
,

*

*

,

,

,

,

*

3

,

3

3

3

3

*

1

4

2 '\$

2

2 \$

!

2)\$

3

2 /\$ +5 ,

6

h
IPAS Grant Narrative 1
Complete

improved from 48 percent to a 67 percent and the four-year graduation rate has dimbed from 25 percent to 43 percent, rates of improvement that few institutions can match. However, USF intends to improve on th

students to develop customized academic plans leading to the degrees and careers of their choice. Unfortunately, the implementation of ATLAS has been slowed by a number of factors, including fiscal constraints, technical issues, and business practices that have been slow to adapt to new technology and processes. The result is that the USF tracking system is incomplete, lacking the technological attributes, personnel, and practices required to function properly. To fully implement

T ú
ATLAS by incorporating recently implemented predictive analytics platforms (Illume and Inspire for Advisors, by Civitas) into its advising practices or add addi r

procedures related to advising and student support change if IPAS is successful? How will data and predictive analytics inform your efforts?

In 2007, USF transitioned from faculty advising to a professional academic advisor model and currently has just over 90 academic advisors across 11 colleges and units. Our academic advising is centralized at the college level. Each college has a director or coordinator with responsibilities for administering that area's academic advising. To complement the college-level centralization, Undergraduate Studies serves a dual leadership and support role of academic advising across the university to admin

Inspire for Advisors. Even with limitations of systems and resources, academic advisors conduct regular targeted outreach to students and also meet with students who schedule appointments via our Scheduler system. Our advising approach is developmental, designed to engage students in planning so they can meet personal and professional goals. We adhere to an appreciative advising model to frame our discussions and build trusting

relationships. Every semester, our advisors use intrusive or proactive advising strategies to connect with and support our identified at-risk student populations.

Over the last three years, USF has been focused on establishing a student academic tracking system in Degree g

Years 2 and Year 3: Focus on professional development for counseling, coaching, and risk management. We will implement a broad array of professional development activities for the personnel associated with the tracking E

0 / 0jPl N-Z Iq]gXjP<j QjI QgjI hjPl j

IPAS Grant Narrative 3

Completed by Valeria Garcia, Ph.D. Assistant Vice President Decision Support (IR)

1. Why are you seeking support for an IPAS project? What needs does IPAS address and how will it do so?

USF is committed to student persistence, timely degree progression, and successful graduation. In order to continue success in these areas, there is a need for institutional data to inform daily practice. In an era of fiscal constraints and diminished resources, there is a need for both financial and human resources to support the predictive analytics and systems that generate the communication and alert the personnel on the ground need to enact interventions. The communication between the Office of Decision Support to Undergraduate Studies and the academic advising community needs to be targeted and strengthened to achieve our student success goals. Funding for an IPAS project would greatly assist in all of these areas and enhance our ability to ensure students stay on the path to graduation.

3. Please select one word to describe how change happens at your institution. Why did you select this word?

Collaborative. The institutional research capacity at the University of South Florida is dependent on a strong collaborative environment which allows for collegial dialogue and partnership. The Office of Decision Support, as the official data source for the university, strengthens its ability to inform decision makers with information and data through support of collaboration with other key units.

5. Please identify the IPAS system(s) you need to implement for this project and the functionalities you need to implement. As indicated in the RFP, institutions that are pursuing the use of all three functions will be preferred: (a) education planning (b) counseling and coaching (c) risk targeting and intervention. Please note, The choice of systems you indicate here may change during the planning year as you learn more about the capabilities of possible systems.

ATLAS, a diverse set of policies and practices that include planning, counseling and coaching, and risk targeting and intervention, is the framework that integrates these elements and is supported by the Civitas platform. Tools include Degree Works, Banner, and Illume, among others. The role of the Office of Decision Support is to ensure the accuracy of the data reports used to support the decision making process with additional research and analysis. Furthermore, the Office of Decision Support collaborates with core university units to elevate and augment focused research and analysis.

6. What responsibilities look like, what is your proposed budget for work, etc.? Summarize your plans

We have designed a three year timeline for implementation. Year one will be dedicated to planning and building infrastructure. External consultants will also be used. Years 2 and 3 will focus on professional development for counseling, coaching, risk management; this period will allow for advancing continuous research around student success, as well as implementation of strategies that begin from year one. This three year plan creates a more formalized partnership between the offices of Decision Support, Student Success, Undergraduate Studies Information Technology, Admissions, and the Registrar, creating conditions for successful implementation plan.

Prepared by Alexis Mootoo

Submitted Date June 17, 2015

ENTER BASIC BUDGET INFORMATION

1) Enter Project Information

Organization Name	University of South Florida
Project Title	IPAS2 GRANT

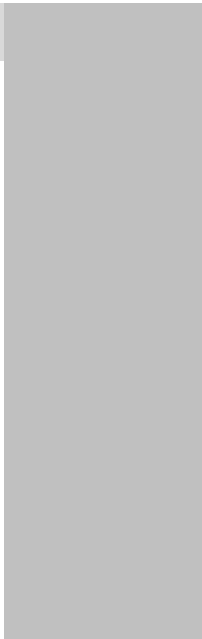
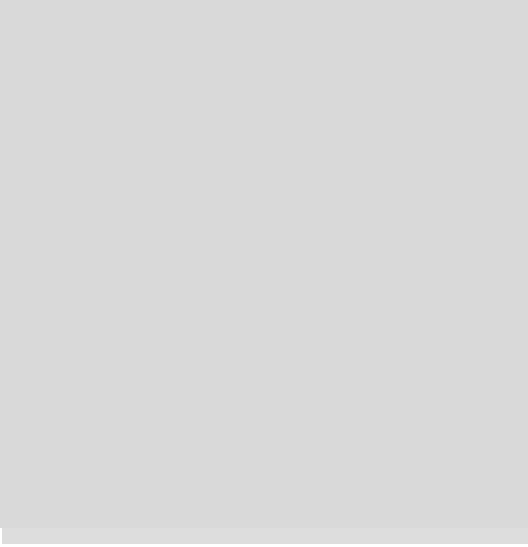
2) Enter Budget Periods: You may enter one or as many budget periods as needed for the project. Budget periods may span any number of months, including a year (12 months). Budget Period 1 will not begin until the grant agreement is countersigned.

	Start Date	End Date	# of months
Budget Period 1	09/01/15	08/31/16	12
Budget Period 2	09/01/16	08/31/17	12
Budget Period 3	09/01/17	08/31/18	12
Budget Period 4			0
Budget Period 5			0

3) Indirect Cost %

Requested Indirect Cost %	10%
---------------------------	-----

If you wish to include indirect costs, please discuss this with your program officer. Please see item I. Indirect Costs on the Glossary tab for general classifications and link to the foundation's published indirect cost policy.



BUDGET NARRATIVE

consultants and professional development opportunities for the persons associated with the development of the Advanced Tracking Leading to Academic Success (ATLAS) system at USF. ATLAS is an academic tracking system that is designed to empower undergraduate students to develop customized academic plans leading to the degrees and careers of their choice. To date, the implementation of ATLAS has been slowed by a number of factors, including fiscal constraints, technical issues, and business practices that have been slow to adapt to new technology and processes. 74% of the funding in year 1 will cover the cost of consultants and their respective travel. As is required in the request for proposal, 1% of the funding request is earmarked for four USF team members to attend the EDUCAUSE Annual Conference in October 2015. 5% of the funds requested will support professional development activities for academic advisors. 10% of the requested funding for year 1 will fulfill the mandated indirect costs for U.S. universities.

In years 2 and 3, the University of South Florida will complete and support the technological innovation of a fully functional ATLAS system by providing professional development opportunities to academic advisors. The activities will enable advisors to refine their counseling, coaching, and risk management skill

Conferences, Conventions, Meetings

& } μ u u u [Å o } Z h h ^ v v μ o } v (v - \$500 airfare, }
lodging for 3 nights at \$200/ght, incidentals of \$255 including meal allowance, baggage fees, transportation/parking and the
registration fee of \$785 \$8,560

Other Direct Costs

Micro-awards (2 @ \$,000) to be awarded to USF academic advisors, career counselors, faculty, enrollment analysts,
and/or others who propose and implement an innovative idea or approach to academic planning or retention. The awardees would
put those resources directly into implementation of their awarded idea/approach with a focus on designing sustainable
practices and changes of practice \$4,000

YEAR 2 Narrative