

“Big Ideas” Funding Proposal

One-Time Non-Base Investment Proposal: Step 2

(Please limit the proposal narrative and attachments to 10 pages)

Proposal Name: First Year Seminar – Undecided Students

1. Provide a description of the project being proposed. (5 points)

FYE Seminar 100 is an existing 1-credit General Education course for first year students focusing on assisting first year students to successfully matriculate to higher education and the MSU campus. Currently, 32 sections are offered each fall, with approximate availability to serve an estimated 33% of the first year class. This request is to fund an additional 18 sections of First Year Seminar which are specific to undecided students, a population that has been identified by Noel-Levitz as an at-risk population for the university. Course content would be tailored to undecided students.

2. Describe how the project will drive positive transformational change. (5 points)

By requiring first-year undecided students to take this already successful course, the university would be better serving this identified at-risk population. Course sizes would intentionally be limited to 20 students per section to allow for more attention and personal interactions between the students and instructors. Course objectives and content would mirror the general sections of First Year Seminar with a focus on needs of undecided students and resources to serve this population.

3. Explain how the project addresses student recruitment, retention, persistence, and/or completion or one or more of the 12 Challenges. (10 points)

The First Year Seminar course has an average NEF retention rate of 79.9%, which is higher than the overall average NEF retention rate of 76.5%. Currently, there are only 156 of 455 undecided students enrolled in First Year Seminar for fall 2011. The Noel-Levitz consultants have identified undecided students as a targeted at-risk population. By providing this group with more intentional, focused content through the First Year Seminar course, undecided students will be better prepared to move toward declaring a major earlier. Declared students are retained at a higher rate than undecided students.

4. Describe the impact this project will have on students and/or others whom we serve. (10 points)

This project will serve undecided first-year students, an identified at-risk population, by providing a higher quality First Year Seminar experience which is focused on major exploration and the career decision-making process. We have many programs, events, and services for undecided students on campus but this course will walk them through the steps necessary to make a decision and declare their major. Currently, we are only serving about 1/3 of the undecided students through the general sections of First Year Seminar; requiring the course, specifically these sections, will serve all undecided students.

5. Identify the “SMART” outcomes for the project (specific, measurable, achievable, relevant, and time-bound). (5 points)

Retention rate for first-year undecided students will increase by 1%. Pre and post testing will also be conducted to measure attainment of published course goals and learning objectives as well as their progress toward declaring a major.

6. Discuss what this project will do for the university that warrants the investment. (5 points)

Students utilizing FYE programs and services tend to be more successful and have higher retention rates. The average retention rate for First Year Seminar is 79.9% as compared to 77.5% for the general first-year retention rate. Requiring the course for undecided students could have a positive impact on our students and the retention rate. Increased retention rate results in increased revenue for the institution.

7. Describe how the activities generated by this project would be sustained after one-time funding has ended, or if applicable, explain why the project does not need to be sustained. (5 points)

The project design does not allow the program to be sustained after the one-time funding. I will propose that a number of the current general sections of First Year Seminar be converted to this format if positive results (>1% retention increase) are found to allow for more undecided students to be served.

8. Budget (5 points):

Outline the funding requested using the categories listed below. Please identify any additional or matching funds that may available to support the project. Please note, budget revisions beyond 10% total change from the initial proposal require approval. Budget revisions of more than 20%, constitutes a major change in the project scope and will not be approved.

	FY12	FY 12 Matching Funds	FY13	FY 13 Matching Funds	FY14	FY13 Matching Funds
Personnel						
Unclassified Salary (in-load, overload)			23,400			
Classified Salary						
Fringe ^a (Classified and Unclassified)			3,510			
Graduate Assistant Salary						
Graduate Assistant Tuition Reduction/Waiver ^b						
Non-Salary						
Student Help						
Purchased Services/Travel Expenses						
Supplies and Materials			400			
Building Improvement/Construction Costs						
Equipment						
Total Budget Requested			27,310			

^a Note: All current employees must be paid fringe benefits. Fringe should be estimated based on salary and position classification: Unclassified 30%, Classified 37%, Adjunct 7.65%.

^b Estimated Tuition Reduction/Waiver for full-year enrollment: Masters \$5,858, Doctoral \$10,000.

9. Identify any special considerations or needs required for this project (e.g. physical space, contractual obligations, IT support, or collaborations with/implications for other units). (5 points)

No special needs required.

10. Provide a project timeline outlining key tasks, milestones and dates for completion. (5 points)

March 2012 – Hiring process begins for FYEX 100 instructors

July/August 2012 – Special training/meeting for instructors teaching undecided sections

August 2012 – Fall semester begins. Pre-tests given on day 1.

December 2012 – Fall semester ends. Post-tests given on final class day.

January 2013 – Spring semester begins. Pre-tests given on day 1.

February 2013 – Preliminary assessment will begin. Retention rate calculated for fall to spring.

May 2013 – Spring semester ends. Post-tests given on final class day.

June 2013 – Final assessment will begin. Fall to fall retention rate will not be calculated until
September 2013.