

# **Title: Reforming Undergraduate Education through the University Studies Program at the University of Wisconsin Oshkosh**

## ***Brief description***

The overall goal of the Quality Initiative is to reform undergraduate education at the University of Wisconsin Oshkosh through the implementation of our new general education program University Studies Program and a review of degree requirements. This work will involve the entire university community in the implementation of the University Studies Program (USP) which is infused with high impact practices, documented through ePortfolio, and monitored by a new university assessment plan. In addition to this new framework for general education, the faculty and staff will review degree requirements to create proposals for revisions. The curriculum reform efforts are guided by the AAC&U *Principles of Excellence* to make excellence inclusive, to connect knowledge with choices and action, and to foster civic, intercultural, and ethical learning. The USP is infused with high impact practices (HIPs) and pedagogies of engagement designed to prepare students for the challenges of the 21<sup>st</sup> century. Foundational to the USP are smaller class sizes in first year courses, learning communities, peer mentors, and systematic assessments. The integrated learning curriculum design fosters the success of all students, thus leading to increased retention and graduate rates. Assessment undergirds the reform efforts guided by a new University Assessment Plan. The ePortfolio will be used to document student application of learning and reflection through a variety of high impact experiences employed in a multitude of educational settings throughout the undergraduate experience.

This multi-year project focuses on the implementation of the University Studies Program and the creation of a learning environment in which students of all backgrounds can be successful. The Quality Initiative is part of the overall curriculum reform already in progress at UW Oshkosh. The University was an early supporter of the LEAP learning outcomes and guiding principles which, in turn, influenced university wide discussions about learning outcomes and the creation of a rich and engaging general education curriculum for general education. The University adopted its learning outcomes in spring 2008. Subsequently, faculty members approved the University Studies Program (USP) in spring 2012. During the 2012-2013 year, faculty began to attend a series of professional development programs and ultimately designed over 300 new courses through the university governance and approval processes. Concurrently, all programs are in the process of examining data related to the average number of credits to degree, time to degree and degree requirements. Programs will examine the interface of the new USP with the major and degree requirements. This work will continue in more intentional campus wide discussions throughout the period of the QI project.

***Milestones for the QI project include:***

Year 1

- Complete initial professional development
- Approve University Assessment Plan
- Initiate monitoring system
- Pilot ePortfolio
- Approve USP courses

Year 2

- Complete Second Phase of professional development, Quest III, Connect
- Launch USP courses
- Begin data collection
- Continue to approve USP courses
- Implement ePortfolio
- Establish faculty learning communities

### Year 3

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- Complete last phase of professional development
- Complete the offering of USP courses
- Complete data collection for year one of USP
- Make data monitoring system fully operative
- Complete policy approvals
- Publish Assessment Report

A review of degree requirements in light of the new USP will result in proposed curriculum changes. Numerous phases of professional development will be completed for the following topics: Quest I, Quest II, Quest III, Connect, Capstone and ePortfolio assessment.

At the end of the project, the University will have created over 300 new courses for the distinct components of the University Studies Program. The Center for Excellence in Teaching and Learning will offer professional development for all faculty in all academic disciplines across campus related to course design, pedagogies of high impact practices, signature question course design and assessment strategies. The newly adopted University Assessment Plan will have collected data for at least two years in terms of student achievement, time to degree and credits to degree. Significant policy development related to academic policy and transfer will be adopted. Marketing materials, admissions information, student support services and student advising plans will all reflect the full implementation of the University Studies Program at the end of the project. Lastly, University governance will approve new degree requirements. (717)

#### ***Sufficiency of initiative scope and significance***

The University mission and the academic priorities of the University's Academic Program Plan are foundational to the design, intent and anticipated outcomes of the USP program. The University mission reflects the campus goal of creating an "inclusive learning environment that prepares our graduates to meet the challenges of an increasingly global society." To that end, the

new USP has critical thinking, sustainability, intercultural knowledge, and civic engagement as essential learning outcomes supporting the mission infused throughout courses and high impact practices. Additionally, the mission focuses on the “discovery, synthesis, preservation and dissemination of knowledge through a wide array of quality educational opportunities.” Each Quest course is aligned to a signature question related to themes from the mission and academic plan. Academic program priorities include engaged learning, student excellence, global learning and high impact practices as guiding principles related to academic programming. The implementation of the new USP includes all of these mission and guiding principles. Experiential learning and capstone experiences allow students to apply their knowledge and skills in authentic experiences both on and off campus.

The project is relevant for the University at this time because of its direct focus on the USP and curriculum reform efforts. Concurrent with the implementation of the University Studies Program, the University will examine its degree requirements with an aim of creating a more efficient and effective curriculum. Due to the existing relationship between general education and the degree requirements, any changes in the general education component of the degree programs would initiate a review of the existing degree requirements. Further, the University will examine time-to-degree and credits-to-degree as related aspects of the curriculum reform initiatives. At this time, degree requirements are intertwined with existing general education requirements resulting in barrier courses for transfer students, delays in degree completion and the need to take additional courses. As a result, currently UW Oshkosh students average 141 credits to degree and only 14% of our freshman cohort graduates within four years.

The implementation of the USP and review of degree and program requirements necessitates campus-wide participation of all academic programs, student services, governance groups, alumni and administrative offices across campus. This project will impact all academic departments, all offices of Academic and Student Affairs, the Library, Alumni Affairs and the peer mentors from throughout the community of Oshkosh. Faculty and instructional academic staff from each academic unit are eligible to participate in the professional development and to submit courses for approval by the University Studies Program Committee. The Admissions and Advising offices are reconfiguring training and promotional materials as well as student planning documents. The Center for Excellence in Teaching and Learning is directly involved in design and offering professional development, as well as supporting faculty in the Scholarship of Teaching and Learning research about USP courses. Faculty governance groups are all actively engaged in the curriculum and policy approval processes. Administrative offices are redesigning systems, procedures and policies related to the implementation of the new curriculum and degree requirements. Alumni Affairs is recruiting and training alumni mentors for the community engagement projects. Student Affairs is assisting the establishment of volunteer and field based learning experiences that are required for students in the USP program. The Office of Institutional Research is involved in policy, design of data systems, collection and reporting of data. Instructional technology assists the project through training and design of the ePortfolio. All undergraduate students will participate in the implementation of the USP through their participation in classes, high impact practices, serving as peer mentors, or student workers in offices that support the initiative. The scope of the project consists of every faculty member, every student and every office on campus related to Academic and Student Affairs.

The University community selected this project with a goal of enhancing the quality of the curriculum and educational experience for all students. The institution-wide change represented in this project centers on the need for a more cohesive undergraduate experience to foster greater efficiency in terms of less time-to-degree, fewer average credits-to-degree, enhanced educational quality, and increased success for all students. The University Studies Program represents a shift in curriculum design from a distributive general education model to a more cohesive and integrated learning experience supported by numerous high impact practices, such as freshman seminars, learning communities, community engagement projects, inquiry-based synthesis projects and capstone experiences. New partnerships are being formed across the campus where faculty and staff are planning integrated experiences. The curricular change is also a response to concerns raised during two prior Higher Learning Commission reviews related to assessment and the configuration of general education. The outcomes of the project represent a continuation of several key campus initiatives identified in the Academic Program Plan focusing on retention and curriculum reform and informed by the LEAP guiding principles.

Quality assurance is the underlying principle for curriculum design, curriculum review, and assessment practices. Processes and structures are formed to ensure that the curriculum aligns with the learning outcomes and that assessments truly assess desired learning targets. Processes will be put in place to assure that course review is consistent and systematic based on agreed upon criteria. Data collection for both direct and indirect measures will be more systematic and accurately reflect student performance on the essential learning outcomes. The establishment of a longitudinal database will provide opportunities for quality data analysis related to student success pathways. (1591)

## ***Purpose***

The three-year project consists of four main outcomes, one each for faculty development to support curricular design, academic learning support, and the assessment of student learning, and curriculum review. This project builds upon the University's ongoing commitment to improving the quality of the undergraduate experience through a dual focus on curriculum reform, and student success.

**Outcome A: Professional Development of Faculty to Support Curricular Design** - This is a key component of the project. Activities will assist faculty to integrate pedagogies of engagement, design assessments, and transition existing courses to fit the new University Studies Program curriculum. The goal is to design curriculum that is intentional about connecting knowledge with action, and engaging in students' answering questions about intercultural knowledge, sustainability, and civic engagement.

**Outcome A-1: Freshman Courses**- To create freshman courses that develop connections among students and faculty focused on essential learning outcomes and responsibility areas (intercultural knowledge, community engagement, and sustainability).

|    | <b>Project Activities</b>           | <b>Timeline</b> | <b>Deliverables</b>                           |
|----|-------------------------------------|-----------------|---|
| 1. | Department Dialogues                | 2012-2013       | On-line plan submission by                    |
| 2. | Collective Identification           | 2012-2014       | Courses/Instructors Identified for Quest      |
| 3. | Professional Development: Quest I   | 2012-2016       | Approved Syllabi                              |
| 4. | Professional Development Quest II   | 2012-2016       | Syllabi for new and modified courses complete |
| 5. | Professional Development: Quest III | 2012-2016       | Syllabi for new and modified courses complete |
| 6. | Policy Development                  | 2013-2015       |   |

**Outcome A-2: Course Design** - To assist faculty in integrating pedagogies of engagement, designing assessments and transitioning existing courses to align with the new University Studies curriculum program. Students will be immersed in analysis, discovery, and problem solving in these courses.

|    | <b>Project Activities</b>   | <b>Timeline</b>  | <b>Deliverables</b>   |
|----|---|--|---|
| 1. | Create on-line resources related to pedagogy and assessment of ELOS and HIPS  | 2012-2016  | Creation/updates of USP faculty resources website   |
| 2. | CAPSTONE Experience/Course: Best practice Workshops                           | Offered repeatedly: January & May interim: 2012-2013; 2013-2014; 2014-2015 | Revised syllabus or Capstone experience description (may be submitted to assessment committee and /or curricular review as appropriate) |
| 3. | Enhancing Student Writing (Instruction & Assessment): Best Practice Workshops | Offered repeatedly: January & May interim: 2012-2013; 2013-2014; 2014-2015 | Revised writing assignments and assessment procedures; rubric usage   |
| 4. | Using ePortfolio to Enhance Student Learning: Workshops                       | Offered repeatedly: January & May Interim: 2012-2013; 2013-2014; 2014-2015 | Documentation of rubric usage in Quest and Review of course assignment uploads to USP ePortfolio  |

**Outcome 3-A:** To develop a collaborative community of teaching scholars.

|    | <b>Project Activities</b>  | <b>Timeline</b>   | <b>Deliverables</b>                        |
|----|--|---|--|
| 1. | Incorporate community building activities into all USP professional development activities | These activities are integrated in all events outlined in A-1 | Pre- and Post-test survey: USP community   |
| 2. | Create on-line chat room for USP instructors: pose implementation issues to the team       |   | Established web space and chat feature     |
| 3. | Designate space for USP instructors to gather regularly                                    |   | Established physical space for USP offices |



**Outcome B: Student Support** - Academic and student support services will review their services based on the new University Studies Program curriculum in gateway courses.

Underserved students, including transfer students, will receive customized services to meet distinct needs identified through assessment, data collection and the ongoing monitoring of student progress. This will support each student’s plan of study for achieving the essential learning outcomes and will also serve to assess student progress.

**Outcome B-2: Transfer Student Support** - To assist transfer student success by helping them to become familiar with the University learning outcomes and academic learning services through advising and coursework.

|    | <b>Project Activities</b>           | <b>Timeline</b>         | <b>Deliverables</b>  |
|----|-------------------------------------|-------------------------|--|
| 1. | Create orientation                  | 2013-2014               | Completed orientation /approved  |
| 2. | Create transfer student course      | Spring 2014             | Completed course/approved  |
| 3. | Collaborate w/ 2 year colleges      | Fall 2012-Spring 2016   | Goal setting & annual reports; Degree Profile AAC&U  |
| 4. | Conduct Transfer Center Orientation | Summer 2013, 2014, 2015 | 100% participation of underserved students with successful completion of transfer applications; follow |
| 5. | Align USP & Degree requirements     | 2013-2015               | Completion of transfer policy & new degree profiles  |
| 6. | Hire Transfer Center Specialist     | Fall 2012               | Hiring specialist  |

**Outcome B-3: Integration of Curricular and Co-curricular activities-** To assist Student Affairs Units and Academic Affairs in developing activities and assessing student participation in high impact practices focused on university learning outcomes. This is foundational for the development of personal and social responsibility in every field of study.

|    | <b>Project Activities</b>                              | <b>Timeline</b>                        | <b>Deliverables</b>                                     |
|----|--|--|---|
| 1. | Conduct an audit of existing                           | Summer 2013                            | Completed audit of existing service learning,           |
| 2. | Create new contacts in community & campus              | Summer 2012-<br>Summer 2016            | Listing of service & volunteerism sites to a sufficient |
| 3. | Faculty release time for civic engagement coordination | 6 credits 2013,<br>2014, 2015,<br>2016 | Completed release time contract                         |

**Outcome C: Assessment** - To monitor the student success pathways of all students at the University, the Assessment Committee approved a new assessment plan to inform the campus community regarding the relationship between diversity and excellence, representational equity, and student achievement. Additionally, the plan will provide evidence for program decision-making based on student achievement of the university learning outcomes. Student achievement of the essential learning outcomes is at the core of the assessment processes.

**Outcome C-1: Systematic Outcomes Assessment** - To create a University Studies Assessment Plan that supports the new University Studies Curriculum.

|    | <b>Project Activities</b>   | <b>Timeline</b>          | <b>Deliverables</b>  |
|----|---|--------------------------|--|
| 1. | Develop University Assessment Plan  | 2012-2014                | Completed audit of current university assessments/mapping/Create new assessment                            |
| 2. | Develop course embedded assessments                                       | 2012 - 2016              | Completed and approved University Studies Assessment Plan<br>Creation of course embedded                   |
| 3. | Create assessment rubrics   | 2012 - 2016              | Completion of rubrics reflecting learning outcomes for each element of plan                                |
| 4. | Faculty development for course embedded assessments                       | 2012 -2016               | Training plan, schedule, completed training  |
| 5. | Pilot rubrics   | 2012 - 2016              | Complete Pilot   |
| 6. | Examine data on performance, retention, credits to degree, time to degree | Annual basis –<br>summer | OSAR Report<br>Retention increased to 82%<br>Increase participation in HIPs of underserved students by 10% |

**Outcome C-2: Development of an ePortfolio-** To implement an ePortfolio system that supports the assessment of the university-wide learning outcomes through activities including design, training and implementation of the ePortfolio for students and faculty alike.

|    | <b>Project Activities</b>  | <b>Timeline</b>         | <b>Deliverables</b>                          |
|----|--|-------------------------|--|
| 1. | Design ePortfolio format, procedures and guidelines handbooks      | 2012-2014               | Completed and approved design for ePortfolio |
| 2. | Train faculty to use ePortfolio for University Studies assessments | Summer 2013, 2014, 2015 | Completed faculty training                   |
| 3. | Implement ePortfolio with entering                                 | Fall 2013               | Completed pilot with report                  |
| 4. | Implement and expand use of ePortfolio for all students            | 2013-2016               | Completed implementation Plan for ePortfolio |
| 5. | Publish annual ePortfolio results                                  | Annually                | OSAR Report                                  |

**Outcome C-3: Monitoring Student Success-** To develop a database and data reporting system that connects academic learning support, data for university initiatives, retention activities and student success reporting.

|    | <b>Project Activities</b>  | <b>Timeline</b>                 | <b>Deliverables</b>  |
|----|--|---------------------------------|--|
| 1. | Complete an audit of existing data collection                            | Summer 2012 -Fall 2013          | Audit completed  |
| 2. | Identify data needs based on university initiatives & learning outcomes  | Fall 2012; 2013; 2014; 2015     | Data list for initiatives updated each fall to include closing achievement gap data, representational equity data, |
| 3. | Design database to document time & credit to degree, student performance | Fall 2013 with annual revisions | Completed design aligned to data needs   |

|    |   |  |   |
|----|---|--|---|
| 4. | Design reporting structure and format                                   | Spring 2013 and review each summer     | Design/process completed  |
| 5. | Faculty Professional development  | Summer 2013 and each summer until 2016 | Completed training programs   |
| 6. | Examine student data on retention and time to degree, credits to degree | Summer 2013-2016                       | OSAR Report Published to include retention and student performance data |

**Outcome D: Curriculum Review**-Revised degree requirements in less time and coherent degree programs will assist students to complete their degree programs on time and within the 120-credit requirement, thus increasing efficiency. The implementation of the new University Studies Program will provide clear coursework expectations and requirements that should support a variety of degree programs that are both effective and efficient.

**Outcome D-1 Examine degree requirements for redundancy, relevance and currency.**

|    | <b>Project Activities</b>                               | <b>Timeline</b>        | <b>Deliverables</b>                         |
|----|---|------------------------|---|
| 1. | Complete an audit of existing degree requirements       | Summer 2012 -Fall 2013 | Audit completed                             |
| 2. | Convene deans/ faculty/chairs to present data/findings  | 2013 -2014             | Meeting with chairs/departments             |
| 3. | Propose process to discuss findings; establish criteria | Fall 2014              | Process established                         |
| 4. | Create degree requirements                              | 2014-2016              | Proposal created and approved by governance |

***Evaluation of progress, make progress, final determinations-deliverables***

Progress reports regarding the QI project activities are integrated into governance and administrative reports throughout the time of the project. Information related to professional development, curriculum development, assessment reporting, as well as progress made related to policy development and degree requirements, are included in the following reports.

- Curriculum: All USP curriculum work including course approvals and degree requirement changes are reported through the minutes and annual reports of the USP Committee and the Faculty Senate.
- Policy: Policy proposals are discussed by the Provost Administrative Staff and approved by the USP Committee and the Faculty Senate.
- Assessment: The assessment report, the Oshkosh Student Achievement Report (OSAR), will be shared with all members of the Chancellor's Cabinet, the student, academic staff, and faculty senates, the Assessment Committee and the USP Committee. The report will be available in more detail on the intranet website of the Office of Institutional Research.

The evaluation methods for each of the project outcomes are identified in the section related to outcomes and timeline. Major deliverables for this project and evaluation reports are as follows.

- Develop and approve courses for all components of the USP (approximately 300 new USP courses)
- Create and implement a peer mentor program
- Create and maintain faculty learning communities related to USP themes
- Fully implement the University Assessment Plan, including data for each essential learning outcome, executive summaries for national surveys, executive summaries for USP student satisfaction surveys, retention/graduation rates, HIPs participation data, DFW course reports
- Create USP rubrics related to each essential learning outcome
- Implement longitudinal database process with reports
- Complete instructional professional development for Quest I, II, III, Connect, Capstones, ePortfolio
- Implement and review ePortfolio, including student and faculty handbooks/resources
- Approve and implement Transfer Year Experience course
- Formally review and approve new degree requirements
- Develop annual OSAR report
- Approve of degree requirements

***Evidence of commitment and capacity for accomplishing the initiative***

The Quality Initiative Project was designed and approved by both internal groups at the University and external constituent groups. Campus leadership provided an overview of the new Higher Learning Commission criteria, accreditation processes and the Quality Initiative Project for multiple audiences to both gain support and provide a foundation for the HLC review process. Faculty governance was engaged in all components of the plan and the faculty

ultimately approved of the plan. The Oshkosh Student Association discussed the project outcomes during a presentation about the Higher Learning Commission and the accreditation processes during spring semester 2013. The project was shaped and approved by the Faculty Senate Committee for the Assessment of Student Learning, the Senate of Academic Staff and the Faculty Senate during the 2013-2014 academic years. The University Studies Program Committee assisted in the creation of the faculty development and assessment components of the plan. The University Planning Council consisting of campus governance leaders assisted in the initial and final design of the project. External advisory groups, community members, campus faculty leadership and alumni members provided input for the plan at a large scale strategic planning session in June of 2013. As a result of the yearlong dialogues and approval processes, the project has significant support from governance, faculty members, students, staff and campus leadership, as well as alumni, external advisory boards and the community.

***Groups and individuals that will lead or be directly involved in implementing the initiative***

The groups that will be involved in carrying out the Quality Initiative Project are numerous. Essentially all campus academic programs, including department chairpersons and faculty, and all campus academic and students support offices, marketing, admissions, advising, alumni, the library, institutional research and the registrar are engaged in this project. The Provost, in collaboration with the faculty governance groups, created the infrastructure and positions required to implement the USP program. Faculty governance includes the Assessment Committee, the University Studies Program Committee, and the Faculty Senate. Additional assistance is provided by the Office of the Provost and Vice Chancellor of Academic Affairs, the Assistant Vice Chancellor for Curricular Affairs and Student Academic Achievement and the Office of Institutional Research.

Two governance groups that will be especially engaged in the project are the Assessment Committee and the University Studies Program Committee. The Assessment Committee will coordinate the assessment efforts of the University Studies Program; the assessment of undergraduate major and graduate programs, and university-wide assessments. The Universities Studies Program Council serves as a steering and advisory committee for the program. The Council consists of faculty, coordinators and staff members who represent the following areas; Faculty Development, First Year Experiences, Quest Speaking, Quest Writing, Assessment signature question coordinators. The Council reviews reports and action plans related to USP implementation initiatives.

The University Studies Program Committee is responsible for the review, approval and assessment of courses for the University Studies Program. The committee will periodically review university studies requirements and curriculum and will formulate and recommend any policy changes it deems appropriate. The committee develops criteria for approving courses that satisfy the University Studies requirements. The University Studies Committee will participate in university-wide processes to assess, plan or change the University Studies Program. Membership includes faculty members, staff, a student, and a Provost and Registrar representative.

The Center for Teaching Excellence and Learning (CETL) will engage faculty and instructional academic staff and students in dialogues, faculty development activities and learning community events. The role of the Center includes the design and implementation of faculty development activities, support for the Scholarship of Teaching and Learning activities, organization of campus dialogues regarding the USP program, peer mentor training and the hosting of campus work groups related to USP and the fostering of research forums. The CETL Advisory Committee and Director of the Center for Excellence in Teaching and Learning plan

faculty development activities and programs. The work is done in collaboration with the USP faculty coordinators of the signature programs and the Assessment Coordinator.

The Office of Institutional Research (OIR) will prepare reports and monitor assessment data and processes related to the USP. In addition, an assessment analyst from the OIR will coordinate the collection of student achievement data from the USP courses send surveys to student and faculty participants regarding the overall USP program effectiveness. This office will also produce reports related to essential learning outcomes, and direct and indirect measures as outlined in the University Assessment Plan. Assessment processes include collecting, analyzing, interpreting, and reporting assessment results to the University community. An assessment analyst from the Office of Institutional Research will prepare executive summaries of all assessment measures as well as maintain databases and web based reporting.

The Director of the University Studies Program is responsible for the overall coordination of the USP with department chairpersons, the deans, the Registrar and Advising. The Director also collaborates with the Assessment Committee, the USP Council and the USP Committee. The Director collaborates with an advisory group to plan faculty development activities for the Center for Excellence in Teaching and Learning.

### ***Resource commitments***

Resources to support the Quality Initiative Project come from the University General Purpose Revenue, a UW System Curricular Reform Grant and a Lumina/AAC&U Degree Profile grant. The following resources for positions and programs related to the project are outlined below by year, position and general expenditure category. A more detailed budget report will be available upon request through the Office of the Provost.



**Year 1**

|   |                  |
|---|------------------|
| Interim Director of the University Studies Program (1.0FTE) | \$64,795         |
| Interim Assistant Director of USP (.50FTE)                  | \$23,310         |
| Support Staff USP (1.0 FTE)                                 | \$31,541         |
| Interim FYE Director (.50)                                  | \$29,500         |
| Civic Engagement Coordinator (.50)                          | \$24,801         |
| Civic Engagement Faculty Coordinator                        | \$8,000          |
| Interim Quest Director (.50)                                | \$27,779         |
| S&E   | \$24,664         |
| Faculty Stipends for course development                     | \$95,600         |
| Advising student workers                                    | \$ 8,005         |
| <b>Total</b>  | <b>\$337,995</b> |

**Year 2**

|   |                  |
|---|------------------|
| Salaries for personnel stated above including instructional staff | \$375,000        |
| Faculty Stipends  | \$ 97,000        |
| Peer mentors, Student ambassadors, student workers                | \$ 55,900        |
| Advising student workers  | \$ 8,000         |
| Supplemental Instruction tutors                                   | \$17,000         |
| S&E   | \$12,500         |
| <b>Total</b>  | <b>\$565,400</b> |

**Year 3**

|   |           |
|---|-----------|
| Salaries for personnel stated above including instructional staff | \$375,000 |
| Faculty Stipends  | \$ 20,000 |

|  |                         |
|--|-------------------------|
| Peer mentors, Student ambassadors, student workers | \$ 55,900               |
| Advising student workers                           | \$ 8,000                |
| Supplemental Instruction tutors                    | \$17,000                |
| S&E  | \$11,000                |
| <b>Total</b>                                       | <b><u>\$486,900</u></b> |

***Timeline***

The work related to this project began in Fall 2012 and will continue until Spring 2016. Specific timelines for project outcomes and activity milestones are included in the tables on p. 7-11.

Milestones are described on p. 2-3.