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3/6/04

*FINAL Submission*

PO31A040050

# Application for Federal Education Assistance

## Applicant Information

1. Name and Address

Legal Name:   University of Wisconsin-Stout
  Address: Center for Assessment

    11 Harvey Hall

    Menomonie             WI
    City               State

Organizational Unit

Center for Assessment and Continuous Improvement

Dunn            54751 - 0790
County            ZIP Code + 4

2. Applicant's D-U-N-S Number   783235252

6. Novice Applicant   No

3. Applicant's T-I-N   391805963

Title:  Strengthening Institutions Programs (Development)

4. Catalog of Federal Domestic Assistance #:   **84**  031A

5. Project Director:   Julie A Furst-Bowe

  Address: University of Wisconsin-Stout  11 Harvey Hall

  Menomonie      WI      54751  - 0790
  City         State       ZIP Code + 4

  Tel. #:  (715) 232-5901     Fax #:  (715) 232-1749

  E-Mail Address: furst-bowej@uwstout.edu

7.Is the applicant delinquent on any Federal debt?   No
*(if "Yes," attach an explanation.)*

8. Type of Applicant *(Enter appropriate letter in the box.)*   G

| | |
|---|---|
| A State | G Public College or University |
| B Local | H Non-Profit College or University |
| C Special District | I Non-Profit Organization |
| D Indian Tribe | J Private, Profit-Making Organization |
| E Individual | K Other *(Specify):* |
| F Independent School District | |

## Application Information

9. Type of Submission:

    *--Application*

    Non-Construction

12. Are any research activities involving human subjects planned at any time during the proposed project period?   No (Go to item 13.)
12a. Are **all** the research activities proposed designated to be exempt from the regulations? No

  Yes (Provide Exemption(s)#):

10. Is application subject to review by Executive Order 12372 process?

  No - Program has not been selected by State for review.

No (Provide Assurance #, if available):

| | Start Date: | End Date: |
|---|---|---|
| 11. Proposed Project Dates: | 10/01/2004 | 09/30/2009 |

13. Descriptive Title of Applicant's Project:
Integration of Advisement, Mobile Technologies and Assessment

## Estimated Funding

| | | | |
|---|---|---|---|
| 14a. Federal | $ | 350,000 | .00 |
| b. Applicant | $ | 0 | .00 |
| c. State | $ | 0 | .00 |
| d. Local | $ | 0 | .00 |
| e. Other | $ | 0 | .00 |
| f. Program Income | $ | 0 | .00 |
| g. **TOTAL** | $ | 350,000 | .00 |

## Authorized Representative Information

15. To the best of my knowledge and belief, all data in this preapplication/ application are true and correct. The document has been duly authorized by the governing body of the applicant and the applicant will comply with the attached assurances if the assistance is awarded.

a. Typed Name of Authorized Representative
    Robert A Sedlak

b. Title
    Provost

c. Tel. #:  (715) 232-2421     Fax #:  (715) 232-1669

d. E-Mail Address: sedlakr@uwstout.edu

e. Signature of Authorized Representative

REV. 11/12/99

ED 424

# TITLE III PROJECT ABSTRACT - University of Wisconsin-Stout

The University of Wisconsin-Stout, located in Menomonie, Wisconsin, is a regional university enrolling 7,672 students. UW-Stout is one of the 11 publicly supported comprehensive universities in the University of Wisconsin System. UW-Stout is designated as a special mission institution that offers career-oriented programs with strong emphases in technology and experiential learning. This program array is attractive to employers as graduate placement rates are consistency above 95 percent. However, UW-Stout is currently experiencing two serious problems that threaten the strength and self-sufficiency of the institution. Student retention and graduation rates are far below the UW System average, and the campus lacks a systematic method of assessing student learning outcomes. At a time when additional resources are critical for the campus to address these issues, state support has declined substantially.

Therefore, UW-Stout is requesting TITLE III funding to support a single activity that will meet the following institutional goals:

*1. Improving retention and graduation rates through student services and faculty development.* Through career exploration workshops for new students, a suite of on-line academic and career advising tools for all students, and extensive faculty development in advisement and student engagement, UW-Stout can retain a greater percentage of students who begin their college experience at UW-Stout, thereby increasing the number of graduates.

*2. To establish and implement a system for assessment of student learning outcomes.* Through the implementation of electronic portfolios in each undergraduate program and the deployment of course embedded assessment processes, UW-Stout will implement an assessment system that will allow the institution to make valid curricular decisions and to systematically improve the teaching and learning process.

The budget for this activity includes funding for career exploration workshops for new students, on-line academic and career planning tools for all students, and summer institutes for faculty and instructional staff. Two new professional positions will be hired through this grant: a new student program coordinator and a technology-based curriculum specialist. A faculty development consultant and an external evaluator will also be engaged to support the project. UW-Stout will ensure the success of this project (and share its costs) by appointing a current campus leader as the Project Coordinator. By the end of the grant period, these activities will be thoroughly institutionalized and the additional revenue and fees generated will support their continuation.

**Contact Person:**  Dr. Julie Furst-Bowe, Assistant Chancellor
Center for Assessment and Continuous Improvement
University of Wisconsin-Stout
Menomonie, WI 54751
Phone: (715) 232-5901; e-mail: furst-bowej@uwstout.edu

# University of Wisconsin-Stout TITLE III Proposal
## Table of Contents

**Part III – Certifications and Assurances**. This document also includes the following forms: Standard Face Sheet (ED 424), SF 424B Assurances of Non-Construction Programs, ED 80-0013 Certification, ED 80-0014 Certification, Disclosure of Lobbying Activities, 427 GEPA.

**Institutional Narrative**

The University of Wisconsin-Stout (UW-Stout) is a regional, comprehensive university enrolling 7,672 students. UW-Stout is located in Menomonie, Wisconsin, approximately 60 miles east of the Minneapolis-St. Paul metro area. UW-Stout is one of 11 publicly supported comprehensive universities in the University of Wisconsin System, a system that serves approximately 160,895 students. The UW System designates UW-Stout as a special mission institution, forged from the heritage of its founder, Senator James Huff Stout, a Wisconsin industrialist. Stout believed that both men and women needed advanced education to prepare them for America's developing industrial society.

To implement this vision, Mr. Stout founded a private institution called the Stout Manual Training School in 1891. In 1911, the training school became a public institution named the Stout Institute, and this institute received teacher-training accreditation in 1928, with programs in industrial arts and home economics. In 1932, the Stout Institute was accredited as a college and received graduate degree accreditation in 1948. In 1971, UW-Stout became part of the UW System. Now, more than 110 years since it was founded, the campus offers a distinctive array of 44 degree programs which, taken as a whole, are unique in the country.

**Select Mission of the University of Wisconsin-Stout**

UW-Stout, as a special mission institution, serves a distinct role in the UW System. All of UW-Stout's programs are presented through an approach to learning that involves combining theory, practice and experiential learning. This curriculum enhances job opportunities upon graduation as indicated by graduate placement rates of more than 95 percent for the past eight years. Extending this special mission into the future requires that instruction, research and public service programs be adapted as the needs of society change.

## Mission of the University

- *The university offers undergraduate and graduate programs leading to professional careers in industry, commerce, education and human services through the study of technology, applied mathematics and science, art, business, industrial management, human behavior, and manufacturing-related engineering and technologies.*
- *The university integrates the humanities; arts; and natural, physical and social sciences into its undergraduate programs. Experiences in these areas provide a foundation for the major field of study, promote continuing personal and professional growth, and prepare the student to deal constructively with issues and opportunities of the future. The university places special emphasis upon student development.*
- *The university develops new educational strategies, provides opportunities to learn through involvement and experimentation, and creates a climate of inquiry. The university experiments with new instructional methods in the interest of improving the learning process.*
- *The university expects scholarly activity including research, scholarship, and creative endeavor that support its undergraduate and graduate programs and its select mission.*
- *The university, through outreach and public service, addresses the needs of society and contributes to the welfare of the state and to its economic and technological development.*
- *The university cooperates with the other University of Wisconsin institutions; the Wisconsin Technical College System, and other state and national agencies; and participates in statewide, national, and international programs.*

## Service Area

UW-Stout's primary service area is West Central Wisconsin, and most of the university's academic programs are not offered at other UW System campuses in the region. In the fall of 2003, approximately 70 percent of UW-Stout's students were Wisconsin residents. The remaining 30 percent are residents of 26 other states; the largest proportion from Minnesota due to reciprocity agreements. UW-Stout also enrolls 100 international students. The competition for students in this region of the state is strong, and the narrow range of academic programs offered by UW-Stout limits the number of interested students. UW-Stout offers no degrees in the traditional liberal studies areas or in many popular health care fields. With two other UW System campuses (UW-Eau Claire and UW-River Falls); Chippewa Valley Technical College; and several private colleges with locations in West Central Wisconsin; UW-Stout must recruit heavily to meet its enrollment targets each year.

## Program Offerings and Delivery

Currently, UW-Stout offers 27 undergraduate majors (see Table 1) and 17 graduate majors. UW-Stout's 27 undergraduate programs are the fewest offered within the UW System. However, new programs that are consistent with UW-Stout's mission are added continually to meet the needs of employers. Twelve new degree programs have been added over the past decade, and four new programs are currently under development.

UW-Stout is accredited by the North Central Association's Higher Learning Commission and is a member of the Academic Quality Improvement Project (AQIP). In addition, 15 state, regional, and national agencies accredit degree programs. Undergraduate programs with the largest enrollments include art; general business administration; early childhood; hotel, restaurant and tourism management; and technology education, each with more than 400 students. The vast majority of programs are delivered on campus; however, UW-Stout provides three undergraduate degree completion programs and two on-line graduate degree programs.

| Program Name | Degree | Program Name | Degree |
|---|---|---|---|
| Apparel Design & Development | BS | Hotel, Restaurant, Tourism Mgmt. | BS |
| Applied Math & Computer Science | BS | Human Dev. & Family Studies | BS |
| Applied Science | BS | Industrial Management | BS |
| Art | BFA | Manufacturing Engineering | BS |
| Art Education | BS | Marketing & Business Education | BS |
| Career, Technical Ed & Training | BS | Packaging | BS |
| Construction | BS | Psychology | BA |
| Dietetics | BS | Retail Merchandising | BS |
| Early Childhood | BS | Service Management | BS |
| Engineering Technology | BS | Technical Communication | BS |
| Family & Consumer Sciences | BS | Technology Education | BS |
| Food Systems & Technology | BS | Telecommunication Systems | BS |
| General Business Administration | BS | Vocational Rehabilitation | BS |
| Graphic Communications Mgmt. | BS | | |

**Table 1. UW-Stout's Specialized Undergraduate Program Array**
**Source:** *UW-Stout Website, www.uwstout.edu, 2004.*

## Enrollment and Student Profile

UW-Stout currently enrolls 7,672 students; 7,065 undergraduate and 607 graduate students. Enrollment has remained at this approximate level for nearly a decade; from 7,413 students in 1993; to 7,604 students in 1998; to 7,672 in the fall of 2003. Each year, UW-Stout attracts the largest number of transfer students of any UW System comprehensive institution as many students transfer to the campus from the state's Technical College System. UW-Stout enrolls 50 percent male and 50 percent female students, the average age for an undergraduate student is 22 and 33 for a graduate student. The student population currently includes 5.4 percent minority students; representation reflects the rural region the university serves.

In terms of admission standards, UW-Stout is considered a "moderately selective" institution; the average ACT score for incoming freshmen in the fall of 2003 was 21.5, compared to the UW System average of 22.7. Nearly half of all UW-Stout undergraduates, 46 percent, are first-generation college students, and nearly one-third come from families with limited incomes. Fifty percent of all undergraduate students received need-based financial aid in the fall of 2003.

## Faculty and Staff Profile

UW-Stout has 1,234 employees, including 254 tenured and tenure-track faculty members and 139 non tenure-track instructional positions. These totals include 5 part-time tenure-track faculty members and 91 part-time non tenure-track instructional positions. The faculty to student ratio is 19 to 1. Thirty-four percent of the faculty members are women and 11 percent of the faculty members are minorities. The average faculty member teaches 12 credits per semester, in addition to their research, service and advising responsibilities. There are 185 non-instructional academic staff positions; 415 classified staff members; 122 project employees; 75 graduate assistants; and 44 senior administrators.

**Comprehensive Development Plan Narrative**

**A. Analysis of Institutional Strengths, Weaknesses/Significant Problems and Description of Analysis Process**

    **1. Description of Planning and Analysis Process.** UW-Stout utilizes a comprehensive strategic planning process that has been recognized as a national "best practice" in higher education planning. This open and highly participatory process, which has been in place since 1996, involves obtaining input from faculty, staff, students and external stakeholders to determine areas of priority and future directions for the campus.

    The annual planning process begins with the Chancellor's Advisory Council Summer Retreat. During this retreat, the group reviews data from several internal and external sources including enrollment and retention data, student survey results, employee surveys, Baldrige assessments, occupational trends and alumni/employer satisfaction data. The group also reviews the results of the most recent stakeholder visioning session as the campus holds these sessions with approximately 70 key stakeholders from education, government and industry on a periodic basis to assist in developing long-range goals for the campus. The Council uses this information to conduct a SWOT analysis (Strengths, Weaknesses, Opportunities and Threats) and to draft priorities for the campus which are shared in a series of facilitated discussions each fall.

    After the Chancellor's Advisory Council receives input on the priorities from the campus, the priorities are finalized and action plans are developed for each priority. Each action plan includes specific goals, objectives and performance indicators. The action plans also specify the responsible individuals and the resources that will be allocated. The Chancellor's Advisory Council monitors the progress of each action plan and formal progress reports are provided to the group every six months. Since this process was initiated in 1996-1997, more than 40 priorities with accompanying budgets and action plans have been accomplished.

The following strengths and weaknesses were derived from the annual planning process. Specifically, these are the primary outcomes of the Chancellor's Advisory Council Retreat held in the summer of 2003 (which included the SWOT analysis) and a series of facilitated campus listening sessions held in the fall of 2003. A total of 320 faculty, staff and students participated in the listening sessions. A final document was created from the results of all of these sessions that included issues and recommendations in several key areas.

**2. Strengths, Weaknesses and Significant Problems.** Given the sophistication and success of UW-Stout's existing planning processes in identifying institutional priorities, the TITLE III Planning Committee utilized the process and documents described above to obtain the information needed for the Comprehensive Development Plan in the three primary areas: academic programs, institutional management and fiscal stability.

**Academic Programs.** Since its founding, UW-Stout has viewed its academic programs as a key strength and the campus has implemented several processes to maintain program quality.

**Strength 1. Program Director Model.** Each program is assigned a program director (a faculty member with partial release time) who is responsible for working with an advisory committee to continually update the program's curriculum. Program directors also have major roles in recruitment, advisement, student learning assessment, coordination of experiential learning and program accreditation. Each program advisory committee includes faculty, staff, students and professionals in the field. The professionals offer input into curriculum decisions, provide experiential learning sites and contribute resources to the program.

**Strength 2. Experiential Learning.** UW-Stout prides itself on providing students with experience in their chosen career fields prior to graduation. Seventy percent of all students graduate having completed an experiential learning experience, including internships, student

teaching or cooperative education. These "real world" experiences lead to jobs for students upon graduation. UW-Stout graduate placement rates are consistency above 95 percent and 100 percent of employers indicate that graduates are well prepared for their positions.

**Strength 3. Technology Environment.** UW-Stout has developed a robust technology environment to support its academic programs. The campus implemented the Datatel ERP system in 1995 to provide current student data to faculty and staff. In 2002, the campus initiated its e-Scholar program. This program provides each new freshman with a laptop computer, software, wireless internet access, training and technical support. In preparation for this program, the campus provided faculty with laptops and redesigned classrooms. By 2005, the campus will have deployed laptops to the entire student body. However, despite these strengths, the campus has identified serious problems with the current array of academic programs.

**Weakness 1. Dissatisfaction with Academic Advisement.** Since 2000, the results of the annual ACT Student Opinion Survey have indicated that UW-Stout students are significantly less satisfied with advising services compared to students at other institutions (see Table 2). Alumni follow-up surveys also indicate that satisfaction with advising is decreasing. According to the most recent alumni survey, graduates rated academic advising 3.75 on a 5-point satisfaction scale, lower than any other aspect of their experience at UW-Stout.

| College Service | UW-Stout | National Sample | Difference |
|---|---|---|---|
| Academic advising | 3.60 | 3.83 | -.23 |
| Orientation program | 3.70 | 3.78 | -.08 |
| Information provided by advisor | 3.46 | 3.77 | -.31 |
| Advisory availability | 3.60 | 3.84 | -.24 |

**Table 2. UW-Stout Student Dissatisfaction with Advising Services**
**Source:** *ACT Student Opinion Survey*, Spring 2003, (scale of 1-5).

Behavioral data also indicate that students are not receiving adequate academic or career advising. This fall, the UW-Stout Registration and Records Office processed 1,325 course withdrawals, which is the largest number of course withdrawals among all of the comprehensive universities in the UW System. The Advisement Center processed 425 changes of major in the fall of 2003, and there have been numerous complaints from students who claim they received insufficient information from their advisors.

**Weakness 2. Declining Retention and Stagnant Graduation Rates.** Overall, the campus has seen a steady decline in first to second year retention rates, from 77 percent for the 1999 cohort to 72 percent for the 2002 cohort. This trend is especially disturbing when it is compared to the UW System average which increased over the same time period (see Table 3).

| Retention Rates | 1999-00 | 2000-01 | 2001-02 | 2002-03 | Change 1999-03 |
|---|---|---|---|---|---|
| UW-Stout | 77% | 75% | 73% | 72% | -5% |
| UW System Average | 79% | 79% | 80% | 80% | +1% |
| Best Comprehensive | 82% | 84% | 85% | 85% | +3% |

**Table 3. UW-Stout's Declining First to Second-Year Retention Rates**
Source: *Achieving Excellence, UW System Accountability Report, 2003-2004.*

UW-Stout's graduation rates have remained largely unchanged for a decade; the current six-year graduation rate is 50.8 percent, far below the UW System average of 62.1 percent (see Table 4).

| Cohort Year | Fall 1993 | Fall 1994 | Fall 1995 | Fall 1996 | Fall 1997 |
|---|---|---|---|---|---|
| UW-Stout | 54.8% | 44.7% | 44.4% | 52.5% | 50.8% |
| UW System Average | 59.5% | 59.3% | 60.6% | 61.6% | 62.1% |
| Best Comprehensive | 58.9% | 60.3% | 62.6% | 66.7% | 68.3% |

**Table 4. UW-Stout's 6-Year Graduation Rates Lag Behind UW System**
Source: *Achieving Excellence, UW System Accountability Report, 2003-2004.*

Retention in specific academic programs is also a very serious concern. In the fall of 2003, more than 100 new freshmen changed their major and first-year to second-year retention in some undergraduate programs is as low as 33 percent (see Table 5). As a result, many academic programs have poor graduation rates as well. For example, only 35 percent of students who enroll as freshmen in the general business administration program graduate from that program in six years. Undecided students also have very high attrition rates, only 28.8 percent of undecided students who enroll at UW-Stout graduate from UW-Stout in six years.

| Program | 1999-2000 | 2000-2001 | 2001-2002 | 2002-2003 | Change 1999-2003 |
|---|---|---|---|---|---|
| Art Education | 85% | 59% | 67% | 36% | -49% |
| Dietetics | 58% | 43% | 67% | 45% | -13% |
| Hotel, Rest. & Tourism | 76% | 72% | 65% | 57% | -19% |
| Manufacturing Eng. | 67% | 59% | 58% | 57% | -10% |
| Retail Merchandising | 77% | 69% | 65% | 48% | -29% |
| Telecommunications | 82% | 75% | 69% | 64% | -18% |
| Undecided major | 46% | 37% | 39% | 33% | -13% |

**Table 5. Declining First to Second-Year Student Retention Rates by Academic Program**
Source: *UW-Stout Office of Budget, Planning and Analysis, 2004.*

Finally, retention for transfer and for "at-risk" students is also a concern. Typically, UW-Stout enrolls more than 600 new transfer students each fall and had a total transfer student enrollment of 916 in the fall of 2002. Approximately one-third of these students transfer in from area technical colleges, as UW-Stout has articulation agreements with several technical college programs. However, the persistence and graduation rate for these students has been continually lower than for students who begin their academic programs at UW-Stout and far below the UW System average (see Table 6). In addition, the average student graduates with 144 credits, or 20

more credits than required to meet graduation requirements and the total is higher for transfer students. UW-Stout enrolls approximately 200 students each year who don't meet the standard admissions requirements. Although these "at-risk" students receive support services, as a group they have lower retention rates and graduation rates.

| Retention Rates | 99-00 | 00-01 | 01-02 | 02-03 |
|---|---|---|---|---|
| UW-Stout Transfer Students | 67% | 67% | 72% | 71% |
| UW-Stout At-Risk Students | 69% | 63% | 67% | 69% |
| UW-Stout Average | 77% | 75% | 73% | 72% |
| UW System Average | 79% | 79% | 80% | 80% |

**Table 6. UW-Stout First to Second-Year Retention Rates**
**Source:** *UW-Stout Budget, Planning and Analysis, 2004.*

**Weakness 3. Declining Levels of Student Engagement.** Since 2000, UW-Stout has used the National Survey of Student Engagement (NSSE) as the primary instrument for measuring student involvement and active learning in courses. However, since 2001, mean scores on this survey have continued to decline. In 2003, UW-Stout senior means were below the national means on 71 percent of the items. Freshmen means have been continually below the national means since the campus began administering the survey. In 2003, freshmen scored below the national means on 75 percent of the survey items (see Table 7).

In addition, on the same survey, UW-Stout freshmen scored in the 10th to 20th percentile on clusters of items dealing with level of academic challenge; active and collaborative learning; and enriching educational experiences; and in the 0 to 10th percentile on student interactions with faculty members. These results are extremely disappointing to a campus that prides itself on its application of active and applied learning experiences.

| Academic Experience | UW-Stout Freshmen | Masters Average |
|---|---|---|
| Talked to an advisor or faculty member about career plans | 2.03 | 2.14 |
| Asked questions in class | 2.52 | 2.81 |
| Made a class presentation | 2.11 | 2.27 |
| Received prompt feedback on your academic performance | 2.36 | 2.59 |
| Worked on a project that integrated information from various sources | 2.94 | 3.05 |

**Table 7. UW-Stout students are less engaged in academic experiences than their peers**
Source: *National Survey of Student Engagement, 2003,* (scale 1-4).

UW-Stout faculty members are well trained in their academic fields and have professional experience associated with the academic programs offered by the campus. However, despite the prevalence of instructional technology on campus, many faculty members continue to teach using traditional lecture methods. As a result, student engagement is low and these methods are becoming less and less appealing to current students who are interested in using technology in and out of the classroom, collaborating with their peers, and applying the information they receive in the classroom to their current life and work situations.

Although professional development activities for faculty are provided by several units on campus, they are not well coordinated or heavily attended. A Center for Teaching and Learning, established in 2001, is staffed by a faculty member with partial release from teaching. The Center offers brown bag discussions on a variety of topics; however, attendance is typically fewer than 10 faculty members. In preparation for the e-Scholar program, faculty were instructed on how to use course management systems to place their course materials on the web, and about 50 percent of instructors have posted course materials on-line. However, simply transferring information from paper to an electronic format has not increased student levels of

engagement. In summary, the combined effects of inadequate advising and a failure to engage students are causing attrition rates to increase and this is a serious problem for UW-Stout.

**Problem 1. Declining retention and graduation rates force UW-Stout into an inefficient use of resources and restrict enrollment growth.**

First to second-year retention rates are declining, and only a very small percentage of students graduate from the program they originally enrolled in as freshmen. These high attrition rates force UW-Stout into an inefficient mode of operation. Large portions of resources are used to offer sufficient sections of freshman courses. However, only 66 percent of UW-Stout freshmen become juniors at UW-Stout and only 61 percent become seniors. Undecided students and students who change their majors compound the problem by taking introductory courses in several areas as do the large number of students who withdraw from their courses as they must retake the courses in a later term.

As a result, the campus scrambles each year to offer sufficient sections of freshman and sophomore courses and offers only a limited number of advanced courses in major program areas as the number of juniors and seniors decreases. This method of operation forces faculty members to spend the majority of their time teaching large introductory courses when they have the interest and expertise to teach in specialty areas. In some of the smaller programs, advanced courses have been placed in a course rotation model causing students to delay their graduation because these required courses are not available when needed.

These low retention and graduation rates also have a negative impact on the campus's ability to grow. For every 100 new freshmen enrolled, only 50 will graduate. Therefore, UW-Stout would have to substantially increase the size of the freshman class in order to produce more graduates. This is not feasible given the competition for students in the area and the limited

resources of the campus. It is not logical to spend more dollars on large-enrollment lower division courses when half of the students leave UW-Stout before graduation. Improving retention and graduation rates by only a few percentage points would allow the UW-Stout to graduate more students and have a higher enrollment without recruiting any additional freshmen. It is the best method for UW-Stout to realize growth and increased self-sustainability.

**Institutional Management**

The strengths of the institution's management are impressive and will assist in ensuring that UW-Stout is successful in implementing the Comprehensive Development Plan. These strengths led UW-Stout to become the first and only higher education institution to receive the Macolm Baldrige National Quality Award in 2001.

**Strength 1. Stable Leadership**. Led by Charles W. Sorensen, who has served as Chancellor since 1988, and two vice chancellors, UW-Stout is responsible to meet the goals set by the Board of Regents; interface with the community and other stakeholders; and manage the support services and administrative staff. A dean leads each School or College, with department chairs and program directors managing academic objectives. Both vice chancellors and each of the deans were appointed by Chancellor Sorensen and he has created a leadership team with 140 years of combined experience at UW-Stout.

**Strength 2. Shared Governance and Inclusive Leadership**. The State Statutes of Wisconsin require the establishment of "Shared Governance" within the faculty, staff, and students. This concept provides for equal representation in the decision-making process, but complicates the organizational structure. Recognizing these issues, UW-Stout created an innovative new leadership system in 1996. The Chancellor's Advisory Council (CAC) is the core of the leadership system. The CAC meets bi-weekly, and involves 21 university leaders

from the faculty, staff and students, as well as administrators. This administrative structure provides efficient campus management in accordance with the principles of shared governance. The CAC is heavily involved in determining priorities through the strategic planning process.

**Strength 3. Institutional Research and Analysis.** In 1997, the campus merged the institutional research functions with the budget and planning functions and created a new office, the Office of Budget, Planning and Analysis (BPA), to provide support to the new leadership system and strategic planning process. This office is responsible for monitoring and reporting student performance, satisfaction data and financial performance. Although the BPA does an excellent job of assessing student performance at institutional level, BPA studies do not deal with specific programs and the vast majority of faculty members are not involved in the formal assessment of student learning. This has led to several serious weaknesses.

**Weakness 1. Inadequate Program Assessment.** Although "Assessment in the Major" reports have been required for each program for nearly a decade, student outcomes are not being assessed in all programs. Program directors, who remain in their positions for an average of three years, are responsible for the assessment, documentation and reporting of student learning outcomes in their programs. However, neither assessment standards nor training have been provided to these individuals. As a result, there is no consistency in assessment methods among programs, and there is a lack of continuity within individual programs. Thus, it is nearly impossible to make data-based decisions regarding teaching and learning in academic programs or to make comparisons across programs. Although a small number of programs have implemented e-portfolio assessment, others are using subjective or indirect assessment methods, and others have yet to implement any type of assessment method.

**Weakness 2. Lack of Assessment in General Education**. The campus has struggled with general education assessment since a general education core curriculum was approved in the early 1990s. In the late 1990s, a general education category review process was implemented in response to concerns from the North Central Association. However, these category reviews examined issues such as class sizes and classroom facilities and did not incorporate data on student performance. Recognizing the need for a better method of general education assessment, the faculty governance structure has approved an assessment plan that involves course-embedded assessments in general education courses and the use of a standardized examination. However, this model has yet to be implemented due to a lack of time, resources and expertise. As a result, the campus has no data on which to base decisions related to general education courses and no method of demonstrating the value of the current general education curriculum.

**Weakness 3. Insufficient Laptop or e-Scholar Assessment**. In the fall of 2002, UW-Stout began issuing laptop computers to freshmen students. Software, training and technical support are also provided as part of the laptop or e-Scholar program. The BPA has conducted several e-Scholar surveys and focus groups of students in 2002 and 2003. Although these studies have yielded interesting information on laptop utilization, they have yet to answer the question "how has the laptop transformed the teaching and learning process at UW-Stout?" In addition, early assumptions that implementation of the laptop program would increase student engagement and retention levels have not proven true. There have also been complaints from students who claim they are not utilizing the laptop in their courses, and faculty members have not provided classroom data on how this mobile technology is contributing to student learning. This lack of demonstrated student learning outcomes at the program and course levels is presenting a serious problem to the institution.

**Problem 2. A lack of data on student learning outcomes limits UW-Stout's ability to make curricular decisions and systematically improve teaching and learning.**

Currently program directors and instructors lack the time, knowledge and resources to build outcomes assessment into their courses and programs, often relying on subjective or external data to make curricular decisions. Because existing assessment strategies are inadequate or ineffectual, UW-Stout is unable to document student performance in many majors or in the general education curriculum. All existing assessment reports are filed in the Provost's Office and are not easily accessible to faculty members. This does not allow for the sharing of assessment practices among instructors and programs. Although information on the assessment of the e-Scholar program is available via the campus website, it was generated by surveying random samples of students. It is not segmented by program or course and is of little use to program directors and instructors in shaping curricular directions.

The campus has been involved in assessment for more than a decade; the institutional assessment plan was developed in 1993. Learning outcomes have been developed for all programs and courses, including the general education curriculum; however, faculty time and resource limitations have hindered the development and implementation of course-embedded assessment strategies and portfolio assessment for academic programs. Overall, progress has been slow and very sporadic; time and resources have been wasted on ineffective processes; and opportunities for improvement have been missed. There is no reason to believe that additional progress will occur without making this issue a top priority. An institution-wide initiative is essential to create a system where assessment information can be easily accessed and shared. Addressing this issue will allow UW-Stout to have data on which to base curricular and resource decisions regarding courses and programs.

**Fiscal Situation**

UW-Stout's annual budget for 2002-2003 was approximately $101 million, three percent of the UW System budget. Thirty-six percent of UW-Stout's budget is from state appropriations. The remainder of the funding comes primarily from student tuition and fees ($5,680 for residential undergraduates for the 2003-2004 academic year), grants and contracts.

**Strength 1. Fiscal Stability**. All of the institutions in the UW System receive a certain level of guaranteed funding each year. With the assistance of this funding and other revenue sources, UW-Stout has maintained long-term fiscal stability and has the budget necessary to implement a Comprehensive Development Plan for the campus. Enrollments have been stable and, even in periods of budget cutbacks, the campus has been able to allocate and reallocate funding to support instruction and provide a state-of-the-art technology environment.

**Strength 2. The Stout Foundation**. The Stout Foundation experienced strong growth throughout the 1990s and currently has more than $16,000,000 in financial assets. The Foundation benefits the campus through an extensive student scholarship program that provides up to $500,000 in funding annually. UW-Stout is fortunate to have a generous scholarship program as state budget reductions have forced UW System to increase tuition significantly.

**Weakness 1. Impact of State Budget Reductions**. Due to revenue shortfalls, the state of Wisconsin is attempting to overcome a sizeable budget deficit. As a result, UW-Stout was required to return substantial funding during the past three years and has received budget reductions totaling $4.05 million since 2001. Over the past decade, UW-Stout has received budget reductions totaling $7.4 million. In addition, the cost of instruction is being passed to the student by the state. UW-Stout's tuition increase in 2003-2004 for a resident undergraduate was

16.7 percent. Faculty and staff did not receive salary increases in 2003-2004, and the campus has been forced to decrease its expenditures on professional development.

**Weakness 2. Decline of high school graduates in Wisconsin.** Wisconsin has experienced continual increases in the number of 18 to 24 year-olds in recent years, and at the same time UW-Stout has experienced stable enrollments. However, in 2005, the number of high school graduates will peak at 554,000 and thereafter is projected to decline to 514,000 in 2015 and 498,000 in 2025. Minnesota demographics project a similar trend. Based on these numbers, it is projected that UW-Stout's enrollment will decline and the campus will experience severe tuition shortfalls unless the campus implements new retention strategies.

As the campus plans for the future, enrollment and budget issues are a primary concern. Over the past 30 years, the share of the UW System's budget supported by state funds has declined sharply and it is unlikely that funding will be restored. Recognizing the need to pursue additional funding sources, UW-Stout received a TITLE III Planning Grant and is now requesting additional TITLE III funds to assist the campus in providing resources to improve student retention and to implement an effective assessment system. In summary, although this TITLE III proposal is not addressing specific problems related to fiscal issues, the implementation of the activities in this proposal will lead the campus to become more financially self-sustaining and to use its resources more effectively.

## B. Key Overall Goals for the Institution

*Goal 1 (Academic Programs). To increase retention and graduation rates to the UW System averages.* UW-Stout's current retention and graduation rates are significantly lower than the average of the UW System comprehensive institutions. In order to use resources efficiently and effectively compete for students, retention and graduation rates must be increased.

*Goal 2 (Institutional Management).  To establish and implement a system for assessment of student learning outcomes.*  UW-Stout does not have processes in place to measure student learning in major programs, in the general education curriculum, or in the e-Scholar program.  In order to make valid curricular decisions and to systematically improve teaching and learning, an accessible assessment system that involves faculty members is essential. Improved teaching and learning will also contribute toward enhanced levels of student engagement and retention.

## C.  Measurable Objectives for the Institution:  Academic Programs

*Objective 1.1.  To increase freshmen-sophomore retention to 80 percent and the 6-year graduation rate to 62 percent by September 30, 2009.*  By completing this objective, UW-Stout will meet Goal 1: to increase retention and graduation rates to the UW System averages.  This will be accomplished through five specific initiatives:

- Career exploration workshops for new students and their parents
- Implementation of an on-line "Stout Student Success Plan" for all students
- Implementation of an on-line competency-based orientation curriculum
- Implementation of an on-line competency-based academic skills curriculum
- Extensive faculty development in key project areas

## Measurable Objectives for the Institution:  Institutional Management

*Objective 2.1.   To increase from 25 percent to 100 percent the number of undergraduate programs which have implemented e-portfolio assessment by September 30, 2009.*  This will provide the campus with a consistent method for measuring and documenting student learning in each undergraduate academic program.  This method will take advantage of UW-Stout's technological resources and laptop environment.

*Objective 2.2.  To increase the number of faculty members assessing how the e-Scholar program contributes to student learning at the undergraduate program (100 percent) and course (80 percent) levels by September 30, 2009.*  A systematic collection of data on mobile technology

utilization and resulting outcomes will provide UW-Stout with information on how laptop computers and other technologies enhance student learning in courses and programs. This assessment will also assist in identifying best practices, and in determining the need for additional faculty development. Table 8, which follows this section, summarizes relationship between the weaknesses and problems identified in the analysis of academic, managerial and fiscal issues; and the goals and objectives included in the Comprehensive Development Plan.

## D. Institutionalizing Practices and Improvements

UW-Stout views the proposed TITLE III activities as critical to the success of the institution. The campus is committed to reaching the stated goals and objectives of the Comprehensive Development Plan, which is drawn from the University's Strategic Plan. In addition, UW-Stout will make a considerable investment to ensure that the goals of the project will be achieved, and that the initiatives that stem from this project are continued into the future. Therefore, the Chancellor's Advisory Council will provide oversight for the project and the campus will provide funding to ensure that the actions associated with this project become embedded in the institution.

The proposed activity includes two goals with accompanying objectives through which the campus will increase student retention and graduation rates and implement a system to assess student learning outcomes in programs and courses. Meeting these objectives will require no changes in administrative or academic policies. The project builds on University priorities and will provide resources to implement a retention plan and an assessment plan that have been approved by the campus. However, for this project to be successful, all faculty and instructional staff members will have to recognize their role in retaining and graduating students and in assessing student learning outcomes.

UW-Stout is committed to providing the resources necessary to continue serious efforts in retention and assessment after the five-year project period ends. The core project staff includes the Project Coordinator (who will also serve as Activity Director), the Associate Dean of Students and the Internal Project Evaluator. UW-Stout is contributing the time of the Project Coordinator and the Associate Dean of Students, who are currently in administrative positions, and these individuals will continue their efforts after the grant period has ended. The Internal Project Evaluator is a UW-Stout faculty member. Although his role will be reduced following the project period, UW-Stout's Center for Assessment and Continuous Improvement will provide funding for his services as needed.

Two additional staff members, a New Student Program Coordinator and a Technology-Based Curriculum Specialist, will be hired for the project period. The New Student Program Coordinator will be an ongoing position funded through reallocation of personnel resources in Student Services following the project period. The Technology-Based Curriculum Specialist will work full-time the first two years of the project and then the allocation for this position will be decreased and finally eliminated following the project period. Two half-time program assistants hired to support the project will be retained through the Student Orientation Fee and revenues from the Center for Assessment and Continuous Improvement.

Additional funding sources will be used to continue specific tasks beyond the project period. Four new academic and career advising services will be introduced to meet the needs of new freshmen, transfer students and at-risk students. By the end of the project period, all UW-Stout students will benefit from these additional services as they will become part of the ongoing student support system provided by the campus. Students currently pay an orientation fee and that fee will be increased modestly to provide ongoing funding for the career exploration

workshops. UW-Stout students also pay an annual technology and laptop fees. Funding from these sources is used to provide access to technology resources and technical support for students. The programs developed by the Technology-Based Curriculum Specialist, including the Stout Student Success Plan, on-line orientation program, on-line academic skills programs and e-portfolio will be maintained and updated through funding from these sources.

Through the project, training for 200 faculty and instructional staff members in advisement tools; course redesign to promote student engagement; learning technologies; and course-embedded assessment will be provided. In addition, all undergraduate program directors will receive training to implement e-portfolio assessment. All together, this is more than half of the current total of combined faculty and instructional staff and will provide a critical mass to build a culture of continuous improvement in the teaching and learning process. The Project Coordinator will ensure that any remaining faculty members, as well as new faculty and instructional staff members who are hired after the project period, are provided with the equivalent information, training and resources.

In summary, UW-Stout has a long history of commitment to quality improvement and the university will contribute the time of two senior leaders to this project, demonstrating that the campus has the individuals needed to continue these activities once they have been launched. Title III funds will support additional "one-time" personnel costs, such as faculty stipends, a faculty development consultant and an external evaluator. TITLE III funds will also be requested to fund travel, software, laptop computers, academic and career assessment instruments and other resources needed to conduct the activities described in this proposal over the five-year project period.

| Table 8 Institutional Weaknesses, Problems, Goals and Objectives | | | |
|---|---|---|---|
| **Weaknesses** | **Problems** | **Goals** | **Objectives** |
| Academic Programs:<br><br>Student dissatisfaction with advisement<br><br>Declining levels of student engagement as faculty are not trained in the use of active learning strategies<br><br>Retention and graduation rates that are far below UW System average | Low retention and graduation rates force UW-Stout into inefficient use of resources and restrict enrollment growth. | 1. To increase retention and graduation rates to the UW-System averages. | 1.1 To increase freshmen to sophomore retention rates to 80% and the 6-year graduation rate to 62% by September 30, 2009, through initiatives to strengthen student advisement and engagement. |
| Institutional Management:<br><br>Inadequate program assessment as there has been a lack of training and standardization of program assessment methods<br><br>Lack of assessment in the general education program as general education assessment plan has not been implemented<br><br>Inadequate assessment of the e-Scholar program as it is not known how laptops are used in courses and programs | A lack of data on student learning outcomes limits UW-Stout's ability to make sound curricular decisions and systematically improve teaching and learning. | 2. To establish and implement a system for assessment of student learning outcomes. | 2.1. To increase from 25% to 100% the number of undergraduate programs which have implemented e-portfolio assessment by September 30, 2009.<br><br>2.2. To increase the number of faculty members assessing how the laptop or e-Scholar program contributes to student learning at the undergraduate program (100%) and course (80%) levels by September 30, 2009. |

**Narrative for the Activity**

UW-Stout's plan, *"Integrated Advisement, Mobile Technology and Assessment,"* describes a plan that is student-centered and outcome based. It is a five-year project that will address current issues involving advisement, engagement, retention and assessment, and move the university forward toward meeting its strategic goals and objectives. Students will experience benefits from the project from the time they arrive on campus until they graduate and enter their career fields. Faculty and instructional staff will also benefit through their participation in project initiatives, and the university will become more self-sustaining.

**Tasks Associated with Objective 1.1**

There are five primary tasks associated with achieving Objective 1 – Increasing Student Retention and Graduation Rates. These tasks include four new programs for students: career exploration workshops, a "Stout Student Success Plan," an on-line orientation curriculum and an on-line academic skills program. The final task under this objective is to provide faculty with training in advising and in designing courses to engage students. These tasks will be phased in over a five-year period with additional initiatives and additional numbers of students and faculty participating each year. Each initiative will be piloted with a small group of participants, evaluated by project staff and participants, and revised before it is deployed to a larger group.

During the first year, new students will be invited to participate in a career exploration program to assess their career interests, understand the majors offered at UW-Stout and learn about the e-Scholar program. Parents will also be included in the workshops. Because UW-Stout offers a small number of specialized majors, it is important that students understand the nature of the programs, curricular and program requirements and the types of entry-level jobs associated with each program. Faculty members representing the four schools and colleges and

staff from the Co-op and Placement Services Office will serve as workshop facilitators. The three workshops offered to students in year one will be evaluated by participants, and additional workshops will be offered in years two through five of the project period.

A "Stout Student Success Plan" will also be introduced. This interactive on-line tool will be used from the time a student applies at UW-Stout through their graduation. The plan will include career goals, major program information, program planning guides, degree audit features, goals for experiential learning, resumes and links to the students' e-portfolio. The plan will be developed as an expansion of the current e-advisement system, delivered through the UW-Stout portal (https://portal.uwstout.edu), and made available to students and advisors during year two of the program. In subsequent years, all freshmen and transfer students will be required to begin the "Stout Student Success Plan," while upperclassmen will continue using the plan.

In addition, the current traditional "face-to-face" freshmen orientation program will be supplemented by an on-line competency-based orientation curriculum. This curriculum will contain modules typically found in a "First-Year Curriculum" including: Transitional and Adjustment Issues; Engagement and Connecting with Campus; Campus Policies and Resources; Civic Responsibility; Diversity; and Academic Success Skills. The program will be offered to new freshman and transfer students beginning in year one of the project period.

New students who have been identified as "at-risk" by UW-Stout's Dean of Students Office will also complete an on-line competency-based academic skills program that will be available to students beginning in year two of the project period. By providing students with these support programs during their first year on campus, UW-Stout should be able to see measurable results in a number of areas: fewer undecided students; fewer course withdrawals, fewer changes in major; and increased retention and graduation rates.

The final task to meet Objective 1 involves faculty development. More than half of the current faculty and instructional staff will be provided with training on the new advising tools as well as strategies for increasing student engagement, using learning technologies and assessing student learning outcomes. The training will be delivered via a two-week "Stout Summer Teaching and Learning Institute," serving 40 participants each year. Faculty and instructional staff members will receive a stipend for their participation; however, they must agree to implement changes in two of their courses in the year following the institute.

**Tasks Associated with Objective 2.1 and Objective 2.2**

Objective 2.1 requires the campus to standardize "assessment in the major" by implementing an electronic portfolio to document student competency growth in each of the undergraduate programs. Currently, seven programs have begun to use electronic portfolios. This project will provide resources and assistance for the other 20 undergraduate programs to be brought to this same standard. Specific standards and design of the e-portfolio will be completed in year one. Training will be delivered to all program directors (one college or school per year) beginning in the second year of the project period. One hundred percent of the program directors will be trained by the end of year five.

Objective 2.2 involves assessment of how the e-Scholar program contributes to student learning. A systematic compilation of data on program and classroom utilization and impacts, collected by faculty and instructional staff members, should provide the campus with a knowledge base regarding the effectiveness of the program. Steps involved in achieving this objective include visits to exemplary laptop universities, developing an assessment model for UW-Stout, and implementing the model in general education courses during year three and in professional, technical and experiential learning courses during year four.

**Relationship of Activity Objectives to the Goals of the Comprehensive Development Plan**

The objectives for the proposed UW-Stout Activity, *Integrating Advisement, Mobile Technologies and Assessment*, are directly related to the problems outlined in the Comprehensive Development Plan. The initiatives stem directly from the analysis of issues related to academic programs, institutional management and fiscal stability. The relationship and linkages between the institutional weaknesses and problems and activity goals and objectives is demonstrated in Table 8, on page 23.

The problem of declining student retention and graduation rates causes the institution to manage its resources in an inefficient manner, and it is not feasible or cost effective for UW-Stout to recruit additional students to take the place of those who leave the campus. Therefore, the strategies identified in the proposed activity are designed to increase student retention through expanded academic and career advising and through enhancing the level of student engagement. When these strategies aid in increasing UW-Stout retention rates, the campus will produce more graduates, better utilize its resources and achieve greater self-sufficiency.

The lack of a system to assess student learning outcomes was identified as a second critical problem. This problem will be addressed by strategies that involve faculty, staff and students in assessing learning outcomes related to academic programs, specific courses and to the e-Scholar program. Addressing this problem is essential for the campus to make sound curricular and program decisions and to demonstrate the competencies of UW-Stout graduates. Consistent with UW-Stout's mission and strong technology infrastructure, strategies designed to address both problems involve the use of technology-based resources, including on-line advising tools; on-line orientation and study skills programs; and e-portfolios to document student learning. Table 851 A-2 provides further detail on how project objectives will be addressed.

| GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS<br>**Title III, Higher Education Act, as amended**<br>Activity Objectives and Performance Indicators    ED FORM 851A-2 | FORM APPROVED<br>OMB No.: 1840-0114<br>EXP. DATE: 12/31/2002 |
|---|---|

| 1.  NAME OF APPLICANT INSTITUTION:<br> University of Wisconsin-Stout | 2.  ACTIVITY TITLE<br>**Integration of Advisement, Mobile Technologies and Assessment** |
|---|---|
| **3.  MAJOR OBJECTIVES IN MEASURABLE TERMS** | **4.  PERFORMANCE INDICATORS** |

| 3 | 4 |
|---|---|
| **YEAR ONE (2004-2005)**<br>1.1. To increase the freshmen-sophomore retention to 80%; and the 6-year graduation rate to 62% by September 30, 2009.<br>Baselines:<br>• New students have not received career planning assistance.<br>• New students have not been required to develop career goals.<br>• Orientation consists of traditional activities on campus.<br>• At-risk students complete an academic skills curriculum that contains information obtained from several other universities.<br>• Faculty members have not received training.<br>• First to second year retention rate is at 72%.<br>2.1. To increase from 25% to 100% the number of undergraduate programs using e-portfolio assessment by September 30, 2009.<br>2.2. To increase the number of faculty members assessing how the laptop or e-Scholar program contributes to student learning at the undergraduate program (100%) and course (80%) levels by September 30, 2009. | Task 1.1.1:  75 students and parents have completed a career exploration workshop by 6/1/05.<br>Task 1.1.2:  Career planning components are added to the e-advisement system to develop the Stout Student Success Plan by 5/1/05.<br>Task 1.1.3:  200 freshmen and transfer students complete and evaluate a "pilot" version of the on-line orientation curriculum by 9/30/05.<br>Task 1.1.4:  The current academic skills curriculum for at-risk students has been evaluated and an outline for the new curriculum generated by 9/30/05.<br>Task 1.1.5:  40 faculty participate in 2005 Summer Institute.<br>• First to second-year retention rate increases to 74%<br><br>Task 2.1.1:  A prototype e-portfolio that can be adapted by all undergraduate programs is completed by 6/1/05.<br>Task 2.2.1:  Best practices at other laptop campuses have been studied. Visits have been made to three institutions by 8/1/05. |
| **YEAR TWO (2005-2006)**<br>1.1. To increase the freshmen-sophomore retention to 80%; and the 6-year graduation rate to 62% by September 30, 2009.<br>2.1. To increase from 25% to 100% the number of undergraduate programs using e-portfolio assessment by September 30, 2009.<br>2.2. To increase the number of faculty members assessing how the laptop or e-Scholar program contributes to student learning at the undergraduate program (100%) and course (80%) levels by September 30, 2009. | Task 1.1.1:  125 students complete career exploration workshop by 9/30/06.<br>Task 1.1.2:  300 new students pilot the Stout Student Success Plan by 9/30/06.<br>Task 1.1.3:  2,000 new students complete orientation curriculum by 9/30/06.<br>Task 1.1.4:  50 "at-risk" students pilot academic skills program by 9/30/06.<br>Task 1.1.5:  40 faculty participate in 2006 Summer Institute.<br>• First to second-year retention rate increases to 76%<br><br>Task 2.1.1:  CHD program directors implement e-portfolio by 6/1/06.<br>Task 2.2.1:  e-Scholar assessment model is completed and piloted in a sample of courses by 6/1/06. |

| GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS<br>Title III, Higher Education Act, as amended.<br>Activity Objectives and Performance Indicators ED FORM 851A-2 | FORM APPROVED<br>OMB No.: 1840-0114<br>EXP. DATE: 12/31/2002 |
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| 1. NAME OF APPLICANT INSTITUTION:<br>University of Wisconsin-Stout | 2. ACTIVITY TITLE<br>Integration of Advisement, Mobile Technologies and Assessment |
|---|---|
| 3. MAJOR OBJECTIVES IN MEASURABLE TERMS | 4. PERFORMANCE INDICATORS |

| 3. MAJOR OBJECTIVES IN MEASURABLE TERMS | 4. PERFORMANCE INDICATORS |
|---|---|
| **YEAR THREE (2006-2007)**<br>1.1. To increase the freshmen-sophomore retention to 80%; and the 6-year graduation rate to 62% by September 30, 2009.<br>2.1. To increase to 100% the number of undergraduate programs using e-portfolio assessment by September 30, 2009.<br>2.2. To increase the number of faculty members assessing how the laptop or e-Scholar program contributes to student learning at the undergraduate program (100%) and course (80%) levels by September 30, 2009.<br><br><br>**YEAR FOUR (2007-2008)**<br>1.1. To increase the freshmen-sophomore retention to 80%; and the 6-year graduation rate to 62% by September 30, 2009.<br>2.1. To increase to 100% the number of undergraduate programs using e-portfolio assessment by September 30, 2009.<br>2.2. To increase the number of faculty members assessing how the laptop or e-Scholar program contributes to student learning at the undergraduate program (100%) and course (80%) levels by September 30, 2009. | Task 1.1.1: 150 students complete career exploration workshop by 9/30/07.<br>Task 1.1.2: 2,000 new students complete Success Plan by 9/30/07.<br>Task 1.1.3: 2,000 new students complete orientation curriculum by 9/30/07.<br>Task 1.1.4: 200 students complete academic skills program by 9/30/07.<br>Task 1.1.5: 40 faculty participate in 2007 Summer Institute.<br>&bull; First to second-year retention rate increases to 78%<br><br>Task 2.1.1: CTEM program directors implement e-portfolio by 6/1/07.<br>Task 2.2.1: e-Scholar assessment is conducted in general education courses by 6/1/07.<br><br>Task 1.1.1: 200 students complete career exploration workshop by 9/30/08.<br>Task 1.1.2: 2,000 new students complete Success Plan by 9/30/08; all second year students continue using the plan.<br>Task 1.1.3: 2,000 new students complete orientation curriculum by 9/30/08.<br>Task 1.1.4: 200 students complete academic skills program by 9/30/08.<br>Task 1.1.5: 40 faculty participate in 2008 Summer Institute.<br>&bull; First to second-year retention rate increases to 79%<br><br>Task 2.1.1: CAS program directors implement e-portfolio by 6/1/08.<br>Task 2.2.1: e-Scholar assessment is conducted in professional, technical and experiential learning courses by 6/1/08. |

| GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS<br>**Title III, Higher Education Act, as amended.**<br>Activity Objectives and Performance Indicators    ED FORM 851A-2 | **FORM APPROVED**<br>OMB No.: 1840-0114<br>EXP. DATE: 12/31/2002 |
|---|---|

| 1. NAME OF APPLICANT INSTITUTION:<br>**University of Wisconsin-Stout** | 2. ACTIVITY TITLE<br>**Integration of Advisement, Mobile Technologies and Assessment** |
|---|---|
| **3. MAJOR OBJECTIVES IN MEASURABLE TERMS** | **4. PERFORMANCE INDICATORS** |
| **YEAR FIVE (2008-2009)**<br>1.1. To increase the freshmen-sophomore retention to 80%; and the 6-year graduation rate to 62% by September 30, 2009.<br>2.1. To increase to 100% the number of undergraduate programs using e-portfolio assessment by September 30, 2009.<br>2.2. To increase the number of faculty members assessing how the laptop or e-Scholar program contributes to student learning at the undergraduate program (100%) and course (80%) levels by September 30, 2009. | Task 1.1.1:  200 students complete career exploration workshop by 9/30/09.<br>Task 1.1.2:  2,000 new students complete Success Plan by 9/30/09; all second and third-year students continue using the plan with their advisors.<br>Task 1.1.3:  2,000 new students complete orientation curriculum by 9/30/09.<br>Task 1.1.4:  200 students complete academic skills program by 9/30/09.<br>Task 1.1.5:  40 faculty participate in 2009 Summer Institute.<br>● **First to second-year retention rate increases to 80%**<br>● **6-year graduation rate increases to 62%**<br><br>Task 2.1.1:  SOE program directors implement UW-Stout e-portfolio by 6/1/09.<br>● **100% of undergraduate programs using e-portfolio assessment**<br>Task 2.2.1:  Data from e-Scholar assessment are analyzed.  Data are shared with campus and assessment plan is refined by 6/1/09.<br>● **e-Scholar outcomes assessed at program (100%) and course (80%) levels** |

**Narrative Relating to the Implementation Strategy Rationale**

UW-Stout conducted a comprehensive analysis of its academic, managerial and fiscal issues to determine the problems, goals and objectives of the proposed project. A substantial amount of planning also went into the identification of appropriate tasks that could be employed to achieve the desired goals and objectives. These tasks were selected by the TITLE III Planning Team after a study of best practices and possible alternatives related to each of the project goals.

UW-Stout identified its first goal as increasing student retention rates, and the campus has been working to improve retention rates as these rates have been declining steadily for the past four years. A campus-wide retention committee was established in 1999, and the committee has implemented new retention programs. After reviewing best practices and consulting with John Gardner, founder of the National Resource Center for the First-Year Experience, UW-Stout has worked to create a stronger freshman learning community by holding a fall convocation ceremony, establishing a first-year residence hall, and launching a common reading program.

Although each of these initiatives was well received by students and faculty members, they were not successful in increasing retention rates. In an attempt to identify the root cause of the problem, the Advisement Center began conducting exit interviews with students who chose to leave UW-Stout. According to the interview data, one of the primary reasons students leave is because they no longer want to remain in their major and they are not interested in other UW-Stout programs. This is consistent with the literature that states uncertainty about career goals is one of the five leading causes of student attrition according to Joe Cuseo in his article "The Transfer Transition" published in *Resources in Education*, August 2002.

Based on this information, it is easier to understand why efforts to build a more cohesive learning community were not successful in increasing retention rates. Therefore, the initiatives

in this proposal focus primarily on career planning and advisement and will incorporate

strategies suggested in the literature including the integration of academic and career advising

(Smith, R., Changing Institutional Culture for First-Year Students, *About Campus*, April 2003)

and intrusive promotion of student's long-range planning (Cuseo, 2002). Currently, freshmen

who leave UW-Stout because they are unhappy with their major are making that decision with

very limited knowledge as they receive little "major specific" information during their first year.

**Initiatives Designed to Increase Retention**

Students who participate in the proposed academic and career planning initiatives will

better understand their own interests and abilities and formulate realistic goals. By participating

in the career exploration workshops, they will learn about their major, the other majors at UW-

Stout, and the careers associated with these major programs. Career exploration workshops are

recommended in *The Career Fitness Program* (Sukiennik, D., 2001) and have been used

successfully at other institutions such as Bowling Green State University.

Through the "Stout Student Success Plan," freshmen and transfer students will be able to

plan for every stage of their academic career, including courses, experiential learning activities

and related work activities. The on-line orientation program will provide students with valuable

information that they will use daily, and the on-line academic skills program will provide at-risk

students with the support they need to succeed in college. This "high touch/high tech" approach

to career planning, orientation and study skills development is recommended in Darlene Burnett

and Diana Oblinger's recent handbook, *Innovation in Student Services: Planning for Models*

*Blending High Touch/High Tech* (2002), and has proven to be successful at other institutions.

This approach also builds on UW-Stout's mission and strengths, including strong participation in

experiential learning, high placement rates and a well developed technology infrastructure that allows students to access services any time, from any location.

**Initiatives Designed to Improve Assessment**

The combination of initiatives designed to address the second identified problem, the lack of a system to assess student learning outcomes, is also built upon solid rationale. The campus assessment plan calls for the assessment of learning outcomes in each major and in the general education curriculum. This plan has been approved by the campus governance groups. Everyone agrees with the need for assessment; however, the implementation of assessment methods has been inconsistent in some areas and completely lacking in others.

The objectives and tasks associated with addressing this problem involve further examination of best practices in emerging areas such as e-portfolio assessment, course-embedded assessment and assessment of mobile technologies in the classroom. At the end of the project period, all UW-Stout students will have begun to use e-portfolios to document their learning outcomes. In her recent article, Electronic Portfolios for Accreditation (*Assessment Update*, 2003), Trudy Banta discusses the growing interest in this assessment format to demonstrate accountability and student learning. The e-portfolio has been used successfully at several institutions, including Alverno College. Project Director, Dr. Julie Furst-Bowe, visited Alverno College in 2004 to learn more about e-portfolios in preparation for the UW-Stout project.

This project will also allow the campus to provide instructors with the knowledge and skills needed to assess student learning in general education, professional, technical and experiential learning courses. The course-embedded assessment model proposed in this project was designed using principles for effective outcomes assessment as described by Trudy Banta in her recent book, *Building a Scholarship of Assessment* (2002). A model to assess the impact of

the e-Scholar program on student learning will be developed following visits to campuses that have demonstrated leadership in this area such as Seton Hall, Wake Forest University and the Rose-Hulman Institute of Technology during the first year of the project.

**Faculty Development Initiatives**

Faculty development is an essential component of this activity and will be delivered through five summer institutes. The institutes will be conducted with cohorts of 40, with efforts made to keep colleagues together from the same disciplines so they are able to reinforce new knowledge and skills. Prior to the institutes, faculty members teaching in the same disciplines will work together to form common goals related to specific courses. This approach, modeled in several successful faculty development programs, will help to create "buy-in" among participants and will ensure that their time spent at the Summer Institutes results in a meaningful experience that leads to improved teaching and learning (Mentowski, M., *Learning That Lasts: Integrating Learning, Development, and Performance in College and Beyond*, 2000).

The content of the summer institutes will be structured using Guskin and Marcy's model for curricular transformation (Dealing with the Future Now: Principles for Creating a Vital Campus in a Climate of Restricted Resources, *Change*, 2003) and Alan Guskin, has agreed co-facilitate the institutes. His model focuses on demonstrations of student learning as they are reflected in the curriculum; restructuring the role of the faculty to promote student engagement; and using technology to accomplish learning goals. In summary, each component of the UW-Stout activity is based on the current literature, review of best practices at other institutions and consultation with experts in the field. The following timetable describes how the project will be executed on campus.

**Year One.** UW-Stout will appoint the Project Coordinator/Activity Director, Dr. Julie Furst-Bowe, and the Chancellor's Advisory Council will review the activity plan, objectives and performance indicators for the project. The New Student Program Coordinator, Technology-Based Curriculum Specialist and two program assistants will be hired and agreements will be made with the project consultants. During the fall semester, the Associate Dean of Students, Dr. Shirley Murphy, will work with the New Student Program Coordinator, program directors and the Co-Op and Placement Office to plan the curriculum for the career exploration workshops. Three workshops will be offered in the spring of 2005 to 75 students and parents. Students will have use of laptops to complete on-line career inventories during the workshops. The workshops will be evaluated and the feedback used to improve the workshop series.

Also during the first year, a work group, led by Dr. Murphy, will determine the career planning components to be added to the campus e-advising system in order to develop the "Stout Student Success Plan." This workgroup will access information provided by the U.S. Department of Education for Career and College Planning (www.ed.gov/students/prep/college) and incorporate suggestions from program directors. By the end of the year, a prototype will be developed and shared with key campus groups. The Technology-Based Curriculum Specialist will work with the Retention Committee to develop the on-line competency-based orientation program, which will be piloted with a group of students during this year, and the Retention Committee will also review the current academic skills program for "at-risk" students.

During this first year, and in each subsequent year of the project, teams consisting of core project staff members and project participants will attend national conferences and workshops related to the key project areas, including advisement, assessment and retention. Participation in

these activities will assist the UW-Stout teams in learning about innovative approaches in each of these areas, sharing UW-Stout practices and networking with peers.

During year one, Dr. Julie Furst-Bowe will work with Dr. Alan Guskin and the campus Center for Teaching and Learning to review faculty needs and plan a curriculum for the first Summer Institute which will be offered to 40 faculty members in the summer of 2005. General education instructors who teach introductory courses will be the target audience. Dr. Alan Guskin, who has spent the past year working with UW-Stout, will be the featured guest instructor. The ACT CAAP, an instrument to measure general education knowledge, will be given to students in advance of the workshop so the results may be shared with workshop participants. This instrument will be administered in all years of the project to assist in determining the effectiveness of the Summer Institute and subsequent course modifications.

Dr. Furst-Bowe, the Technology-Based Curriculum Specialist and the Internal Evaluator, Dr. Lou Milanesi, will also meet with undergraduate program directors to determine common assessment standards and to specify the features required for an electronic portfolio that will be used by all programs. By the end of the first year, a prototype portfolio will be designed. Finally, members of the e-Scholar Assessment Taskforce will examine best practices in assessment at other laptop universities. First year accomplishments will be summarized and evaluated to ensure sufficient progress and continuing implementation. UW-Stout will utilize the expertise of both an internal and external evaluator, Dr. William Campbell.

**Year Two.** During year two, additional career workshops will be offered in both the spring and fall semesters serving 125 students and their parents. The "Stout Student Success Plan" will be tested with 300 students, representing four academic programs. Information regarding the use of the plan will be shared with program directors and advisors via

college/school council meetings and the campus web site. By the end of year two, 2,000 students will have completed the on-line competency-based orientation program. A "hold" will be placed on the records of students who don't complete the program and they will be unable to register for the next semester. An on-line, competency-based version of the academic skills course for "at-risk" students will be developed and piloted with 50 new students.

Program directors from the College of Human Development (CHD) will receive training and implement the e-portfolio as the primary method of assessment in their programs. The second Summer Institute will be offered to 40 participants in the summer of 2006, with CHD faculty members and general education instructors as the primary audience. The topics are similar to the first year; however, experiences from first-year participants will be incorporated. The e-Scholar Assessment Taskforce will develop a model to measure student learning outcomes as related to the laptop program and test the model in a small number of courses. Second year accomplishments will be evaluated to ensure sufficient progress and continuing implementation.

**Year 3**. By the third year, six career workshops will be held serving 150 students. All new freshmen and transfer students (approximately 2,000) will be required to begin the first component of the "Stout Student Success Plan," writing short and long-term academic and career goals. This same group of students will also be required to complete the on-line competency-based orientation curriculum. Each year, approximately 200 students are admitted without meeting UW-Stout's admissions standards and are considered to be "at-risk." These students will also complete the on-line competency-based academic skills curriculum. The third annual Summer Institute will be held with priority given to faculty members in the College of Technology, Engineering and Management (CTEM) as well as general education instructors. The e-portfolio implementation process continues with CTEM program directors, and a model

for assessing the e-Scholar program is implemented in general education courses. Third year accomplishments will be evaluated to ensure continuing implementation.

**Year 4.** By the fourth year, the advising services will have been fully deployed and all students will benefit from the project. Eight career workshops will be held serving 200 students, including two new summer workshops. All first-year and second-year students will have started the "Stout Student Success Plan." All new students will complete the orientation program and 200 "at-risk" students will complete the academic skills program. The fourth annual Summer Institute will be held with priority given to faculty members in the College of Arts and Sciences (CAS). The e-portfolio implementation process continues with CAS program directors and a model for assessing the value of the e-Scholar program will be implemented in additional courses. Fourth year accomplishments will be evaluated to ensure sufficient progress.

**Year 5.** By the final year of the project, eight career workshops will be held serving 200 students, and approximately 6,000 students will be using the "Stout Student Success Plan." Another 2,000 new students will complete the orientation curriculum and 200 "at-risk" students will complete the academic skills curriculum. The fifth Summer Institute will be held with faculty in the School of Education (SOE). The e-portfolio implementation process continues with SOE program directors, who will be migrating from their current software to the UW-Stout e-portfolio. Data from the assessment of the e-Scholar program will be analyzed, and the assessment plan refined. A final project report will be submitted. At the end of the grant period, responsibility for ensuring that the activity continues will remain with the Project Coordinator, thereby institutionalizing project initiatives. Form 851A-3, *Implementation Strategy and Timetable Form*, describes the tasks associated with this project and the ways in which UW-Stout will measure the extent to which these tasks and related objectives are achieved.

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## IMPLEMENTATION STRATEGY AND TIMETABLE FORM

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| 3. Specific Tasks to be Completed | 4. Primary Participants | 5. Methodologies Involved | 6. Tangible Results | 7. Timeframe From | To |
|---|---|---|---|---|---|
| **YEAR ONE (2004-2005)** Task 1.1.1 Pilot career exploration workshops for new students and parents. | Shirley Murphy, New Student Program Coordinator, program directors | Three one-day workshops beginning in the spring of 2005. Students will complete on-line career interest inventories, receive results and meet with program directors. | 75 students and parents receive career information related to UW-Stout programs. | 10/1/04 | 6/1/05 |
| Task 1.1.2 Create "Stout Student Success Plan" by adding components to the current e-advisement system. | Shirley Murphy, Technology-Based Curriculum Specialist, Placement Office | Career planning components added to the current e-advising system for freshmen, sophomores, juniors and seniors. Prototype developed and shared with campus. | Prototype of on-line "Stout Student Success Plan" is created and presented. | 10/1/04 | 5/1/05 |
| Task 1.1.3 Pilot on-line competency-based orientation program with new students. | Shirley Murphy, Technology-Based Curriculum Specialist | An on-line orientation curriculum containing six competency-based modules on academic and transitional issues is developed, shared with campus and tested with students. | On-line orientation curriculum is piloted with 200 new freshmen and transfer students. | 10/1/04 | 9/30/05 |
| Task 1.1.4 Generate an on-line academic skills curriculum for at-risk students. | Shirley Murphy, Campus Retention Committee | Campus Retention Committee reviews current program, examines "best" programs, and drafts content outline for UW-Stout program. | Prototype of on-line study skills curriculum is created. | 1/20/05 | 9/30/05 |
| Task 1.1.5 Hold Summer Institute for faculty development in key project areas. | Julie Furst-Bowe, Faculty Development Consultant | First Summer Teaching and Learning Institute is designed and delivered to provide faculty members with training in advisement, engagement, technologies and assessment. | 40 faculty members attend Summer Institute and receive training. | 10/1/04 | 8/15/05 |

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| 3. Specific Tasks to be Completed | 4. Primary Participants | 5. Methodologies Involved | 6. Tangible Results | 7. Timeframe | |
| | | | | From | To |
| Task 2.1.1 Develop an e-portfolio template for undergraduate programs. | Julie Furst-Bowe, Technology-Based Curriculum Specialist, program directors | Undergraduate program directors determine desired attributes of e-portfolio and prototype is designed by Technology-Based Curriculum Specialist. | E-portfolio prototype is designed and shared with campus. | 10/1/04 | 6/1/05 |
| Task 2.2.1 Review how other laptop campuses are measuring the effectiveness and impact of their programs. | Julie Furst-Bowe, Lou Milanesi, e-Scholar Assessment Taskforce | Group will review best practices in assessment at other laptop campuses, visit three of these campuses and summarize the results to share with the campus. | Visits will be made to three laptop campuses. | 10/1/04 | 8/15/05 |
| **YEAR TWO (2005-2006)**<br>Task 1.1.1 Offer career exploration workshops for new students and parents. | Shirley Murphy, New Student Program Coordinator, program directors | Five one-day workshops offered during both the fall and spring semesters. Workshops are evaluated and the results used for improvement each semester. | 125 students and parents receive career information related to UW-Stout programs. | 10/1/05 | 9/30/06 |
| Task 1.1.2 Stout Student Success Plan is piloted with a sample of new students. | Shirley Murphy, New Student Program Coordinator, advisors | New students will complete and evaluate the online "Stout Student Success Plan." Information on the plan is given to all advisors. | 300 students pilot the "Stout Student Success Plan." | 6/1/06 | 9/30/06 |
| Task 1.1.3 2,000 new students complete on-line competency-based orientation curriculum. | Shirley Murphy, Technology-Based Curriculum Specialist | All new freshmen and transfer students complete on-line curriculum. Students who fail to do so receive registration "holds." | 2,000 students complete on-line orientation curriculum. | 10/1/05 | 9/30/06 |

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| 3. Specific Tasks to be Completed | 4. Primary Participants | 5. Methodologies Involved | 6. Tangible Results | 7. Timeframe | |
| | | | | From | To |
| Task 1.1.4. 50 "at-risk" students pilot new on-line academic skills curriculum. | Shirley Murphy, New Student Program Coordinator | 50 "at-risk" students complete and evaluate the new on-line curriculum. Other "at-risk" students complete "old" curriculum. | 50 students complete and evaluate on-line academic skills course. | 1/20/06 | 9/30/06 |
| Task 1.1.5 40 faculty and instructional staff members attend Summer Teaching and Learning Institute. | Julie Furst-Bowe, Faculty Development Consultant | Summer Teaching and Learning Institute is delivered to provide faculty members with training in advisement, engagement, technologies and assessment. | 40 faculty members attend Summer Institute and receive training. | 6/1/06 | 8/15/06 |
| Task 2.1.1 The e-portfolio is implemented as a method of assessment in the College of Human Development. | Julie Furst-Bowe, Technology-Based Curriculum Specialist, program directors | Six program directors and selected students are trained in the use of the e-portfolio assessment method. | Six additional programs have implemented e-portfolio assessment. | 10/1/05 | 6/1/06 |
| Task 2.2.1 A model for assessing the impact of the e-Scholar program in courses and programs is developed. | Julie Furst-Bowe, Lou Milanesi, e-Scholar Assessment Taskforce | Taskforce develops an assessment model for the campus to measure impact of the e-Scholar program and tests model in a small number of courses. | Assessment model is developed, tested and shared with campus. | 10/1/05 | 6/01/06 |
| **YEAR THREE (2006-2007)**<br>Task 1.1.1 Offer career exploration workshops for new students and parents. | Shirley Murphy, New Student Program Coordinator, program directors | Six one-day workshops offered during both the fall and spring semesters. Workshops are evaluated and the results used for improvement each semester. | 150 students and parents receive career information related to UW-Stout programs. | 10/1/06 | 9/30/07 |

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## IMPLEMENTATION STRATEGY AND TIMETABLE FORM

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**2. Activity Title:**
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| 3. Specific Tasks to be Completed | 4. Primary Participants | 5. Methodologies Involved | 6. Tangible Results | 7. Timeframe | |
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| **YEAR THREE, continued** Task 1.1.2 Stout Student Success Plan is deployed to all new students. | Shirley Murphy, New Student Program Coordinator | All new students will complete online "Stout Student Success Plan." Those who fail to do so receive a "hold" on their registration. | Approximately 2,000 freshmen and transfer students begin plans. | 10/1/06 | 9/30/07 |
| Task 1.1.3 2,000 new students complete on-line orientation curriculum. | Shirley Murphy, Technology-Based Curriculum Specialist | All new freshmen and transfer students complete on-line curriculum. Students who fail to do so receive registration "holds." | 2,000 students complete on-line orientation curriculum. | 10/1/06 | 9/30/07 |
| Task 1.1.4 All "at-risk" students complete on-line academic skills curriculum. | Shirley Murphy, New Student Program Coordinator | All "at-risk" students complete on-line curriculum. Students who fail to do so receive registration "holds." | 200 students complete on-line academic skills course. | 10/1/06 | 9/30/07 |
| Task 1.1.5 40 faculty and instructional staff members attend Summer Teaching and Learning Institute. | Julie Furst-Bowe, Faculty Development Consultant | Summer Teaching and Learning Institute is delivered to provide faculty members with training in advisement, engagement, technologies and assessment. | 40 faculty members attend Summer Institute and receive training. | 6/1/07 | 8/15/07 |
| Task 2.1.1 The e-portfolio is implemented as a method of assessment in the College of Tech, Eng. & Mgmt. | Julie Furst-Bowe, Technology-Based Curriculum Specialist, program directors | Ten program directors and selected students are trained in the use of the e-portfolio assessment method. | Ten additional programs have implemented e-portfolio assessment. | 10/1/06 | 6/01/07 |
| Task 2.2.1 e-Scholar assessment model is used in general education courses. | Julie Furst-Bowe, Lou Milanesi, Gen ed instructors | General education instructors apply the assessment model to collect data in their courses. | Data on impact of e-scholar program is collected in courses | 10/1/06 | 6/1/07 |

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| **3.  Specific Tasks to be Completed** | **4.  Primary Participants** | **5.  Methodologies Involved** | **6.  Tangible Results** | **7.  Timeframe** | |
| | | | | **From** | **To** |
| **YEAR FOUR (2007-2008)**  Task 1.1 1 Career exploration workshops continue with additional sessions offered. | Shirley Murphy, New Student Program Coordinator, program directors | Eight one-day workshops offered during the fall, spring and summer.  Workshops are evaluated and the results used for improvement each semester. | 200 students and parents receive career information related to UW-Stout programs. | 10/1/07 | 9/30/08 |
| Task 1.1.2 All new freshmen and transfer students are required to begin the "Stout Success Plan." | Shirley Murphy, New Student Program Coordinator, advisors | All new freshmen and transfer students are required to begin the plan prior to registering for class. Students who fail to do so receive registration "holds." | 2,000 students begin plans, second year students continue with plans. | 10/1/07 | 9/30/08 |
| Task 1.1.3 All new freshmen and transfer students are required to complete the on-line orientation. | Shirley Murphy, New Student Program Coordinator | All new freshmen and transfer students are required to complete the orientation prior to registering in courses their second semester on campus. | 2,000 new freshmen and transfer students complete the on-line orientation. | 10/1/07 | 9/30/08 |
| Task 1.1.4 All new "at-risk" students are required to complete on-line academic skills course. | Shirley Murphy, New Student Program Coordinator | 200 "at-risk" students are required to complete the on-line competency-based academic skills course.  A registration "hold" is placed on students who fail to complete the course. | 200 students complete and on-line academic skills course. | 10/1/07 | 9/30/08 |
| Task 1.1.5 40 faculty and instructional staff members attend Summer Teaching and Learning Institute. | Julie Furst-Bowe, Faculty Development Consultant | Summer Teaching and Learning Institute is delivered to provide faculty members with training in advisement, engagement, technologies and assessment. | 40 faculty members attend Summer Institute and receive training. | 6/1/08 | 8/15/08 |

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| 3. Specific Tasks to be Completed | 4. Primary Participants | 5. Methodologies Involved | 6. Tangible Results | 7. Timeframe From | To |
|---|---|---|---|---|---|
| Task 2.1.1 The e-portfolio is implemented as a method of assessment in the College of Arts and Sciences. | Julie Furst-Bowe, Technology-Based Curriculum Specialist, program directors | Four program directors and selected students are trained in the use of the e-portfolio assessment method. | Four additional programs have implemented e-portfolio assessment. | 10/1/07 | 6/01/08 |
| Task 2.2.1 e-Scholar assessment model is applied in remaining courses. | Julie Furst-Bowe, Lou Milanesi, instructors | Instructors apply the assessment model to collect data in professional, technical and experiential learning courses. | Data on impact of e-scholar program is collected in courses. | 10/1/07 | 6/01/08 |
| YEAR FIVE (2008-2009)<br>Task 1.1.1 Career exploration workshops continue to serve students and parents. | Shirley Murphy, New Student Program Coordinator, program directors | Eight one-day workshops offered during the fall and spring semesters and during the summer. Workshops are evaluated and the results used for improvement each semester. | 200 students and parents receive career information related to UW-Stout programs. | 10/1/08 | 9/1/09 |
| Task 1.1.2 All new students begin the "Stout Success Plan;" second and third years students continue their plans | Shirley Murphy, New Student Program Coordinator, advisors | All new freshmen and transfer students are required to begin the plan prior to registering for class; second and third year students continue to work on plans with advisors. | All freshmen, sophomore, juniors using on-line planning tool. | 10/1/08 | 9/30/09 |
| Task 1.1.3 All new freshmen and transfer students are required to complete the on-line orientation. | Shirley Murphy, Student Program Coordinator | All new freshmen and transfer students are required to complete the course prior to registering in courses their second semester on campus. | 2,000 new freshmen and transfer students complete the on-line orientation. | 10/1/08 | 9/30/09 |

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| 3. Specific Tasks to be Completed | 4. Primary Participants | 5. Methodologies Involved | 6. Tangible Results | 7. Timeframe | |
|---|---|---|---|---|---|
| | | | | From | To |
| **YEAR FIVE, Continued**<br>Task 1.1.4 All new "at-risk" students complete academic skills course. | Shirley Murphy, New Student Program Coordinator | 200 "at-risk" students are required to complete the on-line competency-based academic skills course. | 200 students complete on-line academic skills course. | 10/1/08 | 9/30/09 |
| Task 1.1.5 40 faculty and instructional staff members attend Summer Teaching and Learning Institute. | Julie Furst-Bowe, Faculty Development Consultant | Summer Teaching and Learning Institute is delivered to provide faculty members with training in advisement, engagement, technologies and assessment. | 40 faculty members attend Summer Institute and receive training. | 6/1/09 | 8/15/09 |
| Task 2.1.1 The UW-Stout e-portfolio is implemented as a method of assessment in the School of Education. | Julie Furst-Bowe, Technology-Based Curriculum Specialist, program directors | Seven program directors and selected students are trained in the use of the UW-Stout e-portfolio assessment method. | All undergraduate programs have implemented e-portfolio assessment. | 10/1/08 | 6/1/09 |
| Task 2.2.1 e-Scholar assessment data are analyzed and model refined. | Julie Furst-Bowe, Lou Milanesi, e-Scholar Assessment Taskforce | Group analyzes and summarizes assessment data from previous two years. Report is generated and shared with campus. Assessment plan is modified. | Report generated and shared with campus. Assessment plan refined. | 10/1/08 | 6/01/09 |

**Key Personnel Narrative**

Implementation of this TITLE III Activity requires five primary positions, the TITLE III Project Coordinator/Activity Director, the Associate Dean of Students, a New Student Program Coordinator, a Technology-Based Curriculum Development Specialist and an Internal Poject Evaluator. Two consultants will be hired to assist with specific aspects of the project, the Summer Teaching and Learning Institutes and the external evaluation. Two part-time support staff positions will be required, one to assist the Project Coordinator and one to provide support to the student retention initiatives.

Since this TITLE III project includes only a single activity, Project Coordinator Julie Furst-Bowe, Assistant Chancellor for Assessment and Continuous Improvement, will also serve as Activity Director. Dr. Furst-Bowe has been at UW-Stout since 1990, and has served as a faculty member, program director, department chair and associate vice chancellor prior to assuming her current position in January of 2003. Dr. Furst-Bowe holds a doctorate in education from the University of Minnesota. She has authored several successful grant applications and managed numerous grant projects. As the primary author of UW-Stout's successful Baldrige application, she has presented nationally and internationally on the topic of quality in higher education. Dr. Furst-Bowe has the required background and experience to manage the Title III planning process. UW-Stout will contribute 50 percent of Dr. Furst-Bowe's time to the project.

Dr. Shirley Murphy, Associate Dean of Students, will assist the Project Director by providing leadership and oversight to the initiatives associated with Goal 1 – To increase student retention and graduation rates. In addition to supervising several student service units, Dr. Murphy currently coordinates the freshman advisement system for the campus and chairs the campus Retention Committee. Dr. Murphy will be involved in four aspects of the TITLE III

activity: the career exploration workshops, the "Stout Student Success Plan," the on-line orientation program and the on-line academic skills program for at-risk students. Dr. Murphy will serve as supervisor for New Student Program Coordinator who will be hired as part of this project. Dr. Murphy, who has been at UW-Stout since 1984, holds a doctorate in Educational Leadership. It is estimated that Dr. Murphy will spend 25 percent of her time on grant-related activities during the project period. Her time will also be contributed by the UW-Stout.

Dr. Lou Milanesi, a Professor of Psychology who has been at UW-Stout since 1991, will assist with the assessment initiatives that are described under Goal 2 – To establish a system to assess student learning outcomes, and will also serve as the internal evaluator for the project. Dr. Milanesi, who has a Ph.D. in Psychology, has served as principal investigator for several evaluations of campus programs and also serves as an external consultant to organizations outside the university. In the project budget, UW-Stout is requesting release time and summer salary funding for Dr. Milanesi to carry out his role as internal project evaluator. It is estimated that Dr. Milanesi will spend 25 percent of his time working with the assessment and evaluation aspects of the project.

TITLE III funds will be used to hire a New Student Program Coordinator, a Technology-Based Curriculum Specialist, a Faculty Development Consultant (Dr. Alan Guskin) and an external evaluator (Dr. William Campbell). These positions are key to the implementation of the activity and the expertise to fill these roles is not available within the institution. Finally, the project will employ two part-time (20 hours per week) Title III Program Assistants to support the implementation process. The program assistants will be responsible for the administrative and clerical tasks associated with the project. The following position descriptions outline the qualifications and responsibilities for each position.

**Project Coordinator/Activity Director**

Julie Furst-Bowe, Ed.D., Assistant Chancellor for Assessment and Continuous Improvement

(50% time contributed by UW-Stout)

Responsible to the Chancellor, the Project Coordinator/Activity Director:

- oversees all aspects of the project and ensures that project remains on schedule
- communicates the goals of the TITLE III activity to all internal and external stakeholders
- hires and supervises Technology-Based Curriculum Specialist, Internal Evaluator, External Evaluator, Faculty Development Consultant and Program Assistant
- coordinates all activities related to the Summer Teaching and Learning Institutes, including follow-up with participants on required course modifications
- coordinates all activities related to the e-portfolio implementation
- coordinates all activities related to e-Scholar assessment
- meets weekly with the Chancellor; meets monthly with Provost's Council
- meets monthly with the Associate Dean of Students and Internal Evaluator
- meets monthly with the TITLE III Project Budget Administrator
- communicates with project oversight group (Chancellor's Advisory Council)
- meets with external evaluator
- submits all reports and attends meetings as required by the Department of Education
- *Qualifications from Resume*: Doctorate in Education (University of Minnesota, 1995); master's degree in instructional technology; 15 years of experience in higher education in teaching and administrative positions; demonstrated background in project and grants management. Received $665,000 in grant funding from federal and state programs and private foundations. Extensive presentation and publication record, including books, book chapters and several international presentations.

**Associate Dean of Students** - Dr. Shirley Murphy, (25% time contributed by UW-Stout)

Responsible to the Project Coordinator, the Associate Dean of Students:

- hires and supervises New Student Program Coordinator and one program assistant
- oversees all activities related to the career exploration workshops
- oversees all activities related to the "Stout Student Success Plan"
- oversees all activities related to the on-line competency-based orientation curriculum
- oversees all activities related to the on-line academic skills curriculum
- meets monthly with the Project Coordinator and Internal Evaluator
- meets with external evaluator
- assists in the preparation of project reports
- *Qualifications*: Earned doctorate in educational leadership and administration (University of St. Thomas, 1995). Twenty years of experience in higher education including positions as a counselor, adult student services coordinator, and associate dean. Experience managing federal and state grants and coordinating student services projects.

**Internal Project Evaluator** - Dr. Lou Milanesi, (25% time requested in budget)

Responsible to the Project Coordinator, the Internal Project Evaluator:

- establishes baseline data by which to measure activity outcomes
- collects data (surveys, interviews, behavioral data) relevant to activity objectives
- oversees program improvement based on assessment data
- assists program directors with implementation of e-portfolio assessment
- assist with implementation of the e-Scholar assessment process
- meets monthly with the Project Coordinator and Associate Dean of Students
- meets with external evaluator
- *Qualifications*: Earned doctorate in Psychology (University of California-Irvine, 1991). Fifteen years of college teaching experience; demonstrated background in assessment and program evaluation; strong research and publication credentials.

**New Student Program Coordinator** - To be hired (100% position requested in budget)

Responsible to the Associate Dean of Students, the New Student Program Coordinator:

- assists with all activities related to the career exploration workshops
- assists with all activities related to the "Stout Student Success Plan"
- assists with all activities related to the on-line competency-based orientation curriculum
- assists with all activities related to the on-line academic skills curriculum
- provides academic and career advising to transfer students
- *Qualifications*: Master's degree in counseling or related field. Three years work experience in student development, student advising and student programming. Excellent oral, written and interpersonal communication skills; a commitment to student service; effective in a team environment.

**Technology-Based Curriculum Specialist** - To be hired (100% position requested in budget)

Responsible to the Project Coordinator, the Technology-Based Curriculum Specialist:

- assists with developmental activities related to the "Stout Student Success Plan"
- assists with developmental activities related to the on-line orientation curriculum
- assists with developmental activities related to the on-line academic skills curriculum
- assists with developmental activities related to the e-portfolio implementation
- develops project website and resource materials in key project areas for students and faculty members
- *Qualifications*: Master's degree in Instructional Technology or related field. Two years work experience in developing web-based instructional courses and programs. Excellent oral, written and interpersonal communication skills; strong technology skills; effective in a team environment.

**Program Assistants–** to be hired (two 50% positions requested in the budget)

Responsible to the Associate Dean of Students (one position) and to the Project Coordinator

(one position) the program assistants:

- provide clerical support for all aspects of the project
- process written, oral and electronic communication related to the project
- assist with setting up appointments and meetings for project staff and participants
- make arrangements (facilities, meals, parking, etc.) for project-related activities
- assist in generating reports related to the project
- *Qualifications*: Two years work experience in an educational setting. Strong communication and organizational skills. Knowledge of word processing, presentation and spreadsheet software.

**External Project Evaluator–** Dr. William Campbell

(to be contracted at a daily rate for the duration of the project)

Responsible to the Project Coordinator, the External Project Evaluator:

- provides consultation and assistance with project evaluation
- suggests program improvements based on evaluation data
- meets with Project Coordinator and selected project staff
- *Qualifications*: Dr. Campbell, Director of Research Services at the University of Wisconsin-River Falls, has extensive experience in designing, developing, implementing and evaluating TITLE III grant activities at multiple institutions. Because this will be UW-Stout's first TITLE III development grant, Dr. Campbell's past experience brings expertise to the project that is not available at UW-Stout.

**Faculty Development Consultant–** Dr. Alan Guskin

(to be contracted at a daily rate for the duration of the project)

Responsible to the Project Coordinator, the Faculty Development Coordinator:

- assists in planning for the annual Summer Institutes
- provides training in curriculum transformation at each Summer Institute
- provides "on-line" consultant services to faculty and staff following institutes
- *Qualifications*: Dr. Alan Guskin, former university chancellor and current co-director of the Project on the Future of Higher Education, has extensive experience in implementing curricular transformation through the use of technology at many institutions. Dr. Guskin's experience brings expertise to the project that is not available at UW-Stout.

**Project Management**

The success of any major institutional change initiative requires that senior leadership is completely supportive and engaged in the effort. At UW-Stout, Chancellor Sorensen has been a strong advocate for institutional improvement and will hold personal responsibility for the success of the Title III project. Dr. Furst-Bowe will administer the project with full support from the project personnel and key groups that will be involved in the project.

**Procedures for Managing the Project**

Dr. Furst-Bowe, whose job description and qualifications are described in the previous section, will manage the project through monthly meetings with the core project staff. At these meetings, Furst-Bowe, Murphy and Milanesi will review the progress made during the previous month and plan strategies for the next month. If necessary, additional staff members will be brought in to discuss specific issues. Each week, Dr. Furst-Bowe will meet with Chancellor Sorensen to discuss progress. Each month, Dr. Furst-Bowe will report Title III progress to the Provost's Council. This group includes the Provost, the deans, and directors of major units in the Academic and Student Affairs Division.

With the assistance of the core project staff, Dr. Furst-Bowe will generate a progress report at the end of each semester. These reports will detail the extent to which activity objectives have been met, describe barriers encountered, and propose modifications of the implementation plan. These activity reports will be the basis for the annual reports, which will include complete descriptions of project activities; the degrees to which tasks were completed and objectives were met; fiscal summaries; evaluations; and plans for the following years. She will present the annual report to the Chancellor's Advisory Council by January 31st each year. This report will serve as the basis of the annual Title III report to the

Department of Education. In addition, Dr. Furst-Bowe will inform the campus of Title III activities, opportunities, and progress through e-mail, a project web site, presentations to colleges and departments, and meetings with interested faculty, staff and students.

Since the TITLE III project will have a major impact on the campus for several years, Dr. Furst-Bowe will prepare an update on the project each year prior to the annual Chancellor's Advisory Council Retreat. Sharing this information with retreat participants will ensure that TITLE III project data is integrated into the institutional planning process and that TITLE III project activities are integrated with related institutional activities.

**Managing Staff**

The core project staff members are persons already employed at UW-Stout. They are familiar with the campus, have credibility with their peers and they are deeply committed to the goals of the project. Since each of these three people will be assigned to the TITLE III project for only part of their time, two full-time and two part-time positions will be needed to carry out many of the daily activities. UW-Stout will hire these persons following standard search and screen procedures. UW-Stout is an affirmative action, equal opportunity employer. Dr. Furst-Bowe and Dr. Murphy will supervise staff in accordance with UW-Stout personnel policies. Project staff will be reviewed annually to measure the achievement of objectives for their positions. Salary increases will depend on this review process.

**Managing Budgets**

Dr. Furst-Bowe and Dr. Murphy will retain signature authority for the Title III budget; no purchases can be made without their approval. Bonni Falkner, a UW-Stout accountant, was the budget administrator for the TITLE III Planning Grant budget and will be the budget administrator for this project. Currently, she prepares monthly reports

detailing expenditures, compares them to the budgets approved by the funding agency, and reports any discrepancy to the project director. She prepares annual fiscal reports for the project director, the university, and the funding agency. She will follow these same procedures with the Title III development grant. She will meet monthly with Dr. Furst-Bowe to review expenditures. The University of Wisconsin is an agency of the State of Wisconsin. Therefore, the campus follows the accounting principles of the state and is audited annually. All of UW-Stout's federally-funded accounts are audited each year by the Wisconsin Legislative Audit Bureau (LAB) to ensure compliance with both state and federal regulations. The LAB is familiar with EDGAR, A-110, and A-133.

**Project Authority and Access to Administrators**

Dr. Furst-Bowe reports directly to Chancellor Sorensen, and he has given her the authority to design and manage the activities needed to meet the project goals. Dr. Murphy currently serves as the Associate Dean of Students. For the past six years, she has been leading UW-Stout's efforts to increase retention rates and provide support services to students. Dr. Milanesi is a tenured full professor in the Psychology Department. The Title III responsibilities of these project leaders are a natural outgrowth of their current assignments. Hence they are already exercising the type of authority required by the project.

Dr. Furst-Bowe meets weekly with Chancellor Sorensen, and is a member of the Chancellor's Cabinet and the Chancellor's Advisory Council. These groups meet bi-weekly every month of the year. The core project staff members each have a long tenure at UW-Stout and will have no difficulty in accessing administrators, governance groups or other faculty and staff during the course of the project period. The campus is small enough to allow frequent formal and informal communication on all aspects of the project.

**Project Evaluation**

UW-Stout will evaluate the progress and success of the Title III project through the use of both formative and summative assessment methods. Formative assessments will include surveys of Career Workshop and Summer Institute participants and pilot tests of the Stout Student Success Plan, the on-line orientation program and the on-line academic skills program. Internal project evaluator, Dr. Lou Milanesi, will meet with the core staff members associated with each of the project tasks to assist in developing and reviewing their implementation models and progress relative to timelines, performance milestones and benchmarks. Additionally, he will assist each group in developing appropriate quantitative and qualitative measures. He will also provide advice on data collection methods and assist with data analysis and in understanding and using the data for project improvement.

Summative assessment methods will ascertain to what degree UW-Stout has met the goals and objectives of the project. These include end-of-semester activity reports, annual reports by the external evaluator, annual reports to the Chancellor's Advisory Council and the annual reports to the Department of Education.

Project objectives were developed to be easily measurable. Objective 1.1. is to increase freshmen-sophomore retention to 80 percent and the six-year graduation rate to 62 percent by September 30, 2009. UW-Stout will assess the degree to which the institution has reached this objective by employing a panel-design method of tracking freshmen cohorts that will allow the institution to map trends and correlate a variety of archival data towards predicting retention and specific categories of attrition. Retention and graduation rates will be calculated and shared with the campus on an annual basis.

Objective 2.1 is to increase from 25 percent to 100 percent the number of undergraduate programs which have implemented e-portfolio assessment by September 30, 2009, and Objective 2.2 is to increase the number of faculty members assessing how the laptop or e-Scholar program contributes to student learning at the undergraduate program (100 percent) and course (80 percent) levels by September 30, 2009. These objectives are also clearly measurable in the summative analyses; however, the formative evaluation processes that are deployed to reach these objectives will assist project staff and faculty members in maintaining systematic quality improvement through information-based decision making.

Not all of the tasks can be assessed and managed with quantitative metrics. Based on an action evaluation model, Dr. Milanesi will implement evaluation procedures that utilize the most appropriate combination of qualitative and quantitative methods for each task. Further, he will facilitate information sharing across all project-related tasks to eliminate redundant or uncoordinated efforts across campus. The types of data that will be collected for each task, the data collection methods and the data analysis procedures are described in Table 9.

UW-Stout's Title III core project staff have significant experience in program evaluation and are capable of completing the evaluation described above. However, the project staff will hire an external consultant to validate the proposed approaches, review the results and provide suggestions for improvement. An external evaluator, Dr. Bill Campbell, will be retained throughout the project period. Dr. Campbell will spend one day at UW-Stout at the beginning of the project and one day per year thereafter. He will review the collection methods, sample the data, consult with the core project staff about improving and streamlining procedures, and assist with data analysis. Finally, he will assist the project staff in modifying future plans based on evaluation results.

**Table 9: Title III Evaluation Plan**

| Data Elements | Data Collection Procedures | Data Analysis Procedures | Staff Responsible | Possible Results |
|---|---|---|---|---|
| Goal 1/Objective 1: Improve retention and graduation rates through academic and career advising and faculty development<br>Tasks:<br>1.1 Implement career exploration workshops<br>1.2 Implement Stout Student Success Plan<br>1.3 Implement on-line orientation program<br>1.4 Implement on-line academic skills program<br>1.5 Implement faculty development institute | | | | |
| 1.1 Overall effectiveness of career exploration workshops | -Quantitative: Administer pre-post workshop surveys<br>-Qualitative: Staff field notes and debriefing focus groups | -Quantitative: Overall and segmented pre-post and long-term impact<br><br>Qualitative: Critical incident and SWOT analyses | Murphy<br>Milanesi | Modify workshops. |
| 1.2-4 Overall effectives of Student Success Plan, Orientation Program and Academic Skills Program | -Quantitative: Administer on-line surveys to participating students<br>-Monitor course withdrawals, major changes and retention for program participants<br>-Qualitative: Interview students who pilot programs | -Quantitative: Overall and segmented pre-post and long-term impact<br><br>-Analyze student data and compare to previous years<br><br>-Qualitative: Content analysis of interview data | Murphy<br>Milanesi | Modify programs in terms of content, format and usability. |
| 1.5 Overall effectiveness and impact of Summer Teaching and Learning Institute | -Quantitative: Administer post-workshop surveys to participants<br>-Administer NSSE and ACT CAAP surveys annually<br>-Qualitative: Staff field notes and debriefing focus groups | -Quantitative: Overall and segmented pre-post and long-term impact;<br>-NSSE and ACT CAAP survey trends<br>-Qualitative: Content, Discourse and SWOT analyses | Furst-Bowe<br>Milanesi | Modify content and/or format of program. |

| Table 10: Title III Evaluation Plan, continued | | | | |
|---|---|---|---|---|
| **Data Elements** | **Data Collection Procedures** | **Data Analysis Procedures** | **Staff Responsible** | **Possible Results** |
| Goal 2 to Implement a system to assess student learning outcomes.<br>Objectives<br>2.1    Implement e-portfolio assessment in 100 percent of undergraduate programs<br>2.2    Implement assessment of e-Scholar program in 100 percent of undergraduate programs and 80 percent of courses | | | | |
| 2.1 Overall effectiveness of e-portfolio implementation | -Quantitative: Inventory number of programs who have implemented e-portfolios<br>-Assess levels of implementation<br>-Monitor major changes and program retention for participants<br>-Qualitative: Focus groups with faculty and students | -Quantitative: Overall and segmented pre-post and long-term impact; trend analyses<br><br>-Qualitative: Critical incident and SWOT analyses | Furst-Bowe<br>Milanesi | Modify implementation process and/or e-portfolio template. |
| 2.2 Overall effectiveness of e-Scholar assessment program | -Quantitative: Inventory number of programs and courses that have collected data on the effectiveness of the program<br>-Rate levels of implementation<br><br>-Qualitative: Focus groups with participating faculty members | -Quantitative analysis: Overall and segmented pre-post and long-term impact; trend analyses; correlations to individual, unit and institutional metrics of performance<br>-Qualitative: Content, Discourse and SWOT analyses | Furst-Bowe<br>Milanesi | Develop recommendations for e-Scholar program; modify assessment process. |

**Budget Narrative and Required Information for Appendix**

For this project, UW-Stout will target a single activity that will address the specific problems identified in the Comprehensive Development Plan. UW-Stout received a TITLE III Planning Grant of $34,000 in 2003, and this funding was used to support activities related to the development of the Comprehensive Development Plan. UW-Stout has not received any other previous support from the TITLE III program.

All costs for this activity are necessary; they provide UW-Stout with the infrastructure, personnel and resources needed to accomplish the activity objectives. An activity of this size and scope would be impossible at UW-Stout without the additional funding provided by this grant. The time of the Project Coordinator and Associate Dean of Students will be contributed by UW-Stout. The project budget requests funds for key project positions including an internal evaluator, a new student program coordinator, a technology-based curriculum specialist, two program assistants and two consultants. Faculty stipends are also requested as faculty will be participating in summer development activities. Positions that are necessary to the continuation of the project after the grant period will be maintained through campus funding sources.

Every item in the budget is directly tied to the project tasks and has been explained in the project timeline (pages 35 to 38). In addition to personnel costs and fringe benefits, budget items include travel to conferences and other campuses; assessments instruments for students (Noel Levitz, MBTI Inventory, Self-Directed Search and ACT CAPP); laptops, refreshments and supplies for career exploration workshops; refreshments and supplies for the summer institutes; and general office supplies and equipment. Given the size of the institution and the importance of the project to address serious problems, the TITLE III investment is both reasonable and essential for UW-Stout to accomplish its goals and move toward increased self-sufficiency,

| | | GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS TITLE III, HIGHER EDUCATION ACT, AS AMENDED | ACTIVITY NUMBER | PAGE NUMBER | NUMBER OF PAGES | FORM APPROVED OMB NO. 1840-0114 EXP. DATE: 12/31/2002 |

## ACTIVITY BUDGET (To be completed for every major activity for which funding is requested)

**1. Name of Applicant Institution:** University of Wisconsin-Stout     **2. Activity Title:** Program Management

| 3. Budget Categories By Year | First Year | | Second Year | | Third Year | | Fourth Year | | Fifth Year | | Total Funds Requested |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Object Class | % of Time | Funds Requested | % of Time | Funds Requested | % of Time | Funds Requested | % of Time | Funds Requested | % of Time | Funds Requested | |
| a. Personnel (Position Title) Director Associate Dean of Students | | $0 | | $0 | | $0 | | $0 | | $0 | |
| SUB-TOTAL | | 0 | | 0 | | 0 | | 0 | | 0 | |
| b. Fringe Benefits % | | 0 | | 0 | | 0 | | 0 | | 0 | |
| c. Travel | | 0 | | 0 | | 0 | | 0 | | 0 | |
| d. Equipment | | 0 | | 0 | | 0 | | 0 | | 0 | |
| e. Supplies | | 0 | | 0 | | 0 | | 0 | | 0 | |
| f. Contractual | | 0 | | 0 | | 0 | | 0 | | 0 | |
| g. Construction | | 0 | | 0 | | 0 | | 0 | | 0 | |
| h. Other | | 4000 | | 4000 | | 4000 | | 4000 | | 6000 | 22000 |
| i. TOTAL DIRECT CHARGES | | $4000 | | $4000 | | $4000 | | $4000 | | $6000 | $22000 |

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**ACTIVITY BUDGET (To be completed for every major activity for which funding is requested)**

**1. Name of Applicant Institution:** University of Wisconsin-Stout

**2. Activity Title:** Integration of Advisement, Mobile Technologies and Assessment

| 3. Budget Categories By Year | First Year | | Second Year | | Third Year | | Fourth Year | | Fifth Year | | Total Funds Requested |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Object Class | % of Time | Funds Requested | % of Time | Funds Requested | % of Time | Funds Requested | % of Time | Funds Requested | % of Time | Funds Requested | |
| a. Personnel (Position Title) | | | | | | | | | | | |
| Student Program Coordinator | 100 | $33454 | 100 | $35295 | 100 | $37236 | 100 | $39284 | 100 | $41445 | 186714 |
| Tech Curriculum Designer | 100 | 45619 | 100 | 48129 | 75 | 38082 | 50 | 26785 | 25 | 14129 | 172744 |
| Project Evaluator | 25 | 18159 | 25 | 19157 | 25 | 20210 | 25 | 21320 | 25 | 22490 | 101336 |
| Faculty Development(40) | | 40000 | | 40000 | | 40000 | | 40000 | | 40000 | 200000 |
| Prgm Assistant, Advisement | 50 | 11887 | 50 | 12541 | 50 | 13231 | 50 | 13959 | 50 | 14727 | 66345 |
| Prgm Assist, Assessment | 50 | 11887 | 50 | 12541 | 50 | 13231 | 50 | 13959 | 50 | 14727 | 66345 |
| SUB-TOTAL | | 161006 | | 167663 | | 161990 | | 155307 | | 147518 | 793484 |
| b. Fringe Benefits 41.5%; 56% | | 70266 | | 73220 | | 71064 | | 68501 | | 65493 | 348544 |
| c. Travel | | 17145 | | 12474 | | 12945 | | 12945 | | 12948 | 68457 |
| d. Equipment | | 0 | | 0 | | 0 | | 0 | | 0 | 0 |
| e. Supplies | | 2520 | | 2280 | | 2280 | | 2280 | | 2280 | 11640 |
| f. Contractual | | 0 | | 0 | | 0 | | 0 | | 0 | 0 |
| g. Construction | | 0 | | 0 | | 0 | | 0 | | 0 | 0 |
| h. Other | | 95063 | | 90363 | | 97721 | | 106967 | | 115761 | 505875 |
| i. TOTAL DIRECT CHARGES | | $346000 | | $346000 | | $346000 | | $346000 | | $344000 | $1728000 |

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## OTHER BUDGET INFORMATION FOR SUMMARY BUDGET

**1. Name of Applicant Institution:**
University of Wisconsin-Stout

**2. Activity Title:**
Program Management

| 3. Remarks | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Total |
|---|---|---|---|---|---|---|
| **a.    Personnel** | | | | | | |
| Project Director, Julie Furst-Bowe, 50% of full time appointment, cost borne by UW-Stout. | 0 | 0 | 0 | 0 | 0 | 0 |
| Associate Dean of Students, Shirley Murphy 25% of full time appointment, cost borne by UW-Stout. | 0 | 0 | 0 | 0 | 0 | 0 |
| Total Personnel | 0 | 0 | 0 | 0 | 0 | 0 |
| **b.    Fringe Benefits** | | | | | | |
| Faculty @ 41.5% of salaries. | 0 | 0 | 0 | 0 | 0 | 0 |
| Total Fringe Benefits | 0 | 0 | 0 | 0 | 0 | 0 |
| **h.    Other** | | | | | | |
| Fee for outside evaluator: Integration of Advisement, Mobile Technologies and Assessment. | 4000 | 4000 | 4000 | 4000 | 6000 | 22000 |
| Total Other | 4000 | 4000 | 4000 | 4000 | 6000 | 22000 |
| Total Direct Charges | 4000 | 4000 | 4000 | 4000 | 6000 | 22000 |

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## OTHER BUDGET INFORMATION FOR SUMMARY BUDGET

| 1. Name of Applicant Institution: University of Wisconsin-Stout | 2. Activity Title: Integration of Advisement, Mobile Technologies and Assessment |
| --- | --- |

| 3. Remarks | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Total |
| --- | --- | --- | --- | --- | --- | --- |
| a. Personnel | | | | | | |
| Student Program Coordinator, | 33454 | 35295 | 37236 | 39284 | 41445 | 186714 |

100% of full time appointment @ $33000 starting salary, 5.5% increase per year.

| Technology Based Curriculum | 45619 | 48129 | 38082 | 26785 | 14129 | 172744 |

Based Designer. 100% of full time appointment @ $45000 starting salary,
5.5% increase per year. During year 3, position reduced to 75%; year 4, 50%; year 5, 25%.

| Project Evaluator, Lou Milanesi | 18159 | 19157 | 20210 | 21320 | 22490 | 101336 |

25% of Academic Year & 25% of 40 days during Summer @ $59111 starting salary, 5.5% increase per year.

| Faculty Development | 40000 | 40000 | 40000 | 40000 | 40000 | 200000 |

Institute Stipends. 40 faculty @ $1000 per year.

| Program Assistant, Advisement | 11887 | 12541 | 13231 | 13959 | 14727 | 66345 |

50% of full time appointment @ $23450 starting salary, 5.5% increase per year.

| Program Assistant, Assessment | 11887 | 12541 | 13231 | 13959 | 14727 | 66345 |

50% of full time appointment @ $23450 starting salary, 5.5% increase per year.

| Total Personnel | 161006 | 167663 | 161990 | 155307 | 147518 | 793484 |

| b. Fringe Benefits | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| Faculty and @ 41.5% of salaries. | 56952 | 59173 | 56245 | 52867 | 48997 | 274234 |
| Classified Staff @ 56%. | 13314 | 14046 | 14819 | 15634 | 16496 | 74309 |
| Total Fringe Benefits | 70266 | 73220 | 71064 | 68501 | 65493 | 348544 |

**c. Travel**

| Project Director, Associate Dean | 4200 | 0 | 0 | 0 | 0 | 4200 |
| --- | --- | --- | --- | --- | --- | --- |

of Students, New Student Program Coordinator, Technology Based Curriculum Based Designer and Project evaluator to Out-of-State Laptop Campus visits. Year 1, 3 visits including transportation, lodging and meals.

| Project Director, Associate Dean | 3630 | 3630 | 3630 | 3630 | 3630 | 18150 |

of Students, New Student Program Coordinator to Out-of-State National Student Affairs Assessment and Retention Conference. Years 1-5 including transportation, registration, lodging and meals.

| Project Director, Associate Dean | 5805 | 5334 | 5805 | 5805 | 5805 | 28554 |

of Students, New Student Program Coordinator to Out-of-State First Year Experience.
Years 1-5 including transportation, registration, lodging and meals.

| Project Director, Associate Dean | 3510 | 3510 | 3510 | 3510 | 3513 | 17553 |

of Students, New Student Program Coordinator to Out-of-State NACADA Assessment Seminar.
Years 1-5 including transportation, registration, lodging and meals.

| Total Travel | 17145 | 12474 | 12945 | 12945 | 12948 | 68457 |

## OTHER BUDGET INFORMATION FOR SUMMARY BUDGET

| 1. **Name of Applicant Institution:** University of Wisconsin-Stout | 2. **Activity Title:** Integration of Advisement, Mobile Technologies and Assessment |
|---|---|

### 3. Remarks

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Total |
|---|---|---|---|---|---|---|
| **e. Supplies** | | | | | | |
| Telephone: 2 lines @ $50 | 1440 | 1200 | 1200 | 1200 | 1200 | 6240 |
| Per month plus network connections in year 1. | | | | | | |
| Copier: $40 per month | 480 | 480 | 480 | 480 | 480 | 2400 |
| General Office Supplies $50/month | 600 | 600 | 600 | 600 | 600 | 3000 |
| Total Supplies | 2520 | 2280 | 2280 | 2280 | 2280 | 11640 |
| | | | | | | |
| **h. Other** | | | | | | |
| Faculty Development Consultant | 20000 | 20000 | 20000 | 20000 | 20000 | 100000 |
| Alan Guskin, $2000 @ 10 days per year. | | | | | | |
| Noel Levitz Assessments | 11600 | 11600 | 11600 | 11600 | 11600 | 58000 |
| $7.25/student x 1600 students/year | | | | | | |
| ACT CAAP Assessments | 10000 | 10000 | 10000 | 10000 | 10000 | 50000 |
| Laptop Computers | 4640 | 0 | 5003 | 5370 | 0 | 15013 |
| Student Laptops | 18558 | 16248 | 17508 | 24167 | 38361 | 114842 |
| Network Charges | 390 | 390 | 360 | 330 | 300 | 1770 |
| Years 1&2: 3.25 FTE @ $120/year; | | | | | | |
| Year 3: 3.0 FTE @ $120/year; Year 4: 2.75 @ $120/year; Year 5: 2.50 FTE @ $120/year | | | | | | |
| Early Choice Career Exploration | 3375 | 5625 | 6750 | 9000 | 9000 | 33750 |
| Workshop Year 1: 75 students plus 75 parents; Year 2: 125 students plus 125 parents; Year 3: 150 students plus 150 parents; Year 4 & 5: 200 students plus 200 parents Lunch and Breaks @ $10/day/person; Supplies, postage, copies, student success plan packet @ $25/person | | | | | | |
| MBTI Inventory | 12000 | 12000 | 12000 | 12000 | 12000 | 60000 |
| $7.50/student x 1600 students/year | | | | | | |
| Self Directed Search | 4000 | 4000 | 4000 | 4000 | 4000 | 20000 |
| $2.50/student x 1600 students/year | | | | | | |
| Faculty Development Institute | 10500 | 10500 | 10500 | 10500 | 10500 | 52500 |
| Years 1-5: 40 participants plus 10 staff | | | | | | |
| Lunch and Breaks: 50 people @ 8 days @ $25/day, Supplies, copies: 50 people @ $10/day | | | | | | |
| | | | | | | |
| Total Other | 95063 | 90363 | 97721 | 106967 | 115761 | 505875 |
| | | | | | | |
| Total | 346000 | 346000 | 346000 | 346000 | 344000 | 1728000 |

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## OTHER BUDGET INFORMATION FOR SUMMARY BUDGET

| 1. Name of Applicant Institution:<br>University of Wisconsin-Stout | 2. Activity Title:<br>Summary Budget |

### 3. Remarks

a.  **Annual salary increments.** UW-Stout predicts average salary increases of 5.5% increases per year for both professional and classified staff for the near future. We have used that rate in our salary projections in all budgets.

b.  **Fringe benefit components.**

|  | Faculty | Classified Staff |
|---|---|---|
| Income continuation insurance | .12% | .13% |
| Unemployment compensation | .15% | .11% |
| Workers' compensation | .38% | .41% |
| Social Security & Medicare (FICA) | 7.54% | 7.65% |
| Health Insurance | 18.46% | 37.35% |
| Life Insurance | .06% | .11% |
| Retirement | 13.6% | 13.6% |
| Adjustment | 1.19% | -3.36% |
| Total Fringe benefit rate | 41.5% | 56.0% |

c.  **Institutional policies regarding travel costs.** The University of Wisconsin imposes stringent controls over travel costs. Airfare is always the lowest-cost fare. Lodging in-state is limited to $62/night; certain high-cost cities out-of-state have higher limits.   Meals in-state are limited to $34/day; in high-cost cities, the maximum is $40/day. Travel lines in the preceding budgets do not exceed these limits; in many cases, we will spend less than the maximum.

d.  **Institutional policies governing procurement procedures.** The University of Wisconsin requires that equipment costing less than $1500 can be purchased with or without bids on the 'best judgment' of the Purchasing Department. Items costing between $1500 and $25000 require three comparative process, at least. Items costing more than.   $25000 must be sent out for sealed competitive bids. We will follow these procedures as we purchase equipment for the Title III project.

e.  **Institutional policies governing consultants.** The University of Wisconsin mandates that consultants be paid on a reasonable per-day basis. However, no limits are imposed. Preceding budgets list fees and expenses for consultants which are consistent with the fees and expenses UW-Stout pays similar consultants in similar circumstances.

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## U.S. DEPARTMENT OF EDUCATION

### BUDGET INFORMATION

### NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 02/28/2003

Name of Institution/Organization:
University of Wisconsin-Stout

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

### SECTION A - BUDGET SUMMARY
### U.S. DEPARTMENT OF EDUCATION FUNDS

| Budget Categories | Project Year 1 (a) | Project Year 2 (b) | Project Year 3 (c) | Project Year 4 (d) | Project Year 5 (e) | Total (f) |
|---|---|---|---|---|---|---|
| 1. Personnel | $ 161006 | $ 167663 | $ 161990 | $ 155307 | $ 147518 | $ 793484 |
| 2. Fringe Benefits | $ 70266 | $ 73220 | $ 71064 | $ 68501 | $ 65493 | $ 348544 |
| 3. Travel | $ 17145 | $ 12474 | $ 12945 | $ 12945 | $ 12948 | $ 68457 |
| 4. Equipment | $ 0 | $ 0 | $ 0 | $ 0 | $ 0 | $ 0 |
| 5. Supplies | $ 2520 | $ 2280 | $ 2280 | $ 2280 | $ 2280 | $ 11640 |
| 6. Contractual | $ 0 | $ 0 | $ 0 | $ 0 | $ 0 | $ 0 |
| 7. Construction | $ 0 | $ 0 | $ 0 | $ 0 | $ 0 | $ 0 |
| 8. Other | $ 99063 | $ 94363 | $ 101721 | $ 110967 | $ 121761 | $ 527875 |
| 9. Total Direct Costs (lines 1-8) | $ 350000 | $ 350000 | $ 350000 | $ 350000 | $ 350000 | $ 1750000 |
| 10. Indirect Costs | $ 0 | $ 0 | $ 0 | $ 0 | $ 0 | $ 0 |
| 11. Training Stipends | $ 0 | $ 0 | $ 0 | $ 0 | $ 0 | $ 0 |
| 12. Total Costs (lines 9-11) | $ 350000 | $ 350000 | $ 350000 | $ 350000 | $ 350000 | $ 1750000 |

ED Form No. 524

| U.S. DEPARTMENT OF EDUCATION BUDGET INFORMATION NON-CONSTRUCTION PROGRAMS | OMB Control Number: 1890-0004 Expiration Date: 02/28/2003 |

| Name of Institution/Organization: University of Wisconsin-Stout | Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form. |

## SECTION B - BUDGET SUMMARY
## NON-FEDERAL FUNDS

| Budget Categories | Project Year 1 (a) | Project Year 2 (b) | Project Year 3 (c) | Project Year 4 (d) | Project Year 5 (e) | Total (f) |
|---|---|---|---|---|---|---|
| 1. Personnel | $ 0 | $ 0 | $ 0 | $ 0 | $ 0 | $ 0 |
| 2. Fringe Benefits | $ 0 | $ 0 | $ 0 | $ 0 | $ 0 | $ 0 |
| 3. Travel | $ 0 | $ 0 | $ 0 | $ 0 | $ 0 | $ 0 |
| 4. Equipment | $ 0 | $ 0 | $ 0 | $ 0 | $ 0 | $ 0 |
| 5. Supplies | $ 0 | $ 0 | $ 0 | $ 0 | $ 0 | $ 0 |
| 6. Contractual | $ 0 | $ 0 | $ 0 | $ 0 | $ 0 | $ 0 |
| 7. Construction | $ 0 | $ 0 | $ 0 | $ 0 | $ 0 | $ 0 |
| 8. Other | $ 0 | $ 0 | $ 0 | $ 0 | $ 0 | $ 0 |
| 9. Total Direct Costs (lines 1-8) | $ 0 | $ 0 | $ 0 | $ 0 | $ 0 | $ 0 |
| 10. Indirect Costs | $ 0 | $ 0 | $ 0 | $ 0 | $ 0 | $ 0 |
| 11. Training Stipends | $ 0 | $ 0 | $ 0 | $ 0 | $ 0 | $ 0 |
| 12. Total Costs (lines 9-11) | $ 0 | $ 0 | $ 0 | $ 0 | $ 0 | $ 0 |

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:
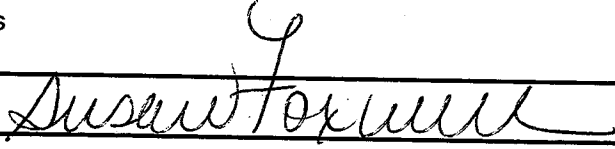
1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. "4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. "276a to 276a-7), the Copeland Act (40 U.S.C. '276c and 18 U.S.C. "874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. " 327-333), regarding labor standards for federally assisted construction sub-agreements.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. "1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. "7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).

12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. "1721 et seq.) related to

amended (20 U.S.C. "1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. '794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. " 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) " 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. " 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. ' 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute (s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. "1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. '470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. "469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. "2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. "4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

| Signature of Authorized Certifying Representative: *Susan Foxwell* |
| Name of Authorized Certifying Representative: Susan Foxwell |
| Title: Research Administrator |
| Date Submitted: 02/24/2004 |

# Certifications Regarding Lobbying; Debarment, Suspension And Other Responsibility Matters; And Drug-Free Workplace Requirements

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Non-procurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

## 1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over $100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

## 2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for

(b) Establishing an on-going drug-free awareness program to inform employees about:

(1) The dangers of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph

prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110--

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgement rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

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3. **DRUG-FREE WORKPLACE**
**(GRANTEES OTHER THAN INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 -

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(d)(2), with respect to any employee who is so convicted:

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

Address:
City:
County:
State:      Zip Code:   -

Check [] if there are workplaces on file that are not identified here.

**DRUG-FREE WORKPLACE**
**(GRANTEES WHO ARE INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610-

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and
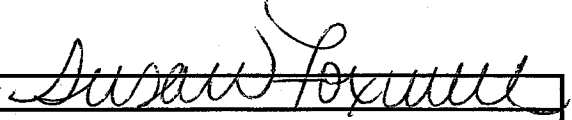
B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.

Explanation for Section 2B

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

| |
|---|
| Name of Authorized Certifying Representative:  Susan Foxwell |
| Title:  Research Administrator |
| Applicant:  University of Wisconsin-Stout |
| Date:  02/24/2004 |
| ED 80-0013 |

# Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion - Lower Tier Covered Transactions

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

### Instructions for Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.

2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.

4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.

5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this

6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.

7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Nonprocurement List.

8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
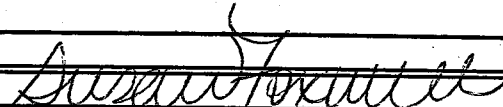
covered transaction, unless authorized by the
department or agency with which this transaction
originated.

## Certification

(1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.

(2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

| |
|---|
| Explanation for Statement (2) |
| Name of Authorized Certifying Representative:  Susan Foxwell |
| PR/Award Number: |
| Project Name:  Integration of Advisement, Mobile Technologies and Assessment |
| Title:  Research Administrator |
| Applicant:  University of Wisconsin-Stout |
| Date:  02/24/2004 |
| ED 80-0014 |

## Disclosure of Lobbying Activities
Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

| 1. Type of Federal Action: | 2. Status of Federal Action: | 3. Report Type: |
|---|---|---|
| [] Contract<br>[X] Grant<br>[] Cooperative Agreement<br>[] Loan<br>[] Loan Guarantee<br>[] Loan Insurance | [X] Bid/Offer/Application<br>[] Initial Award<br>[] Post-Award | [X] Initial Filing<br>[] Material Change<br><br>**For Material Change only:**<br>Year: 0 Quarter: 0<br>Date of Last Report: |

**4. Name and Address of Reporting Entity:**
[X] Prime   [] Subawardee
Tier, if known: 0
Name: University of Wisconsin-Stout
Address: 11 Harvey Hall
City: Menomonie
State: WI
Zip Code + 4: 54751 -4751

**Congressional District, if known:**

**5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime:**

Name:
Address:
City:
State:
Zip Code + 4: -

**Congressional District, if known:**

**6. Federal Department/Agency:** Department of Education

**7. Federal Program Name/Description:** Title III Strengthening Institutions

CFDA Number, if applicable: 84.031A

**8. Federal Action Number,** if known:

**9. Award Amount,** if known: $0

**10. a. Name of Lobbying Registrant** (if individual, last name, first name, MI): None
Address:
City:
State:
Zip Code + 4: -

**b. Individuals Performing Services** (including address if different from No. 10a)
(last name, first name, MI): None
Address:
City:
State:
Zip Code + 4: -

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Name: Susan Foxwell
Title: Research Administrator
Applicant: University of Wisconsin-Stout
Date: 02/24/2004

**Federal Use Only:**

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Standard Form LLL
(Rev. 7-97)

The time required to complete this information collection is estimated to vary from 1 to 3 hours per response, with an average of 1.5 hours, including the time to review instructions, search existing data resources, gather and maintain the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, Washington, DC 20202-4651.

Applicants should use this section to address the GEPA provision.

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The University of Wisconsin-Stout Title III Strengthening Institutions project will be in complete compliance with the GEPA provision to ensure equitable access to and participation for program beneficiaries with special needs. UW-Stout is an equal opportunity affirmative action institution that constantly strives to overcome barriers of gender, race, national origin, color, disability, or age from its institutional policies and practices. Consequently, our program will consciously and diligently work to eliminate any barriers that our staff, our university or our students might impose, whether consciously or unconsciously.

Assistant Chancellor Julie Furst-Bowe, Project Director of the UW-Stout Title III Project, will implement within the project design, strategies which provide for equal access and participation through:

- Recruiting persons of color, persons with disabilities, women and persons with non-European backgrounds.
- Identifying and addressing less overt areas of subtle deterants to equity including equal access to information, equal attention to ideas and inclusion in decision discussion and making.
- Emphasizing assessment within the project process which calls for consciously addressing how diversity is being attended to throughout the project plan.

Compliance is assured for proactively providing equal access and participation in all aspects of the project design. UW-Stout is committed to implementing the principles of elimination of barriers throughout the university. This was addressed in the Baldrige Quality Award and is infused in the culture of the institution.

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## Section 427 of GEPA

### NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Pub. L. 103-382).

### To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

### What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

### What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

### Estimated Burden Statement for GEPA Requirements

## Project Narrative

University of Wisconsin-Stout
Tie-Breaker Information

If the selection process ends in a tie and funds are not sufficient to fund all institutions we will use the information provided here to determine who will receive a grant. We will award up to 3 additional points based on the information provided here.

Total FALL 2000 FULL-TIME EQUIVALENT (FTE) students = 6,968

a. Total market value of endowment fund at the end of 2000-2001. $17,761,015

b. Total expenditures for library material during 2000-2001. $648,504

Endowment Investing Yes _____ No X

Have you elected to participate in the Endowment investing component of the Title III, Part A Programs? No