with the personnel involved at every stage, on a realistic timeline that is likely to be attained. Table 15 below lays out the tasks and timetable of the implementation plan.

Table 15 – Implementation Plan: Tasks and Timetable				
Task	Primary Participants	Methods	Tangible Results	Timeline (From/To)
Year 1: 2021-2022 – Phase One, Start Up				
Advertise Success Coach Positions	Project Co-Directors, HR	Follow institutional and system policy for position approval and advertising	Positions posted locally and nationally to recruit qualified candidates	Oct.
Interview and Hire Success Coaches	Project Co-Directors, Search and Screen Committees, HR	Follow institutional and system hiring policy	Five positions filled by qualified applicants	Oct.-Dec.
Configure EAB Navigate to support Success Coaching	Project Co-Directors, Activity Director, Assistant Provost for Student Success, Dean of Students, Assistant Director of EAB Navigate	Working with EAB Navigate, ensure access and required communication capacity	Success Coaches in EAB Navigate as a “care unit” with necessary communications options and student information access	Oct.-Mar.
Develop Success Coach Communication Plan and Schedule	Project Co-Directors, Activity Director, Success Coaches, Asst. Dir. of EAB Navigate, Title III Oversight Committee	Map out generalized communication with students, draft copy, and establish schedule for distribution, along with schedule for 1:1 appointments	Workflow and text for automated communication with students scheduled for distribution in EAB Navigate	Dec.-Mar.
Train Success Coaches	Project Co-Directors, Activity Director, HR	Offer Success Coaches new staff training, ensure trained on EAB Navigate, other software systems, such as Slate, PeopleSoft, and admissions, financial aid, and advising structures	Five Success Coaches onboarded and ready to cross-train with existing staff	Jan.-Feb.
Train Admissions Staff to work with Success Coaches	Project Co-Directors, Activity Director, Success Coaches, Ex.	Train Admissions Staff and Success Coaches on respective roles, workflow,	Admissions Staff and Success Coaches provide seamless	Mar.

	Dir. of Enrollment Services, Assoc. Dir. of Admissions, Admissions Staff	and communications protocols	handoff for admitted students	
Train Financial Aid Staff to work with Success Coaches	Project Co-Directors, Activity Director, Success Coaches, Ex. Dir. of Enrollment Services, Dir. of Financial Aid, Financial Aid Staff	Train Financial Aid Staff and Success Coaches on respective roles, workflow, and communications protocols	Financial Aid Staff and Success Coaches provide seamless financial aid support for students	Mar.
Begin Transitional Success Coaching with newly admitted students	Activity Director, Success Coaches, Admissions Staff, Financial Aid Staff, Students	Success Coaches use EAB Navigate to communicate with newly admitted students, holding 1:1 appointments if requested	100% of newly admitted students contacted by Success Coaches and supported through post-admissions process	Apr.-May
Train Advising Staff to work with Success Coaches	Project Co-Directors, Activity Director, Success Coaches, Ex. Dir. of Advising and Academic Support, Asst. Dir. of Career Services, Advising Staff	Train Advisors and Success Coaches on respective roles, workflow, and communications protocols	Advising Staff and Success Coaches provide seamless support for students	May
Train Dean of Students and Student Health and Counseling Staff to work with Success Coaches	Project Co-Directors, Activity Director, Success Coaches, Dean of Students, Dean of Students Staff, Student Health and Counseling Staff	Train Dean of Students, Dean of Students Staff, and Student Health and Counseling Staff on respective roles, workflow, and communications protocols	Dean of Students Staff, Student Health and Counseling Staff, and Success Coaches provide seamless support for students	June
Coach FTFY and transfer students in their first year through the	Activity Director, Success Coaches,	Success Coaches engage students before start of classes to ensure enrolled and ready	Success Coaches connected with students in EAB Navigate,	Aug.-Sep.

transition to Parkside as semester starts	Students, Student Support Offices Staff	for classes, through first two weeks of classes to assist through add/drop, ensure taking recommended course load, and schedule first semester 1:1 appointments	supporting them through the return to school and first weeks of the semester	
Year 2: 2022-2023 – Phase Two, Additional Development				
Develop and use referral network to County Benefits Offices	Project Co-Directors, Activity Director, Success Coaches, County Employees	Create referral network for students in need to receive direct contact with county employee most able to provide assistance with benefits eligibility and application	Students with non-academic barriers receive assistance connecting to benefits to help them stay enrolled	Oct.-ongoing
Create and launch Distress Notification System	Project Co-Directors, Activity Director, Success Coaches, Assistant Director of EAB Navigate, Dean of Students	In EAB Navigate, develop single-stop emergency notification option for students in distress	Success coaches have functional system for students in distress to use and workflow of how to direct response and resource connection, given the type of distress	Oct.-Dec.
Monitor Distress Notification System	Activity Director, Success Coaches, Dean of Students, Assistant Director of EAB Navigate	In EAB Navigate, launch distress notification system and monitor daily, communicating across campus to address issues and refer students as needed	Students have access to an easy-to-use option to alert Success Coaches of emergencies that may threaten their enrollment, helping them stay enrolled	Dec.-ongoing
Years 2-5: 2022-2026 – Success Coaching Process and Schedule				
Connect with newly admitted FTFY and transfer students	Activity Director, Success Coaches, Admissions Staff,	Success Coaches use EAB Navigate to communicate with newly admitted students	100% of newly admitted students contacted by Success Coaches and	ongoing

	Financial Aid Staff, Students		supported through post-admissions process	
Coach students in first year at Parkside through Fall semester with coaching schedule that includes at least 2 one-on-one meetings and 6 additional touch points	Activity Director, Success Coaches, Advising Staff, Students	Success Coaches hold 1:1 appointments and communicate with students to check in the semester progress and ensure they are ready for their academic advising appointments and registration	90% of students meet with Success Coaches, are connected with tutoring, financial, and other resources, as needed, and prepped for advising and registration	Sep.-Dec.
Report annual formative evaluation findings	External Evaluator, Project Co-Directors, Activity Director, Asst. Dir. of EAB Navigate, Associate Policy and Planning Analyst	External Evaluator analyses data and develops report to be delivered to Title III Oversight Committee, Success Coaching Unit, and University Leadership	Annual Report summarizing project strengths and weaknesses and offering guidance for program improvement	Oct.
Engage students through Winterim session in advance of Spring Semester	Activity Director, Success Coaches, Asst. Dir. of EAB Navigate	Success Coaches communicate via text and email with students, ensuring connection across break and into Spring Semester, helping with issues as they arise	Students register for and return to Spring Semester	Jan.-Feb.
Coach students in first year at Parkside through Spring semester with coaching schedule that includes at least 2 one-on-one meetings and 6 additional touch points	Activity Director, Success Coaches, Advising Staff, Students	Success Coaches hold 1:1 appointments and communicate with students to check in the semester progress and ensure they are ready for their academic advising appointments and registration	90% of students meet with Success Coaches, are connected with tutoring, financial, and other resources, as needed, and prepped for advising and registration	Feb.-May
Bi-annual campus visit for mid-year evaluation	External Evaluator, Project Co-Directors, Activity Director, Asst. Dir. of EAB Navigate,	External Evaluator analyses data and reports on progress status for Title III Oversight Committee, Success Coaching	Mid-year report summarizing project strengths and weaknesses and offering	Apr.

	Associate Policy and Planning Analyst	Unit, and University Leadership	guidance for program improvement	
Hold Student Success Retreat for Success Coaches, Admissions, Financial Aid, Advising, Tutoring, Dean of Students, and Student Health and Counseling Staff	Project Co-Directors, Activity Director, Success Coaches, Student Support Offices Staff	Units working together on student support meet to highlight strengths and trouble-shoot weaknesses	Feedback from student support staff for program improvement	May
Review and Revise Success Coach Communication Plan	Project Co-Directors, Activity Director, Success Coaches, Asst. Dir. of EAB Navigate	Review plan, text, and schedule for generalized communication with students and schedule for 1:1 appointments, revise as needed	Updated workflow and text for automated communication with students, scheduled for distribution in EAB Navigate	June-July
Coach students in first year at Parkside through Summer semester, if enrolled, with coaching schedule that includes at least 4 touch points and 1 one-on-one meeting	Activity Director, Success Coaches, Advising Staff, Students	Success Coaches hold 1:1 appointments and communicate with students to check in the semester progress and ensure they are ready for their academic advising appointments and registration	90% of students meet with Success Coaches, are connected with tutoring, financial, and other resources, as needed, and prepped for advising and registration	June-July
Engage students rising to their second year at Parkside through Summer and up to start of Fall Semester	Activity Director, Success Coaches, Asst. Dir. of EAB Navigate	Success Coaches communicate via text and email with students, ensuring connection across break and into Fall Semester, helping with issues as they arise	Students register for and return for Fall Semester	June-Aug.

2. The rationale for the implementation strategy for each activity is clearly described and is supported by the results of the relevant studies or projects.

UW-Parkside's transitional success coaching project is based on research that demonstrates a rationale, supporting the potential of the project implementation and activities to be "moderately effective." The project brings together components from three ESSA-reviewed programs offering transitional coaching and connection to housing, nutrition, transportation, childcare, and utilities benefits. Two programs, Success Boston Coaching and Bottom Line, provide a broad-based coaching model for large populations of low-income, first-generation, majority URM students, and one program, Single-Stop, prioritizes connecting students to benefits, stabilizing non-academic life concerns so they could focus on school and offering on-going case management. The project is also based on institutional data regarding the improvements possible based on success coaching delivered to Parkside's students enrolled in partnership programs.

The first model program, Success Boston Coaching, united a consortium of two- and four-year higher education institutions in the urban/suburban Boston area with non-profit organizations to deliver transitional coaching for the first two years of a student's post-secondary education. Coaching services included application assistance and post-application assistance, such as FAFSA verification completion, along with coaching and support during the academic year. The program tracked participants' outcomes, including persistence, academic achievement, FAFSA renewal, and post-secondary completion rates. Serving a population that was 42% Black, 12% Asian, and 37% Hispanic, Success Boston Coaching improved year 2 retention rates by 9%, year 3 retention rates by 13%, and FAFSA renewal in year 2 by 7%, resulting in higher

grade point averages (0.2), longer continuous enrollment (0.18 semester), and therefore higher accumulations of college credits and increased graduation rates (3%).²⁴

The second model program, Bottom Line, is a non-profit organization that offers transitional counseling and success coaching through the college and financial aid application process and for as much as six years of enrollment for low-income students in urban, suburban, and rural environments. Serving a population that was 32% Black, 24% Asian, and 32% Hispanic in Boston, New York City, and Worcester, MA, interventions offered by Bottom Line increased college enrollment an average of 13% and improved progress in college by 13%.²⁵

The third model program, Single Stop, is a national non-profit working with community colleges to reduce non-academic barriers by pre-screening students for eligibility and connecting them to federal, state, and local benefits, including housing, nutrition, transportation, childcare, and utilities assistance, as well as tax preparation and immigration consultation. Serving a population that was 27% Black, 6% Asian, and 61% Hispanic at urban, suburban, and rural colleges in Massachusetts, New York, Pennsylvania, Louisiana, and Florida, Single Stop's interventions improved progress in college an average of 8% and academic achievement an average of 3%.²⁶

²⁴ Linkow, T., Gamse, B., Unlu, F., Bumgarner, E., Didriksen, H., Furey, J., Meneses, M., Sami, M., & Nichols, A. (2017). *The power of coaching: Interim Report on the impact of Success Boston's transition coaching on college success*. Cambridge, MA: Abt Associates. Retrieved from <https://www.tbf.org/-/media/tbforg/files/reports/sb-317-interim-outcomes-report-final.pdf>. Linkow, T., Bumgarner, E., Didriksen, H., Lack, K., Nichols, A., Dastrup, E., Dastrup, S., & Gamse, B. (2019). *The story of scaling up: Interim report on the impact of Success Boston's Coaching for Completion*. Cambridge, MA: Abt Associates. Retrieved from <https://eric.ed.gov/?id=ED602748>

²⁵ Barr, A., & Castleman, B. (2017). *The bottom line on college counseling*. Boston, MA: Bottom Line. Retrieved from https://www.bottomline.org/sites/default/files/The%20Bottom%20Line%20on%20College%20Counseling%20RCTPaper_10_2017.pdf

²⁶ Daugherty, L., Johnston, W.R., & Tsai, T. (2016). *Connecting college students to alternative sources of support: The Single Stop Community College Initiative and postsecondary outcomes*. Santa Monica, CA: RAND Corporation. Retrieved from <https://eric.ed.gov/?id=ED570946>. Zhu, J., Harnett, S., & Scuello, M. (2018). *Single Stop final impact and implementation report*. New York: Metis Associates. Retrieved from https://www.metisassociates.com/wp-content/uploads/2020/03/Metis_09-18_Single_Stop_Final_Impact_and_Implementation_Report.pdf

Proof of concept for the impact of success coaching has already been demonstrated for UW-Parkside's student body, based on success coaching offered with existing partnership programs. Academic success coaching is a service included in the UW-Extended Campus collaborative programs, where it improved completion rates as much as 20%. Performance improvement was so marked in those programs that UWP contracted with UW-Extended Campus to support UW-Parkside's own online undergraduate Business degree, with equal success. In addition, success coaching has demonstrated positive impact on enrollment rates in UWP's partnership with ReUp, a third-party provider who reconnects with and invites re-entry students back to campus to complete their degrees. ReUp's success coaches connect with stopped-out students, assist them through the re-application process, and continue to support them through to graduation. A year into the partnership, Parkside's success rate at recruiting stopped-out students to return to campus exceeds that of ReUp's work at peer institutions, showing not only the success of the method but also the eagerness of residents in Parkside's primary service area for post-secondary educational opportunities.

The populations included in Success Boston Coaching, Bottom Line, and Single Stop programs echo the composition of UW-Parkside's diverse, urban/suburban/rural student population, and the metrics evaluated and the improvements in outcomes are those most needing improvement at Parkside. UW-Parkside's plan to implement transition success coaching is based on the practicalities of starting such a program and, once begun, on the identified needs of students for support. It employs the structure and techniques demonstrated to be effective by the model programs, especially the number and type of touch points with coaches.

3. The timetable for each activity is realistic and likely to be attained.

Because of the nature of the proposed project, the startup efforts of hiring and training occupy a large part of the first year, with phase two development extending into the second year. Once the success coaching unit is established, coaching will occur on a recurring schedule in years 2-5, with project evaluation and improvement activities happening on a regular basis. Coaching will be structured around the academic year and organized around the semester schedule in order to deliver support on an at-need basis. Success Coaches will continuously reach out to and engage with students as they are admitted, which occurs on a rolling schedule.

E. Quality of Key Personnel

1. The past experience and training of key professional personnel are directly related to the stated activity objectives. AND 2. The time commitment of key personnel is realistic.

UW-Parkside will expand the responsibilities of existing roles and will hire new positions to support grant activities, in each case selecting participants whose past experience and training are related to the stated activity goals. Based on the institutional needs and goals outlined above, the time committed to the Title III project by each of the key personnel is realistic, as grant objectives align with institutional goals and dovetail with existing roles and responsibilities.

Dr. Tammy McGuckin, Vice Provost for Student Affairs and Enrollment Services, and Dr. Virginia Emery, Adult Student Program Manager, will serve as Project Co-Directors, whose distributed responsibilities will ensure specialized oversight for both first-time, first-year students and transfer students. Together, the Project Co-Directors will devote a combined 50% of time to grant activities.

Table 16 – Key Personnel: Project Co-Directors	
Role, Training, Responsibilities	Time
<p>Principal Investigator and Project Co-Director: Dr. Tammy McGuckin, Vice Provost for Student Affairs and Enrollment Services</p> <p>Experience/Training: Ed.D., University of West Florida; 27 years in Higher Education</p> <p>Responsibilities: Dr. McGuckin has served as the senior student affairs officer at Parkside since 2012, when she served as the Project Coordinator for a prior Title III grant. In addition to Residence Life, she oversees the primary units participating in grant activities: Admissions and New Student Services, Financial Aid and Scholarships, Advising and Career Services, Parkside Academic Resource Center (Tutoring), Student Support Services, and the Dean of Students Office. Her position of authority, access to the Chancellor as a member of the Chancellor’s Cabinet, and prior experience as a Title III Project Director make Dr. McGuckin the best institutional choice for the role to provide general supervision for the grant activities and to ensure its institutionalization.</p>	25%
<p>Project Co-Director: Dr. Virginia Emery, Adult Student Program Manager</p> <p>Experience/Training: Ph.D., University of Chicago; 17 years in Higher Education</p> <p>Responsibilities: Dr. Emery has been instrumental in developing and implementing centralized adult student support at Parkside, has established relationships with Admissions, Advising, Cashier’s and Registrar’s Offices, Faculty and Instructors, and County Offices, and has experience building the types of internal and external relationships and networks the project requires. As the primary advocate for adult students on campus and the lead for andragogical training on campus, Dr. Emery will ensure equal and inclusive coverage of and specialized training about transfer students, the bulk of whom are adults, and provide generalized supervision for grant activities.</p>	25%

Success Coaching staff roles are new, full-time positions that will devote 100% of time to grant activities and that will begin as fully grant-funded. A grant-funded external evaluator will be contracted to ensure objective data analysis and improvement recommendations.

Table 17 – Key Personnel: New Success Coaching Staff	
Role, Training, Responsibilities	Time
<p>Activity Director: Assistant Director of Success Coaching</p> <p>Experience/Training: Master’s Degree in Psychology, Counseling, Social Work or relevant field; at least three years of experience working with students in an advisory position and staff in a supervisory position</p> <p>Responsibilities: The Assistant Director of Success Coaching will be responsible both for implementing the developmental activities outlined above and for overseeing the day-to-day operation of the success coaching unit, including managing a caseload of 100-150 students. The Assistant Director of Success Coaching will cooperate with the external evaluator and the Assistant Director of</p>	100%

EAB Navigate to collect and share performance data and implement recommended improvements to service throughout the grant period.	
Success Coaches (4 new positions) Experience/Training: Bachelor's Degree in Psychology, Counseling, Social Work or Related; at least one year of experience working with students in an advisory capacity Responsibilities: Success Coaches will conduct the practical operations of the unit, contacting admitted students, connecting them with resources on campus and in the community, and counseling them through their first year of enrollment, managing a caseload averaging 200-250 students each. Coaches will also monitor the distress notification system and communicate student concerns to the Dean of Students, faculty and instructional staff, Advising and Financial Aid staff, the Registrar's office, and other relevant student support offices. Throughout the grant period and beyond, Success Coaches will work with the Assistant Director of Success Coaching and stakeholders across campus to meet enrollment, retention, and graduation goals.	100%
External Evaluator: Dr. William Campbell Experience/Training: Ph.D., Washington University; 40+ years in Higher Education Responsibilities: Dr. Campbell acted as the external evaluator for Parkside's 2008 Title III grant. Early in year one of the project he will meet with the co-Project Directors, Activity Director, and Institutional Researcher to establish specific data collection and analysis procedures. Thereafter he will visit campus twice per year—midway through each project year and immediately following the year's conclusion—to assess progress towards project objectives and the impact of the project on students, faculty, staff, and the institution. Following each visit, he will submit a report to the co-directors summarizing his findings and suggesting changes the project might make to improve results.	15%

The following are existing personnel who will participate in grant activities and will remain institutionally funded:

Table 18 – Key Personnel: Existing Contributing Personnel	
Role, Training, Responsibilities	Time
Project Collaborator: Ms. DeAnn Possehl, Assistant Provost for Student Success Experience/Training: M.S. Ed., University of Wisconsin-River Falls; 36 years in Higher Education Responsibilities: Ms. Possehl collaborates continuously with Dr. McGuckin to coordinate student success initiatives across student support offices and will ensure that the implementation of the Title III activities supplement and accord with existing initiatives and the philosophies of student success underlying them, particularly the Moonshot for Equity best practices, including targeting support measures based on student performance data.	15%
Project Collaborator: Mr. Stephen Wallner, Dean of Students	10%

<p>Experience/Training: M.S. Ed., Concordia University; 33 years in Higher Education</p> <p>Responsibilities: Mr. Wallner works closely with Dr. McGuckin and oversees institutional Student Crisis Management, serving as co-facilitator of the Campus Care Unit and facilitating communication across campus and with family regarding students experiencing academic, financial, and/or personal crises, among other responsibilities.</p>	
<p>Project Collaborator: Mr. Shaun Keating, Executive Director of Enrollment Services</p> <p>Experience/Training: M.A., Northeastern Illinois University; 15 years in Higher Education</p> <p>Responsibilities: Mr. Keating oversees Admissions, Financial Aid and Scholarships, and Marketing, and will have an instrumental role in ensuring the cooperation of those units in grant activities.</p>	10%
<p>Project Collaborator: Executive Director of Advising and Academic Services</p> <p>Experience/Training: Master's Degree; minimum 7 years of experience in Higher Education</p> <p>Responsibilities: UW-Parkside is in the process of hiring a new Executive Director of Advising and Academic Support. As the head of Advising, Career Services, and the Parkside Academic Resource Center (PARC) Tutoring Center, the new Executive Director of Advising and Academic Support will ensure the smooth functioning of coaching and communications across units.</p>	10%
<p>Project Collaborator: Ms. Dalana Platz, Assistant Director of EAB Navigate and Student Success Initiatives</p> <p>Experience/Training: M.A., Ball State; 7 years in Higher Education</p> <p>Responsibilities: Ms. Platz is responsible for the configuration of and training on EAB Navigate to maximize its effectiveness as a student data management tool and student success initiative, the role that will ensure the proper functionality of the software platform for success coaching recordkeeping. Ms. Platz will train coaches to use EAB Navigate, assist in developing the communication plan, and consult with coaches for continuous improvement in service delivery. Ms. Platz will equally play a key part in designing and implementing a distress notification system using Navigate and will cooperate with the external evaluator to collect performance data annually for formative evaluation and over the course of the grant period for the final, summative assessment.</p>	15%
<p>Project Collaborator: Mr. John Standard, Associate Policy and Planning Analyst</p> <p>Experience/Training: ABD, UW-Milwaukee, M.A., Boston University; 21 years in Higher Education</p> <p>Responsibilities: Mr. Standard oversees the Institutional Research and Assessment Office and will play a critical role in data collection and management for grant evaluation, in conjunction with Ms. Platz and Dr. Campbell.</p>	10%

F. Quality of Project Management Plan

1. Procedures for managing the project are likely to ensure efficient and effective project implementation.

Based on the personnel involved and the current organization of the institution, the development and on-going management of the proposed transitional success coaching project fits into the institutional hierarchy and oversight structures seamlessly, which will ensure efficient and effective project implementation and will ease institutionalization. Weekly and monthly meetings and consistent communication across units and among stakeholders will prove critical during the development phase. Establishing this foundation of administrative inclusion and communication will ensure the on-going effectiveness of the success coaching unit and contribute to the ultimate institutionalization of the project.

For project implementation, the Project Co-Directors will convene a Title III Oversight Committee comprised of the existing key personnel listed above and the newly hired Assistant Director of Success Coaching as the Title III Activity Director. The committee will meet monthly during year one, and twice per semester during years two through five. The oversight committee will be responsible for two crucial components of implementation: developing an inter-office communication and workflow plan and ensuring data collection and periodic analysis, in coordination with the external evaluator. The inter-office communication and workflow plan will outline how to coordinate activities across Admission, Financial Aid, Advising, Tutoring, and the Dean of Students, and Student Health and Counseling offices, along with other student support units, and will provide the foundation for student support units to work together cohesively as they serve students, creating a truly integrated student support system across student support offices. The committee will also develop and oversee a plan to collect data toward activity objectives, working with the external evaluator to ensure appropriate

data are consistently available for analysis. Following implementation, this committee will ensure on-going, effective communication, data collection, and progress toward grant objectives.

In addition, key personnel will meet on a recurring basis to assess progress and implement improvements. The Activity Director, the Assistant Director of Success Coaching, will lead bi-weekly staff meetings for the Success Coaching unit so the coaches can share progress and successful techniques for supporting students and also discuss concerns and engage in collective problem-solving and improvement strategies frequently. As a Project Co-Director, the Adult Student Program Manager will participate in the Success Coaching staff meetings regularly to offer training on and consultation about working with transfer and adult students. The Success Coaching staff, including the Activity Director, will also attend Advising staff meetings, to ensure the coaches have access to the Advisors' primary forum for collective communication and can participate in departmental trouble-shooting. The Assistant Director for EAB Navigate attends the Advising staff meetings and regularly gives updates about and training on EAB Navigate in them, which the coaches will need to access.

During the developmental phases in the first two years of the grant period, as the student communication plan is developed and operationalized using EAB Navigate and a distress notification system is created, the Activity Director and the Assistant Director for EAB Navigate will meet frequently to coordinate the implementation of the software platform to support success coaching activities. The two will have regular monthly meetings thereafter to address any problems that may arise, discuss changes that need to be made, and share data and analytics. The Activity Director will join the Moonshot for Equity team, led by the Assistant Provost for Student Success, to contribute to the implementation and maintenance of equity best practices,

especially fostering student belongingness.²⁷

The Activity Director will meet monthly with the Project Co-Directors to provide progress updates, address issues, and coordinate implementation and development steps. In turn, the Vice Provost of Student Affairs and Enrollment Services will update the Chancellor, as well as the Chancellor's Cabinet and Extended Cabinet, regularly in standing bi-weekly meetings. Similarly, the Vice Provost will communicate progress toward grant objectives to the leadership team overseeing the implementation of the UWP 2025 Strategic Framework and responsible for the Academic Plan—the Provost, Vice Provost of Academic Affairs, and Assistant Provost for Student Success—in their standing weekly meetings and will coordinate with the Assistant Provost for Student Success and Dean of Students in standing one-on-one meetings.

The Activity Director will serve as the primary contact with the external evaluator and will facilitate Dr. Campbell's bi-annual campus visits.

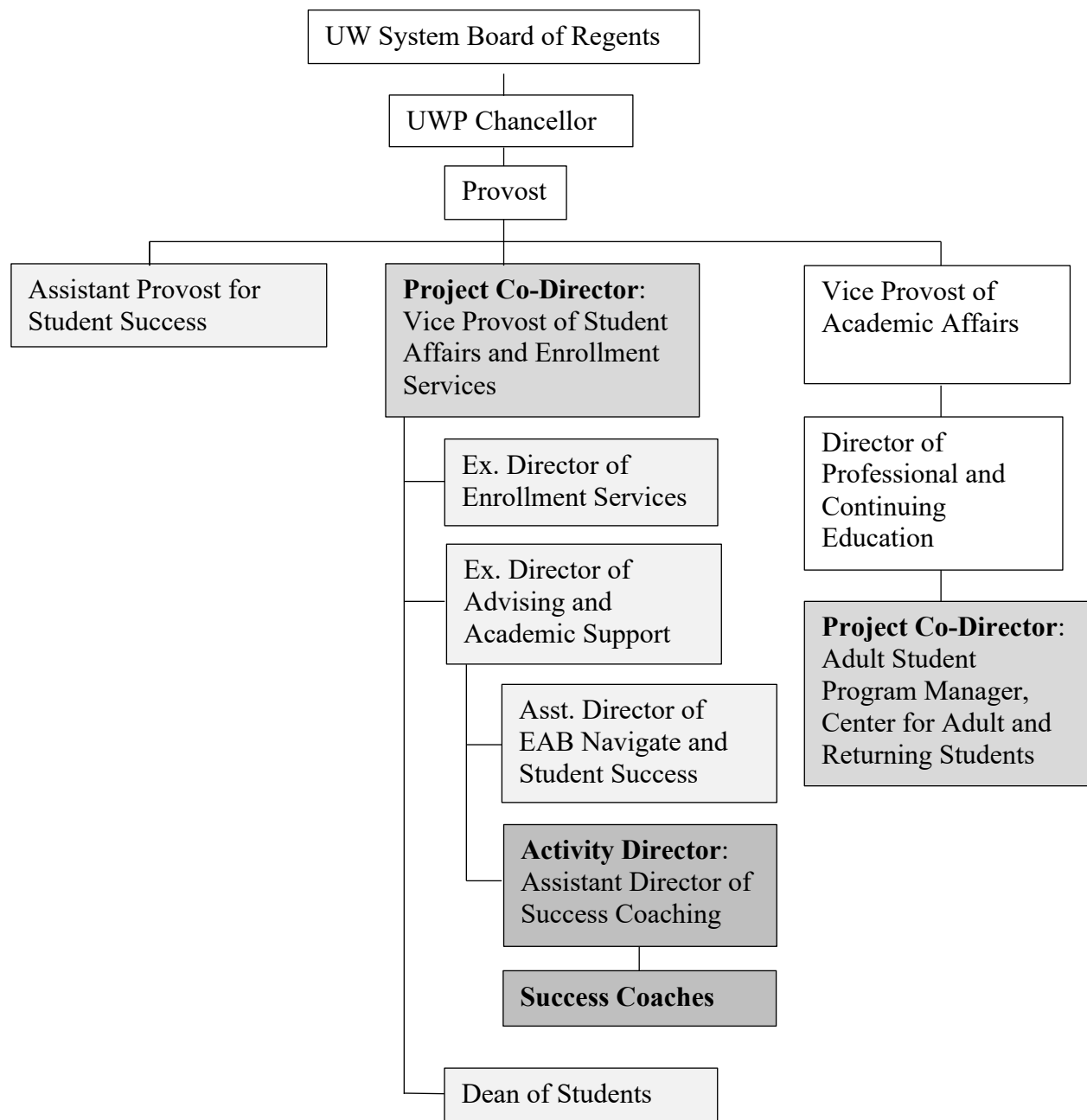
2. The project coordinator and activity directors have sufficient authority to conduct the project effectively, including access to the Chancellor as Chief Executive.

As a student support project involving coordination across Admissions, Financial Aid, Advising, Tutoring, the Dean of Students, Student Health and Counseling and other student support offices, the development of a success coaching unit logically falls in the remit of the Vice Provost for Student Affairs and Enrollment Services, Dr. McGuckin, who has direct access to the Chancellor, Parkside's Chief Executive. Through Dr. McGuckin as Vice Provost, the Activity Director will access the Chancellor directly as well. The Vice Provost and Adult Student Program Manager have regular contact with the Provost and those in the Provost's office, which again will be extended to the Activity Director. This level of access to the

²⁷ <https://eab.com/moon-shot-for-equity/15-practices-to-erase-equity-gaps/>

Chancellor, Provost, Vice Provosts, and Assistant Provost ensures authority for those most directly involved in the project to conduct the project effectively.

Table 19 – UW-Parkside and Title III Project Organization Chart



G. Quality of Evaluation Plan

1. The data elements and data collection procedures are clearly described and appropriate to measure the attainment of activity objectives and to measure the success of the project in achieving the goals of the comprehensive development plan.

UW-Parkside will work with an external evaluator, Dr. William Campbell, to ensure that appropriate data elements are established to measure the attainment of the annual activity objectives, the five-year grant objectives, and the institutional goals enumerated above. The collaboration will also ensure that data collection procedures are executed correctly to measure achievement of the project's objectives and its overall success. Data will be collected with two goals: to assess the effectiveness of the project implementation in years 1 and 2 and to measure the impact of success coaching activities on grant objectives and institutional goals throughout the grant period. Because of the different timelines and the fundamentally different nature of the two data collection goals, the data elements for each will be described and collected differently. The following table describes the data elements to assess the implementation phase, which will be collected at an institutional level in cooperation with the Activity Director and the Project Co-Directors.

Table 20 – Evaluation Plan: Implementation	
Implementation Activity	Data Element and Success Metric(s)
Train Success Coaches	<ul style="list-style-type: none">• # of trained success coaches
Train existing student support staff to work with Success Coaches	<ul style="list-style-type: none">• # of trained Admission staff members• # of trained Financial Aid staff members• # of trained Advising staff members• # of trained Tutoring staff members• # of trained Dean of Students office members• # of trained Student Health and Counseling staff
Develop Success Coaching Communication Plan	<ul style="list-style-type: none">• Communication plan and workflow documents
Configure EAB Navigate for Success Coaching use	<ul style="list-style-type: none">• Communication plan and workflow documents• # of trained success coaches using EAB Navigate to communicate with students
Implement distress notification system	<ul style="list-style-type: none">• Distress notification system monitoring plan, workflow documents, and software configuration

	<ul style="list-style-type: none"> • # of students assisted
Develop and use referral network for County Benefits	<ul style="list-style-type: none"> • # of County offices with specific contact identified • # of students receiving referrals to County offices
Students in first year at Parkside receiving coaching	<ul style="list-style-type: none"> • # of students contacted at admission • # of students scheduling 1:1 appointments with Success Coaches • # of students attending 1:1 appointments with Success Coaches • # of students receiving communication from Success Coaches • # of students responding to or otherwise engaging with communications from Success Coaches

In addition to monitoring the success of the implementation activities and objectives, the grant objectives and institutional goals will also be assessed by collecting data elements, analyzing data, and reporting on that data collection and analysis as outlined in Table 21 below.

2. The data analysis procedures are clearly described and are likely to produce formative and summative results on attaining activity objectives and measuring the success of the project on achieving the goals of the comprehensive development plan.

The evaluation plan summarized below will measure the achievement of each project objective both quantitatively and qualitatively, and the timing of the data collection and analysis will result in both formative and summative evaluation. This will allow for improvements based on consistent and continual formative evaluation that will result in achieving the grant objectives by the end of the grant period.

For both formative and summative evaluations, the Activity Director will be responsible for gathering and analyzing data internally, with the assistance of the Assistant Director of EAB Navigate and Student Success Initiatives and the Office of Institutional Research. The Activity Director will report results to the Project Co-Directors and the Title III Oversight Committee during their regular meetings so the committee can measure progress towards the objectives and make adjustments in the plan mid-stream (formative evaluation). The external evaluator, Dr.

Campbell, will review the data and analyses created by the Activity Director prior to his twice-per-year visits.

Data tracking will be facilitated by the use of EAB Navigate. Coaches will manage their caseload record-keeping by using the platform to track appointments, keep notes and records, and communicate with students. At the end of each review period (monthly, semesterly, annually), reports can be easily created from the data in Navigate, and that data cross-referenced with data collected by the Office of Institutional Research and Assessment in other student information systems (SIS) used across campus, such as Slate (Admissions) and PeopleSoft (Registrar's).

In addition to data collected in the course of case management, before the end of each semester, the project will survey students receiving coaching to measure the efficacy of the Success Coaches and the coaching process. The surveys will ask questions such as the following: How many times did you contact your coach? How many times were you contacted by your coach? How many times did you respond to that contact? How many times did you meet with your coach? What topics did you discuss with your coach (enrollment, academic achievement, financial aid, career planning, work-life-school balance, time management, an emergency situation, a non-academic barrier to enrollment)? Did the coach address all of the issues you were concerned about? Did the coach give you accurate and helpful information about UWP resources to address your issues and concerns? Overall, how helpful was the coach? During his visits, the External Evaluator, Dr. Campbell, will interview students and conduct focus groups to gather additional qualitative data, giving additional life to the results of the surveys.

Following each semester, the Activity Director, working with the Assistant Director of EAB Navigate and Student Success Initiatives, will assemble and analyze student survey results

and performance metrics from EAB Navigate, such as the nature and number of touch points with coaches per student, the number of touch points with students per coach, and each coaches' students' academic performance, in order consistently to track progress toward grant objectives. They will then collaborate with the Office of Institutional Research and Assessment to correlate that coaching performance data with the students' academic success, examining grades, persistence, and graduation rates. This process will illuminate the most successful components of the program and the components that would benefit from adjustments. The formative evaluation of data in this way leverages data tracking and analysis for continuous improvement, resulting in achieving grant objectives by the summative evaluation at the end of the grant period. The same personnel will be responsible for collecting and analyzing data for the final, summative evaluation, which will build on each formative evaluation.

Table 21 – Evaluation Plan: Activity Objectives, Grant Objectives, and Institutional Goals		
Objective 1: Enrollment Conversion – Increase enrollment of admitted FTFY students from 45% to 58% and of admitted transfer students from 68% to 81% by September 30, 2026.		
Data Element	Data Collection & Analysis	Responsible
<p><i>Quantitative (# of):</i> -admitted applicants -FAFSA verifications completed -attend orientation -students enrolled by semester census -student engagement with/response to text/email communication -students receiving coaching</p> <p><i>Qualitative:</i> -survey students admitted for reasons they <i>may</i> not enroll -survey students for reasons they <i>did</i> not enroll or reasons they enroll and drop within the first two weeks</p>	<p><i>Source:</i> -Slate (Admissions SIS) -EAB Navigate</p> <p><i>Collection Frequency:</i> -Qualitative: continuous -Quantitative: semesterly survey</p> <p><i>Analysis Frequency:</i> -internal: monthly -external: bi-annually</p>	<p><i>On-going:</i> Activity Director, Assistant Director of EAB Navigate and Student Success Initiatives, Ex. Director of Admissions and Enrollment Services</p> <p><i>Annual:</i> Dr. William Campbell, Activity Director, Project Co-Directors</p>
Objective 2: Retention		
A. Increase year 2 retention of FTFY students from 72% to 84% and of transfer students from 66% to 78% by September 30, 2026.		
Data Element	Data Collection & Analysis	Responsible
<p><i>Quantitative (# of):</i> -enrollment in year 2 by semester census of: -FTFY students -Transfer students -coaching appointments made and attended -student engagement with/response to text/email communication -students receiving coaching</p> <p><i>Qualitative:</i> -survey students for reasons they <i>may</i> not return -survey students for reasons they <i>did</i> not enroll or reasons they enroll and drop within the first two weeks</p>	<p><i>Source:</i> -EAB Navigate -PeopleSoft (Registrar's SIS) -Student Survey using survey software</p> <p><i>Collection Frequency:</i> -semesterly</p> <p><i>Analysis Frequency:</i> -semesterly</p>	<p><i>On-going:</i> Activity Director, Assistant Director of EAB Navigate and Student Success Initiatives</p> <p><i>Annual:</i> Dr. William Campbell, Activity Director, Project Co-Directors</p>

-end-of-semester survey of all students asks about efficacy of coaching: number of meetings, accuracy of advice, helpfulness		
B. Increase year 3 retention of FTFY students from 55% to 64% and of transfer students from 45% to 54% by September 30, 2026.		
Data Element	Data Collection & Analysis	Responsible
<i>Quantitative (# of):</i> -enrollment in year 3 by semester census of: -FTFY students -Transfer students <i>Qualitative:</i> -survey students for reasons they <i>may</i> not return -survey students for reasons they <i>did</i> not enroll or enroll and drop within the first two weeks -end-of-semester survey of all students asks about long-term efficacy of coaching, especially in pro-active problem-solving habits	<i>Source:</i> -EAB Navigate -PeopleSoft (Registrar's SIS) -Student Survey using survey software <i>Collection Frequency:</i> -semesterly <i>Analysis Frequency:</i> -semesterly	<i>On-going:</i> Activity Director, Assistant Director of EAB Navigate and Student Success Initiatives <i>Annual:</i> Dr. William Campbell, Activity Director, Project Co-Directors
C. Increase year 4 retention of FTFY students from 47% to 53% and of transfer students from 22% to 28% by September 30, 2026.		
Data Element	Data Collection & Analysis	Responsible
<i>Quantitative (# of):</i> -enrollment in year 4 by semester census of: -FTFY students -Transfer students <i>Qualitative:</i> -survey students for reasons they <i>may</i> not return -survey students for reasons they <i>did</i> not enroll or enroll and drop within the first two weeks -end-of-semester survey of all students asks about long-term efficacy of coaching, especially in pro-active problem-solving habits	<i>Source:</i> -EAB Navigate -PeopleSoft (Registrar's SIS) -Student Survey using survey software <i>Collection Frequency:</i> -semesterly <i>Analysis Frequency:</i> -semesterly	<i>On-going:</i> Activity Director, Assistant Director of EAB Navigate and Student Success Initiatives <i>Annual:</i> Dr. William Campbell, Activity Director, Project Co-Directors
Objective 3: Graduation Rates		

A. Increase 4-year graduation rates of FTFY students from 17% to 23% and of transfer students from 45% to 51% by September 30, 2026.		
Data Element	Data Collection & Analysis	Responsible
<i>Quantitative (# of):</i> -students who apply to graduate -degrees conferred -4-year graduation rate of: -FTFY students -Transfer students <i>Qualitative:</i> - end-of-semester survey of all students asks about efficacy of coaching	<i>Source:</i> -EAB Navigate -PeopleSoft (Registrar's SIS) -Student Survey using survey software <i>Collection Frequency:</i> -semesterly <i>Analysis Frequency:</i> -semesterly	<i>On-going:</i> Activity Director, Assistant Director of EAB Navigate and Student Success Initiatives, Institutional Research <i>Annual:</i> Dr. William Campbell, Activity Director, Project Co-Directors
B. Increase 6-year graduation rates of FTFY students from 35% to 41% and of transfer students from 49% to 55% by September 30, 2031.		
Data Element	Data Collection & Analysis	Responsible
<i>Quantitative (# of):</i> -students who apply to graduate -degrees conferred -6-year graduation rate of: -FTFY students -Transfer students <i>Qualitative:</i> -survey of graduating students asks about long-term efficacy of coaching, especially in pro-active problem-solving habits	<i>Source:</i> -EAB Navigate -PeopleSoft (Registrar's SIS) <i>Collection Frequency:</i> -semesterly <i>Analysis Frequency:</i> -annually from 2026	<i>On-going:</i> Activity Director, Assistant Director of EAB Navigate and Student Success Initiatives, Institutional Research <i>Annual:</i> Activity Director, Project Co-Directors

H. Quality of Budget

Proposed costs are necessary and reasonable in relation to the projects' objectives and scope.

As outlined in the table below, the costs for the proposed project of establishing a transitional success coaching unit at UW-Parkside are necessary and reasonable in relation to the project's objectives and scope. Funds will be used for the allowable costs of salary, fringe, computers and technology (supplies), travel, and contracting for external evaluation. In order to ensure sufficient and consistent delivery of services by creating a manageable workload for each staff member, the focus of the budget is funding staff salaries and the associated expense of fringe benefits.

Table 22 – Budget Details and Justification						
Line Item and Justification	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Personnel						
<i>Personnel costs include hiring an Activity Director (\$60,000) and four Success Coaches (\$50,000). The salaries for these new positions are commensurate with existing, peer positions in Admissions and Advising and assume a 3% increase per year. UW-Parkside has committed to stepping in to support 20% of salary expense for the Activity Director and Success Coaches in year 3, with 20% increases each year following.</i>						
Activity Director – Assistant Director of Success Coaching (100% time)	\$60,000	\$61,800	\$50,923	\$39,338	\$27,012	\$239,074
Success Coaches (100% time)	\$200,000	\$206,000	\$169,744	\$131,127	\$90,041	\$796,912
Project Co-Director, Dr. Virginia Emery (25% time)	\$13,520	\$13,926	\$14,343	\$14,774	\$15,217	\$71,780
Personnel Subtotal	\$273,520	\$281,726	\$235,010	\$185,239	\$132,270	\$1,107,765
Fringe						
<i>Fringe Benefit rates include the employer's contribution to retirement, health insurance (including vision and dental), Social Security FICA/Medicare FICA (7.65%), unemployment and worker's compensation, income continuation insurance, and life insurance. The cost of fringe benefits is set by the University of Wisconsin System for all campuses as a flat percentage of salary based on position classification. For the 2021 Fiscal Year (July 1-June 30), the cost is set at 50% of salary for faculty and academic staff. UW-Parkside has committed to stepping in to support 20% of fringe expense for the Activity Director and Success Coaches in year 3, with 20% increases each year following.</i>						
Activity Director	\$30,000	\$30,900	\$25,462	\$19,669	\$13,506	\$119,537
Success Coaches	\$100,000	\$103,000	\$84,872	\$65,564	\$45,020	\$398,456
Project Co-Director, Dr. Virginia Emery	\$6,760	\$6,963	\$7,172	\$7,387	\$7,608	\$35,890
Fringe Subtotal	\$136,760	\$140,863	\$117,505	\$92,620	\$66,135	\$553,883
Travel						
<i>Travel costs include attendance at Department of Education annual meetings in Washington, D.C. or other pertinent conferences, for key personnel, such as the Project Co-Directors, the Activity Director, Success Coaches, and members of the Title III Oversight Committee, and bi-annual campus visits for the external evaluator. Costs are based on current rates for airfare, mileage, hotel, and per diem in the UW System.</i>						
USDE Annual Meeting (airfare = \$450; hotel = \$323/night; per diem = \$71/day)	\$10,485	\$10,485	\$10,485	\$10,485	\$10,485	\$52,425
External Evaluator Campus Visits (mileage = \$0.56; hotel = \$103/night; per diem = \$56/day)	\$1,850	\$1,850	\$1,850	\$1,850	\$1,850	\$9,250

Travel Subtotal	\$12,335	\$12,335	\$12,335	\$12,335	\$12,335	\$61,675
Supplies						
<i>Supply costs include the computing equipment necessary for the five new positions in the Success Coaching unit. UW-Parkside replaces computing equipment every four years.</i>						
Laptops (\$1634)	\$8,174			\$8,174		\$16,348
Laptop Docking Station	\$1,075			\$1,075		\$2,150
Monitors	\$1,935			\$1,931		\$3,870
Keyboards	\$100			\$100		\$200
Mice	\$100			\$100		\$200
Copier/Printer	\$1,115			\$1,115		\$2,230
Communication Materials and Printing (fliers/handouts, brochures, training materials)	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$10,000
Supplies Subtotal	\$14,499	\$2,000	\$2,000	\$14,499	\$2,000	\$34,998
Contractual						
External Evaluator, Dr. William E. Campbell	\$12,000	\$12,360	\$12,720	\$13,080	\$13,440	\$63,600
Construction						
Other						
TOTAL PROJECT COSTS	\$449,114	\$449,283	\$379,571	\$317,773	\$226,180	\$1,821,921

Competitive Preference Priority 1—Tutoring, Counseling, and Student Service Programs

Instituting transitional success coaching at UW-Parkside establishes a counseling-oriented student service program that addresses both academic and non-academic concerns, helping students stay enrolled and complete their academic programs. Success coaching will not be a stand-alone endeavor, as Success Coaches will work across student support units on campus. Thus, instituting success coaching will develop a true, internal student support *system* that will require the training of existing personnel to enhance the support that provides wraparound services to students in order to promote retention and graduation. This enhanced support will be provided to all first-time, first year (FTFY) and transfer students, typically around 950 individuals, in their first year at UW-Parkside.

In order to improve retention and completion rates for Parkside's students, Success Coaches will provide support around academic issues and concerns, helping both first-time, first-year and transfer students make the transition to postsecondary education at UW-Parkside by offering individual engagement and customized counseling. Success coaches will regularly interact with students to identify barriers and problems, then pro-actively address them before the issues threaten students' enrollment, thereby improving retention. At a minimum, coaches will have eight touch points with students every six months: two one-on-one interactions and six text/email interactions. The timing and nature of coaching touch points will be designed to ensure that students are registered for and attending classes, including core courses, keeping up with studying, including planning for midterms, finals, and major projects, and have access to the internal student support resources they need for academic achievement and program completion. Such resources include connecting with in-person or online tutoring at the Parkside Academic Resource Center (PARC), contacting the Dean of Students with an academic or personal

concern, connecting with the Student Health and Counseling Center, or applying for emergency funds from the Financial Aid office, along with assistance communicating with professors and Advisors around academic or personal issues that may arise during a semester. Having dedicated, individual support around these academic and non-academic concerns and assistance learning and practicing pro-active problem solving will help students stay enrolled, return for subsequent semesters, complete their academic programs, and graduate.

In addition to assisting students with academic concerns, the success coaching program will also help students with non-academic challenges that might threaten enrollment. Success Coaches will develop, deploy, and monitor a distress notification system to allow students to notify the university quickly and easily before personal challenges become crises that result in students stopping out. Success Coaches will also develop a network of relationships with county benefits offices and will connect students needing housing, nutrition, transportation, childcare, and utilities assistance with the appropriate service providers, again providing support and resources to help students stay enrolled and complete their academic programs.

Establishing a success coaching unit thus creates an integrative student support system that provides wraparound services to students in order to promote retention, academic success, and program completion. The process of establishing the unit in grant year 1 will require training existing staff in Admissions, Financial Aid, and Advising to work closely and collaboratively with the Success Coaches, improving the student support experience. Additionally, existing staff in Tutoring, the Dean of Students, Student Health and Counseling, and other student support offices, such as the Office of Multicultural Student Affairs and Veteran Support Services, will also receive training to ensure they are integrated into the wraparound support system. Thus, staff in all student support offices will communicate more regularly and

will work together more consistently and cohesively to provide seamless support for students. Developing this internal integrated system of student support will strengthen institutional management in a way that simultaneously strengthens academic programming for students and improves the fiscal stability of the university by increasing enrollment amongst admitted students, improving retention in years 2, 3, and 4, and increasing graduation at both the four-year mark and the six-year mark.

Developing this student support system and providing improved student support comprise the core of the proposed project and, therefore, the implementation plan is designed to create and operate the system. Similarly, the activity objectives are designed to measure the results and effectiveness of offering transitional success coaching for students through their first year at Parkside. Student enrollment, retention, and graduation rates will be tracked and analyzed from semester to semester and from year to year, as outlined in the evaluation plan included in the grant narrative in order to assess the impact of and improve on transitional success coaching at Parkside.

Competitive Preference Priority 2—Fostering Flexible and Affordable Paths to Obtaining Knowledge and Skills

UW-Parkside prioritizes flexible and affordable pathways to obtaining employment-related knowledge and skills that the proposed project of transitional success coaching will supplement and expand. With the lowest in-state tuition of all four-year campuses in the UW System, Parkside offers the most affordable Bachelor's degree in Wisconsin. In addition to affordable tuition, UW-Parkside offers programs that improve flexibility and affordability by decreasing time to degree and that foster gaining employment-related knowledge and skills. Crucially, Success Coaches will raise awareness of and access to these programs for students entering Parkside and will improve coordination and expansion of opportunities amongst student support staff.

UW-Parkside emphasized enhancing high impact practices (HIPs) in the current academic plan and has successfully developed a range of high impact practices (HIPs) that require self-reflection on employment-related knowledge and skills, such as internships, fieldwork, Community-Based Learning (CBL), and undergraduate research. Participating in these HIPs at UW-Parkside improves students' retention and completion rates an average of 20%. However, access for working students is a known weakness, one that will be addressed by instituting success coaching. Success Coaches will work with the Internship and Employer Relationship Coordinators to develop opportunities for students with limited time and will work with the Faculty Internship Director and Advisors to help students identify flexible HIP options that include the self-reflection component that triggers learning in such experiences. Thus, students will have assistance choosing between a traditional internship, an internship-like course based on their current work, or Prior Learning Assessment.

Parkside provides Prior Learning Assessment (PLA) as a flexible pathway for students to earn college credit for experiential learning done at work. Earning PLA credit decreases time to degree, improves degree affordability, and helps address equity issues for low-income students by recognizing learning outside the classroom and making post-secondary education more accessible.²⁸ As with internships and other HIPs, Success Coaches will raise awareness of PLA opportunities among students and will work with the Adult Student Program Manager, Dr. Virginia Emery, who oversees the PLA program and will be a Title III Project Co-Director, to help students navigate the process of arranging for and completing PLA. Students are able to use PLA to earn internships and fieldwork credit based on work experience that would otherwise be inaccessible.

In addition to flexible and affordable paths to obtaining a degree, UW-Parkside offers Workforce Innovation and Opportunity Act (WIOA) approved certificates for in-demand fields, such as health care management, human resources, cybersecurity, and project management, that allow for quick training in employment-related skills.²⁹ Success Coaches will help students find WIOA-approved upskilling opportunities and will work with county Workforce Development Offices to help student apply for and receive funding.

Success coaches will thus foster and improve access to HIPs, PLA, and WIOA-funded programs in order to offer flexible and affordable paths to obtaining knowledge and skills related to employment for the students at Parkside.

²⁸ R. Klein-Collins, J. Taylor, C. Bishop, P. Bransberger, P. Lane, and S. Leibrandt, “The PLA Boost,” CAEL and WICHE, 2020.

²⁹ <https://jobcenterofwisconsin.com/wisconomy/pub/hotjobs>