Project Charter

Project Title: Foster a Culture Focused on Student Success

Sponsor: Lisa Harris
Project Leader: Leslie Webb and Sharon McGuire

Project Description

What is the Challenge?

- Although retention and graduation rates at Boise State have increased nearly 10 percentage points over the past 5 years, the rates remain much lower than desired (71.5% first-year retention and 30% 5-year graduation).

- The State Board of Education has put forth a goal that by 2020, 60% of all Idahoans aged 25 to 34 will have a college degree or certificate. To achieve this will require (i) increased retention and graduation rates and (ii) increased participation in higher education. Especially important is participation, retention, and graduation of students from populations historically underrepresented as college graduates.

- Studies have shown that universities in which students perform and are retained at higher levels than predicted have the common cultural elements of “unshakable focus on student learning”, “lived” educational philosophy”; “clear pathways to student success”; and a “shared responsibility for educational quality and student success.” (Documenting Effective Educational Practice [DEEP], Kuh, et al., 2009).

- Boise State’s data from the National Study of Student Engagement (NSSE) for the past 8 years indicates that, compared to peer institutions, some students do not feel supported academically or socially and do not engage in many faculty or staff interactions. The Boise State culture has been described by some students as bureaucratic and uncaring (although positive experiences have been described by students as well). A common complaint and experience that contributes to students feeling they do not matter is “getting the runaround.”

- Addressing these challenges requires intentional actions and a culture shift. A framework to understand and ultimately foster a shared responsibility for student success includes “employee engagement” (i.e., faculty and staff engagement). The element of engagement most relevant to this project is “understanding” the link between one’s job responsibilities and the organization’s mission.

What is the observable change that will occur as a result of this project? <Describe the specific achievements of the project. This bullet should also describe the benefits that will justify the cost of the project.>

- Shared responsibility for student support and success as indicated by the implementation of a service model with “One Referral” component as a core focus during phase one. The “One Referral” service model is a series of steps 1) listening and questioning for understanding, 2) positive interactions, and 3) informed and clear next steps/referral if necessary.

- Alignment of performance review criteria (individual and department level) and behaviors associated with service model, specifically the tenets of the “One Referral” component.

- Increased scores on NSSE on the “supportive campus environment” indicator.

- Improved student satisfaction with service and information delivery.

What activities will the project involve? <What actions will we take to achieve our desired outcome? >

- Apply the “8-Step Change Process” (Kotter, date?) to address the “culture of runaround”, move toward a “shared responsibility” and strive for an “unshakable focus on student learning.”
Utilize existing NSSE data to inform areas of focus and service model component – phase one focuses on “One Referral”.

Define and implement mechanisms to achieve the service model with a focus on “One Referral” - (listening, questioning, identifying appropriate referral/next steps for each “customer”).

Implement model and components: Project overview and outcomes, supervisory group intake to uncover existing models and philosophy, NSSE results overview, SWOT analysis on “touchpoints”, service delivery model – focus on tenets of “one referral”, training, ongoing evaluation.

Develop supplemental tool to provide feedback and evaluate individual performance related to “servicing students”. Revise performance review protocols and tools that capture evidence of shared responsibility for student success. Develop departmental project assessment plan to be implemented in phase two.

Identify three to four high impact student service units to implement model

Who will need to be involved? <What perspectives should be included in the project team? What subject matter experts will likely need to be consulted?>

Possible service areas for phase one: Financial Aid, Registrar, Student Financials, University Health Services, Academic Advising, Student Union Information Desk. Existing functional areas such as the Library have processes in place that could be used as models. Finalize participating departments.

Supervisory team, Directors, A/VP’s.

Graduate assistant to prepare NSSE data, informational rollout.

Project Coordinator to facilitate overall, working with project team, deliver training, implement follow up evaluative measures.

4-5 identified coordinators for project follow through (likely from project team).

How Will We Know the Project is Over? <Will a report be submitted? Will a decision be made? Will a new structure or process be created? Will there be a “hand-off” to another group?>

Model is ready to be scaled up and implemented by additional departments.

Tools to support “One Referral” component are available.

Feedback and assessment tools and systems have been utilized with the 3-4 departments and are ready to be revised for phase 2 and 3.

How will we know if the project has been successful? <What measures can be used to determine success of our project? If applicable, what targets do we hope our project will achieve?>

Assessment models to be implemented in phase 2.

By June 30, will solicit feedback by repeating some NSSE “supportive campus environment”
items from participating departments about progress as well as gather feedback from student, staff and faculty users.

**Project Scope**<Provide an initial definition of the boundaries of the project so that it is clear to all involved what key elements *will* be included in the project and what elements *will not* be included, and therefore where we will and we will not spend our time and energy. Use the table (as applicable and as helpful) to address specific categories of scope.>

**Broad description of what is and what is not in the scope of the project:** PHASE ONE ONLY

<table>
<thead>
<tr>
<th>Categories</th>
<th>In Scope</th>
<th>Out of Scope</th>
</tr>
</thead>
<tbody>
<tr>
<td>Processes</td>
<td>• Direct points of face to face “service”</td>
<td>Behind the scenes operation and work flow. From where they were referred in the first place (this will be addressed in continued culture change but should be part of the intake process)</td>
</tr>
<tr>
<td>Tools &amp; Technology</td>
<td>• Training and development of Assessment/Evaluation</td>
<td>• Other segments of service delivery</td>
</tr>
<tr>
<td>Divisions/Units</td>
<td>• Only those four identified</td>
<td>• Other units/departments phase 2-3</td>
</tr>
<tr>
<td>Programs &amp; Services</td>
<td>• Training</td>
<td></td>
</tr>
<tr>
<td>On-Going Support</td>
<td>• On-going training and develop inclusive of assessment/evaluation of “one referral”</td>
<td>• Phase two, three, etc will need to be implemented and operationalized – resources would be concentrated on training and evaluation</td>
</tr>
<tr>
<td>Structure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>•</td>
<td>• Another phase will capture the student campaign component</td>
</tr>
</tbody>
</table>

**Key Documents to be Created (to provide a record of our activities)**

**Standard Documents:**<important to produce for every project>
- Project Charter
- Project Work Plan
- Communication Plan
- Retrospective

**Additional Documents:**<List any documents that you expect produce that are specific to the project you are working on>
- Service Model Examples
- Tenets/components of a “one referral” program
- Training and Evaluation tools

**Estimated Project Timeline:** Identify Service areas, share the data, SWOT analysis touchpoints, and
model (November), train depts (December/January), plan for audit and evaluate process (Fall/Spring 2013). Develop assessment plan for phase two or three.

### Estimated Project resources necessary

Based on your work plan, what is your high-level estimate for resources necessary for FY13? What ongoing costs do you anticipate in FY14 and beyond to sustain the outcomes of the project?

<table>
<thead>
<tr>
<th>Non-personnel $$</th>
<th>New FTE and cost</th>
<th>Existing FTE</th>
<th>Backfill $$ for existing FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY13:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SWOT facilitation; dept head intake meeting; materials for service model; training time; release for reflection and evaluation</td>
<td>$17,000.00 Graduate Assistant</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Training Manager Target Range - $63,300 - $72,800</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>w/ Benefits at $63,300 = $84,994; 72,800 = $96,886</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Training Specialist Target Range - $34,507 - $37,300</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>w/ benefits at $34,507 = $50,421; $37,300 = $53,810</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>We will need to add: Office furniture, telephone, computer, start-up supplies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ongoing Costs (FY14 and beyond):</td>
<td>$17,000 Assessment GA for subsequent rollout and info delivery</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>$84,994 retention of Manager position</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Potential Project Funding Source(s):

- Will non-team personnel be required?  **Yes**
- If Yes, what resources will be required and for what purpose?  See above budget outline for manager

<table>
<thead>
<tr>
<th>Approved To Proceed</th>
<th>Date</th>
<th>Method (verbal, email, other)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Revised 9/05/12