PART I: CURRENT VISION PROJECT ACTIVITIES

1. COLLEGE PARTICIPATION

a.) Description: Through its many outreach programs into the regional community and work specifically with the urban centers in our region, BSU helps the regional, K-12 school districts prepare students for future success at the college level through direct support of students from diverse backgrounds during their middle and high school years, helping them to include public higher education in their dreams for the future. In addition, the College of Education and Allied Studies provides preparation for pre- and in-service educators and provides professional services to regional schools through the Readiness Center housed on the BSU campus.

b.) University Strategic Plan: Three goals in BSU’s strategic plan fit this Vision Project outcome area: Goal 3 – expand the University’s ability to foster the cultural, scientific, economic and intellectual capacity of Southeastern Massachusetts, Goal 4 – increase global and cultural awareness and encourage diversity of perspectives on campus and in the region, and Goal 5 – serve as an agent of social justice and sustainable practices, instilling in members of the university community a deeper understanding of the impact on the greater good and our world.

c.) Current Campus Resources: BSU is committed to serving incoming freshmen who place into remedial courses based on Department of Higher Education (DHE) approved entrance testing. Nine professional staff members in the Academic Achievement Center (AAC) work with faculty to place students lacking readiness in writing and math. All students identified through entry testing as needing to develop college-ready writing skills are placed in Targeted English 101, which includes a mandatory weekly book club, facilitated group study session, and an individual session with an assigned writing fellow. Students in majors requiring calculus who demonstrate poor readiness for the rigors of pre-calculus are placed in supported sections of Freshman Skills 102 (pre-college math) or pre-calculus, which include weekly facilitated group study sessions. The resources have been successful and BSU plans to sustain it into the future.

d.) Current Campus Performance: Over the past four years, BSU has experienced a steady decline in the number and percentage of incoming students requiring supported English -- from 322 (21.8%) in Fall 2009 to 174 (12.0%) in Fall 2012 -- and remedial Math -- from 367 (24.8%) in Fall 2009 to 290 (19.9%) in Fall 2012. This reduction is in large part a credit to sessions run by the AAC and faculty during orientation as a part Project Compass (funded by Nellie Mae Education Foundation, Inc.), which targeted retention, graduation rates and academic success for students-of-color, first-generation college students, and low-income students.

e.) Measurable Campus Goals: BSU will continue to serve a student population that includes substantial numbers of students of color, low-income students and first-generation college students. The University will also continue to actively support students in advance of entry into higher education to improve their college readiness.

f.) Relevant Campus Activities: BSU conducts summer programs that engage middle school students in, among others, meaningful science education activities through its Center for Advancement of STEM Education (CASE). The College of Education and Allied Studies (CEAS) also provides in-service training for educators in the region and leads the collaborative Readiness Center for Southeastern Massachusetts. BSU is willing to share program information with other campuses.

2. COLLEGE COMPLETION

a.) Description: Student academic success toward college completion is the central focus at BSU. Support services offered through departments in the divisions of Academic Affairs and Student Affairs help meet the academic and social needs of students to improve their chances of successfully completing college. The AAC, Transfer Center, Office of Student Involvement and Leadership, Office of Multicultural Affairs and Office of Commuter Services are examples of offices established with the primary purpose of promoting student success. The Office of Teaching and Learning and Office of Undergraduate Research (which is utilized by nearly 1,600
students each year) promote strong faculty/student relationships leading to enhanced teaching effectiveness, stronger student engagement, and thus higher student success.  

b.) University Strategic Plan: Two of BSU’s strategic plan goals specifically address college completion: Goal 1 – maximize the intensity, diversity and richness of teaching and learning relationships forged between faculty, students and members of the broader community, and Goal 2 – promote a rigorous and dynamic institutional environment focused on developing and enhancing the personal and professional growth of all campus citizens.

c.) Current Campus Resources: BSU’s Haughey First Year Program in the AAC is a highly structured, mandatory sequence of group and individual advising that teaches a standard curriculum of skills and knowledge important to college completion. The program provides a minimum of five advising contacts per student before the end of the first college semester (1,500 students – fall; 100 students – spring). The professional staff in the AAC also delivers advising for all students undecided about major, assisting students through the process of exploring interests/talents and matching these with possible majors. The AAC also supports students on academic probation. All first year students placed on academic probation after their first semester are retained in a structured advising program that has a learning assistance component. Each student works with an academic coach to explore, practice, and master improved learning strategies and academic behaviors (e.g., time management). All students who are re-admitted after academic dismissal participate in the Summit Program, which provides advising, assistance with goal-setting, strategies for acquiring good academic standing, and referrals to campus resources such as learning assistance and career services. Students remain in the Summit Program until academic good standing is achieved. The AAC also offers a Senior Graduation Planning and Readiness Program to support students who are at-risk of not graduating due to a GPA in the major below the criterion for degree completion.

d.) Current Campus Performance: BSU does an excellent job in retaining first-time, full-time students: 80.6% of the Fall 2011 class persisted as part of a trend of increasing student retention over the past decade. BSU does nearly as well with low-income students (77.0%) and students of color (74.0%) in first year retention, suggesting few disparities in that stage of a student’s career. The six-year graduation rate for the 2006 entering cohort is 54.4%, trending upward over the past five years, and slightly lower for students of color (52.3%) and low-income students (48.4%), marking disparities relevant to a large number of students. The six-year completion rate for this same 2006 cohort indicates that 61.6% graduated from BSU or another four-year institution trending upward over this same period with somewhat better performance among students of color (60.0%) and low income students (57.9%).

e.) Measurable Campus Goals: In comparing 2011 six-year graduation rates among U.S., public 4-year, Masters I Comprehensive institutions, BSU rates well above the average; 52%, compared to 46% (Source: IPEDS). Considering our current trends and initiatives we project our six-year graduation rate to rise from 54% (2012) to 60% in the next five years.

f.) Relevant Campus Activities: BSU has a strong, recent history of success in helping programs design and implement common learning outcomes and common curricula in multi-section courses, common use of best practices, and Structured Learning Assistance (SLA). For example, the English Department has implemented a common set of learning outcomes in English 101 and 102 and offers substantial development for faculty in effective teaching of these courses. Similar common learning outcomes have been recently accepted and approved in the Mathematics Department in pre-calculus and the calculus sequence. A National Science Foundation STEM Talent Expansion Program (NSF-STEP) grant has initiated SLA for all students enrolled in the introductory (gateway) courses in biology, chemistry, computer science, geology, mathematics, and physics. Initial results from Fall 2010 in the Biology 121 SLA showed that the DFWI rate fell from a historical average of over 30% to 15.8%. SLA or other forms of supplemental instruction are underway to support students in Freshman Skills Mathematics; some courses in accounting and finance; and statistical methods courses in psychology.
3. **Student Learning**

a.) **Description:** BSU’s assessment work focuses on continuous program improvement. Academic programs undergo an extensive program review process which includes the articulating and assessing program-level student learning outcomes (SLOs) or an external accreditation through discipline-specific accreditors. Student learning outcomes are the result of deliberative discussions among program faculty, which lead to intentional alignment of course outcomes to program-level SLOs, which are then communicated to students. This intentional development of program-level SLOs is essential to the development and implementation of strong assessment plans that measure student progress. Program-level SLOs and assessment plans are central to the mission of the academic programs at BSU.

b.) **University Strategic Plan:** While all goals of the University’s strategic plan assume regular assessment through the defined strategic plan metrics, Goal 1 most clearly relates to the assessment of student learning outcomes. Assessing the quality of the educational progress at BSU encompasses more than the assessment of student learning in their academic courses.

c.) **Current Campus Resources:** BSU’s decision to create a separate Office of Assessment focused on supporting faculty efforts to develop and expand assessment of student learning outcomes is a clear indicator that BSU will continue in its longstanding commitment to continuous program improvement through assessment of student learning.

d.) **Current Campus Performance:** BSU has expanded its assessment activities over the past nine academic years. Assessment plans have been developed in most academic programs and faculty deliberations during the program review process have led to substantial changes in the nature and quality of the academic content of their programs. A Core Curriculum Steering Committee (CCSC) was created when the new Core was implemented in Fall 2006. The CCSC is charged with the assessment of student learning outcomes in the Core. With the first cohort of students completing in the Core during the 2010-11 academic year, the CCSC completed a thorough review of the implementation of the Core and issued a progress report in 2012.

e.) **Measurable Campus Goals:** BSU is committed to assessing student learning outcomes for all academic programs. Over the next two years, all academic departments and academic programs at the University will use the continuous program improvement model to monitor progress of student learning and the delivery of quality academic programming.

f.) **Relevant Campus Activities:** The core curriculum writing assessment allowed BSU to assess the writing skills of the first cohort of students as it worked its way through the Core at three distinct points in their college career. Student learning outcomes assessment in the Core expanded beyond writing to include quantitative reasoning and critical thinking. BSU is willing to share this information with other campuses.

4. **Workforce Alignment**

a.) **Description:** All but five undergraduate degree programs offered at BSU prepare students in the key occupational areas identified by the DHE. Given the preponderance of BSU academic programs dedicated to these key occupational areas, BSU is well-positioned to address this Vision Project outcome area. The growth and development of academic programs at BSU has historically been focused on meeting the academic and workforce needs of Southeastern Massachusetts and the Commonwealth overall as indicated in the University’s mission.

b.) **University Strategic Plan:** Goals 1, 2, and 3 of BSU’s strategic plan specifically address this Vision Project outcome area.

c.) **Current Campus Resources:** BSU has long been committed to following institutional trends through its Office of Institutional Research (IR). IR has the infrastructure to support academic program planning through data analysis and in-depth trend analyses. Connecting students to workforce placements is also a focus of the Internship and Career Services Offices.

d.) **Current Campus Performance:** BSU has conferred more than 7,200 degrees in the key occupational fields identified by the DHE over the past five years. In these fields, undergraduate degree production has increased from 1,298 degrees in the 2007-08 to 1,631 degrees conferred.
in 2011-2012. More than 93% of undergraduate degrees conferred are in these key occupational fields. Students in training in teacher education in BSU’s CEAS succeed on their educator licensure tests at a rate ranging from 98% - 99% over the last three years.

**f.) Measurable Campus Goals:** BSU continues to conduct regional needs assessments related to academic programs that are central to the mission and strategic plan of the University and will increase degree production in the MA DHE key occupational areas. BSU aspires to having 100% of educator preparation students pass their licensure exam. BSU accounting and social work students have consistently performed well on their licensure exams as well.

**g.) Relevant Campus Activities:** BSU’s CEAS offers a wide variety of preparation programs for students preparing to take their licensure exams. These programs are available for BSU students and educators throughout the region.

**5. Preparing Citizens**

*a.) Description:* BSU is committed to instilling in its students a clear understanding of their role and responsibility as citizens to engage in activities that will help the world be a better place. Civic engagement is emphasized in the work of the Community Service Center and the Academic Service Learning program. As described on the BSU Service Learning website, “Service Learning is a teaching methodology that utilizes community service as a means of helping students gain a deeper understanding of course objectives, acquire new knowledge, and engage in civic activity. In contrast, Community Service/Volunteerism is an experience that connects the student with the community to address a community need.” In conjunction with academic coursework in many departments, Service Learning and Community Service prepare students to take their appropriate place as citizens once they graduate.

*b.) University Strategic Plan:* Goals 3, 4 and 5 of BSU’s strategic plan most clearly fit this Vision Project outcome area.

*c.) Current Campus Resources:* The Service Learning program is led by a faculty associate and an advisory board of fifteen faculty members with the Director of the Community Service Center and the Associate Provost for Faculty Affairs as ex-officio members. The Community Service Center is led by a director and has six staff plus the Faculty Associate for Service Learning. This level of staffing has been successful and BSU plans to continue this model.

*d.) Current Campus Performance:* Over the past five years, BSU has experienced a steady increase in the number of BSU community members participating in community service from 2,447 participants in 2007-08 to 2,987 in 2012-13. The economic value of BSU community service to the region has grown from $480,998 to $999,346 during this same period.

*e.) Measurable Campus Goals:* Engagement in service learning has been growing over the last few years at BSU and tracking processes have been refined to allow the University to quantify the number of participants in service learning courses. Reporting of community service and its economic impact are metrics of the Strategic Plan. Participation in service learning courses has been difficult to track since the guidelines for approval of service learning course designation have only recently been passed by university governance. The 758 students participating in service learning courses during 2012-13 will serve as the benchmark measure.

*f.) Relevant Campus Activities:* In September, 2012, BSU launched a new Institute for Social Justice. The Community Service Center is one component, among many, in the Institute. The social justice goal of the University’s strategic plan and the creation of the Institute will forward the civic engagement outcome of the Vision Project to “build habits of participation in civic life and skills in doing so effectively.”

**6. Closing Achievement Gaps**

*a.) Description:* Through the work accomplished as part of Project Compass, BSU has focused on supporting the success of underrepresented populations including of students of color, low-income students and first-generation students who make up more than 60 percent of the student population. BSU has improved the fidelity of identification and ability to track student performance for these populations and using this data to guide institutional decision-making.
b.) **University Strategic Plan:** Goals 1, 2, and 5 of BSU’s strategic plan specifically address this Vision Project outcome area.

c.) **Current Campus Resources:** Many administrative structures are in place to maintain focus on these and other underrepresented populations including the Office of Institutional Diversity, the Institute for Social Justice, Diversity and Social Justice Implementation Committee, Center for Multicultural Engagement, among others who support the success of students. Other resources relevant to this Vision Project educational outcome are described above.

d.) **Current Campus Performance:** As noted above, first year retention rates for low-income students (77.0%) and students of color (74.0%) nearly match the 80.6% rate for all first year students, suggesting few disparities in that stage of a student’s career. The six-year graduation rate for the 2006 entering cohort is 54.4%, trending upward over the past five years, and slightly lower for students of color (52.3%) and low-income students (48.4%), marking disparities relevant to a large number of students. The six-year completion rate for this same 2006 cohort indicates that 61.6% graduated from BSU or another four year institution trending upward over this same period with somewhat better performance among students of color (60.0%) and low income students (57.9%). In short, BSU has closed the achievement gap.

e.) **Measurable Campus Goals:** BSU is focused on maintaining the closed performance gap among the identified populations and continuing to do so until no gap exists. As the six-year graduation rate moves toward the goal of 60% in the next five years, all student populations will be monitored to ensure progress for all.

f.) **Relevant Campus Activities:** Many of the activities described in the previous sections focus on all students and on supporting the success of all students. Additionally, the work of the Diversity and Social Justice Implementation Committee in 2013-14 will help refine the campus discussion surrounding the elimination of disparities among populations and across disciplines.

**PART II: PROPOSAL FOR FUNDING**

With support from a 5 year, $1 million grant from the National Science Foundation that began in May 2010, Bridgewater State University developed strategies that successfully increased course performance and student retention within the science and mathematics (STEM) disciplines. This goal of this project, named STREAMS (STudent Retention Enhancement Across Mathematics and Science), is to retain more freshmen and sophomore students within their major so that they graduate in a timely fashion. This Vision Project Performance Incentive Fund proposal will expand into new academic areas the STREAMS strategies proven to increase college completion at BSU.

The STREAMS effort applied a LEAP-based approach to learning outcomes and assessment. BSU’s STEM departments examined and clarified their course and program level learning outcomes and teaching in gateway courses. These departments then determined where within the major additional learning support was needed (based on courses where high percentages of students earn grades of D, F, W, or I) and designed structured learning assistance (SLA) for those courses. The STREAMS model of SLA revolves around undergraduate, peer-led, small-group, inquiry-based learning activities that are designed by departmental faculty to support student learning and success on designated course learning outcomes.

These departments and gateway courses include Biology (General Biology I), Chemistry (General Chemistry I & II), Computer Science (Computer Science I), Mathematics (Pre-calculus with Trigonometry), Mathematics (Calculus I), and Physics (General Physics I & II). The total enrollment in these STREAMS courses is approximately 1,200 students per year. In each course, students are required to participate in SLA’s – small group, inquiry-based activities led by a peer undergraduate student. As SLA’s were being developed, discussions within the departments more clearly delineated course learning outcomes and the relation of these introductory, gateway courses to the rest of the major. In most of the courses, but most notably in Physics and Chemistry, more interactive (non-lecture) teaching methods were introduced.
As a result, the percentage of students who received D, F, W or I grades fell dramatically, as is shown in the appendix, and the percentage of majors earning A or B grades increased. Each year, about 107 fewer students earned poor grades in these courses such that they could continue in STEM majors, and about 110 more students earned high grades that demonstrated a stronger foundation for later learning. Increasing these foundational skills within majors lays the groundwork for advanced coursework, and increases the likelihood of retention in major and timely graduation. These strong results appeared in all departments except Computer Science; that department is now adopting teaching methods that increase student engagement.

These improvements in student grades have contributed to an increase of over 300 students during the past 3 years in the College of Science and Mathematics. With the introduction of the STREAMS interventions, retention from the first year to the second year in Biology, Chemistry, and Physics has increased from 63% to over 72%. An in-major return rate of over 70% is remarkable for BSU’s Carnegie classification. These successes have led BSU to begin adopting STREAM’s strategies in other STEM courses. The university will assume full funding of these innovations by the conclusion of the grant in 2015.

The fundamental purpose of this PIF proposal is to extend these successful practices to other non-STEM academic departments at BSU. Seven departments at BSU not currently involved in the STREAMS project will be selected to participate in a program whereby they analyze their departmental curriculum maps and learning outcomes, use assessment data to determine particular points of student success and failure within that map, consolidate agreed upon learning outcomes in identified gateway courses (likely to be courses with high student failure rates) along LEAP assessment guidelines, and finally implement structural changes in the teaching and student support provided along the lines of SLA’s.

The scale of this PIF proposal follows the scale successfully followed by the STREAMS project. Specifically, three years of NSF funding, allowed BSU to improve student performance in five STEM departments. Having learned how to do this, the three years of Vision Project funding will be applied to accomplish similar results in seven additional departments with a similar number of students. BSU’s long-range intent is to use its own operating funds to import these activities into additional departments beyond those funded by this proposal.

The activities of this Vision Project PIF proposal and STREAMS follow nationally recognized and well-documented best practices. The key to adopting these practices at BSU through STREAMS has been to combine the LEAP assessment strategy with local adaptations of good pedagogical practice. The numbers clearly reflect the efficacy of SLA models tailored to the demands of different majors, PIF dollars will also fund the continuing work of program assessment and the development needed to prepare participating faculty members. The impact of these activities will long outlive the actual funding.

The proposed project is inherently scalable and applicable across BSU and the state system of higher education because it uses a framework of learning outcomes identification and assessment to inform faculty of where to look to improve student performance. Attached to that framework is a set of student supports (both pedagogical improvements and SLA’s) that are effective in a wide range of disciplines and are both high impact and low cost. If this PIF proposal is funded, BSU will host a workshop-style conference at the conclusion of the grant period to disseminate findings and encourage adoption of similar activities elsewhere.

1.) Description of the Activity

BSU will use a three year timeline to plan, implement, and assess changes in course learning outcomes, student performance, and student retention. In the fall of grant year 1, departments will be presented with an opportunity to apply for funding, with seven departments selected for participation before winter break. Selection criteria will include demonstration of significant departmental interest in examining program learning objectives and aligning them with course learning objectives, the presence of an identifiable gateway course, and the
willingness of the faculty who routinely teach the gateway course to change teaching practice and to design SLA’s to support student learning in their course(s). A deciding factor between equally good proposals will be the ranking of departments from an Office of Institutional Research study of the numbers of students who leave different majors or who discontinue studies.

During the spring semester of grant year 1, selected departments will work with the BSU Office of Institutional Research and Office of Assessment to develop department specific predictive models of student success, enabling departments and the BSU Academic Achievement Center to design effective advising for potentially at risk students. Also during this semester and the following summer, a team of faculty from the department will work with the BSU Office of Teaching and Learning to examine learning outcomes and design changes in departmental practices that will enhance student success. This may include the creation of a department specific Structured Learning Assistance program, more interactive pedagogies or some other form of student support. Faculty teams from each department will be compensated for this work over the usual contractual duties, particularly for work to be completed over the summer.

In grant year 2, departments will pilot the changes. An assessment plan will be implemented that includes student focus groups, surveys, and analyses of student grades. To provide a baseline for student attitudes towards the gateway courses, focus groups and surveys of students who took the course in previous years will be conducted. Based on the STREAMS grant experience, we anticipate the need to hire approximately 25 peer undergraduate leaders to conduct the small group Structured Learning Activities in grant year 2. One peer leader is required for each lecture section.

During the summer between grant years 2 and 3, departments involved in the program will review assessment data from year 2, including data related to student learning on specific learning outcomes from the supported courses. Faculty teams will make recommendations for adjustments to the programs within their departments.

Grant year 3 will see the full implementation of SLA and pedagogical changes, requiring 40 peer undergraduate leaders. Detailed studies of student retention and progress towards graduation of the students who saw changes in courses or learning support in year 2 will be conducted by the Office of Institutional Research. The results of these studies will be widely disseminated across campus in February of grant year 3 and shared by individual faculty at regional and national discipline specific meetings. Faculty travel to these meetings will be funded by existing BSU faculty travel awards.

2.) RESPONSIBLE INDIVIDUALS
Assisting departments in examining learning outcomes and developing new pedagogy and SLA’s will be a team of two faculty receiving ¼ time course release. The faculty leaders will include Dr. Thomas Kling, Professor of Physics and principle investigator of the STREAMS grant, and another faculty member who will be selected from the BSU Faculty Development Leadership Group. The faculty leaders will be assisted by Dr. Roben Torosyan, Director of the Office of Teaching and Learning. The full cooperation of the BSU Offices of Assessment and Institutional Research will be ensured to support departments working with this project, and their needs will be prioritized throughout the grant. Efforts of the Offices of Teaching and Learning, Assessment, and Institutional Research will be absorbed by the University and are not being reimbursed through this grant application.

3.) GOALS FOR IMPROVED PERFORMANCE
In SLA supported gateway courses in the science and mathematics majors, the STREAMS grant has effectively lowered the rates of DFWI grades from over 30% in selected courses to approximately 20%, increased the AB rates from about 40% to over 50% of enrolled students, and increased the retention within majors to over 70% from about 60%. For STEM disciplines, these activities are intended to increase the number of STEM graduates from BSU.
by 10% over pre-grant levels. Similar results will be achieved through this PIF proposal in the seven departments that receive support.

BSU has tracked the rates of D, F, W and I grades annually for the past six years. Consistently, there are approximately 30 courses with multiple sections or large enrollments with DFWI rates above 30% and another 20 courses with DFWI rates between 25% and 30%. Often, these courses are quantitatively challenging in nature, as in research methods courses in the social sciences, 200 or 300 level accounting and economics courses, etc.

The seven departments selected for participation in this PIF proposal will identify one or more courses in which high DFWI rates are present, and they will increase student success in those courses through better pedagogy and SLA support. Anticipated enrollment in the supported courses will be approximately 1500 students per year, and a reduction of 10% in the numbers of students earning DFWI grades will result in approximately 150 fewer such grades per year by the end of grant year 3. Based on the STREAMS experience, a similar increase of 150 students receiving A or B grades is expected.

Allowing students to be more successful in their initially chosen major will increase by roughly 10% the continuation rate within those majors. This will reduce the number of students who change majors due to poor performance, or who, discouraged, leave the University altogether. It will also decrease the need for students to retake courses. All of these lead to increasing the overall graduation rate and decreasing time (and credits) to completion. We anticipate that these efforts will increase the six-year graduation rates of first-time, full-time freshmen within the seven departments by five percentage points (from 60% to 65% graduating within six years). They will increase the fraction of students who graduate in four years from roughly half of the current graduates to roughly two-thirds of the current graduates. Since graduation rates require long time-lines to measure, as an intermediate measure of student progress towards completion, we will monitor the number of students remaining in the major of the supported departments and the credits towards completion in those majors that are being earned in the semesters following SLA support. We will compare the continuation rates and number of credits earned of supported students with students from recent previous years that did not receive support.

**Summary:**

Recognizing that “Time is the Enemy,” as reported by Complete College America in September 2011, this Vision Project PIF proposal will help students succeed in their major, reducing their need to change major or leave BSU, and increasing their chances to complete college in a reasonable time frame. Overall, the extension of proven strategies for student retention and success from STEM fields to seven new departments will provide support to about half of the academic departments at BSU. As a result, students from BSU will graduate in larger numbers, and will be more likely to graduate in the field of their first choice, providing the Commonwealth of Massachusetts a more reliable stream of college graduates.

**4.) Commitment of Campus Resources**

BSU is prepared to sustain project initiatives outlined herein contingent upon an assessment of their effectiveness.

**5.) Project Budget**

A project budget for a three year funding period is enclosed.
## Attachment A – Project Budget

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Above: Percentages of Students receiving D, F, W, or I grades before and after STREAMS SLA activities and course revisions based on 2 years of data prior to the grant and all semesters with SLA, typically 2 years. Statistically significant reductions in DFWI percentages are found for all courses except Chemistry 142, and Computer Science 151.

Above: Percentages of Students receiving A or B grades before and after STREAMS SLA activities and course revisions. Statistically significant increases in AB percentages are found for all courses except Computer Science 151 and Math 161 in the spring semester.