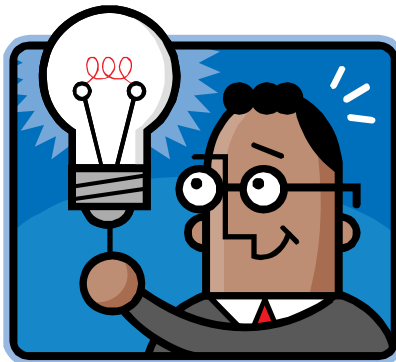


Innovations to Improve Student Learning Outcomes (IISLO)

*REQUEST FOR PROPOSALS (RFP)
Summer 2010*

Issued April 29, 2010



IISLO RECEIPT DEADLINE: 5:00 p.m. May 20, 2010
Send electronically to: Provost@Cheyney.edu

CONTENTS

I. General Information and Guidelines

Regular full time faculty, temporary faculty working in collaboration with regular full time faculty, and staff working in collaboration with regular full time faculty are invited to submit proposals for support of innovative ideas that are linked to program development, improving student learning outcomes, and enhancing retention through increased engagement. Other ideas not directly addressed by these descriptors are also invited. The overall goal is to provide an avenue of support for ideas that improve teaching and learning at Cheyney. Interested faculty should follow the format below to describe their project, outline costs, expected outcomes, and objectives. Projects should be designed to be completed over the summer even though it is understood that full implementation may occur over the course of the academic year.

II. Priorities

Priority will be given to those projects that are most closely linked to the University's mission, strategic goals, and academic plan. Proposals not directly linked to the aforementioned but intended to improve student learning outcomes will also be considered.

(A) Mission of Cheyney University

“Our mission is to prepare confident, competent, reflective, visionary leaders and responsible citizens. We uphold our tradition of academic excellence as we maintain our historical commitment of opportunity and access for students of diverse backgrounds. Cheyney University provides a nurturing, intellectually challenging, and socially enriching environment.”

Pathways to Greatness and reconfirmed by Council of Trustees, 2010.

(B) Strategic Goals:

Goal 1: Strengthen Academic Quality and Excellence

Goal 2: Advance Student Achievement and Success

Goal 3: Manage and secure fiscal resources and facilities needed to enhance institutional effectiveness.

Goal 4: Nurture Human Capital

Goal 5: Cultivate Public Engagement and Citizenship

Goal 6: Use technology pervasively to enhance teaching and learning; including support services, business processes; and; the procurement of external support.

(C) Cheyney University Academic Plan

a. Increase Student Retention: From Freshman to Sophomore Year

Contextual background: It is known that students in general, first generation in particular, often have difficulty transitioning from high school to college, and that many of these transitional issues relate to differences in expectations that characterize the high school environment and those associated with college studies. The primary strategy to be employed, beginning with spring 2009 semester, will be to redeploy Title III professional development funds to support faculty in targeted courses who will engage in development activities to learn and implement instructional interventions known to increase student

achievement. These interventions include a broad range of instructional strategies, including culturally responsive pedagogy, that build on the strengths of learners and lead to success in courses that provide the foundation of skills needed to progress: i.e., English Composition, Mathematics, Literature, ect... Outcomes from these efforts will be assessed based on 1) reduction in failure rate for targeted courses and 2) reduction in separation rates for students involved in the pilot compared to those students not involved in the pilot. Further assessment initiatives will include analyses of data gathered from exit interviews of students dismissed for academic reasons.

b. Increase Student Engagement: From Sophomore to Junior Year

Contextual background: Building on academic success achieved during freshman year, professional development funds will be redeployed to support faculty who develop skills and strategies to improve student engagement. These efforts include the full incorporation of service learning components into targeted required courses in the Liberal Studies Core. Additionally, support will be garnered from Cheyney University's national and regional alumni associations to identify alumni who are willing and able to serve as "ombudspersons" for students in the evenings and on the weekend. These individuals, many with experiences and backgrounds similar to the experiences of current Cheyney students, are intended to supplement the regular university support services by serving as mentors with whom students can consult for personal advice on navigating the system.

Outcomes from these initiatives will be assessed based on the 1) the reduction in failure rates; 2) reduction in separation rates; 3) increase in the number of students engaged in service learning; and 4) analyses of data gathered from mentors/ombudspersons and students.

c. Increase Graduation Rates: Junior and Senior Years

Contextual background: Building on the successes of the aforementioned initiatives, professional development funds will be redeployed to support faculty efforts to acquire skills to develop faculty-sponsored activities around the interdisciplinary themes of the Liberal Studies Core. Specifically, these activities include the learning and implementing strategies that result in the development of learning communities, internships and other career-related cooperative education experiences that extend engagement from previous phases and connect students more directly with career opportunities related to their chosen areas of study.

Outcomes in this area will be assessed based on 1) an increase in the persistence rate; 2) an increase in student achievement as determined by increase in eligibility for graduation; 3) an overall increase in student satisfaction; and 4) quality of student performance in internships and coop experiences.

d. Increase Graduate School and Career Readiness: Post Graduate Success

Contextual background: Key actions associated with this goal include but are not limited to, the identification of career related paid internships, apprenticeships and job placements associated with students' areas of study. Further activities will involve increasing the number of employers providing job interviews on campus, increasing the number of seminars that assist students in transitioning from the college environment to the world of work or graduate school studies, and increasing the number of workshops on the "Employment Toolkit." These activities will be provided through the coordinated efforts of the University's Career Services department, Academic Affairs and the National Alumni Association.

Outcomes in this area will be assessed based on the 1) percentage increases in apprenticeships and paid internships; 2) increases in employment in desired career fields and professions; and 3) an increase in graduate school enrollment as determined by post graduate surveys and employer surveys administered through the Office of Institutional Research.

