Title III Grant Project

Pathways to Student Success
An integrated, technology-enhanced approach to improving student retention and graduation rates

PROJECT MANUAL

VITERBO UNIVERSITY
900 Viterbo Drive
La Crosse, WI 54601

January 2016
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</tbody>
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INTRODUCTION

The U.S. Department of Education notified Viterbo University that it was being awarded a $2 million, 5-year Strengthening Institutions Title III Grant, titled Pathways to Students Success: An integrated, technology-enhanced approach to improving student retention and graduation rates. Title III grants are designed to support postsecondary institutions that serve at-risk students. This grant provides Viterbo University the following amounts:

- Year 1: 10/1/2015—9/30/2016 ........................................ $ 447,761.00
- Year 2: 10/1/2016—9/30/2017 ........................................ $ 449,803.00
- Year 3: 10/1/2017—9/30/2018 ........................................ $ 449,900.00
- Year 4: 10/1/2018—9/30/2019 ........................................ $ 407,400.00
- Year 5: 10/1/2019—9/30/2020 ........................................ $ 244,950.00
- Total Grant Amount Over Five Years ................................ $1,999,814.00

The grant proposal outlined several problems: (1) The graduation rates are below our peer groups and national norms; (2) Viterbo University’s freshmen leave the university at a higher rate than the state, regional and national averages for freshmen at four-year colleges; (3) The university loses nearly $1M per year in revenue from the average 89 freshmen not retained; (4) The faculty receive little advisor training and most are unfamiliar with best practices for advising at-risk students or improving student retention; (5) The limited or improper coding systems limit access to retention information; (6) There is insufficient staffing to serve the needs of at-risk student population compared to other schools; (7) The endowment per total full-time equivalency is low compared to a peer group of Wisconsin Association of Colleges and Universities.

The overall goals of the Grant are: (1) Establish the Center for Student Success where unified, data-drive interventions improve student success, retention, and graduation rates; (2) Implement a technology-enhanced advising model to support retention and improve productivity; and (3) Implement program-level retention plans and academic integration strategies to increase student engagement, success, retention, and graduation rates.

Dr. Glena Temple, Vice President for Academic Affairs, will serve as the Title III Coordinator. Tina Johns will serve as the Activity Director with a new title of Director of Retention. Ms. Johns currently coordinates the Student Success Program for high-risk students and supervises academic advising. She also currently manages the early alert system, student probation processes, and the pilot retention efforts. Lisa Konkel will serve as Assistant Director of Retention and will assist in all grant activities, but with a focus on leading the improved advising system and conversion to an electronic advising platform. Kristen Nyholm will serve as the Advisor, At-Risk Focus. She was hired specifically for this position. Andrew Anderson will serve as the Systems Integration Specialist. Andy previously worked in Viterbo University’s IIT department. Dodie Marriott will serve as the Project Coordinator. Dodie recently transitioned from another position on campus. In the spring/summer 2016, an Advisor, Career Focus as well as a Faculty/Academic Integration Coordinator will be hired or assigned.

Title III funding will allow Viterbo University to work toward increasing its retention and graduation rates by increasing participation by freshmen and sophomore students in new academic integration strategies; by increasing the percent of freshmen and sophomore students supported by the Viterbo University advising model; by increasing the percent of freshmen and transfer student who have an advisor-reviewed graduation plan; and by increasing the percent of programs with action plans for retention and integration.
Continued funding of this Title III program requires full compliance with federal regulations. Some of these regulations are referenced in this manual. A complete guide to federal regulations is available at the following website: http://www2.ed.gov/programs/iduestitle3a/index.html

If you have any questions about this grant, please consult the Activity Director (Tina Johns) or the Project Coordinator (Dodie Marriott).
The Pathways Project is a single activity with three inter-related components to improve retention and graduation rates. First, a Center for Student Success (CSS) will be launched to provide centralized and immediate support services enhanced through technology. Centralized Student Support Services will provide one-stop help for students and additional programming and resources. Secondly, a coordinated, technology enhanced advising model will be launched, with additional targeted intrusive mentoring and coordinated retention plans for at-risk students who are at an elevated risk of attrition. Third, all faculty and staff will receive ongoing training on advising, retention, and academic integration strategies with practices known to be high-impact. In addition, the programs will design retention plans to impact students in their majors. Finally, the new infrastructure for implementing analytics and technology-based approaches to retention and improved graduation rates will impact all initiatives.

**KEY GOALS AND OBJECTIVES RELATED TO THE ACTIVITY**

The University developed the following key goals to address the weaknesses and problems:

<table>
<thead>
<tr>
<th>CDP Five-Year Goals and Measurable Objectives (2015–2020)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal 1: Establish the Center for Student Success where unified, data-driven interventions improve student success, retention, and graduation rates.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Measurable Objectives</strong></td>
<td><strong>Specific Tasks and Methods</strong></td>
</tr>
<tr>
<td>1.1 Increase four-year graduation rates for first-time full-time freshmen from 30% to 36%</td>
<td>Establish the Center for Student Success for centralized, coordinated support, and immediate help—including virtual assistance.</td>
</tr>
<tr>
<td>1.2 Increase the overall fifth-semester retention from 60% to 70%</td>
<td>Fully utilize an effective integrated early alert system for retention.</td>
</tr>
<tr>
<td>1.3 Increase fifth-semester retention of at-risk students (undeclared freshmen, low income, low HS preparation) from 48% to 58%</td>
<td>Develop and implement intrusive support services for at-risk students.</td>
</tr>
<tr>
<td></td>
<td>Offer peer mentoring program for at-risk students based on best practices.</td>
</tr>
<tr>
<td></td>
<td>Offer career planning retreats and workshops for freshmen and sophomores.</td>
</tr>
<tr>
<td></td>
<td>Offer panels for first generation students based on proven practices.</td>
</tr>
<tr>
<td></td>
<td>Offer financial literacy workshops and initiate a nudge system for financial aid steps based on best practices.</td>
</tr>
<tr>
<td></td>
<td>Launch improved online assistance for all students (resources, portal, career assessment, and virtual</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Goal 2: Implement a technology enhanced advising model to support retention and improve productivity</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Measurable Objectives</strong></td>
<td><strong>Specific Tasks and Methods</strong></td>
</tr>
<tr>
<td>2.1 Increase the percent of freshmen and sophomores who are supported by the Viterbo developmental advising model to 80%</td>
<td>Train all faculty and academic staff in a deliberate cohort model in the development of advising model.</td>
</tr>
<tr>
<td></td>
<td>Provide ongoing best practices training.</td>
</tr>
<tr>
<td></td>
<td>Implement imaging system to enhance advising and record keeping.</td>
</tr>
</tbody>
</table>
2.2 Increase the percent of freshmen and transfer students who have a graduation plan that has been reviewed by their Pathways advisor and program by the end of the first year to 90%

<table>
<thead>
<tr>
<th>Measurable Objectives</th>
<th>Specific Tasks and Methods</th>
<th>Tangible Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal 3:</strong> Implement program-level retention plans and academic integration strategies to increase student engagement, success, retention and graduation rates</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.1 Increase the percent of programs with action plans for improved retention and academic integration to 90%</td>
<td>Train all faculty on academic integration strategies and implement practices. Prioritize expansion of high impact practices at the institution level to freshmen and sophomores with proven success through mini grant proposal. Expand high-impact practices in student life through a mini-grant program for clubs, activities, resident life, veteran’s affairs, and campus ministry. Develop program-specific plans for academic integration on program specific retention and success data, and risk factors for students. School level dashboards will be produced for student success measures. Use Student Portal to target at-risk populations for engagement in high impact practices. Develop program specific 5-year retention goals and post results yearly in the online assessment teaching system (TracDat).</td>
<td>90% of programs will implement and measure the impact of a high impact practice 20 new high impact practices aimed at gateway freshmen and sophomores courses 40% of at-risk freshmen and sophomores will participate in a high impact practice 90% of faculty and student support staff are trained on high impact engagement strategies</td>
</tr>
<tr>
<td>3.2 Increase the percent of freshmen and sophomore engaged in new academic integration strategies to promote retention and success to 60%</td>
<td></td>
<td></td>
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</tbody>
</table>
EVALUATION PLAN

Organizational Chart of Institutional Decision Makers

The purpose of the evaluation plan is to provide senior leadership at Viterbo University with reliable information on the progress of the grant objectives and its impact on the institution. The evaluation will also serve to inform the project team and be submitted to the Department of Education to document progress on the objectives. The information will also help test the effectiveness of various aspects of the project, which will allow modification to project implementation if necessary.

The Project Assistant, under the direction of the Activity Director and Director of Institutional Research, will collect and analyze data through several longitudinal studies to assess various aspects of project effectiveness. In addition, the university will retain an experienced External Evaluator, who will provide an impartial, objective assessment of progress made toward meeting activity objectives and institutionalizing project initiatives, make recommendations for collecting evaluative data, and assess the degree to which the project is addressing institutional problems. An experienced evaluator will also be able to anticipate future problems and suggest ways to strengthen activity effectiveness.

<table>
<thead>
<tr>
<th>Examples of Formative and Summative Evaluation Questions</th>
<th>Formative</th>
<th>Summative</th>
</tr>
</thead>
<tbody>
<tr>
<td>To what extent are the goals/objectives of the project achieved?</td>
<td></td>
<td>How have grant funds supported the documented impact?</td>
</tr>
<tr>
<td>To what extent have the implementation strategies been met?</td>
<td></td>
<td>How have grant activities been institutionalized?</td>
</tr>
<tr>
<td>Is there other evidence that indicates project effectiveness in meeting the stated goals/objectives?</td>
<td></td>
<td>How has the activity impacted the problems addressed in the proposal?</td>
</tr>
<tr>
<td>What barriers to implementation exist, and how are they being addressed?</td>
<td></td>
<td>What evidence supports the impact of the activity on the institution and the problems addressed?</td>
</tr>
<tr>
<td>To what extent is the project being institutionalized?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How can the project be strengthened or modified?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The External Evaluator will assist in establishing the evaluation system and assess progress towards achieving the implementation timetable tasks and activity objectives each year. The Evaluator will visit the campus at least twice annually and provide a mid-year and end-of-year report. The mid-year report will be
formative, while the end-of-year report will be both a formative and a summative assessment of the grant progress. Results will be shared with the educational community through peer-reviewed publications after the grant is complete.

<table>
<thead>
<tr>
<th>External Evaluator Tasks</th>
<th>Anticipated Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meet with the Task Force to review evaluation plan and establish baseline data</td>
<td>Fall 2015</td>
</tr>
<tr>
<td>Visit campus to monitor project; evaluation focuses on formative data</td>
<td>Spring each year</td>
</tr>
<tr>
<td>Prepare and submit mid-year report, which focuses on formative data used to improve project implementation</td>
<td>Within one month after spring visit each year</td>
</tr>
<tr>
<td>Visits campus to monitor project; includes formative and summative data</td>
<td>Fall each year</td>
</tr>
<tr>
<td>Prepare and submit year-end report of formative and summative data, on project</td>
<td>Within one month</td>
</tr>
<tr>
<td>Prepare and submit end-of-grant period report of summative data and overall institutional impact</td>
<td>Fall of final grant year (2020)</td>
</tr>
</tbody>
</table>
TITLE III REPORTS

- **Time and Effort Monthly Reports**

  All persons who are fully or partially supported by Title III funds are required to complete a monthly Time and Effort Report noting the days Title III work was performed as well as the particular Title III activities. Also, when a Title III worker is absent from Viterbo University, s/he is also required to note this on the Time and Effort Report form. Additionally, certain Viterbo University employees are requested to complete the Time and Effort Report monthly to prove Viterbo University’s buy-in to the goals of the Title III Grant. The report must be signed by the person completing the form and submitted to the Activity Director (or person’s other director if applicable) no later than ten (10) days after the end of the month so that she may review and sign the form. Forms are then submitted to the Project Assistant (Dodie Marriott) to keep on file. A copy of this form is found in the SharePoint site as well as at the end of this document (Appendix A—page 11-12).

- **Monthly Report**

  Grant recipients are required to monitor progress toward objectives and activities. As a form indicative of a monthly formative evaluation, progress on objectives, tasks, target dates, and the budget are monitored. With input with grant team members, the **Activity Director** (Tina Johns) writes the monthly report no later than ten (10) days after the end of the month. The Monthly Report should be submitted to the Project Assistant who will keep the Monthly Reports on file. The report should contain information related to (1) progress, (2) changes, and (3) problems specific to yearly tasks, grant objectives, and the budget (summary of monthly encumbrances and expenditures for each line item; explanation for any discrepancies). A copy of the Title III Monthly Progress Report is found at the end of this document (Appendix B—page 13-14). The Project Assistant prints a monthly budget for inclusion in this report.

- **Quarterly Report**

  Within 30 days after the end of each quarter, a Title III Quarterly Activity Report must be completed by the **Activity Director** (Tina Johns). The purpose of this form is to bring about a review of the goals and objectives of the Title III Grant and the progress, or lack thereof, toward these objectives. By documenting this information, it not only shows that Viterbo University is holding itself accountable for the achievements of these goals and objectives, but is a checks and balances for the University to stay on task with the objectives of the grant. This form is located at the end of this document (Appendix C—page 15-18).

- **End-Of-Year Report**

  Each grant year (10/1—9/30), the **Project Coordinator** (Dr. Glena Temple) submits a final summary of the year’s activities to the President, Title III staff, Title III task force, and the federal authorities. Included in the report are the formative and summative evaluation efforts on all aspects of the program as well as progress toward objectives and recommended actions to adjust objectives or correct problems. Also included is the external evaluator’s (Michael Herrick’s) report as are a summarization of monthly reports, budget explanations, and the impact of the grant to the institution.
FISCAL ACCOUNTABILITY

All purchases/travel using Title III funds must:

- Be made consistent with Viterbo University policy.
- Be related to Title III objectives.
- Meet the provisions of budget allowances. (See Project Assistant or Activity Director if you have questions about the budget.)
- Be approved by Tina Johns, Title III Activity Director, or Glena Temple, Title III Project Coordinator.
- For travel, see below.

Purchase Orders:

- The standard Viterbo University purchase order will be used for requesting all Title III purchases.
- Please submit Purchase Order requests to Project Assistant (Dodie Marriott) for budget tracking purposes.
- Project Assistant (Dodie Marriott) will forward the request to Tina Johns, Activity Director, or Glena Temple, Title III Project Coordinator, for approval.
- Once approved/signed, a copy will be kept on file in the Project Assistant’s office (Dodie Marriott’s office) and on the SharePoint drive.
- The purchase order will be forwarded to the business office for processing.

Travel Requests:

- All travel for Title III purposes must be pre-approved by Tina Johns, Activity Director, or Glena Temple, Title III Project Coordinator.
- At least 15 days prior to Title III Grant-related travel, a Travel Request Form (see Appendix D—page 19-20) must be submitted to and signed by either Tina Johns, Activity Director, or Glena Temple, Title III Project Coordinator.
- Within 30 days of return from travel, an After-Travel Report Form (see Appendix E—page 21-22) must be completed and submitted to either Activity Director Tina Johns or Title III Project Coordinator Glena Temple for signature.
- Once the Travel Request Form and/or the After-Travel Report Form are completed, they must be submitted to Project Assistant Dodie Marriott for filing.
Appendix A

Time and Effort Report Form
This form must be completed and submitted to the Title III Grant Project Coordinator, MRC323, by the 10th of each month following the covered time frame.

EMPLOYEE INFORMATION

<table>
<thead>
<tr>
<th>Employee Name</th>
<th>Position/Title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Reporting Mo/Yr</td>
<td>Department</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TIME & EFFORT REPORTING

Record the actual percentage of your total effort expended to each obligation listed.

<table>
<thead>
<tr>
<th>#</th>
<th>SPONSORED Project Effort Detail</th>
<th>% of Effort</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>xxxx</td>
<td>TOTAL DISTRIBUTION</td>
<td>0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#</th>
<th>NON-SPONSORED Project Effort Detail</th>
<th>% of Effort</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>xxxx</td>
<td>Time away for vacation, sick leave, holiday, bereavement, jury duty.</td>
<td>TOTAL TIME AWAY 0%</td>
</tr>
<tr>
<td>xxxx</td>
<td>TOTAL DISTRIBUTION</td>
<td>0%</td>
</tr>
</tbody>
</table>

SIGNATURES

By signing below I certify that the distributions of effort reflected on this report represent a reasonable estimate of the actual work performed by me during the period covered by this report.

EMPLOYEE: ________________________________________ DATE: ___________________

By signing below I certify that I have first-hand knowledge of the activities performed by the employee identified above and that the distribution of effort show represents a reasonable estimate of the actual work performed during the period covered by this report.

CERTIFYING OFFICIAL: ________________________________ DATE: ___________________
Appendix B

Monthly Report Form
TITLE III MONTHLY REPORT

REPORT PERIOD: ________________

STAFF MEMBER SUBMITTING FORM: ______________________ DATE SUBMITTED: _____________

1. Implementation Plan and Timetable

   (Comment about progress, changes, problems relative to each task.)

2. Objectives: Indicate Completed Objectives (If Any)

3. Budget Status: Summary of Expenditures/Encumbrances For Each Line Item; Explain Discrepancies
   - Travel: ____________________________________________________________
   - Equipment: _________________________________________________________
   - Technology: _________________________________________________________
   - Supplies: __________________________________________________________
   - Contractual/Stipends: ______________________________________________
   - Other: ____________________________________________________________
   - TOTAL EXPENDITURES/ENCUMBRANCES: $______________
Appendix C

Quarterly Activity Report
VITERBO UNIVERSITY
TITLE III QUARTERLY ACTIVITY REPORT

Director: ____________________________

Year of Grant: 1 2 3 4 5

Quarter:

(□) First — October-December

(□) Second — January-March

(□) Third — April—June

(□) Fourth — July—September

Date of Report: ____________________

Instructions: Please submit this completed report to the Project Coordinator (Dodie Marriott) within thirty (30) days of the end of a quarter. Use additional pages as necessary.

1. List activity objectives, in measurable terms, planned for this reporting period.
   a. ____________________________________________________________________________
   b. ____________________________________________________________________________
   c. ____________________________________________________________________________
   d. ____________________________________________________________________________

2. List activity objectives, in measurable terms, accomplished this reporting period. Additionally, if applicable, include primary participants or offices involved.
   a. ____________________________________________________________________________
   b. ____________________________________________________________________________
   c. ____________________________________________________________________________
   d. ____________________________________________________________________________

3. State activity objectives, in measurable terms, that were not accomplished this reporting period.
   a. ____________________________________________________________________________
   b. ____________________________________________________________________________
   c. ____________________________________________________________________________
   d. ____________________________________________________________________________

Explain why objectives were not accomplished:
4. State the impact/outcome of accomplished activity objectives.

___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________

5. List equipment, furnishings, materials, and/or supplies purchased during this reporting period. For all equipment and furnishings, please provide a separate list and attach it to this report.

___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________

6. If travel is part of this activity, indicate trips (dates, locations, names of conferences, meetings, etc) taken during this reporting period. *(Specific details should be provided in the required After-Travel Report.)*

___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________

Signatures:

_____________________________________________  Date  
Activity Coordinator (if applicable)  

_____________________________________________  Date  
Activity Director  

_____________________________________________  Date  
Title III Project Coordinator
Appendix D

Travel Request Form
VITERBO UNIVERSITY

TITLE III TRAVEL REQUEST FORM

This form must be submitted and approved at least one week before travel begins. Please submit this form to either Tina Johns, Title III Grant Activity Director, or Glena Temple, Title III Project Coordinator.

NAME: ______________________________  ID#: __________________  TITLE: __________________

DEPT.: ______________________  DESTINATION: _________________________________

PURPOSE OF TRIP: _____________________________________________________________

DEPARTURE DATE: ____________________________  RETURN DATE: ___________________________

TRAVEL BY:  VU AUTO: _____  AIRLINE: _____  PERSONAL AUTO: _____

Travel Expenses are Estimated As follows:

Airfare: ____________________________ = ___________

Auto ________miles @ _____/mile = ___________

Hotel ________days @ _____/day = ___________

If this is a conference, attach conference brochure.

Meals: ____________________________ = ___________

Registration: ____________________________ = ___________

Other: ____________________________ = ___________

Other Important Information Related to Travel Request: ______________________________________

___________________________________________________________________________________

___________________________________________________________________________________

I UNDERSTAND that I must submit labeled receipts, credit card statements, invoices, etc., within 30 days after my return. Please attach a copy of any purchase order related to this travel request.

SIGNATURE OF EMPLOYEE: ______________________________________  DATE: ________________

SUPERVISOR: __________________________________________________  DATE: ________________

TO BE COMPLETED BY SUPERVISOR:

FUNDING FROM:

Dept. / Account: ______________________________   Amount Approved: ___________

Grant / Account: ______________________________   Amount Approved: ___________

I understand that I must submit labeled receipts, credit card statements, invoices, etc., within 30 days after my return. Please attach a copy of any purchase order related to this travel request.
Appendix E

After-Travel Report Form
VITERBO UNIVERSITY

TITLE III AFTER-TRAVEL REPORT FORM

Name: ____________________________________________  Department: __________________________

Office Location: _______  Office Phone: _____________  Email Address: __________________________

Reason for Travel (Conference Title, Workshop Title)  Location  Date(s) of Travel

By circling the number(s) below, indicate which Title III activities/objectives to which the travel pertained:

1. Increase 4-year graduation rates for first-time full-time freshmen
2. Increase overall fifth-semester retention
3. Increase fifth-semester retention of at-risk students
4. Increase percent of freshmen and sophomores supported by developmental advising model
5. Increase percent of freshmen and transfer students who have a graduation plan that has been reviewed by their *Pathways* advisor and program
6. Increase percent of programs with action plans for improved retention and academic integration
7. Increase the percent of freshmen and sophomore students engaged in new academic integration strategies to promote retention and success

If requested travel funds for a conference, workshop or institute, please list below sessions you attended which show support of the activity(ies)/objective(s) you indicated.

1. ______________________________________________________________________________________
2. ______________________________________________________________________________________
3. ______________________________________________________________________________________

How you will use the Title III-related information obtained at the conference/workshop/institute:
_________________________________________________________________________________________

How will the information gained be shared with others at Viterbo University? ______________________
_______________________________________________________________________________________

________________________________________________  _______________________________
Signature of Attendee  Date

________________________________________________  _______________________________
Signature of Title III Grant Activity Director  Date
Appendix F

Program Evaluation Form
Program Evaluation Form

Program Date and Time: ______________________

Program: _____________________________  Presenter: ______________________

This checklist has been developed to assess the efficacy of the programs of the Center for Student Success. Please help us by filling out the evaluation. Your feedback is important. Thank you!

What is your year in college? (__)Freshman  (__)Sophomore  (__)Junior  (__)Senior  (__)Other

If you marked “Other,” please elaborate: ____________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Not Sure</td>
<td>Agree</td>
<td>Strongly Agree</td>
<td>Not Applicable</td>
</tr>
</tbody>
</table>

Based on the scale above check the box that best represents your answer to the following statements.

1. Program content and activities were appropriate for the subject advertised and presented.

2. Program activities were stimulating, challenging, and meaningful.

3. Presenter and/or print materials were clear and easy to understand.

4. Presentations and/or print materials were informative, related to the expected content, and useful.

5. Opportunities were provided to ask questions and/or offer different opinions.

6. I would recommend this program to other students.

Comments:
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

I would like more information on this topic. (Please leave contact information.)
________________________________________________________________________________________