Project: Insight to Impact: Increasing Student Achievement, Retention and Degree Attainment (2018-19 to 2023-24)

Buffalo State College
Buffalo, NY
Contents

Introduction .............................................................................................................................................. 4

Buffalo State College Mission & History ................................................................................................. 5

Program Description for Title III ............................................................................................................. 6

Organizational Roles and Chart ............................................................................................................... 8

Directory of Title III Project Personnel .................................................................................................. 10

Implementation Schedule ......................................................................................................................... 11

Title III Committees ................................................................................................................................ 13

  Steering Committee ............................................................................................................................... 13

  Task Force ............................................................................................................................................. 13

Key Personnel and Title III Responsibilities ............................................................................................. 14

  Local Title: Title III Project Coordinator (30% Time on Project); Institutionally-funded ....................... 14

  Eric Krieg ............................................................................................................................................... 14

  Local Title: Title III Activity Director (100% Time on Project); Initially grant-funded then institutionalized ............................................................................................................................... 15

  Agnes Zak-Moskal .................................................................................................................................. 15

  Local Title: Title III Retention Coordinator/Data Analyst (100% Time on Project); Initially grant-funded then institutionalized ............................................................................................................................... 16

  Sumanlata Ghosh .................................................................................................................................... 16

  Local Title: Title III Completion Coaches (100% Time on Project); a total of four Completion Coaches; 2 Institutionally-Funded and 2 initially grant-funded then institutionalized ......................................................... 17

  Douglas Hoston and Marvin Smith ........................................................................................................... 17

  Local Title: Title III Professional Advisors (100% Time on Project); a total of four Professional Advisors; 2 Institutionally-Funded and 2 initially grant-funded then institutionalized ................................................................. 18

  To be hired in 2019-20 ............................................................................................................................ 18

  BEAT Team Peer Mentors ....................................................................................................................... 19

Personnel Procedures ............................................................................................................................... 19

  Hiring ...................................................................................................................................................... 19

  Personnel Evaluation ............................................................................................................................. 20

  Changes in Key Personnel ....................................................................................................................... 20

Reporting Procedures ............................................................................................................................... 20

  Task Force Progress Reports ................................................................................................................... 20

  Quarterly Progress Reports ..................................................................................................................... 20

Budget Administration Procedures ........................................................................................................... 20
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fiscal Control</td>
<td>20</td>
</tr>
<tr>
<td>Personnel and Fringe</td>
<td>21</td>
</tr>
<tr>
<td>Supplies and Procurement</td>
<td>21</td>
</tr>
<tr>
<td>Travel</td>
<td>22</td>
</tr>
<tr>
<td>Programmatic Changes and Budget Revisions</td>
<td>22</td>
</tr>
<tr>
<td>Project Evaluation</td>
<td>23</td>
</tr>
<tr>
<td>Formative Evaluation Questions</td>
<td>24</td>
</tr>
<tr>
<td>Summative Evaluation Questions</td>
<td>24</td>
</tr>
<tr>
<td>Evaluation Plan</td>
<td>25</td>
</tr>
<tr>
<td>Appendix</td>
<td>27</td>
</tr>
<tr>
<td>Project Status Chart</td>
<td>27</td>
</tr>
<tr>
<td>USDE Grant Performance Report</td>
<td>28</td>
</tr>
<tr>
<td>Participating Faculty on Digital Supplemental Instruction Teams</td>
<td>30</td>
</tr>
<tr>
<td>Digital Supplement Instruction Development Report</td>
<td>31</td>
</tr>
</tbody>
</table>

The following pages contain additional materials:

- Project Status Chart
- USDE Grant Performance Report
- Insight to Impact: Increasing Student Achievement, Retention and Degree Attainment
- USDE Grant Performance Report Form (ED 524B)
- Participating Faculty on Digital Supplemental Instruction Teams
- Digital Supplemental Instruction Development Report
- USDE Title III: Strengthening Institutions Program (SIP) Grant Insight to Impact: Increasing Student Achievement, Retention and Degree Attainment
Introduction
In October of 2018, Buffalo State College was awarded a five-year $2.19 million grant from the U.S. Department of Education’s (DOE) Strengthening Institutions Program (SIP). The DOE describes the program and types of projects as follows:

Program Description
The program helps eligible IHEs to become self-sufficient and expand their capacity to serve low-income students by providing funds to improve and strengthen the academic quality, institutional management, and fiscal stability of eligible institutions.

Types of Projects
Funds may be used for planning, faculty development, and establishing endowment funds. Administrative management, and the development and improvement of academic programs also are supported. Other projects include joint use of instructional facilities, construction and maintenance, and student service programs designed to improve academic success, including innovative, customized, instruction courses designed to help retain students and move the students rapidly into core courses and through program completion, which may include remedial education and English language instruction.

https://www2.ed.gov/programs/iduestitle3a/index.html

“The purpose of the Title III Strengthening Institutions Program is to provide grants to eligible institutions of higher education to improve their academic programs, institutional management, and fiscal stability in order to increase their self-sufficiency and strengthen their capacity to make a substantial contribution to the higher education resources of the Nation.” (34 CFR 607.1)

The project that Buffalo State will embark on is titled *Insight to Impact: Increasing Student Achievement, Retention and Degree Attainment*. The project aims to enhance student and institutional success by developing more wholistic approaches to student services and academic services. This will be accomplished by coordinating student supports through the Academic
Achievement Center (soon to be Academic Commons) and developing holistic coaching and peer mentoring for a new incoming student initial experience.

**Buffalo State College Mission & History**

Buffalo State College is the largest comprehensive college in the SUNY system, with a long history of providing outstanding undergraduate and graduate education. Established in 1871 as the Buffalo Normal School, Buffalo State has grown from an institution primarily dedicated to training teachers for Buffalo’s growing population to a large comprehensive college with programs in education, liberal arts and sciences, and professional studies.

Buffalo State is a diverse and inclusive college committed to the intellectual, personal, and professional growth of its students, faculty, staff, and alumni. Our mission is to provide a meaningful and relevant education that empowers students to succeed and inspires a lifelong passion for learning. Buffalo State is dedicated to excellence in teaching, research, service, scholarship, creative activity, and cultural enrichment.

Our location within the city of Buffalo’s museum district and arts corridor is bordered by distinctive and emerging neighborhoods that enable students to participate in nationally recognized community engagement and service experiences in an urban setting. Buffalo State’s diverse student population, engaged and exceptional faculty, wide range of academic programs, and applied-learning opportunities create a unique community of scholars where lives are transformed.

**Vision**

*Buffalo State College will be a nationally recognized leader in public higher education known for*
• its caring and rigorous academic environment where lives are transformed through education;
• the intellectual and creative accomplishments of its faculty, staff, students, and alumni;
• its cross-culturally competent community dedicated to developing leaders for an increasingly global society.

Values

We, the Buffalo State community, are committed to

• actively facilitating access to public higher education;
• excellent learning experiences in and out of the classroom;
• being student centered;
• the rigors, joys, and fulfillment of intellectual discovery;
• engagement, applied learning, and partnerships with the community;
• social responsibility;
• respect for diversity and individual differences;
• supportive and collegial relationships;
• opportunities for individuals to realize their full potential.

https://suny.buffalostate.edu/strategicplan#missionhistory

Program Description for Title III

Buffalo State’s Title III grant is designed around 2 primary components linked by a predictive analytics framework to inform timely, efficient and scalable services to students.

1. **Strengthening Student Services.** Buffalo State seeks to enhance the initial student experience in three ways. First, a newly designed Online Summer Engagement Program provides tailored comprehensive programming to peer-matched cohorts, facilitated by
professionally trained Completion Coaches. Second, the Completion Coaches will continue to work with their cohort of students throughout the first year. Upon arrival on campus for on-site orientation, students will have developed community ties prior to beginning their work with the Bengal Experience and Transition Team (BEAT) peer mentors. BEAT Team peer mentors will be trained to provide support throughout the first year. Third, Completion Coaches and BEAT Team members will work with students to develop personalized Student Success Plans to assist in the transition to college life and respond to early alerts from the Retention Management System (Starfish).

2. **Strengthening Academic Services.** Buffalo State seeks to enhance academic support services in three ways. First, the development of digital supplemental instruction modules (DSIM) will be designed for introductory gateway courses with high D-E-W rates. Second, an intrusive academic advising model will be designed to augment and complement the professional coaching and peer mentoring initiatives. Third, targeted tutoring will help to improve the efficiency and scalability of existing tutoring services by coordinating schedules for individual and group tutoring. All of these services will be informed by a newly developed predictive analytics framework and the retention management system (Starfish). Students will receive messages through this system guiding them to the DSIM, advising, and tutoring services.

Developing the capacity of Student Service and Academic Services is intended to improve expand currently uncoordinated services and a lack of digital resources. This manual is intended to assist Buffalo State faculty and staff in carrying out the objectives of our Title III grant. Specifically, the Policies and Procedures Handbook helps to ensure:

- Resources are used in a manner consistent with CCBC policies and procedures and with the U.S. Department of Education policies, regulations and mandates;
- Proper stewardship of funds and that expenditures directly related to grant objectives are allowable, allocable, and reasonable;
- Work is performed in compliance with grant application and objectives;
Adequate records are maintained to demonstrate progress toward project goals;

Compliance with all statutory and regulatory requirements is met; and

Personnel knowledge, skills, and abilities are commensurate with their responsibilities.

**Organizational Roles and Chart**

**Organizational Roles**

- Katherine Conway-Turner, President
- James Mayrose, Provost and Vice President of Academic Affairs
- Timothy Gordon, Vice President of Student Affairs
- Jaqueline Malcolm, Chief Information Officer and Vice President for Enrollment and Marketing
- Eric Krieg, (Project Coordinator/PI) Interim Associate Vice President for Institutional Effectiveness
- James Thor, Associate Vice President and Comptroller
- Sumanlata Ghosh, Title III Data Analyst/Retention Coordinator
- Amy Woznick, Director of Academic Commons
- David Cox, Assistant Dean of Student Leadership and Engagement
- Jonathon Hulbert, Director of Office of Leadership and Organizational Development
- Meghan Pereira, Director of Instructional Design and Training
- John Draeger, Director of the Center for Teaching and Learning
- Agnes Zak-Moskal, Title III Activities Director/ Director of First-Year Student Success
- Douglas Hoston, Title III Completion Coach
- Marvin Smith, Title III Completion Coach
Organizational Chart

President
Katherine Conway-Turner

Principal Investigator
Eric Krieg

Steering Committee
- Katherine Conway-Turner
- Jim Mayrose
- Tim Gordon
- Jackie Malcolm
- Eric Krieg (Chair)
- Jim Thor

External Evaluator
Development Institute

Supporting Offices
(Design Teams)

Predictive Analytics
Sumanlata Ghosh - Retention Coordinator/Data Analyst - Institutional Research Office

Digital Supplemental Instruction Modules
Meghan Pereira, Instructional Design Office
John Draeger, Teaching and Learning Center

Completion Coaches and BEAT Peer Mentors
David Cox, Douglas Hoston, Marvin Smith - Student Leadership and Engagement Office

Professional Advisors
Aimee Woznick, Sara Reese - Academic Commons

Targeted Tutoring
TBD 2020-2021

Activity Director
Agnes Zak-Moskal

Task Force
Directors:
- Agnes Zak-Moskal (Chair)
- John Draeger
- David Cox
- Jonathan Hulbert
- Meghan Pereira
- Aimee Woznick
- Sara Reese
Faculty Reps:
- Mark Fulk
- Sue Maguire
- Natalie Szymanski
- Krista Vince Garland
- Rita Zientek

Steering Committee
Katherine Conway-Turner
Jim Mayrose
Tim Gordon
Jackie Malcolm
Eric Krieg (Chair)
Jim Thor
# Directory of Title III Project Personnel

Dr. Eric Krieg  
Title III Project Coordinator/Principal Investigator  
Buffalo State College  
1300 Elmwood Avenue  
Buffalo, NY  14222  
716-878-5550  
kriegej@buffalostate.edu

Agnes Zak-Moskal  
Title III Activity Director  
Buffalo State College  
1300 Elmwood Avenue  
Buffalo, NY  14222  
716-878-5550

Sumanlata Ghosh  
Title III Data Analyst/Retention Coordinator  
Buffalo State College  
1300 Elmwood Avenue  
Buffalo, NY  14222  
716-878-4521  
ghosh@buffalostate.edu

Completion Coaches (4):

<table>
<thead>
<tr>
<th>Name</th>
<th>Title III Completion Coach</th>
<th>Buffalo State College</th>
<th>1300 Elmwood Avenue</th>
<th>Buffalo, NY 14222</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Douglas Hoston</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><a href="mailto:hostondl@buffalostate.edu">hostondl@buffalostate.edu</a></td>
</tr>
<tr>
<td>Marvin Smith</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><a href="mailto:smith1@buffalostate.edu">smith1@buffalostate.edu</a></td>
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Professional Advisors (4)

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Implementation Schedule

Activities take place over a 5-year period beginning in October 2019 and follow a 4-step process of design, pilot, refine, implement that is scaled up each year. Throughout the process will be continuous development of the Predictive Analytics Framework and Professional Development for participating faculty members. The implementation of activities is scheduled as follows:

1. **Strengthening Student Services**
   a. Enhanced Student Onboarding
      i. Year 1 – Design
      ii. Year 2 – Pilot
      iii. Year 3 – Refine
      iv. Year 4 – Implement
      v. Year 5 – Implement
   b. Enhanced First-Year Experience
      i. Year 2 – Design
      ii. Year 3 – Pilot
      iii. Year 4 – Refine
      iv. Year 5 – Implement
   c. Automated Early Alerts and RMS
      i. Year 2 – Design
      ii. Year 3 – Pilot
      iii. Year 4 – Refine
      iv. Year 5 – Implement

2. **Strengthening Academic Services**
   a. Group I Course Modules
      i. Year 1 – Design
      ii. Year 2 – Pilot
      iii. Year 3 – Refine
      iv. Year 4 – Implement
      v. Year 5 – Implement
b. Group II Course Modules
   i. Year 2 – Design
   ii. Year 3 – Pilot
   iii. Year 4 – Refine
   iv. Year 5 – Implement

c. Group III Course Modules
   i. Year 3 – Design
   ii. Year 4 – Pilot
   iii. Year 5 – Refine

d. Intrusive Academic Advising
   i. Year 2 – Design
   ii. Year 3 – Pilot
   iii. Year 4 – Refine
   iv. Year 5 – Implement

e. Targeted Tutoring
   i. Year 3 – Design
   ii. Year 4 – Pilot
   iii. Year 5 - Refine
Title III Committees

Steering Committee

The Title III Steering Committee includes the President; Provost and Vice President of Academic Affairs; Vice President of Student Affairs; CIO and Vice President of Enrollment; Marketing and Communication; Associate Vice President of Institutional Effectiveness; and Comptroller and Associate Vice President of Finance and Management. The Steering Committee convenes monthly and addresses any issues impending project progress and explores opportunities to accelerate and enhance the impact of the project initiatives. This committee also helps share the project’s accomplishments with the Buffalo State Community. Members of the Steering Committee include:

Dr. Eric Krieg (Chairperson), Interim Associate Vice President for Institutional Effectiveness
Dr. Katherine Conway-Turner, Buffalo State College President
Dr. James Mayrose, Interim Provost and Vice President of Academic Affairs
Dr. Timothy Gordon, Vice President of Student Affairs
Dr. Jacqueline Malcolm, CIO and Vice President of Enrollment, Marketing and Communication
James Thor, Comptroller and Associate Vice President of Finance and Management

Task Force

The Title III Task Force consists of key leaders in the development of programming for Student Success and Academic Success. The Task Force is chaired by the Title III Activities Director and consists of the Director of New Student and Family Programs, the Director of Academic Commons, the Director of Instructional Design, the Director of the Teaching and Learning Center, the Director of Leadership and Organizational Development, and faculty representatives from each of the four schools. The Task Force oversees and monitors project implementation, ensuring that objectives and milestones are met. This committee meets once every two weeks during Year 1 and monthly thereafter. Members of the Task Force include:

Dr. Agnes Zak-Moskal, Title III Activity Director / Director of First-Year Student Success
David Cox, Assistant Dean of Student Leadership and Engagement
Dr. Aimee Woznick, Director of Academic Commons
Meghan Pereira, Director of Instructional Design
Key Personnel and Title III Responsibilities

Local Title: Title III Project Coordinator (30% Time on Project); Institutionally-funded
Eric Krieg

Budget Title: Professor – 12 months (B3)

Position Type: Professional/Faculty

Supervisor: Provost/Vice President for Academic Affairs

FLSA Status: Exempt

Responsibilities: Reporting directly to the President, the Title III Project Coordinator will assume responsibility for the organization, implementation, and oversight of the project with full authority and autonomy to administer and manage project initiatives, expenditures, and personnel. Provide overall leadership and supervision, keeping the President apprised of progress

- Develop, distribute project guidelines in a Title III Policies and Procedures Handbook
- Establish and supervise data collection and reporting systems for project objectives
- Approve all grant expenditures in compliance with federal regulations and local requirements
- Oversee the evaluation process and production of evaluation reports
• Chair, convene Steering Committee meetings for project implementation and modification
• Prepare quarterly reports and communicate progress college-wide
• Serve as the College liaison with the U.S. Department of Education

Local Title: Title III Activity Director (100% Time on Project); Initially grant-funded then institutionalized
Agnes Zak-Moskal

Budget Title: Staff Associate (SL4)
Position Type: Professional (Non-faculty)
Supervisor: Associate Vice President for Institutional Effectiveness
FLSA Status: Exempt

Responsibilities: Reporting to the Title III Project Coordinator, the Activity Director is responsible for the day-to-day operational elements of the grant. The Director serves as a bridge among the various components of the Insight to Impact activity to enable a smooth flow of communication, continuity of effort, and accomplishment of Activity objectives.

• Oversee all design teams, pilots, refinement and implementation activities
• Participate in hiring new project-related personnel
• Interface with IT to ensure integration of technology enhancements for each initiative
• Foster college-wide participation in the Activity
• Ensure accomplishment of Activity objectives
• Prepare monthly Title III reports to the Coordinator and the Steering Committee
• Chair the Title III Task Force and convene monthly meetings
• Participate in annual Title III evaluation
• Assist the Coordinator in Department of Education reporting
Local Title: Title III Retention Coordinator/Data Analyst (100% Time on Project); Initially grant-funded then institutionalized
Sumanlata Ghosh

Budget Title: Staff Associate (SL4)
Position Type: Professional (Non-Faculty)
Supervisor: Director of Institutional Research
FLSA Status: Exempt

Responsibilities: Reporting to the Activity Director, this is a full-time position serving in a key technology role to lead development of the Predictive Analytics Framework and the integration of information systems to automate early alert triggers. The Retention Coordinator-Analyst will serve to monitor and manage communications, referrals and appointment scheduling through the Starfish RMS and generate timely reports to inform outreach and determine progress.

Design, implement, maintain Predictive Analytics Framework and affiliated data warehouse.

- Utilize contemporary database programming and analytics tools to automate delivery of targeted communications, interventions and services to students in a ‘just-in-time’ fashion
- Coordinate and collaborate with IT systems personnel to design, test and validate new tools and software services to support the project
- Create and provide written and oral instructions to faculty and staff on how to properly utilize project related software and systems
- Assist in managing software implementations
Local Title: Title III Completion Coaches (100% Time on Project); a total of four Completion Coaches; 2 Institutionally-Funded and 2 initially grant-funded then institutionalized

Douglas Hoston and Marvin Smith

Budget Title: Staff Assistant (SL2)
Position Type: Professional (Non-Faculty)
Supervisor: Director of New Student and Family Programs
FLSA Status: Exempt

Responsibilities: Reporting to the Activity Director and aligned with the Office of New Student and Family Programs, Completion Coaches provide individualized coaching to assigned peer-matched cohorts guiding students along their path to success and graduation. Buffalo State College will contract with Inside Track for training on individualized coaching strategies for overcoming challenges and obstacles to academic success. The Completion Coaches will assist students in preparing for the academic rigor of college through the Online Summer Engagement Program and to identify risk issues and on/off campus obstacles impeding progress and emotional well-being using predictive analytics and the RMS. Completion Coaches will monitor and follow-up on early-alert notices in collaboration with faculty, advisors and BEAT Team peer mentors. Coaches will guide students in developing and adhering to personalized Student Success Plans while guiding them to connect college experiences with future career goals.

- Work with peer-matched cohorts through the Online Summer Engagement Program
- Provide individualized coaching to new students assisting in preparation for college success and identifying on/off campus obstacles impeding student progress and emotional well-being
- Assist students in developing and adhering to personalized Student Success Plan
• Monitor student progress and early alerts triggered by the Predictive Analytics Framework and issued through the Starfish RMS; collaborate with faculty, advisors and BEAT Team peer mentors on coordinated communications and interventions

Local Title: Title III Professional Advisors (100% Time on Project); a total of four Professional Advisors; 2 Institutionally-Funded and 2 initially grant-funded then institutionalized

To be hired in 2019-20

Budget Title: Staff Assistant (SL2)

Position Type: Professional (Non-faculty)

Supervisor: Director of Academic Commons

FLSA Status: Exempt

Responsibilities: Reporting to the Activity Director and aligned with the Academic Achievement Center, Professional Advisors work under the direction of the Director, Academic Achievement Center to provide intrusive academic advising services from the point of admission through graduation. Professional Advisors will be responsible for responding to issued early alerts, interceding when students experience difficulty that interferes with progress. Professional Advisors will work collaboratively with Completion Coaches and BEAT Team peer mentors to manage follow up and case resolution while serving to ensure students are provided with robust academic and co-curricular experiences to support ongoing engagement and success.

• Manage, provide intrusive advising for assigned students, facilitating assigned interventions

• Collaborate with Completion Coaches and BEAT Team peer mentors to facilitate progress toward completion of individualized Student Success Plan

• Evaluate and implement academic planning and advising software applications

• Monitor and track student progress, manage intervention strategies and protocols

• Provide robust academic advising within students’ chosen major and program of study
BEAT Team Peer Mentors

BEAT Team Peer Mentors are students hired by the Office of New Student and Family Programs. This group will work closely with the Completion Coaches to help provide individualized, proactive coaching informed by the Predictive Analytics Framework throughout the first-year experience. They will assist the Completion Coach with assisting students in their transition to college life, including education on nutrition and financial literacy, as well as strategies to adapt to the challenges of academic rigor, including effective time management and study skills development. BEAT Team members will receive automated alerts regarding students in the cohorts and will help to develop and deliver responses to each student.

Personnel Procedures

Hiring

Hiring will be done in accordance with Buffalo State College policy as outlined in the Directory of Policy Statements (DOPS), which is found on the college’s intranet site. All Title III positions will be advertised after review by and consultation with the Chief Diversity Officer, Dr. Karen Clinton-Jones. Search committees are required for all positions, unless deemed otherwise by the Chief Diversity Officer. The search committee, in collaboration with Human Resources, is responsible for reviewing the pool of qualified applicants and selecting the most qualified to invite for interviews. The search committee is responsible for recommending the finalist(s) to the hiring manager who is responsible for making the final selection recommendation.

All hiring recommendations, including supportive documentation, must be submitted for review by Human Resources before an employment offer can be extended to the selected candidate. All official offers of employment for the college are made by the Associate Vice President of Human Resource Management, after the review and approval of the college president. Employment offers are contingent upon receipt of the credentials required for the position by the Human Resources Department. Offers of employment with the college will only be extended to candidates with eligibility to work for any employer in the United States.
Personnel Evaluation

All Title III staff will be evaluated annually according to Buffalo State College policy. Each staff member will have the opportunity to complete a self-assessment and will be evaluated by the Activity Director. The Activity Director will be evaluated by the Project Coordinator and the Project Coordinator will be evaluated by the President. Each Title III staff member will be provided with a written assessment and a plan of improvement, if warranted.

Changes in Key Personnel

Changes in Key Project Personnel will be submitted in writing to the U.S. Department of Education for approval.

Reporting Procedures

Task Force Progress Reports

The Task Force will track progress toward annual goals using AchieveIt, plan tracking software. Updates are continuous and reports can be generated at any time. Reports will be generated prior to each meeting of the Steering Committee and archives.

Quarterly Progress Reports

The Title III Steering Committee chaired by the Project Coordinator will assess the progress quarterly, consult with the President, and provide input on implementation, modifications, and policy decisions as they occur. The Committee will address issues impeding progress and opportunities to accelerate and enhance the impact of the initiatives. As liaisons, the Committee will share project accomplishments throughout the College community.

Budget Administration Procedures

Fiscal Control

All purchases and expenditures using Title III funds:
• Must be made consistent with Buffalo State College policy.
• Must meet provisions of the project budget allowances, and
• Must be approved by the Title III Activity Director and Project Coordinator.

The Title III Project Coordinator and Buffalo State College’s Office of Sponsored Programs are charged with ensuring consistency between Title III budget records and the college’s recordkeeping system. Budget files are maintained in both offices. The Activity Director and Grants Accountant maintain a close working relationship and meet regularly to review the budget, discuss institutional and DOE policy changes, and ensure compliance with Project mandates and expectations.

Personnel and Fringe

The Project Coordinator position is institutionalized. The Activities Director, Retention Coordinator/Data Analyst, Completion Coaches, and Professional Advisors are each 100% grant funded for their first year of the grant. After their first year, contributions from the grant will be gradually reduced with the positions becoming fully institutionalized.

Supplies and Procurement

All supply and equipment requests must be directly related to the objectives of the Title III project. Procurement processes will follow Buffalo State College policy as outlined by the Office of Sponsored Program. Standard college procedures will be followed for purchasing, ordering, and remitting payment to vendors. The Purchasing Office will maintain original documentation and receipts. Copies of all purchase orders will be maintained on file.

All purchases must benefit the project(s) to which they are charged, and must be allowable, allocable, and necessary under the project’s sponsor guidelines. All payment requests are reviewed by the Sponsored Programs Operations (SPO) staff to insure the requested materials or services are consistent with the project budget, comply with Research Foundation purchasing policy, and conform to any applicable sponsor or federal regulations.

Procurement Process
Vendor Selection Process
Independent Contractors

Sub-recipient Agreements

Travel

The expenditure of travel funds from both sponsored program funds as well as RF funds is governed by the Research Foundation for State University of New York Travel Handbook.

The use of travel funds generally must be authorized by the sponsor. Prior to processing, the Sponsored Program Operations (SPO) office reviews the travel payment request to insure compliance with sponsor regulations and RF travel policy, as well as to determine the availability of funds. It is advisable to check with the SPO Grants Management Office before committing funds for travel purposes.

Per diem and lodging rates for selected cities across the US, as well as mileage reimbursement rates, and breakouts for breakfast and dinner change periodically. Updated rate schedules are available at the General Services Administration (GSA) website at www.gsa.gov or you may obtain the current rates from the SPO Accounts Payable / Purchasing Office.

Rules governing export controls may require federal agency prior approval or restrict travel to certain locations. Prior to travel review the current travel warnings. Travel to a country appearing on the warning list requires prior approval of the Campus Operations Manager and Campus President. Failure to comply may result in penalties, including fines and imprisonment. Travel guidelines are also available at the Buffalo State Office of Sponsored Programs.

Buffalo State Office of Sponsored Programs Travel Guidelines

Programmatic Changes and Budget Revisions

Funded recipients are required to report deviations from budget and program plans and request U.S. Department of Education prior approvals for budget and program plan revisions in accordance with the following:
• Change in the scope or the objective of the project or program.
• Change in key personnel specified in the application or award document.
• The absence of more than three months, or a 25 percent reduction in time devoted to the project, by the approved project director or principal investigator.
• Need for additional Federal funding.
• The inclusion, unless waived by the Secretary, of costs that require prior approval in accordance with OMB Circular A-21.
• Transfer of funds allotted for personnel, fringes, equipment, and training stipends that exceed approved threshold.

To request a programmatic change or budget revision, the Project Director must be notified first. A budget revision/justification letter must be provided by the Title III Project Coordinator, along with the signature of the college President, and submitted to the US Department of Education for final approval.

**Project Evaluation**

The evaluation plan requires regular and ongoing internal collection and analyses of data. Baseline data will be provided by key institutional areas, thus allowing for mid-course corrections during the year. The evaluation plan will report on objectives and performance indicators with recommendations to increase impact, if warranted.

The Activity Director, in collaboration with the college’s Office of Planning, Research and Evaluation (PRE), will collect and analyze data and present formative findings to the Project Coordinator. A report on the evaluation and the resulting recommendations will be prepared and shared with the Title III Task Force for its assessment and approval. Subsequently, the evaluation will be presented to the President and Senior Management and tactical changes in implementation strategies will be made to increase overall impact.
A summative evaluation of impact conducted by the Title III team with the independent evaluator will assess the achievements of the year and effect on the key institutional problems to be addressed by the Project.

Formative Evaluation Questions

- Are project milestones such as hiring staff and coordinating internal teams completed in a timely manner?
- Is the project developing on schedule?
- Do our changes in the area of student success create supportive communities for new students?
- Do our changes in the area of academic success create effective support in the gateway courses?

Summative Evaluation Questions

- Can we develop a predictive analytics system to generate peer matched cohorts?
- Are students in peer matched cohorts retained at a higher rate?
- Are we seeing a change in our NSSE Campus Environment Composite score?
- Are students in DSIM courses more likely to experience success?
- Are students who took DSIM courses more likely to be retained?
- Are students who have gone through our Title III programs more likely to be retained from sophomore to junior year?
- Are students who have gone through our Title III programs more likely to graduate in 4 years?

The evaluation plan will be supervised by the Title III Coordinator and linked with the Office of Institutional Research. It will include a baseline databank of existing student data resources including information on enrollment, demography, persistence and retention, and achievement. This data will be stored for use in making statistical comparisons to assess project success.
<table>
<thead>
<tr>
<th>Evaluation Plan</th>
<th>Baseline Indicators</th>
<th>Criteria</th>
<th>Data Elements</th>
<th>Data Collection Procedures</th>
<th>Data Analysis Procedures</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CDP Goal 1: Develop comprehensive student support services which improve student engagement</strong></td>
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</tr>
<tr>
<td><strong>CDP 1.1 Increase percentage of first-year students assigned to peer-matched cohort through Predictive Analytics from 0 to 100%</strong></td>
<td>0% of new students assigned to peer-matched cohorts using Predictive Analytics (2016 cohort)</td>
<td>100% of new students assigned to peer-matched cohort using Predictive Analytics</td>
<td>SIS applicant information; CRM data</td>
<td>Enterprise Data &amp; Analytics Data Warehouse; Predictive Analytics model reports</td>
<td>Quantitative comparison of percentage of new students assigned to peer-matched cohort</td>
<td>2019, 2020, 2021</td>
</tr>
<tr>
<td><strong>Act. Obj. 1.2, 1.3, 3.1</strong></td>
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<tr>
<td><strong>CDP 1.2 Increase Fall-to-Spring retention for first-year students from 88.5% to 95%</strong></td>
<td>88.5% Fall-to-Spring first-year retention (2016 cohort)</td>
<td>6.5% Increase in Fall-to-Spring first-year retention rate</td>
<td>First-year Fall to Spring retention rates</td>
<td>Office of Institutional Research annual retention &amp; graduation report</td>
<td>Quantitative comparison of Fall-to-Spring first-year retention</td>
<td>2019, 2020, 2021</td>
</tr>
<tr>
<td><strong>Act. Obj. 1.2, 1.3</strong></td>
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<tr>
<td><strong>CDP 1.3 Increase composite NSSE Campus Environment score from 34.8 to 40.0</strong></td>
<td>34.8 composite NSSE Campus Environment score (2015 survey)</td>
<td>5.2 point increase in composite NSSE Campus Environment score</td>
<td>NSSE Survey of Student Engagement Indicators</td>
<td>NSSE student engagement indicators (Qual. of Interaction; Supportive Environ.)</td>
<td>Quantitative comparison of student engagement</td>
<td>2019, 2022</td>
</tr>
<tr>
<td><strong>Act. Obj. 1.2, 1.3</strong></td>
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<tr>
<td><strong>CDP Goal 2: Develop academic support services which lead to improved student achievement</strong></td>
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</tr>
<tr>
<td><strong>CDP 2.1 Increase successful course completion of high-challenge gateway courses from 69% to 79%</strong></td>
<td>69% successful course completion (C or better) in gateway courses</td>
<td>10% increase in successful course completion (C or better) in gateway courses</td>
<td>SIS submitted final grades</td>
<td>Office of Institutional Research annual enrollment report</td>
<td>Quantitative comparison of student achievement</td>
<td>2020, 2021, 2022</td>
</tr>
<tr>
<td>CDP 2.2 Increase Fall-to-Fall first-year student retention from 68% to 77%</td>
<td>68% Fall-to-Fall first-year student retention (2016 cohort)</td>
<td>9% increase in Fall-to-Fall first-year student retention</td>
<td>First-year Fall to Fall retention rates</td>
<td>Office of Institutional Research annual retention &amp; graduation report</td>
<td>Quantitative comparison of Fall-to-Fall first-year retention rates</td>
<td>2021 2022 2023</td>
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<tr>
<td>CDP Goal 3: Develop coordinated support services to improve student success</td>
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<tr>
<td>CDP 3.1 Increase student perseverance from sophomore to junior year from 77% to 85%</td>
<td>77% sophomore to junior perseverance (2014 cohort)</td>
<td>8% increase in sophomore to junior perseverance</td>
<td>Sophomore to Junior perseverance rates</td>
<td>Office of Institutional Research annual retention &amp; graduation report</td>
<td>Quantitative comparison of soph. to junior perseverance</td>
<td>2022 2023</td>
</tr>
<tr>
<td>CDP 3.2 Increase 4-year graduation rate (first-time, full-time) from 29.7% to 35%</td>
<td>29.7% 4-year graduation rate (2012 cohort)</td>
<td>5.3% increase in 4-year graduation rate</td>
<td>4-year graduation rate</td>
<td>Office of Institutional Research annual retention &amp; graduation report</td>
<td>Quantitative comparison of 4-year graduation rates</td>
<td>2022 2023</td>
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<tr>
<td>Comprehensive study of predictive factors correlated with student retention, perseverance and graduation will provide probative analysis of activity impact contributing to student success.</td>
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</tbody>
</table>
## Appendix

### Title III Forms

**Project Status Chart**

**USDE Grant Performance Report**

**Insight to Impact: Increasing Student Achievement, Retention and Degree Attainment**

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**U.S. Department of Education**

Grant Performance Report (ED 524B)

Project Status Chart

PR/Award #: (11 characters): ________________

**SECTION A - Performance Objectives Information and Related Performance Measures Data** (See Instructions. Use as many pages as necessary.)

### 1. Project Objective

[ ] Check if this is a status update for the previous budget period.

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<thead>
<tr>
<th>Performance Measure</th>
<th>Measure Type</th>
<th>Quantitative Data</th>
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</table>

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</table>

Explanation of Progress (Include Qualitative Data and Data Collection Information)

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ED 524B

Page 3 of 5
## SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

### 2. Project Objective  
[ ] Check if this is a status update for the previous budget period.

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<tbody>
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</table>

<table>
<thead>
<tr>
<th>2.b. Performance Measure</th>
<th>Measure Type</th>
<th>Quantitative Data</th>
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</tbody>
</table>

Explanation of Progress (Include Qualitative Data and Data Collection Information)
U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart

PR/Award # (11 characters): __________________

SECTION B - Budget Information (See Instructions. Use as many pages as necessary.)

SECTION C - Additional Information (See Instructions. Use as many pages as necessary.)
Participating Faculty on Digital Supplemental Instruction Teams

Year 1 Cohort:

Dr. Sarbani Banerjee – CIS 151, Dr. Bruce Fisher – ECO 101, Dr. Kimberly Kamper-DeMarco – PSY 101, Dr. Siobhan McCollum – ANT 101, Dr. Sue McMillen – MAT 121, Dr. Ramona Santa Maria, Dr. Richard Strahan – SOC 100, Dr. Mary Beth Sullivan – CWP 101, Dr. Natalie Szymanski – CWP 102- no CRNs for CWP 102, Dr. Greg Wadsworth – BIO 111
Digital Supplemental Instruction Development Report

USDE Title III: Strengthening Institutions Program (SIP) Grant

Insight to Impact: Increasing Student Achievement, Retention and Degree Attainment

This is to certify that ____________________________ has completed the workshops and professional development activities for the development of digital supplemental instruction modules for the Title III Grant from _________________ to ________________ and that the work was performed according to grant policies and purposes detailed in the grant application and award documents.

Course Name: _________________

Course Number: _______________

Anticipated Enrollment: ___________

Semester in which course will be offered: ___________

Submitted by: ____________________________ Date: ___________

Activity Director: ____________________________ Date: ____________

This completed form should be submitted to the Activity Director.