Please include a signed cover page with your electronically submitted proposal.

Please mark one:

- [x] Institutional Change Grant (ICG)
- [ ] Conference & Professional Development Grant (CPDG)

<table>
<thead>
<tr>
<th>INSTITUTION: University of Wisconsin Colleges</th>
<th>AMOUNT REQUESTED: $398,722</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROJECT TITLE: UW Colleges Access to Success Part-Time Student Attainment, Retention, and Transfer (PART)</td>
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<tr>
<td>PRINCIPAL INVESTIGATOR: Dr. Richard Barnhouse</td>
<td></td>
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<tr>
<td>TITLE: Associate Vice Chancellor for Student Affairs and Enrollment Management</td>
<td></td>
</tr>
<tr>
<td>DEPARTMENT: Office of Academic Affairs</td>
<td>PHONE: 608.890.2076</td>
</tr>
<tr>
<td>ADDRESS: 780 Regent Street, Madison, WI 53708</td>
<td>FAX: 608.262.7872</td>
</tr>
<tr>
<td></td>
<td>MAIL: <a href="mailto:richard.barnhouse@uwc.edu">richard.barnhouse@uwc.edu</a></td>
</tr>
<tr>
<td>OTHER INVESTIGATORS: (Names, Titles, Affiliations)</td>
<td></td>
</tr>
<tr>
<td>Gregg Nettesheim, Senior Information Manager, Office of Academic Affairs</td>
<td></td>
</tr>
<tr>
<td>Lisa Seale, Associate Vice Chancellor for Academic Affairs</td>
<td></td>
</tr>
<tr>
<td>ONE-SENTENCE PROJECT DESCRIPTION:</td>
<td></td>
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<tr>
<td>The PART project combines targeted outreach (intrusive advising), enhanced guidance and resources for academic counselors, and removal of structural barriers to course enrollment and completion to reduce the considerable success gap between full and part-time students enrolled at UW Colleges both in terms of first to second year retention and, ultimately, Associates of Arts and Sciences (AAS) degree completion or upward transfer by targeting students who enroll part-time, or who are thinking of enrolling part-time.</td>
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</table>

Institutional Approval: University of Wisconsin Colleges

[Signature]

Provost/Vice Chancellor

Grants Officer

Electronic submission of proposals should be sent to: bjokisch@uwsa.edu
Project Abstract

The Access to Success Part-Time Student Attainment, Retention and Transfer project (A2S PART) aims to reduce the considerable success gap between full and part-time students enrolled at UW Colleges both in terms of first to second year retention and, ultimately, Associates of Arts and Sciences (AAS) degree completion or upward transfer. This three-year project will target students who enroll part time, drop to part time, or who are thinking of enrolling part time. It employs a multi-pronged, full system approach combining increased advisor outreach to part-time students, enhanced guidance and software resources for academic advisors, and the removal of structural barriers to course enrollment and completion for students with constrained schedules or who must complete developmental coursework. A notable hallmark of the project is its inclusion of multiple and diverse stakeholder groups from all 13 UW Colleges campuses and UW Colleges Online who are responsible for student advising or setting campus curriculum and instruction policy. Through a series of facilitated workshops aided by a framework of institutional self-inquiry, individual campuses will be guided in developing and carrying out change strategies which best suit their unique contexts and challenges to improve student outcomes.

UW Colleges leadership considers the A2S PART project to be critical to the achievement of degree targets established under the UW Colleges Growth Agenda. Indeed, the gap in degree attainment between full and part-time students not only threatens longer term UW Colleges goals, but also undermines the larger UW System Growth Agenda goal of increasing the number of graduates statewide. The project therefore includes aggressive UW Colleges retention and enrollment targets for each year of the project period, and incorporates a comprehensive strategy for monitoring and assessment utilizing multiple metrics of progress at both the student and campus levels.
A. Project Description

UW Colleges seeks funding to support a three-year Access to Success (A2S) project. The A2S Part-Time Student Attainment, Retention and Transfer (PART) project aims to reduce the considerable success gap between full and part-time students enrolled at UW Colleges both in terms of first to second year retention and, ultimately, Associates of Arts and Sciences (AAS) degree completion or upward transfer. The A2S PART project targets students who enroll part time, drop to part time, or who are thinking of enrolling part time, and takes a multi-pronged, full system approach combining:

- Targeted outreach (intrusive advising) for students who drop their enrollment levels, or who exhibit other risk factors for not remaining enrolled;
- Enhanced guidance and resources for academic counselors regarding enrollment intensity and course sequencing; and,
- The removal of structural barriers to course enrollment and completion for students with constrained schedules or who must complete developmental coursework.

Project activities, which are listed below, focus on participatory development of campus-based change strategies guided by an A2S Goal Framework detailed in the following section. Campus student affairs offices will also be provided with a powerful Web-based retention management system in order to identify and provide outreach to students at risk of not remaining enrolled. The A2S PART project directly links to UW Colleges strategic goals, and to UW System Growth Agenda for Wisconsin Goal 1 as described in Section C of this proposal.

Project Activities

(a) Conduct equity assessments of part-time enrollment and success. These assessments will analyze differential patterns of enrollment by gender, race and economic background, as well as potential barriers
to full-time enrollment unique to each group.

(b) Provide **Hobsons’ Retain**—a proven Web-based student retention management system—to all student affairs offices, and give relevant training and software support to office staff.

(c) Develop print and Web-based information and academic planning materials specifically targeted to part-time students and their families.

(d) Convene a series of regional workshops for staff and faculty responsible for advising and engaging with students. These workshops will focus on: best practices for advising students on appropriate course loads and course sequencing; strategies for enhancing academic engagement (e.g. seeking advising assistance) among part-time students; and, ideas on how each campus can modify current advising practices and allocation of resources in order to promote greater outreach to at-risk students.

(e) Provide extra funding to a subset of campuses for dedicated part-time student outreach and intrusive advising. Ongoing assessment of project outcomes at these campuses in relation to campuses without increased funding will provide valuable cost-benefit information to deans and others responsible for staffing decisions.

(f) Convene a series of regional, data-informed workshops with campus curriculum committees and associate deans who are primarily responsible for setting campus curriculum and instruction policy. The aim of these workshops will be to identify changes to current curricular practices such as course scheduling, sequencing and instructional format which might enable students to remain at full-time enrollment, or to facilitate faster degree completion among part-time students.

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**An Effective Early Warning System**

Hobsons’ Retain is a powerful Web-based student monitoring system which alerts institutions when students are at risk of dropping their enrollment, or dropping out altogether. It enables advising staff to flag and reach out to these students in order to get them back on track. Retain is currently used by hundreds of institutions worldwide including Xavier University, Concordia University and Central Washington University. Institutions using Retain have successfully seen their retention rates go up by as much as 17 percent.
(g) Organize UW Colleges all-project conferences in years 2 and 3. These conferences will allow stakeholders from different campuses to come together to share and discuss the effectiveness of activities undertaken at their campus.

**Project Management**

The project will be overseen by an experienced management team including Rich Barnhouse, Associate Vice Chancellor for Enrollment Management and Student Affairs; Lisa Seale, UW Colleges Associate Vice Chancellor for Academic Affairs; Gregg Nettesheim, UW Colleges Senior Information Manager; and an A2S PART project manager to be hired upon award of the grant. Project activities at each campus within the UW Colleges will be spearheaded by a campus-based A2S PART committee and coordinated by a campus coordinator—either a faculty or staff member chosen by the campus dean.

**Project Stakeholders**

The success and long range sustainability of the A2S PART project will rely on broad-based stakeholder involvement from all 13 UW Colleges campuses and UW Colleges Online. Through a series of workshops and meetings outlined in Section A, as well as campus-based project working groups and project coordinators, a diverse cross section of stakeholders will be involved in the project including: student affairs advisors and directors, faculty advisors, campus curriculum committees, campus associate deans, Engaging Students in the First Year (ESFY) campus coordinators, and the UW Colleges Strategic Enrollment Management core team.

**B. Statement of Need**

For many years the UW Colleges has tracked student enrollment and success, disaggregating students on the basis of full or part-time enrollment. When comparing these enrollments with those of other institutions within the UW System, we find that the UW Colleges enrolls the greatest number and the highest percentage of part-time students, with over 4,600 part-time students making up 34% of total enrollment at UW Colleges in fall 2011. Retention and completion rates for these part-time UW Colleges students are significantly lower.
than for full-time students.\(^1\) Over the past five years, fall to fall retention of part-time new freshmen has averaged 46% compared to 58% for full-time new freshmen. Even greater gaps exist in rates of degree attainment or upward transfer with just 17% of part-time new freshmen completing an AAS degree or transferring to a four-year college within three years compared to 45% of their full-time peers.

The causes of these gaps are complex and unfortunately not well understood—particularly because many part-time students must navigate an array of financial and personal challenges during their time in college which are largely invisible to college personnel or beyond their ability to influence. Nevertheless, there is suggestive evidence that differing levels of campus engagement between full and part-time students play an important role. Recent findings from the Community College Survey of Student Engagement (CCSSE) indicate that part-time students nationally are significantly less engaged than their full-time counterparts when factoring in the student’s age even though degree goals between the two groups are quite similar. Yet colleges can strengthen student engagement by proactively reaching out to their at-risk students during the academic year—a practice called “intrusive advising.” Such advising practices have been shown to mitigate both academic difficulties and year-to-year attrition rates among at-risk students.\(^2\)

UW Colleges has made part-time student success a focus of its Access to Success Initiative which forms the programmatic backdrop for this project. In May 2012, the project leadership team attended the Access to Success Annual Meeting held in Washington, D.C. and there developed the germ of what has become a two-pronged, systemic approach to advancing A2S and Inclusive Excellence goals in the UW Colleges. The goals of the UW Colleges Access to Success Initiative can be summarized in two distinct areas, both tied to student success:

\(^1\) Completion is defined as successful AAS degree attainment or transfer to a four-year institution within three years of initial enrollment.

1. **A curricular goal** of improving rates of success in English Composition and College Algebra. A project focusing on this goal is underway in partnership with the UW Colleges Mathematics and English departments, led by a project coordinator funded by the UW Colleges Office of Institutional Research. This facet of the A2S initiative intersects with the focus of this Institutional Change Grant project, but no funding is sought for it.

2. **An enrollment goal** focusing on (a) increasing the percentage of students enrolling as, and continuing as full-time students, and (b) increasing retention of part-time students. The proposed A2S PART project focuses on this enrollment goal. Table 1 below summarizes the guiding questions for this goal, using as a framework the [John N. Gardner Institute for Excellence in Undergraduate Education’s Foundations of Excellence](https://www.jnugi.org/) approach to intentional, guided, and systemic change in an institution of higher education.

<table>
<thead>
<tr>
<th>Foundations of Excellence Element</th>
<th>A2S Equivalent</th>
<th>Key Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Practices Inventory</td>
<td>Current Practices Inventory</td>
<td>What policies and practices are currently in place for enrollment advising, class scheduling, and course offerings?</td>
</tr>
<tr>
<td>Philosophy</td>
<td>Philosophy</td>
<td>What general role does full-time enrollment play in student success? What is the role of advisors in helping students determine an appropriate course load?</td>
</tr>
<tr>
<td>Organization, Culture, Roles and Purposes</td>
<td>Organization and Culture</td>
<td>What structures are in place to encourage and support full-time enrollment? Are there structures in place to reduce the frequency of students needing to drop courses? What support is available to part-time students to enable them to complete more credits each year?</td>
</tr>
<tr>
<td>Learning and Improvement</td>
<td>Outcomes Assessment</td>
<td>What effect do course drops have on student retention and achievement? Do we understand why students either choose to enroll part-time or to drop from full to part-time enrollment? What are the differences between campuses with high and low rates of full-time enrollment?</td>
</tr>
<tr>
<td>Transitions</td>
<td>Transitions</td>
<td>What decisions are students making when transitioning from full to part-time enrollment? What factors have led to this transition? Conversely, what factors might lead to a decision to either continue full-time enrollment or transition from part to full-time enrollment?</td>
</tr>
<tr>
<td>All Students and Diversity</td>
<td>Equity</td>
<td>Do patterns of part-time enrollment differ by gender, race or economic status? What are barriers to full-time enrollment for the above student groups?</td>
</tr>
</tbody>
</table>

C. **Advancing the Mission and Growth Agenda of UW Colleges, and the Growth Agenda of UW System.**

The mission of the UW Colleges includes both access and transfer components:
The University of Wisconsin Colleges is a multi-campus institution that prepares students for success at the baccalaureate level of education [and] provides the first two years of a liberal arts general education that is accessible and affordable...

The A2S PART project directly serves both mission components by enhancing the academic success of students who enroll part time, who drop to part time, or who are thinking of enrolling part time. The project is also critical to the achievement of degree targets established under the UW Colleges Growth Agenda. UW College Growth Agenda goals include the granting of 34,502 associates degrees by 2025-26, which represents an increase of 10,260 over baseline from the start of the Initiative. UW Colleges has already had some success in meeting this goal, granting 145 degrees above the Growth Agenda target as of 2011-2012. However, without greater attention paid to the significant gap in degree attainment between students enrolled full time and part time at the UW Colleges, it will not be possible to meet the final degree target of 34,502.

Finally, the project supports three key strategic goals of UW Colleges which in turn serve the first goal of the UW System Growth Agenda to increase the number of UW System graduates statewide. The three UW Colleges strategic goals supported by the project are:

1. **Enhancing the student experience** by extending high-quality education to learners throughout Wisconsin, and assuring student success and degree completion.

2. **Strengthening stewardship** by effectively using the university’s faculty and staff time and expertise, its educational and financial assets, and campus and online environments and infrastructure.

3. **Increasing programs, the number of degrees granted, and service to communities** through range of programs, creative delivery, and effective assessment.

**D. Project Sustainability**

Projects successful in bringing about organizational change and improvement in the short term often fail to secure those gains for the longer term by neglecting to put in place institutional and financial buffers against return to “business as usual.” Rather than assuming a top down one size fits all method to program
and policy change—a tactic which runs the risk of rejection or limited adoption by individual campuses—the project will provide tools (i.e. Hobsons’ Retain) and a facilitated framework of institutional self-inquiry so that campuses can develop and carry out change strategies which best suit their unique contexts and challenges in order to meet project goals. Project workshops and meetings will emphasize sharing innovative practices currently underway which show promise of either promoting full-time enrollment or providing support to students who must enroll part time. One such innovative practice is the introduction of classes using an accelerated blended format, an option which may be particularly appealing to part-time students with limited flexibility in their schedules.

Two project elements—the ongoing provision of Hobsons’ Retain software and the human resources necessary for time-intensive intrusive advising practices—will require continued resources and financial support beyond the project life cycle in order to be sustainable. UW Colleges currently uses Hobsons’ Connect (another Hobsons’ software product) for student recruitment management, and the software has been successfully and strategically integrated with UW Colleges’ own student enrollment management software platform. Similarly, Hobsons’ Retain will be integrated into campus enrollment plans in ways that promote broad utilization. Although the initial cost of Hobsons’ Retain will be covered by project funds, we expect that a significant portion, if not all, of the annual cost for the software will be secured through future increased enrollment revenue generated by higher retention rates.

An important question for future sustainability is whether intrusive advising can be accomplished with current advising resources (e.g. through resource reallocation or reorganization) or if additional funding will be necessary. To answer this question the project will provide additional advising funds to four campuses while encouraging the remaining nine to use existing resources in new ways. By monitoring and evaluating comparative outcomes, the project will be able to make valuable recommendations regarding staffing requirements to campus and institutional leadership.
### E. Project Timeline and Targets

<table>
<thead>
<tr>
<th>Project Activities</th>
<th>AY 2013/14</th>
<th>AY 2014/15</th>
<th>AY 2015/16</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Q1</td>
<td>Q2</td>
<td>Q3</td>
</tr>
<tr>
<td>(a) Equity assessments</td>
<td></td>
<td></td>
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<tr>
<td>(b.1) Hobsons’ Retain launch</td>
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<tr>
<td>(b.2) Development of Retain training and support materials</td>
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<td>(b.3) Campus-based software training workshops</td>
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<tr>
<td>(c) Development of part-time academic planning website and print materials</td>
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<td>(d) Regional student advising and engagement workshops</td>
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<td>(f) Regional curriculum and instructional policy workshops</td>
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<td>(g) All-project conferences</td>
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<tr>
<td>Outcomes Assessment: Project Targets</td>
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</table>

Notes: Project activity descriptions are in proposal Section A. Academic Year in timeline follows fiscal year: Q1=Jul 1-Sep 30; Q2=Oct 1-Dec 31; Q3=Jan 1-Mar 31; Q4=Apr 1-Jun 30. URM = Under-Represented Minority student populations.
F. Outcomes Assessment

Assessment of project outcomes will focus on four areas:

1. **Advising perspectives and practices**—Survey and interview advisors annually on advising practices for part-time and at-risk students. Survey and interview campus student affairs offices annually on adoption of Hobsons’ Retain and implementation of intrusive advising practices. Gather data from campus student affairs offices on: 1) number of students flagged by Hobsons’ Retain per semester; and, 2) frequency and type of advising practices (i.e. intrusive vs. traditional) used with these students. Annually share and discuss the results with advisors.

2. **Curricular innovation**—Measure non-standard course offerings and enrollment annually by campus. With campus deans and curriculum committees, establish benchmarks and improvement targets for expanded offerings and increased enrollment.

3. **Student course drop behavior**—Measure overall course drop rates, drop rates of students moving from full to part time, and students moving from part to full-time by campus. With deans, assistant deans for student affairs, and campus retention committees, establish benchmarks and improvement targets.

4. **Overall project effectiveness**—Continue to measure individual and aggregate enrollment, retention, degree completion and transfer rates for students during the project period. Using baseline measures gathered at the start of the project, perform multiple comparison analyses by campus, enrollment intensity, race/ethnicity, gender, and financial aid receipt between students who received intrusive advising and those who did not, as well as between campuses receiving extra advising resources from the project and campuses receiving no extra resources.

**Deliverables**

Related to each of the project activities outlined in Section A, the project will produce the following deliverables:
• **Equity assessments**—Prepare baseline and final equity assessment reports distributed to all project stakeholders. Prepare interim equity monitoring reports for use in activities (d), (f) and (g).

• **Hobsons’ Retain**—Develop Hobsons’ Retain orientation and training materials. Distribute materials to all campus student services offices.

• **Information resources for part-time students**—Develop information and planning web page and related brochures and mailings targeted to part-time students and their families.

• **Advising workshops**—Develop web-based student advising handbook documenting best practices and suggested advising strategies focusing on intrusive advising.

• **Advising workshops, curriculum workshops, all-project conferences**—Prepare written reports of workshop and conference outcomes including policy reforms identified and next steps discussed. Distribute reports all project stakeholders

• **Project outcomes assessment**—Prepare annual written reports of project activities and progress toward project goals. Distribute reports to project stakeholders and UW System.
**PROJECT TITLE:** Access to Success Part-Time Student Attainment Retention and Transfer (PART)

**PI UNIVERSITY:** University of Wisconsin Colleges

### PERSONNEL / SALARY

Provide basic calculations and totals on this form. See GPR Fringe Table on web site for appropriate rates. Justify each entry in the Budget Narrative. If Match funds are pledged, provide details in the Budget Narrative.

1. Faculty/Staff (course release, overload, stipend, etc.)
   - Fringe Benefits for Faculty/Staff positions greater than .5 FTE
     - 2013-14: $89,984, MATCH: $11,250, TOTAL: $101,234
     - 2015-16: $67,492, MATCH: $11,250, TOTAL: $78,742

2. Classified Staff
   - Fringe Benefits for Classified positions greater than .5 FTE

3. Limited Term Employees (LTEs)
   - Fringe Benefits for LTE positions greater than .5 FTE

4. Graduate Assistants
   - Fringe Benefits for Graduate Assistant positions greater than .5 FTE

5. Student Employees
   - Hours: 107,802
   - Rate: $33,531
   - Total: $3,587,597

### SUPPLIES & EXPENSES

**Note that out of state travel is not permitted for UW personnel. If Match funds are pledged, describe in the Budget Narrative.**

1. **Travel (refer to http://www.uwsa.edu/fadmin/travel.htm)**
   - Airfare
   - Mileage: 11488 miles, Rate: $0.485, Total: $5,572
   - Lodging: 4 nights, Rate: $160.00, Total: $640
   - Meals: 26 days, Rate: $10.00, Total: $260
   - Other: $1,000

2. Office supplies: $1,000

3. Photocopying: $2,936

4. Instructional Materials
   - Advising materials: $2,936

5. Other (list items and provide details in Budget Narrative)
   - Hobson's Retain: $51,000
   - 2 colleges-wide meetings: $2,302

6. Other (list items and provide details in Budget Narrative)

### PROJECT FUNDING TOTALS

- 2013-14: $161,738
- 2014-15: $159,375
- 2015-16: $118,492

### REFER TO THE PROGRAM'S REQUEST FOR PROPOSALS FOR PROGRAM-SPECIFIC INSTRUCTIONS, ALLOWABLE EXPENSES, AND DEADLINES

The Budget Narrative must be included on a separate sheet(s) following the Budget Form.
Budget Narrative for the UW Colleges PART program Institutional Change Grant

**Personnel/Salary**

*For 2013-14*

The grant request is for one full-time Administrative Program Manager 1 @ $44,984, plus support for four (4) ¼ time advisors @$11,250. Fringe benefits are requested only for the Administrative Program Manager. The four ¼ time advisors will be located on campuses. Matching personnel costs include: one (1) ¼ time advisor to coordinate implementation of the Hobson’s Retain software, fringe benefits for the Hobson’s Retain Coordinator, and fringe benefits for the four (4) ¼ time campus-based advisors.

*For 2014-15 and 2015-16*

The grant request is for one (1) ½ time Administrative Program Manager 1 @ $22,492, plus support for four (4) ¼ time advisors @$11,250.

Matching personnel costs include: one (1) ¼ time advisor to coordinate implementation of the Hobson’s Retain software, fringe benefits for the Hobson’s Retain Coordinator, fringe benefits for the ½ time Administrative Program Manager 1, and fringe benefits for the four (4) ¼ time campus-based advisors.

**Supplies and Expenses**

*For 2013-14*

The grant request includes development and production of web and printed advising materials, and support for the Hobson’s Retain software implemented at all 13 campuses and at UW Colleges Online.

Matching supplies and expense costs include travel costs for the program manager, assuming two trips to each of the UW Colleges campuses with overnight stays for trips to Rice Lake and Marinette, and office supplies.

*For 2014-15 and 2015-16*

The grant request is for support for the Hobson’s Retain software implemented at all 13 campuses and at UW Colleges Online.

Matching supplies and expense costs include 1. travel costs for the program manager, assuming trips to regional workshops and to campuses as needed, 2. office supplies, and 3. cost of two UW Colleges-wide meetings including catering and travel expenses for each campus delegation.
Richard G. Barnhouse  
Curriculum Vita/Resume Snapshot

Education:

2009  Ph.D. Cardinal Stritch University, Milwaukee, WI; College of Education
2001  M.A. Central Michigan University, Mt. Pleasant, MI; College of Health Professions
1999  B.Ph. Ed. Brock University, St. Catharines, Ontario, College of Applied Health Sciences

Professional Experience:

Present  **Associate Vice Chancellor for Student Affairs & Enrollment Management**  
*University of Wisconsin Colleges, Madison, WI*  
Chief and Senior Student Affairs Officer, responsible for; student affairs and enrollment management within an institution comprised of 13 campuses, an online program, 14,000 degree seeking students and 28,000 non-degree seeking students.

2007  **Dean of Students**  
*Moraine Park Technical College, Fond du Lac, WI.*  
Deputy Student Affairs Official, responsible for; operations within an institution comprised of three campuses and 22,000 students.

2004  **Assistant Campus Dean for Administrative Services**  
*University of Wisconsin-Sheboygan, Sheboygan, WI.*  
Chief Business and Administrative Official, responsible for; budget and finance, bursary, facilities, procurement, human resources, payroll, safety and risk management, auxiliary, support, and technology services.

2003  **Assistant Director for Facilities**  
*Student Affairs, University of South Carolina, Columbia, SC.*  
Management of all recreational facilities on campus; daily management and supervision of two recreation facilities totaling 400,000 sq. ft. and a 15 acre outdoor activity area.

2001  **Assistant Director for Operations**  
*Student Affairs, Rice University, Houston, TX.*  
Management of all recreational facilities on campus; including a 70,000 sq. ft. recreation facility, 9 athletic fields, and 13 tennis courts.

Academic Work:


R. G. Barnhouse, Ph.D.  
504 Greenbriar Avenue * Fond du Lac, WI 54935  
920.889.7906 * rg.barnhouse@gmail.com
February 18, 2013

Growth Agenda for Wisconsin Grant Review Committee
University of Wisconsin System Administration
Van Hise Hall, 1220 Linden Drive
Madison, WI 53706-1525

Dear Review Committee Members:

Please accept this Institutional Change Grant proposal, “The Access to Success Part-Time Student Attainment Retention and Transfer (PART) Project,” which I am very pleased to submit on behalf of the University of Wisconsin Colleges.

This three-year Access to Success (A2S) project is intended to reduce the success gap between full and part-time students enrolled at UW Colleges and, ultimately, Associates of Arts and Science (AAS) degree completion or upward transfer. The A2S PART project targets students who enroll part-time, or who are thinking of enrolling part-time. UW Colleges enrolls the greatest number and the highest percentage of part-time students in the University of Wisconsin System, with over 4,600 part-time students making up 34% of total enrollment at UW Colleges in fall 2011. Over the past five years, fall to fall retention of part-time new freshmen in UW Colleges has averaged 46% compared to 58% for full-time new freshmen.

UW Colleges has made part-time student success a focus of its Access to Success Initiative, which forms the programmatic backdrop for this project. In May 2012, the project leadership team attended the Access to Success Annual Meeting held in Washington, D.C. There they developed the germ of what has become a systemic approach to advancing A2S and Inclusive Excellence goals in the UW Colleges with targeted interventions for both part-time students and those enrolled in English composition and college algebra course sequences. A separate proposal for a UW Colleges English Department Conference and Professional Development Grant addresses the English composition curricular component and is also being submitted under this grant cycle.

UW Colleges has set ambitious Growth Agenda degree targets and has already made significant progress toward those goals with 145 degrees granted above its Growth Agenda target as of 2011-2012. However, without greater attention paid to the significant gap in degree attainment between students enrolled full time and part time at the UW Colleges, it will not be possible to meet its final degree target of 34,502. The A2S PART project is therefore critical to the success of the UW Colleges Growth Agenda.
Major components of the A2S PART project include a greater focus on outreach to part-time students through “intrusive advising,” removal of curricular barriers to part-time student success, and introduction of a Web-based student retention management system (Hobsons’ Retain) which flags students who drop enrollment levels or who otherwise exhibit at-risk behavior for dropping out. UW Colleges currently uses Hobsons’ Connect (another Hobsons’ software product) for student recruitment management and the software has been successfully and strategically integrated with UW Colleges’ own student enrollment management software platform. Similarly, Hobsons’ Retain will be integrated into campus enrollment plans in ways that promote broad use by student services personnel and others responsible for student advising.

I am deeply committed to achieving the Inclusive Excellence and Growth Agenda for Wisconsin goals that this project seeks to address and urge the committee’s serious consideration of this proposal.

Sincerely,

Gregory P. Lampe, Ph.D.
Provost and Vice Chancellor for Academic and Student Affairs
Office of Academic and Student Affairs
University of Wisconsin Colleges
432 N. Lake Street
Madison, WI 53706