



June 30, 2020

Dr. Ted Maple
Vice President for Education
Lilly Endowment Inc.
2801 N. Meridian St.
P.O. Box 88068
Indianapolis, IN 46208-0068

Dear Dr. Maple,

We write on behalf of Indiana State University to apply for the Phase 2 implementation grant as part of the Lilly Endowment's Charting the Future for Indiana's Colleges and Universities. We intend to use this opportunity to address the persistent challenge of closing the graduation gaps for students of color and for Pell grant recipients.

Indiana State University (ISU) is well-positioned and has a long history of serving Hoosiers, especially those from diverse and economically-challenged backgrounds. However, as with most other universities, there are gaps in success rates between different groups of students. The proposal demonstrates the complexity of the issue, as race, family income, first-generation status, and academic preparedness all contribute to gaps in retention and graduation rates between students who are in any of these categories and those who are not. The gaps in graduation rates have entered the national consciousness, and the persistence and size of these gaps is a moral and ethical challenge for higher education. More pointedly for ISU, we need to address this challenge in order to continue to be an engine of social mobility in Indiana, a university that continues to fill the middle class, and one that provides true opportunity to a diverse range of students.

Funds from the Lilly Endowment's Charting the Future for Indiana's Colleges and Universities (CTF) will allow us to more fully live our mission by closing the gaps in graduation rates among our ethnic and racial minorities, as well as our first-generation and working class students. By closing these gaps, we will not only meet our moral and fiduciary obligations to these students, but we also will meet the workforce needs of the state of Indiana.

The CTF implementation grant will be used to scale and enhance a program that has already proven to be successful for ISU first-year students. The grant will allow for us to greatly increase the number of students reached, as well as provide support beyond the first year of

college. ISU currently provides extensive support for freshmen, through the University College as well as the Center for Student Success. This formal environment largely drops away, however, once students are sophomores. The CTF implementation grant will help ISU establish a comprehensive, structured, four-year program for ethnic and racial minority students, our first-generation students, and our low-income students.

Thus, we are requesting \$2.5 million for the Phase II – Implementation in order to eventually serve at least 650 students at any one time as they make progress toward graduation. The current first-year program serves about 100 students each year. This project, therefore, is not one that will simply nibble around the edges but rather take a big bite out of the challenge of improving graduation rates for our students.

In closing, ISU is proud of its mission to serve its diverse populations and the state's workforce needs. Thirty-one percent of our total student body is diverse. We have defined student success as graduating in four years, and so it is imperative that our students, regardless of their backgrounds, walk across the commencement stage in a timely fashion. The Lilly Endowment's CTF implementation funds will enable us to begin to close these disconcerting graduation gaps and transform the lives of many students.

Sincerely,



Deborah J. Curtis, Ph.D.
President
Indiana State University



Jeff Taylor
Chair, Board of Trustees
Indiana State University

CFT LILLY ENDOWMENT PROPOSAL

Executive Summary:

Retention and graduation rates for Indiana State University (ISU), while trending positively since the inception of the University College and the Center for Student Success, masks substantial discrepancies which hurt not only students and their families, but also the state of Indiana. ISU intends to use this funding to address our challenge of closing the graduation gaps for specific categories of students.

As the Lilly Endowment is keenly aware, ISU has a long history of serving Hoosiers, especially those from diverse and economically-challenged backgrounds. Although we remain well-positioned to serve our students, funds from phase 2 of CTF will allow us to more fully live our mission by closing the gaps in graduation rates among our ethnic and racial minorities, our first generation students, and low-income students.

A significant 4-year graduation rate gaps exists for qualifying students with any of the following risk factors: minority (-16%), Pell-eligible (-14%), 1st-generation (-13%), or varying degrees of academic un-preparedness. The demographics of our student population underscores the need to address this challenge.

Because of the urgency to address these inequitable outcomes, ISU is requesting 2.5 million in funding to bring to scale our current *Project Success* (PS) program. This bridging program was revamped this past academic year, and has demonstrated marked success in improving the first year retention rate of historically underserved student populations. In the AY 2019-2020, PS participants academically outperformed students eligible for the program who did not participate, and also currently have a higher retention rate than all first-time, full-time bachelor degree seeking students at ISU. As a bridging program, however, the support falls away after the first year.

A re-conceptualized *Project Success 2020* (PS2020) will build on the strengths of the existing program and borrow salient features of the University Honor's College, to create a four-year academic and community environment. This substantial expansion will allow ISU to better support these students beyond the freshman year. Features of the new program will include but are not limited to:

- Intensive support (professional academic advising, peer and alumni mentoring, academic coaching, etc.) for all 4 years of participants' college experience,
- An enhanced residential living experience in a designated hall,
- A specialized curriculum that satisfies Foundational Studies program requirements and emphasizes leadership and career readiness outcomes, and
- Developmentally appropriate and intentional involvement in high impact practices (e.g., academic learning communities, internships, problem-based inquiry, study abroad, alumni support, etc.).

As stipulated, PS2020 will prepare its participants for "rewarding employment." result in "economies of scale," and enable the institution to "further more effectively its educational mission." PS2020, additionally, is appropriately focused in that it addresses a moral imperative for the university and the state of Indiana.

Timeline

Operationalization, Planning, Training and Recruitment—Spring 2021

Cohort 1 (125 participants) AY 2021-2022, Cohort 2 (150 participants) AY 2022-2023, Cohort 3 (175 participants) AY 2023-2024; Cohort 4 (200 participants) AY 2024-2025

Contact Person

Dr. Michael Licari, Provost and Vice-President Academic Affairs, Indiana State University

Office of the Provost, 200 North 7th St., Parsons Hall 208, Terre Haute IN 47809,

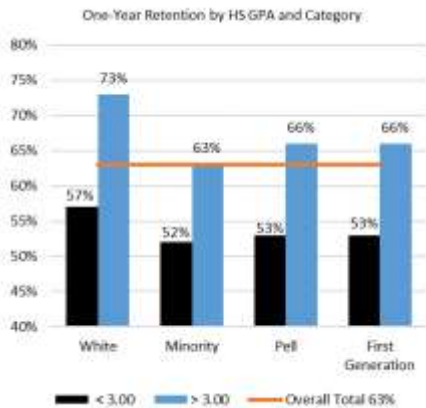
Mike.Licari@indstate.edu

812.237.2309

Implementation Proposal Narrative

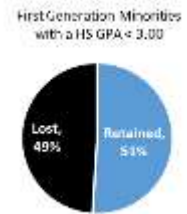
Description of Challenges and Opportunities and Why this Project was Prioritized

Historically, students who earn a cumulative High School GPA of under 3.00 retain at a lower rate and have a lower four-year graduation rate. This is compounded if the student is first in their family to attend college, receives a Pell Grant to help with college expenses, or is a student of color. For example, when looking at the students who began in fall 2013, 2014, and 2015 and who were not conditionally admitted or in the Honors College (n = 6,419), we found that our students of color were 11 percentage points below white students in their one-year retention rate and 16 percentage points behind in their four-year graduation rate. The disparity was even more apparent when it was filtered by High School GPA (HS GPA). The analysis looked at the students within two groups – having a cumulative HS GPA below or above 3.00 (the majority of the students in the below 3.00 group had a GPA of 2.50 to 2.99)

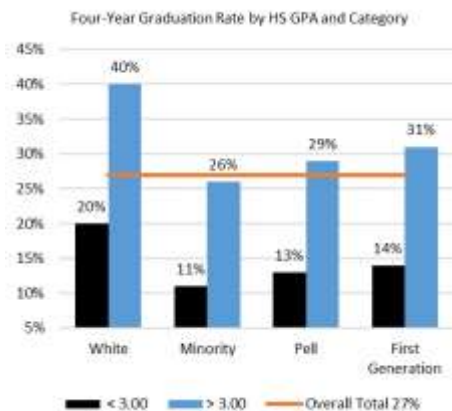


While students of color who had a HS GPA greater than 3.00 retained at the same rate, or higher, as the overall average (63%), only a little over half of the students of color with a HS GPA of less than 3.00 retain the second year (52%). The rates were similar for students who were first generation or received a Pell Grant (53%).

Looking more closely at students who had a HS GPA of less than 3.00, white students had a one-year retention rate of 57%. It was even lower if they were first generation or had a Pell Grant, and even worse if they had both (52%). This trend was the same for students of color. For those who received a Pell Grant, only 53% retained to their second year. The rate was worse for the students of color who were first generation.



Unfortunately, the story was no better with the four-year graduation rates. Overall, the four-year graduation rate for white students was at 32%, compared to minority students' rate at 17%. Students with a HS GPA under 3.00 were less likely to graduate, and students who had additional challenges graduated at an even lower rate than the overall total (27%).

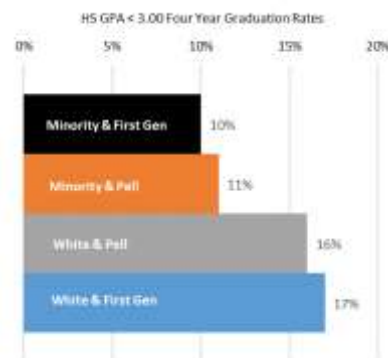


The four-year graduation rate for white students with a HS GPA of less than 3.00 was 20%. Only 11% of the students of color within this HS GPA range graduated. Students with Pell Grants did slightly better (13%), as did first generation students (14%).

Again, students who fit within multiple categories were having more difficulties graduating in four years. At best, white students who were the first in their family to attend college had a graduation rate of 17% in four years. However, the minority students who were first generation had a graduation rate of 10%.

Students who come to college not adequately academically prepared

already find it hard, but to have additional challenges makes completion even more difficult. We need to address these inequities. We know intensive support can help. The retention and graduation rates above demonstrate why we must prioritize this situation.



Description of PS2020 and Execution: The transition from “Project Success: The Bridge Program” to “Project Success 2020: New Sycamore to ISU Alum.”

Project Success (PS): The Bridge Program: The current bridge program provides an opportunity for incoming first year students to get a jump start on their academic success in college. Participants gain knowledge of campus resources, meet other new students, hone their study skills, participate in leadership development, and learn tips and strategies to help make their first year successful. The goals for the program include: Build a supportive peer network, establish relationships with ISU faculty and staff, understand new academic expectations and cultural differences between K-12 and Indiana State University, work as part of a team on a year-long service project, and develop transferable skills.

Participant Praise for PS: Participants overwhelmingly approve of their PS bridge experience. Participants appreciate arriving early to campus where they make friends, meet new people and settle in before the semester officially begins. Asked on their UC 110: PS course evaluation if they would recommend the program, participants responded:

- *The course helped me see the world a little different and it helped me get ready for the next 4 years.*
- *Project Success has helped me overcome and learn a lot. It has helped me study and prepare for my classes more and be more social.*
- *It allows an early look at what college is like and gives you what strategies for different things that students have used in the past and gotten success from.*
- *It definitely gave me a jump on things such as time management and ability to make friends*

Project Success 2020: New Sycamores to ISU Alum--Participant Selection and Program Design: ISU will invite 125 initial students with high school GPAs between 2.5 and 3.25, as well as with some or all of the following risk factors: ethnic or racial minority status, Pell grant, first generation, 21st Century Scholars eligibility to participate in the re-conceptualized program. After the first year, the number of enrolled participants will increase by 25 for a total of 200 in academic year 4. Participants will engage in a 4 year program, beginning with a summer bridge experience, that provides theory-and-evidence based scaffolding, as well as high impact experiences, to support the participant from prospective student status to graduating senior status to alum. Community, Experiential Learning via High Impact Practices, and Career Readiness will serve as the keystones of the program.

Residential Learning Community: In the first year, participants will live in the PS2020 residential learning community. UC 110: Mastering Success through Metacognition and the Foundational Studies Program’s (FSP) required communication course will comprise the academic component of the learning community. In their second year, participants may choose to remain in the residential community. However, they also may petition for financial reasons to live off campus. Participants, regardless of where they reside, will enroll in the academic learning community UC 220: Leadership and a designated Global Perspectives and Cultural Diversity course.

Summer Option: For some participants returning to their city/town may cause academic setbacks. As a response, ISU will provide discounted housing and dining rates, offset by student employment, for participants who wish to remain on campus after their first academic year. These participants will serve as ambassadors for Communication and Marketing, the Foundation, the Office of Admissions, New Student Orientation Programs, the University College and Project Success 2020. As noted below, students will also use summers to engage in career readiness activities, internships, and international cross-cultural experiences.

Dedicated Academic Advisors: The University College (UC) will assign professional advisors to guide PS2020 participants throughout their academic tenure at ISU. PS2020 advisors will utilize a proactive¹, holistic and developmental approach. The overarching goal of this advising relationship will be to strengthen the participants' sense of agency and efficacy and to hone their problem solving skills.² The advising load for PS2020 advisors will not exceed 100 advisees. According to NACADA, the median case load for a professional advisor is 296 advisees.³

Dedicated PS2020 Seminars: Participants will enroll in a dedicated PS2020 seminars each academic year (University College 110, 210, and 410, Counseling 310). The UC 110 and 210 seminars will be linked to a course in FSP. The seminars will include leadership and career readiness learning objectives and also meet several FSP learning outcomes (mirroring seminars offered as part of ISU's honor's curriculum).

Dedicated Peer-Mentors: Peer mentors will meet weekly with PS2020 participants throughout the four years. In the second year, sophomore participants will serve as peer mentors to incoming PS2020 students. Sophomores will be mentored by junior PS 2020 participants, juniors by seniors. ISU's Mentoring Center will hire, train, evaluate and certify PS2020 mentors.⁴

Alumni mentors and academic coaches: Participants also will engage with alumni mentors, graduate students in ISU's Student Affairs and Higher Education (SAHE) program serving as academic coaches and career coaches.⁵

Dedicated Career Preparation and Career Counseling: Participants will engage comprehensive career readiness practices that will include, but not be limited to job shadowing, internships, career exploration through FOCUS 2 career development program, and coursework dedicated to professional presence, networking, and skills articulation. Professional skills will be supplemented with career readiness software, alumni mentoring and student employment opportunities related to their career field. Additionally, participants will engage in career counseling in conjunction with coursework.

¹ Proactive advising is an advising strategy supported by NACADA. It avoids solely transactional, just in time, optional advising. UC advisors supplement proactive advising with a case-management approach. Additionally students must meet with their advisor on a monthly basis. Learning outcomes are associated with each meeting. Advisors ensure ongoing contact with their advisees by employing an intrusive communication strategy (email, text message, letter home, inquiry to residential hall advisor, attempt to contact student as they enter or leave class.

² This non-transactional approach to academic advising aligns with the establishment of the UC and since its introduction the fall 1 to fall 2 retention rate has improved from a 58.0% before its implementation to currently 69.26%. 64.49% is the average retention rate over the previous 7 years, with a high of 67.82%.

³ <https://nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Advisor-Load.aspx>

⁴ Research on peer mentoring shows that not only does peer mentoring for undergraduate students increases retention, GPA, and number of courses passed, it also increases feelings of inclusion (Strassnig, Schutz, Carbon & Schabmann, 2014). Students who did not engage in a peer mentoring relationship were four times as likely to report thinking about leaving the university (Collings, Swanson & Watkins, 2014). In addition, for campuses like ISU's where most students cannot study abroad, cross-cultural mentoring increases student career readiness by making them more adaptable and culturally empathetic (Griffiths, Kopanidis & Steel, 2018). Collings, R., Swanson, V. & Watkins, R. (2014). The Impact of peer mentoring on levels of student wellbeing, integration and retention: A Controlled comparative evaluation of residential students in UK higher education. *International Journal of Teaching and Learning in Higher Education* 68(6). 927-942. Griffiths, K., Kopanidis, F. & Steel, M. (2018). Investigating the value of a peer-to-peer mentoring experience. *Australasian Marketing Journal* 26(2). 92-98. DOI: [10.1016/j.ausmj.2018.05.006](https://doi.org/10.1016/j.ausmj.2018.05.006) Leidenfrost, B., Strassnig, B., Schutz, M., Carbon, C.C. & Schabmann, A. (2014). The Impact of peer mentoring on mentee academic performance: Is any mentoring style better than no mentoring at all? *International Journal of Teaching and Learning in Higher Education* 26(1). 102-111.

⁵ This fall, the UC in collaboration with New Student Orientation and SAHE is implementing a coaching pilot, where 25 students with risk factors are enrolled in an academic learning community Mastering Success (a freshman transition course predicated on metacognition linked with an introductory communication course) and coached by second year practicum students in the SAHE graduate program.

High Impact Practices (HPs): HIs are curricular and co-curricular experiences which promote “deep” learning, honing students’ critical thinking and problem solving skills, as well as improving metacognition, agency and efficacy. Participants will engage in developmentally appropriate, intentional high impact practices, which will include, but not be limited to, ISU’s Donaghy Community Service Day, Career Center Networking and Etiquette Dinners, Domestic or International Cross-Cultural Experience, Alternative Break (Fall, Spring, or Summer) Internship or Shadowing Experience, and a Culminating Research Presentation tied to UC 410.⁶

Scholarships and Stipends: PS2020 participants will receive a stipend to participate in ISU’s summer bridge program, to begin a week before classes. Participants who have a financial gap after the first semester, preventing registration for the second semester, may apply for a PS 2020 *Bridge the Gap* scholarship. Participants who successfully complete the second academic year and are in good academic standing may apply for a competitive PS2020 Scholars full-tuition stipend.

Student Success Software: This integrated student success platform will seamlessly connect academic advisors, faculty, and administrative support services, identify at-risk students and facilitate development of comprehensive strategies to support persistence to graduation. PS2020 advisors, coaches, instructors and peer mentors will use this platform to respond to the unique academic, psycho-social, and behavioral needs of the participants in PS2020.

Staff:

Program director: They will oversee PS2020. Their responsibilities will include developing and sustaining external partnerships, reporting to Academic Affairs leadership, supervising advisors and social worker, serving as chairperson of the advisory board, overseeing the budget, and conducting ongoing evaluation and assessment of the program.

Professional academic advisors: They will serve as guides for the entirety of PS2020 participants’ college experience

Social worker: They will complement the work of the professional advisors by meeting with each participant for an intake assessment and by helping participants deal with non-academic issues such as food and housing insecurity, mental and physical health, and other issues (social/cultural).

Objectives and Evaluation of Proposed Program

Student Retention and 4 year Graduation: PS2020 will close the persistence, retention and graduation gaps of its participants. The Office of Institutional Research will supply fall to fall retention data (Blue Reports)

- Freshman to sophomore year retention: 72%
- Sophomore to junior retention: 62%
- Junior to senior: 52%
- 4 year graduation rate: 42-45% rate.

⁶ Historically underserved undergraduates (racial minorities, first-generation, economically at risk) have the least access to high impact practices, but receive the most benefit from participating in them (engagement, development of critical soft skills, persistence and retention, and graduation). Finley, A. and McNair, T (2013). Assessing Underserved Students’ Engagement in High-Impact Practices. <https://vtechworks.lib.vt.edu/bitstream/handle/10919/87004/AssessingUnderservingStudents.pdf?sequence=1&isAllowed=y>

Comparison of Participant GPA/Retention/Graduation to Non-Participants: Each year, student participant GPAs and retention rates will be compared by Institutional Research with the GPAs and retention rates of students who were eligible but did not participate in the program to determine what difference the program is making.

Co-Curricular Experience Tracking: Students will participate in a passport program wherein they attend a certain number of cultural events, resource fairs, student organization fairs, volunteer activities, community events, and/or professional development events each year. Students will report which events they attended, and these will be used to track campus and community engagement. Institutional Research will provide data on how the number of events a student attended correlates with their retention rates and GPA.

Cultural Responsiveness Pre-and-Post Test: All incoming students will take a cultural responsiveness inventory and scores will be recorded for comparison to the same inventory when taken again before graduation.

Focus Groups: Students will participate in a focus group where they are asked to reflect on their experience at the end of the year with a mix of set questions and open discussion. These focus groups will be transcribed and coded for themes. After freshman year, questions will be asked about their mentorship and job experiences.

Assessment of Advising: Advising will be assessed using the same methods currently used within the University College.

Assessment of Mentoring: Mentoring will be assessed using the assessment plan already in place through the university's Mentoring Center.

Course Learning Authentic Assessment: Student participants will be taking courses in the Foundational Studies categories of Health & Wellness, Communications, Ethics and Social Responsibility, and Global Perspectives & Cultural Diversity, all of which have learning outcomes. All of these courses are assessed by the University College on a 6 year cycle, during which assignments and students responses to those assignments are collected and analyzed using AAC&U based rubrics. Student participants will thus be part of that assessment process.

Cultural Audit: -Students will participate in an internship or job shadowing experience, where they will complete a cultural audit that asks them to examine social norms and unwritten rules in the workplace. The program staff will conduct interviews with the student's host employer to gain insight into the student's performance and growth needs.

Exit Interviews: An exit interview will be conducted with the student prior to graduation to gather student perception data on their overall experience.

Potential Challenges and Obstacles

The most striking challenge is the adverse economic impact of Covid 19. Students best served by this program are likely the ones most vulnerable to the devastation (physical, emotional, economic) caused by the virus. These student may choose to take a gap year or not attend a 4 year institution altogether. With the incentives of the new program and the current success of the first year program, we believe we will able to encourage them to take a strategic risk recognizing the return on investment on a 4 year education and earning a degree.

Institutional Capacity

University College: PS2020 will reside in the University College (UC). In addition to the two professional advisors supported by the grant, four UC advisors will be permanently reassigned to advise participants. The UC freshman transition course coordinator will be responsible for the curriculum as well as the training of instructors. The UC coordinator of inclusive excellence programming will train staff working with UC participants, as well as develop programming for PS2020. The university's mentoring center will provide mentoring and practicum students enrolled in the SAHE graduate program will coach them. The Office of Student Financial Aid will assign a liaison to work closely with participants. The Office of Admissions, as well as the UC, will cover printing, mailings, certificates, and other operational costs.

How PS2020 will be sustained after the Endowment's grant has been expended

University Resources

Given the significant improvement in first year retention as a result of the existing Project Success program, PS2020 is expected to build on that success. Improved retention rates for students in the program will generate significant additional tuition revenue. ISU will reinvest a portion of that new revenue directly back into PS2020 in order to help sustain the program.

Division of the University Advancement

Additionally, PS2020 aligns well with ISU's fundraising priorities. ISU is in the quiet phase for the next comprehensive campaign for our University. This campaign will enable a large alumni/constituent base to support our core values and our mission of educating a diverse student population and the future workforce of the state of Indiana, with more than 70% of our students coming from the state and more than 70% of our alumni living, working, and contributing to the vitality of Indiana

Sustainability of PS 2020 will be a major component for our campaign. Constituents interviewed during the feasibility study cited two priority initiatives that they are willing to support through major gifts; scholarships and student success. The components needed to sustain Project Success 2020 upon the completion of the Lilly Endowment grant match the areas of interest that appeal most to our alumni and donors for philanthropic support.

An alumnus Jim Pajakowski, cited this reason for wanting to serve to advance this work, saying, "the events of the past few weeks have reinforced our view that income and racial inequality is an issue facing our country that we can no longer ignore. ISU is uniquely positioned to bridge the gap. We hope this campaign can be a part of solving this ongoing challenge."

Phase 2 Budget and Budget Narrative

	4 year total
Personnel	
PS2020 Director	\$267,752
PS2020 Advisor #1	\$156,886
PS2020 Advisor #2	\$156,886
PS2002 Social Worker	\$175,712
Student Employees – Peer Mentors	\$78,000
Total Personnel	\$835,236
Fringe Benefits	
See budget narrative for detail on fringe benefits.	\$328,929
Scholarships and Stipends	
Bridge the Gap Scholarships	\$80,000
Summer Housing Scholarships	\$40,000
PS20 Junior Tuition Stipends	\$500,000
Total Scholarships and Stipends	\$620,000
High Impact Practices	
Undergraduate Research Experience or Internship	\$120,000
Domestic Multicultural or International Study Abroad Scholarships	\$120,000
Total High Impact Practices	\$240,000
Programming and Software	
Networking and Etiquette Programming	\$13,000
Resume Software	\$6,500
Interview Software	\$6,500
Student Success Software	\$300,000
Total Programming and Software	\$326,000
PS2020 Programming and Assessment	
Summer Bridge Program Stipends	\$48,750
Summer Bridge Program Programming	\$48,750
Events	\$8,000
Recognition/Awards	\$6,500
Assessment	\$2,000
Total PS2020 Programming and Assessment	\$114,000
Supplies and Materials	
Supplies and Materials	\$18,235
Total Supplies and Materials	\$18,235
Professional Development	
Conference Attendance	\$17,600
Total Professional Development	\$17,600
TOTAL PROJECT COSTS	\$2,500,000

Budget Narrative

Personnel

The following staff will be required for PS2020:

Program Director: A Program Director will work full-time (1 FTE) at 100% effort to oversee PS2020. Their responsibilities will include developing and sustaining external partnerships, reporting to Academic Affairs leadership, supervising advisors and social worker, serving as chairperson of the advisory board, overseeing the budget, and conducting ongoing evaluation and assessment of the program. This position will be hired in year one of the project at a starting salary of approximately \$64,000; cost of living increases are included for their salary; they will work during each year of the project.

Professional Academic Advisors: Two Professional Academic Advisors (2 FTEs) will be hired to work full-time on the project, both at 100% effort. The Advisors will guide participants for the entirety of their college experience. The overarching goal of this advising relationship is to strengthen the participants' sense of agency and efficacy and to hone their problem solving skills through the development of strategies associated with metacognition. These positions will be hired in year one of the project at a starting salary of approximately \$37,500; cost of living increases are included for their salary; they will work during each year of the project.

Social Worker: A Social Worker will be hired full-time (1 FTE) who will dedicate 100% effort on the project. The Social Worker will complement the work of the professional advisors by meeting with each participant for an intake assessment. The Social Worker will assist each participating by helping them deal with non-academic issues such as food and housing insecurity, mental and physical health, and other social issues. This position will be hired in year one of the project at a starting salary of approximately \$42,000; cost of living increases are included for their salary; they will work during each year of the project.

Peer Mentors: Each year PS2020 will hire students to serve as peer mentors. Peer mentors will meet weekly with PS2020 participants. In the second year, successful participants will serve as peer mentors to incoming PS2020 students. Peer Mentors will meet with assigned mentees on a weekly basis to check in on their academic progress and be part of their transition and support team. In year one 5 peer mentors will be hired, in year two 6 peer mentors will be hired, 7 peer mentors in year three and 8 peer mentors in year four, for a total of 26 peer mentors. Wages of \$3,000 per peer mentor are budgeted each year.

Fringe Benefits

Funds to provide for fringe benefits for each of the staff noted above are included in the budget. Fringe benefits are estimated at 40% of salaries for staff making over \$50,000 a year and at 45% of salaries for staff making less than \$50,000 a year. Fringe benefits costs include FICA, workers' compensation, unemployment, retirement, health, dental, life, and disability insurance and other benefits. The fringe benefit rate for students working during the academic year is 2% of wages which provides for workers' compensation. The total amount requested for fringe benefits for the four-year project is \$328,929.

Scholarships and Stipends

Bridge the Gap Scholarships: Funds are budgeted to provide Bridge the Gap scholarships. Student success initiatives have been a priority of the current ISU administration. 2019, Indiana State University created the Bridge the Gap Scholarship Initiative. These are retention scholarships given to students that are academically eligible to continue their education, but have a financial hold on their record restricting them from registering for classes. To date, six endowed and three annual funds have been created to support these retention scholarships. For the upcoming academic year, \$192,153.07 is allocated for Bridge the Gap Scholarship support from these endowed and annual funds. In years one and two 40 scholarships that are each \$1,000 will be awarded to PS2020 participants.

Summer Housing Scholarships: Funds are budgeted to provide Summer Housing scholarships for PS2020 participants who are unable to return to their home city/town. The remainder of these scholarships will be provided to year one participants. Twenty scholarships of \$2,000 will be awarded.

PS2020 Junior Tuition Stipends: Funds are budgeted to provide PS2020 participants stipends for tuition in their junior year. PS2020 will compete to receive one of these limited stipends. Awards will be based upon demonstrated academic excellence, leadership and community engagement. These funds are budgeted in year three and four of the project. Each stipend will be \$5,000 each with 20 stipends awarded in year three and 40 stipends awarded in year four.

High Impact Practices

Participants will participate in developmentally appropriate, intentional high impact practices. Several scholarships will be available for PS2020 students to participate in these practices.

Undergraduate Research Experience or Internship: Each year \$30,000 is budgeted to provide 20 PS2020 students with a \$1,500 scholarship to participate in an Undergraduate Research Experience or Internship. Students may choose to conduct research with an ISU faculty member, or participate in an internship in the career field of their choice.

Domestic Multicultural or International Study Abroad Scholarships: Each year \$30,000 is budgeted to provide 20 PS2020 students with a \$1,500 scholarship to participate in Domestic Multicultural or International Study Abroad programs. Students may work towards the goal of gaining global citizenry skills by participating in Indiana State University's Alternative Spring Break, a short faculty-led program abroad, or a more traditional semester abroad.

Programming and Software

Networking and Etiquette Programming: \$3,250 is budgeted each year for networking and etiquette programming. This programming will focus on skill development in the areas of Professional Presence, Networking, which includes Career Fair participation and etiquette dinners, and skill articulation for both resume and interview experiences.

Resume Software: \$6,500 is budgeted in year one for resume software. Job Scan utilizes artificial intelligence to review a student's resume to evaluate skill sets represented in the document, provide career recommendations based on skills presented and a career match score to positions of interested identified by the student. Career Coaches will utilize these reports to provide supplemental guidance during one on one appointments. The software also provides the option for LinkedIn profile review scans to evaluate one professional presence.

Interview Software: \$6,500 is budgeted in year one for interview software. Big Interview is an online platform that allows students to complete a mock interview in the comfort of their own space. Students can select a specific industry which will populate ten interview questions based on that industry or select general interview. The general interview option will focus on overall skills articulation. The platform provides an initial review of one's pitch, eye contact and "um" counter. The Career Coaches will review the interview for content.

Student Success Software: \$150,000 is budgeted in year two and in year three for student success software. This software will include predictive analytics regarding student behavior and trends to better support and plan support and outreach initiatives. In addition, this software will enhance the ability to collectively support students utilizing a case management approach to student support while pulling in all facets of the support system. The university will cover the cost of the software in year four.

PS2020 Programming and Assessment

Summer Bridge Program Participant Stipends: Each year funds are budgeted to provide each PS2020 student with a \$75 stipend to participate in the Summer Bridge Program. Qualifying students will be eligible for this stipend which is used to off-set the cost of the summer bridging program room and board fees. In year one there will be 125 PS2020 students therefore \$9,375 is budgeted for these stipends, in year two there be 150 PS2020 students therefore \$11,250 is budgeted, in year three there will be 175 PS2020 students therefore \$13,125 is budgeted, and in year four there will be 175 PS2020 students therefore \$15,000 is budgeted for summer bridge program stipends.

Summer Bridge Program Programming: Funds are budgeted each year to support the PS2020 students' participation in the Summer Bridge Program. The amount budgeted each year is \$9,375 in year one, \$11,250 in year two, \$13,125 in year three, and \$15,000 in year four.

Events: Each year \$2,000 is budgeted for events. These funds will be used for programs related to academic success and career development including but not limited to speakers and alumni mentoring events. A total of \$8,000 is budgeted for events.

Recognition/Awards: Each year \$1,625 is budgeted for recognition/awards. These funds will be used to sponsor academic achievement recognition events and awards each spring semester. A total of \$6,500 is budgeted for recognition/awards.

Assessment: Each year \$500 is budgeted for assessment. A total of \$2,000 is budgeted for assessment. The assessment budget will be used for purchasing the cultural inventory if necessary, as well as for food for the 100-200 students participating in the yearly focus groups.

Supplies and Materials

Supplies and Materials: Funds are budgeted each year for supplies and materials for the PS2020 program to support the staff and the program participants. An additional \$12,000 is budgeted in year one to purchase laptops and operational supplies for the new staff that will be hired to work on the project.

Professional Development

Funds of \$8,800 are budgeted, in year three and year four of the project, for staff to attend professional development activities, such as conferences. The exact professional development events are yet to be determined. A total of \$17,600 is budget for professional development.