

Application for Federal Assistance SF-424		
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
* 3. Date Received: <input type="text" value="05/19/2023"/>	4. Applicant Identifier: <input type="text"/>	
5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>	
State Use Only:		
6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text" value="Choose State..."/>	
8. APPLICANT INFORMATION:		
* a. Legal Name: <input type="text" value="Utah Tech University"/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="87-6000488"/>	* c. UEI: <input type="text" value="XD3NHQWK3DJ8"/>	
d. Address:		
* Street1: <input type="text" value="225 S University Ave"/>	Street2: <input type="text"/>	
* City: <input type="text" value="St George"/>	County/Parish: <input type="text"/>	
* State: <input type="text" value="UT: Utah"/>	Province: <input type="text"/>	
* Country: <input type="text" value="USA: UNITED STATES"/>	* Zip / Postal Code: <input type="text" value="84770-3875"/>	
e. Organizational Unit:		
Department Name: <input type="text"/>	Division Name: <input type="text"/>	
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix: <input type="text" value="Dr."/>	* First Name: <input type="text" value="Laura"/>	
Middle Name: <input type="text"/>	* Last Name: <input type="text" value="Bennett"/>	
Suffix: <input type="text"/>	Title: <input type="text" value="Director, Sponsored Programs"/>	
Organizational Affiliation: <input type="text"/>		
* Telephone Number: <input type="text" value="435-879-4474"/>	Fax Number: <input type="text"/>	
* Email: <input type="text" value="laura.bennett@utahtech.edu"/>		

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.031

CFDA Title:

Higher Education Institutional Aid

*** 12. Funding Opportunity Number:**

ED-GRANTS-032323-001

* Title:

Office of Postsecondary Education (OPE): Higher Education Programs (HEP): Strengthening Institutions Program (SIP), Assistance Listing Number 84.031A

13. Competition Identification Number:

84-031A2023-1

Title:

FY23 Strengthening Institutions Program Competition

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Creating Affordable and Accessible Pathways (AAP) to Success: Integrating OER and Supplemental Instruction in General Education Courses

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="2,015,497.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="2,015,497.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 18, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:



**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 09/30/2023

Name of Institution/Organization

Utah Tech University

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
1. Personnel	150,806.00	318,186.00	314,784.00	315,326.00	321,166.00			1,420,268.00
2. Fringe Benefits	50,090.00	107,423.00	110,777.00	105,199.00	98,740.00			472,229.00
3. Travel	6,000.00	6,000.00	6,000.00	6,000.00	6,000.00			30,000.00
4. Equipment	0.00	0.00	0.00	0.00	0.00			0.00
5. Supplies	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00			25,000.00
6. Contractual	16,000.00	12,000.00	12,000.00	12,000.00	16,000.00			68,000.00
7. Construction	0.00	0.00	0.00	0.00	0.00			0.00
8. Other	0.00	0.00	0.00	0.00	0.00			0.00
9. Total Direct Costs (lines 1-8)	227,896.00	448,609.00	448,561.00	443,525.00	446,906.00			2,015,497.00
10. Indirect Costs*	0.00	0.00	0.00	0.00	0.00			0.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00			0.00
12. Total Costs (lines 9-11)	227,896.00	448,609.00	448,561.00	443,525.00	446,906.00			2,015,497.00

***Indirect Cost Information (To Be Completed by Your Business Office):** If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No
- (2) If yes, please provide the following information:
 Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)
 Approving Federal agency: ED Other (please specify):
 The Indirect Cost Rate is %.
- (3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? Yes No If yes, you must comply with the requirements of 2 CFR § 200.414(f).
- (4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
 Yes No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.
- (5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
 Is included in your approved Indirect Cost Rate Agreement? Or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.
- (6) For Training Rate Programs (check one) -- Are you using a rate that:
 Is based on the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))? Or, Is included in your approved Indirect Cost Rate Agreement, because it is lower than the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))?

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

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

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

SECTION C - BUDGET NARRATIVE (see instructions)

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

IF APPLICABLE: SECTION D - LIMITATION ON ADMINISTRATIVE EXPENSES

(1) List administrative cost cap (x%):

(2) What does your administrative cost cap apply to? (a) indirect and direct costs or, (b) only direct costs

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
1. Personnel Administrative	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2. Fringe Benefits Administrative	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3. Travel Administrative	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4. Contractual Administrative	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5. Construction Administrative	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
6. Other Administrative	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
7. Total Direct Administrative Costs (lines 1-6)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
8. Indirect Costs	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
9. Total Administrative Costs	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
10. Total Percentage of Administrative Costs	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

ED 524

**U.S. Department of Education Supplemental Information for the SF-424
Application for Federal Assistance**

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
	Kelly		Peterson	

Project Director Level of Effort (percentage of time devoted to grant):

Address:

* Street1:	225 S University Ave
Street2:	
* City:	St George
County:	Choose State...
* State:	UT: Utah
* Zip Code:	84770-3875
Country:	USA: UNITED STATES

* Phone Number (give area code)	Fax Number (give area code)
435-652-7711	

* Email Address:

Alternate Email Address:

2. New Potential Grantee or Novice Applicant:

a. Are you either a new potential grantee or novice applicant as defined in the program competition's notice inviting applications (NIA)?

Yes No

3. Qualified Opportunity Zones:

If the NIA includes a Qualified Opportunity Zones (QOZ) Priority in which you propose to either provide services in QOZ(s) or are in a QOZ, provide the QOZ census tract number(s) below:

4. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #(s): 1 2 3 4 5 6 7 8

No Provide Assurance #(s), if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

Add Attachment

Delete Attachment

View Attachment

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

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

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

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION	
<input style="width: 100%;" type="text" value="Utah Tech University"/>	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input style="width: 100px;" type="text" value="Dr."/>	* First Name: <input style="width: 200px;" type="text" value="Laura"/> Middle Name: <input style="width: 150px;" type="text"/>
* Last Name: <input style="width: 300px;" type="text" value="Bennett"/>	Suffix: <input style="width: 80px;" type="text"/>
* Title: <input style="width: 250px;" type="text" value="Director, Sponsored Programs"/>	
* SIGNATURE: <input style="width: 300px;" type="text" value="Laura Bennett"/>	* DATE: <input style="width: 150px;" type="text" value="05/19/2023"/>

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 06/30/2023

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

be discussed in connection with related topics in the application.

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

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

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

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

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

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

Add Attachment

Delete Attachment

View Attachment

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

To add more Project Narrative File attachments, please use the attachment buttons below.

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)



U.S. Department of Education Title III, Part A, Strengthening Institutions Program
2023 Grant Application

Creating Affordable and Accessible Pathways (AAP) to Success: Integrating OER and
Supplemental Instruction in General Education Courses

Table of Contents

PART A: COMPREHENSIVE DEVELOPMENT PLAN1
A.1 Analysis of Strengths and Weaknesses/Problems of UT’s Academic programs (AP), Institutional Management (IM), and Fiscal Stability (FS).....1
A.2: Institutional Goals and Measurable Goals and Objectives10
A.3 Institutionalizing Practices and Improvements12
PART B: PROJECT DESIGN15
B.2: Theory16
PART C: ACTIVITY OBJECTIVES17
C.1 Activity Objectives in Measurable and Realistic Terms17
C.2 Relationship of Activity Objectives to Goals and Problems in the CDP18
PART D: IMPLEMENTATION STRATEGY19
D.1 Comprehensive Implementation Strategy19
D.2 Strategy & Rationale19
D.3: Implementation Timetable27
PART E: KEY PERSONNEL32
E.1 Key Personnel and Time Commitment of Key Personnel.....32
PART F: PROJECT MANAGEMENT PLAN.....34
F.1 Procedures to Ensure Efficient and Effective Project Implementation34
F.2 Sufficient Authority of the Title III Project Director36
PART G: EVALUATION PLAN.....37
G.1 Data Elements and Collection Procedures37
G.2 Data Analysis Procedures40
PART H: BUDGET NARRATIVE42
Competitive Preference Priority.....45
Invitational Priority.....48

INTRODUCTION

Utah Tech University (UT) is a public, comprehensive, open-admissions university serving over 12,500 total students, with a commitment to promote student access to higher education. It is one of eight colleges and universities within the Utah System of Higher Education (USHE) and is governed by the State Board of Regents and a local Board of Trustees. The Northwest Commission on Colleges and Universities has continuously accredited UT since 1945. The latest reaffirmation of accreditation was awarded in 2020. The University was renamed from Dixie State University to UT on July 1, 2022, to show dedication to its new mission and vision of being an open, inclusive, comprehensive, polytechnic institution. UT recently ranked as the most rapidly growing university in Utah and the west¹. From fall 2015 to fall 2022, UT grew from 8,503 to 12,541 students².

PART A: COMPREHENSIVE DEVELOPMENT PLAN

A.1 Analysis of Strengths and Weaknesses/Problems of UT's Academic programs (AP), Institutional Management (IM), and Fiscal Stability (FS)

STRENGTHS

AP Strength 1: Comprehensive offering of academic programs.

In addition to growth, another strength of the University is the breadth of its programs. It offers 51 baccalaureate and 15 associate degree programs, as well as dozens of certificate programs and is expanding opportunities to earn master's degrees in accounting, athletic training, technical writing and digital rhetoric, and marriage and family therapy, among others. UT provides students with opportunities to explore careers in engineering, biotechnology, arts,

¹ Chronicle of Higher Education. (2019). Fastest-Growing Colleges, 2007 - 2017. Almanac 2019 (August 18). <https://www.chronicle.com/article/fastest-growing-colleges-2007-17/>

² Office of Institutional Effectiveness, Utah Tech University. (2022). Internal data request.

education, business, health sciences, and humanities and social sciences. See the full ranges of programs: [Catalog - UT Programs](#).

AP Strength 2: The University employs active and transformational educational experiences that lead students to employment success.

The University has a focus on active learning to create a quality university experience. See the active learning website here: [Active Learning](#). Our transformative educational experience prepares students to be successful in their chosen field by demonstrating competency in oral and written communication, critical and analytical thinking, personal responsibility, creativity, innovation and collaborative teamwork. UT also requires that its graduates demonstrate perseverance and GRIT³ as an outcome of their university experience. These skills are acquired in the classroom but more importantly out of the classroom through internships, clinical and practicum experience, student teaching, and service learning that enhances those skills. As a result of our transformational education, 97% of our graduates are employed or accepted into graduate school; 88% are employed in jobs related to their major⁴. Our motto and educational philosophy is, “active learning, active life.” This is achieved through encouraging students to be active participants in their education and to become involved in their communities through service-learning. The blending of curriculum and service-learning experience fosters civic responsibility, learning through interaction, and critical thinking skills in a real-world setting. All of our degree programs strive to provide students with opportunities for internships and service learning embedded in their courses.

IM Strength 1: Commitment to Access, Affordability, and Student Success

³ Duckworth, A. (2016). GRIT: The Power of Passion and Perseverance. New York: Scribner.

⁴ UT Career Center Graduating Student Survey. (2020). Utah Tech University.

Openness and inclusiveness are two core tenants of the University’s mission. UT is committed to access, affordability, and student success as evidenced by data from two recently established pilot programs: 1) Open Educational Resources (OER) and 2) Supplemental Instruction (SI). OER offers opportunities to improve access and affordability and has the potential to provide more equitable, inclusive, and diverse classrooms. In 2022, UT worked with the biology department in creating a free and open lab manual that replaced a previous \$50 required manual. Along with a new course design, the amount of “A” grades increased over 100% with these adjustments and saves the students an estimated \$20,000 in textbook costs annually

SI is an academic support model that uses peer learning to support retention and student success in high-attrition courses. In fall 2019, UT piloted an SI program using a small grant. The pilot served nearly 800 students in 20 class sections its first year and had a 90% attendance rate in sections where the additional class session was a required part of the class and constituted 15% of the grade. Student academic success was higher for students who attended more SI sessions. Part of this pilot program involved obtaining approvals by curriculum committees and working with department chairs and other administrators on the logistics necessary for a successful implementation. Despite the success of these two pilots, UT has been unable to expand them due to limited resources, and the proposed Title III SIP project would enable full-scale establishment of these evidence-based solutions.

FS Strength 1: Stable Funding and Affordable Tuition

UT is one of eight institutions in the Utah System of Higher Education and ranks sixth in terms of expenditures per student (at \$11,223 per FTE) (Table 1). Stability provided by state resources allows UT to keep tuition affordable. The current cost of tuition and fees for a resident student

for two semesters is only \$6,074. With the addition of \$900 for books and supplies, the total for a year is just under

\$7,000. Since a full

PELL grant is \$7,395,

PELL-eligible students

have the equivalent to a

full-tuition and fee

scholarship with

additional funds for other

expenses (UT “Tuition and Costs”, 2023). About 84% of students receive financial aid, and

approximately 33% qualified for the Pell grant (fall 2022). The combination of stable state

funding and affordable tuition is an institutional strength upon which UT can build to support

student success.

USHE Institution	Expenditures per FTE
University of Utah	\$20,704
Utah State University	\$16,998
Southern Utah University	\$11,923
Weber State University	\$11,822
Snow College	\$11,419
Dixie State University	\$11,223
Utah Valley University	\$10,925
Salt Lake Community College	\$10,634
Source: Utah System of Higher Education	

WEAKNESSES AND PROBLEMS

Academic Programs Problem 1: Retention rates are too low.

Currently, UT’s first-time full-time (FTFT) fall-to-fall retention is **55%**; whereas the average national retention rate is **60%**. Our most vulnerable students are grouped into a Student Success program, and the majority of these students are Pell Grant eligible – a group of students who meet the definition of “underserved” as outlined in the TIII SIP criteria. Although we structure their first semester and supply them with extra academic support, their retention rate remains low at **40%**⁵. Institutional data reveals these non-retained students leave the institution

⁵ UT Student Success. (2020). Student Success Retention Reporting: 2019 New Freshmen Cohort. Utah Tech University.

mostly due to academic failure and financial difficulties. The University has a withdrawal form and has tracked self-reported reasons for students discontinuing their studies. The majority of students report discontinuing at UT due to "transferring to another university" (37%) and "other" (24%). UT is a dual-mission and open-enrollment institution and acts as a community college for the geographic area. Therefore, many students transfer, but students still identify the need to earn income (8%), financial difficulties (5%), and academic difficulties (3%) as reasons for withdrawing. Students fail to disclose all the issues. However, we know that students frequently transfer back to a community college near their home, likely for financial reasons or when they did not do well academically. Students often report financial difficulty or a need to work, which is not surprising due to our knowledge that 1 in 4 come from a low-income household and nearly 1 in 4 owe unpaid balances at the end of their second semester. Additionally, the high cost of course materials and textbooks has negatively impacted students' academic success within courses as well as being a reported reason for students not retaining.

A recent survey shed light on the impact of textbook costs on UT students. Sixty-nine percent (**69%**) of students reported they did not purchase a textbook because of the cost, and **26%** failed a course because they did or could not buy the required textbook. Thirty-nine percent (**39%**) of students dropped a class because of the cost of the textbook. On average, UT students reported spending approximately \$900 on textbooks per year with the average textbook cost in the \$120 range.

Students are also financially insecure in ways that affect their lives outside of the classroom. A recent study showed **49%** of UT students experienced food insecurity within the past year, along with **27%** struggling with their rent/mortgage payments and another **37%** having issues

with paying for medicine and health care costs⁶. For the 2019 freshmen cohort, 23% had an unpaid balance of \$200 or more at the end of the spring semester that prevented them from registering for the next fall semester, with the average amount being \$1,319 and as much as \$8,103⁷. For students from low or modest incomes, this becomes a barrier to continued enrollment.

Academic Programs Problem 2: Three-year graduation rates are too low.

It is critical for the University to improve the graduation rates of its students, which are below national averages for open-admissions institutions. The loss of almost half the students the first year increases during the second year, where only about a third of the first year student cohorts are retained. This has resulted in three-year graduation rates of only 8-11% over the past two cohorts, which is behind the national average of similar institutions of 22 percent⁸. Over the past several years, three-year graduation rates were much lower (1-3% each year) for students receiving Pell grants compared to those not eligible for Pell grants⁹. This is a major, chronic problem that must be addressed to improve outcomes for the University's underserved students.

Academic Programs Problem 3: Failure rates for first year are too high.

College readiness has long been a concern for higher education, especially in terms of entry level coursework, and the pandemic has highlighted and perhaps increased that concern. At UT, approximately 33% of first year students placed into developmental math and English courses fail to pass and persist to the next (entry level) gateway courses. For the other portion

⁶ Quintana, Y., French-Fuller, K., Anderson, A., & Makela, K. (2022). Food security survey of higher education students in Utah, 2021 statewide report. Weber State University: Center for Community Engaged Learning - Community Research Extension. Retrieved from <https://uah.org/reports-and-publications/campus-food-security-survey-report>

⁷ UT Student Success. (2021). New Freshmen Reporting: Unpaid Balances, Grades, Pell Students.

⁸ Office of Institutional Effectiveness, Utah Tech University. (2022). Internal data request.

⁹ Office of Institutional Effectiveness, Utah Tech University. (2022). Internal data request.

of first year students who enter gateway courses, the failure rates are too high. Table 2 shows the high failure rates in developmental and gateway courses.

Thirty-one percent of first year students earn D or F grades in courses in their first fall semester (2022 cohort) (UT Office of Institutional

Table 2: Fail Rates for Freshmen and PELL-Eligible Freshmen (First Semester of First Year)		
Course	All Freshmen	PELL-Eligible Freshmen
Developmental math	35%	33%
Developmental English	29%	35%
Chemistry 1010	5%	31%
Biology 1010	27%	41%

Effectiveness, 2022). In addition, 25% earned below a 2.0 GPA their first semester and 7% completely withdrew from courses. These trends are worse for underserved students who receive Pell grants: Within the 2021 cohort, 47% of Pell-eligible first year students earn D or F grades in courses their first fall or spring semester¹⁰. When adding C- grades, that number increases to 54%. About 32% earned a GPA below 2.0 fall or spring semester; 8% completely withdraw or have no GPA. The University regularly runs reports on courses with high DFW rates every semester, and we find that first year students struggle to pass courses in chemistry, geography, biology, developmental English and math. Half of new freshmen at UT require developmental math or English courses. Clearly, UT must do more to support freshmen students with a focus on first semester and first year courses, especially for underserved PELL-eligible students.

¹⁰ UT Student Success. (2021). New Freshmen Reporting: Unpaid Balances, Grades, Pell Students.

Institutional Management Problem 1: Support programs are limited and disconnected

While the University has many programs, which help and support students such as Student Success and the Center for Inclusion and Belonging, these programs often operate independently, making it difficult for students to have a comprehensive resource program to assist them. Although programs collaborate somewhat, these interactions are too few, and students don't have access to all of these resources through one comprehensive program. Mayhew et al. completed a comprehensive review of recent literature on intervention programs and found that "the most effective educational interventions may be those that integrate a number of support services" (p. 389)¹¹. In order to address the AP problems described above and help underserved students, the University must develop a comprehensive program that connects students to the resources they need to be successful.

Fiscal Stability Weakness 1: Lack of Suitable Base Funding for Student Support Systems.

UT has had tremendous growth in the past seven years (8,500 to 12,500 headcount students), but with growth comes many issues. One of those issues is the need for increased and additional support systems. UT has recently implemented several major initiatives to assist students: Trailblazer Connections FYE course for all freshmen, EAB Navigate for student appointments and tracking, and a University College to bring programs such as developmental math and English and all other first year programs under one organizational structure. OER and SI pilots and other smaller student support programs have had to compete with these larger and more expensive initiatives for funding. There has not been enough money to go around, so some programs vital to student support have been underfunded or funded on a non-continual basis.

¹¹ Mayhew, M. J., Rockenbach, A. N., Bowman, N. A., Seifert, T. A., Wolniak, G. C., Pascarella, E. T., & Terenzini, P. T. (2016). How college affects students Volume 3: 21st century evidence that higher education works. Jossey-Bass.

PROCESS OF ANALYSIS

This grant proposal builds upon the institution's strategic plan¹². The strategic plan involved representatives across the University, including the Associate Provost for Academic Success and Assistant Provost for Student Success along with other committee members to establish retention goals for the University. Strategic plan goals through 2025 include reducing failure rates in subject areas (courses with 30% or higher DFW rates) to increase student success and match or exceed national rates for retention and graduation.

Faculty and staff have been meeting together for several years, planning the writing of this grant and participating in program trials. Supplemental Instruction (SI) was first mentioned as a remediation method in retention committee meetings in 2018. After that, an SI committee was formed consisting of an associate vice president, a dean, several department chairs, the head of advising, the director of tutoring, professors, and a student. The work from this committee resulted in our first SI classes and a large SI pilot. The pilot allowed excellent scaffolding including a program director, a coordinator, many professors, and student SI leaders. The pilot and infrastructure still exists; however, the number of classes has severely diminished due to insufficient and temporary funding.

Additionally, several years ago the University adopted a new strategic mission involving the dedication to open education principles and putting concerted efforts into OER with the inclusion in the 2020-2025 strategic plan¹³. Polytechnic institutions tend to be notoriously exclusionary within admissions and protective of intellectual property. UT's mission is to be a

¹² University Strategic Plan. (2021). Utah Tech University. https://strategicplanning.dixie.edu/wp-content/uploads/sites/79/2020/09/2025_strategic_plan_final.pdf

¹³ University Strategic Plan. (2021). Utah Tech University. https://strategicplanning.dixie.edu/wp-content/uploads/sites/79/2020/09/2025_strategic_plan_final.pdf

different polytechnic institution, one where the bar to institutional admissions is eliminated and a culture of sharing best teaching practices and educational resources is encouraged.

The proposal builds upon retention analyses conducted at the University for strategic planning and decision-making among top administration. After months of writing and review, this proposal has been reviewed and approved by the Provost and senior academic leadership. We have their full support in the realization and implementation of the program.

Table 3: Planning Processes for Title III Project	
Analysis/Reports	Contributions to Title III Project
UT Strategic Plan 2020-2025	The strategic planning committee created institutional goals to increase enrollment, build student success, improve completion, enhance infrastructure, and provide funding for the University’s vision. Committee members included faculty, staff, students, and external consultants.
Strategic Planning Goal One Strategy One Group	Two administrators, a faculty member, and our diversity officer comprise this group, which focuses on closing educational equity gaps through support systems and promoting an open and inclusive campus.
OER Planning Group	Led by the provost and dean of library and open learning services, with the help of faculty and staff. The OER program is modeled after successful programs at other Universities.
SI Planning Committee	Comprised of administrators, faculty, staff, and a student who created goals and implementation plans for our proposed, expanded SI program. The program is based on the University of Missouri-Kansas City’s successful model, modified for our students’ needs.
2023 Title III Development Committee	The committee identified University strengths and weaknesses through review of reports and data, planning documents, and stakeholder input; identified solutions and developed project plans and activities; and submitted content for internal review by University leadership.

A.2: Institutional Goals and Measurable Goals and Objectives

Although UT has made small gains with fall-to-fall retention in recent years, we are still failing our most vulnerable and underserved students. The Affordable and Accessible Pathways

(AAP) program is designed to target the two largest reasons for UT students not retaining and graduating: financial difficulties and academic failure. Through this program, we intend to build pathways through the general education curriculum with OER and SI, which will help students overcome financial difficulties and avoid academic failure and help UT meet program objectives.

Table 4: Goals and Objectives			
Goals	5-Year measurable Objectives - Achieve by Sept. 30, 2028	Specific Methods and Tasks	Tangible Results
<p>AP Goal 1: Achieve equitable retention and graduation rates and improve student success.</p>	<p>Obj. 1a: Increase overall fall-to-fall retention to 60% (baseline: 55% AY 21-22).</p> <p>Obj. 1b: Increase fall-to-fall retention of first-year underserved Pell-eligible students to 55% (baseline: 50% AY 21-22).</p> <p>Obj. 2a: Increase three-year graduation rate to 22% (baseline: 11% AY 21-22).</p> <p>Obj. 2b: Increase three-year graduation rate of Pell-eligible students to 10% (baseline: 3% AY 21-22).</p> <p>Obj. 3a: Decrease D and F grades for first year students in their fall semester to 25% (baseline: 31% AY 21-22).</p> <p>Obj. 3b: Decrease D and F grades for first year Pell-eligible freshmen in their fall semester to 35% (baseline: 47% AY 21-22).</p>	<p>Implement Supplemental Instruction (SI) for key high-failure rate courses in general education (GE).</p> <p>Implement Open Educational Resources (OER) in high-enrollment GE courses within each category.</p>	<p>Improved fall-to-fall retention rates.</p> <p>Improved 3 year graduation rates.</p> <p>More equitable retention and graduation rates for low income, underprepared, and under-represented student populations.</p> <p>Decrease D and F grades in high failure rate courses.</p> <p>Pell eligible and underprepared students see decrease in D and F rates in</p>

			high failure rate courses.
IM Goal 1: Combine OER and SI into a comprehensive program (AAP) to increase student success and work with underprepared and under-represented student groups to close equity gaps.	Obj. 4a: Enroll 100% of Student Success students into at least one OER and SI course each semester of their first year. Obj. 4b: Enroll 75% of the Center for Inclusion and Belonging registered students into at least one OER and SI course each semester of their first year.		Same tangible results as AP Goal 1.
FS Goal 1: Decrease the overall cost burden of students by offering OER courses.	Obj. 5a: Increase yearly student cost savings of textbooks purchases by 300% or to \$260,000 (baseline: \$65,000 AY 2022-2023)	Create pathways that students can earn an associate's degree without the cost of textbooks. Show SI and OER's effectiveness versus other competing programs.	Same tangible results as AP Goal 1. Better use of data to inform budget allocation decisions.

A.3 Institutionalizing Practices and Improvements

Based on input from campus planning activities, analysis of institutional data, and the strategic plan, the AAP program group developed the proposed strategies which are tied directly to UT's mission, vision, and core values. The University seeks to make a transformative and enduring impact to improve academic programs and support services, institutional management, and fiscal stability.

Institutionalization of Salary and Benefits: During the five-year grant period, UT will gradually assume the costs of salary and benefits associated with student employees, which is

the major ongoing grant amount. Beginning in year three, UT will assume 50% of salary and benefit costs for student positions that will continue beyond the grant period. By year five, UT will assume 80%. These costs will be supported by Utah Tech's general fundraising efforts and additional revenue realized through improved retention. For example, if we would have retained 5% more of the 2022 first year students through their sophomore year, we would have retained \$467,500 in additional revenue from tuition alone (85 students x \$5,500 annual tuition). This does not include those who may have continued in University housing or purchased University food services, supplies, etc., nor the amount over their entire time to earn a degree. This example explains only the benefit to University operations; students benefit by achieving their career aspirations and increased lifetime earnings.

Institutional Planning and Support for Practices and Improvements: Utah Tech's broad base of institutional support for the AAP program and its connection to the strategic plan guarantees its persistence. The program's leadership will provide support for the project's key strategies to create a link between the AAP program objectives and University governance. Members of UT's administration, faculty, and staff collaborated to plan the project based upon key initiatives in the strategic plan to 1) improve fall-to-fall retention, 2) improve graduation rates, 3) close achievement gaps, and 4) create a culture of "open" resources.

Reallocation of Institutional Funds: Improved use of data will increase Utah Tech's capacity to differentiate effective and ineffective strategies and strategically reallocate funds for optimal return on investment. Use of evidence-based practices for OER and SI to improve student retention will increase institutional revenue, hence increasing the capacity for budget reallocation. UT will ensure its annual budgeting process includes AAP program strategies.

New Revenues: In addition to increased tuition revenue from higher retention rates due to implementation of OER and SI to improve student retention and graduation, UT will seek new sources of external funding to enhance and carry forward critical project activities. This will include pursuing grants to support OER and SI. UT currently has the second lowest grant funding of any Utah System of Higher Education institution. Our Office of Sponsored Programs is creating grant-writing training that will help program administrators with external grant development processes. Administrators will begin grant writing at the beginning of the 4th year of the program. The evaluation and data available from our assessments will aid them in the grant writing process, with additional support from the Office of Sponsored Programs and Office of Institutional Effectiveness on our campus. Through increased use of data for decision-making, administration, faculty, and staff will be able to accurately analyze data, demonstrate need, and develop strategies that appeal to public and private funders.

Post-Grant Costs: UT estimates the cost to sustain the Title III project activities at \$192,000 per year for student wages, faculty stipends and benefits for SI and ongoing OER maintenance, and marketing and supplies. By the end of the grant, we will have policies and infrastructure in place so that we will not need grant-funded positions, such as the Program Coordinator. Also, other grant costs such as an external evaluator and travel will no longer be needed or will be funded to a lesser extent. Revenue gained by increased retention and annual tuition and grant opportunities will allow UT to invest in the most effective interventions, ensuring the ability to sustain vital project activities.

Table 5: Institutional Financial Commitment

Year 3		Year 4		Year 5		Post-Grant
Grant	Institution	Grant	Institution	Grant	Institution	Institution
\$448,561	\$52,800 (12	\$443,525	\$83,600 (19	\$446,906	\$114,400 (26	\$192,000/ year

	additional SI classes)		additional SI classes)		additional SI classes)	
--	---------------------------	--	---------------------------	--	---------------------------	--

PART B: PROJECT DESIGN

In order to achieve the goals and objectives outlined above, UT proposes the implementation of an Affordable and Accessible Pathways (AAP) program. The rationale for the AAP program is based upon implementing pathways through the general education (GE) requirements through which students can complete a majority of their key GE courses without purchasing a textbook and by participating in SI in key, high-failure rate courses.

B.1: Logic Model

The AAP program logic model in Table 6 provides a blueprint for this Title III SIP project and assists as part of the evaluations plan. The model shows the relationship between the resources required for the project, the activities, outputs, and short and long-term outcomes.

Table 6. AAP Logic Model				
Inputs	Activities	Outputs	Short & Mid-term Outcomes	Long-term Outcomes
<ul style="list-style-type: none"> • Grant funds • University leadership • PD • PM • OER Coordinator • SI Coordinator • SI Tutors • OER Faculty stipends • SI Faculty stipends • IE 	<p>Strategy1: Convert high enrollment GE courses to OER, eliminating textbook/instructional material costs.</p> <p>Research free instructional material resources</p>	<ul style="list-style-type: none"> • 50% of sections in identified courses use OER. • 90% of students in OER courses rate quality of course equal to/better than traditional published textbooks. • 50% of freshman students enroll in at least 1 OER course. • # of SI courses offered/year in lower division courses. • 75% or higher pass rates in SI courses. 	<p>Obj. 1a: 56%, 57%, 58%, 59%, 60% (Y1-5) Obj. 1b: 51%, 52%, 53%, 54%, 55% (Y1-5)</p> <p>Obj. 2a: 12%, 15%, 18%, 20%, 22% (Y1-5) Obj. 2b: 4%, 6%, 7%, 9%, 10% (Y1-5)</p> <p>Obj. 3a: 30%, 28%, 26%, 23%, 20% (Y1-5) Obj. 3b: 46%, 44%, 41%, 38%, 35% (Y1-5)</p> <p>Obj. 4a: 0%, 15%, 40%, 80%, 100% (Y1-5)</p>	<p>by Sept. 30, 2028</p> <p>UT increases fall-to-fall retention and 3 year graduation rates especially for underserved and Pell-eligible students</p>

<ul style="list-style-type: none"> External Evaluator 	Strategy 2: Implement SI in high failure rate GE courses.	<ul style="list-style-type: none"> 80% or higher class participation rates in SI sessions. >70% of SI participants will rate session as helpful. 	Obj. 4b: 0%, 15%, 35%, 55%, 75% (Y1-5) Obj 5a: \$65,000; \$90,000; \$150,000; \$200,000; \$260,000 (Y1-5)	More students achieve academic success in GE courses
--	---	---	--	--

B.2: Theory

Key assumptions and supporting search for implementation strategies are presented in Table 7.

Table 7: Key Assumptions and Supporting Research	
Assumption	Supporting Research
Students experiencing financial insecurity are more likely to have difficulty maintaining their enrollment.	Robb, 2017 ¹⁴ ; Patel & Asef, 2014 ¹⁵
Courses using OER have shown to impact student academic success with improved grades and decreased DFW for all students, especially Pell grant recipients, part-time students, and underserved populations.	Hilton, et al., 2016 ¹⁶ ; Colvard, Watson, & Park, 2018 ¹⁷ ; Clinton & Khan, 2019 ¹⁸
Courses using OER have shown to increase student retention.	Zhao, et al., 2020 ¹⁹
Courses with SI support show reduction in DWF rates.	International Center for Supplemental Instruction, University of Missouri - Kansas City ²⁰

¹⁴ Robb, C. A. (2017). College student financial stress: Are the kids alright?. *Journal of Family and Economic Issues*, 38, 514-527. <https://doi.org/10.1007/s10834-017-9527-6>

¹⁵ Patel, K., & Assaf, F. (2014). Improving the financial stability of community college students. Harvard Kennedy School Mossavar-Rahmani Center. Retrieved from https://www.hks.harvard.edu/sites/default/files/centers/mrcbg/files/Patel_FINAL.pdf

¹⁶ Hilton, J., Fischer, L., Wiley, D., & Williams, L. (2016). Maintaining momentum toward graduation: OER and the course throughput rate. *International Review of Research in Open and Distributed Learning*, 17(6), 18-27. <https://doi.org/10.19173/irrodl.v17i6.2686>

¹⁷ Colvard, N., Watson, C. E., & Park, H. (2018). The impact of open educational resources on various student success metrics. *International Journal of Teaching and Learning in Higher Education*, 30(2): 262-275. Retrieved from <http://www.isetl.org/ijtlhe/pdf/IJTLHE3386.pdf>

¹⁸ Clinton, V., & Khan, S. (2019). Efficacy of open textbook adoption on learning performance and course withdrawal rates: A meta-analysis. *AERA Open*, 5(3), 1-20. <https://doi.org/10.1177/2332858419872212>

¹⁹ Zhao, Y., Satyanarayana, A., & Cooney, C. (2020). Impact of Open Educational Resources (OER) on student academic performance and retention rates in undergraduate engineering departments. *American Society for Engineering Education*. Retrieved from https://academicworks.cuny.edu/ny_pubs/638/

²⁰ The International Center for Supplemental Instruction at the University of Missouri-Kansas City. (2023). FAQ. General SI Questions. Who Benefits from the SI Program. info.umkc.edu/si/faq.

Courses with SI show increased student retention rates.	Bowman, Preschel, and Martinez, 2021 ²¹
Courses that implement high-impact practices show increased student engagement, retention, completion and career transition.	USHE Memorandum, 2017 ²²

PART C: ACTIVITY OBJECTIVES

C.1 Activity Objectives in Measurable and Realistic Terms

Table 8: Annual Activity Objectives in Measurable and Realistic Terms			
Grant Objectives	Performance Indicators (PI)	PI/Grant Year	Annual Results
Obj. 1a	Increase overall fall-to-fall retention to 60% (baseline: 55% fall 2022).	2024	56%
		2025	57%
		2026	58%
		2027	59%
		2028	60%
Obj. 1b	Increase fall-to-fall retention of first-year underserved Pell-eligible students to 55% (baseline: 50% fall 2022).	2024	51%
		2025	52%
		2026	53%
		2027	54%
Obj. 2a	Increase three-year graduation rate to 22% (baseline: 11% AY 21-22).	2024	12%
		2025	15%
		2026	18%
		2027	20%
Obj. 2b	Increase three-year graduation rate of Pell-eligible students to 10% (baseline: 3% AY 21-22).	2024	4%
		2025	6%
		2026	7%
		2027	9%
Obj. 3a	Decrease D and F grades for first year students in their fall semester to 20% (baseline: 31% AY 21-22).	2024	30%
		2025	28%
		2026	26%
		2027	23%
Obj. 3b	Decrease D and F grades for first year Pell-eligible freshmen in their fall semester to 35% (baseline: 47% AY 21-22).	2024	46%
		2025	44%
		2026	41%

²¹ Nicholas A. Bowman, Stephanie Preschel & Danielle Martinez (2021): Does Supplemental Instruction Improve Grades and Retention? A Propensity Score Analysis Approach, The Journal of Experimental Education, <https://doi.org/10.1080/00220973.2021.1891010>

²² USHE Memorandum. (2017). David L. Buhler. High Impact Practices Goal, Assessment, and Reporting.

		2027	38%
		2028	35%
Obj. 4a	Enroll 100% of Student Success students into at least one OER and SI course each semester of their first year.	2024	0%
		2025	15%
		2026	40%
		2027	80%
		2028	100%
Obj. 4b	Enroll 75% of the Center for Inclusion and Belonging registered students into at least one OER and SI course each semester of their first year.	2024	0%
		2025	15%
		2026	35%
		2027	55%
		2028	75%
Obj. 5a	Increase yearly student cost savings of textbooks purchases by 300% or to \$260,000 (baseline: \$65,000 AY 2022-2023)	2024	\$65,000
		2025	\$90,000
		2026	\$150,000
		2027	\$200,000
		2028	\$260,000

C.2 Relationship of Activity Objectives to Goals and Problems in the CDP

UT will implement strategies and activities directly related to the problem statements and goals in the comprehensive development plan (CDP). UT’s Title III AAP program will achieve the following outcomes: increase fall-to-fall retention rates for first year students, increase three-year graduation rates, and improve the high failure rates for first year students. Table 9 shows relationships described in the CDP and the goals and measurable indicators of success.

Table 9: Relationship of Activity Objectives to Goals/problems Identified in the CDP		
CDP Problems	CDP Goals	Relationship to Objectives
Retention rates are too low (AP Problem 1) Three-year graduation rates are too low (AP Problem 2)	AP Goal 1: Achieve equitable retention and graduation rates and improve student success. IM Goal 1: Combine OER and SI into a	Objectives related to AP Goal 1 will measure increased retention of first year students, Pell-eligible freshmen, and underserved students (obj. 1). It will also be measured by an increase in 3 year graduation rates and the rates of Pell-eligible students (obj. 2). Lastly, it will be measured by improvement in the D and F grades for first year freshmen and

<p>Failure rates for freshmen are too high (AP Problem 3)</p> <p>Support programs are limited and disconnected (IM Problem 1)</p> <p>Lack of suitable base funding for student support systems (FS Weakness 1)</p>	<p>comprehensive program (AAP) to increase student success and work with underprepared and under-represented student groups to close equity gaps.</p> <p>FS Goal 1: Decrease the overall cost burden of students by offering OER courses.</p>	<p>Pell-eligible freshmen (obj. 3).</p> <p>Objectives related to IM Goal 1 are to target enrollment of student success students and students from the Center of Inclusion and Belonging into OER and SI courses (obj. 4)</p> <p>Objectives related to FS Goal 1 are to increase the yearly textbook cost savings for students (obj. 5).</p>
--	---	---

PART D: IMPLEMENTATION STRATEGY

D.1 Comprehensive Implementation Strategy

The following section outlines the implementation strategies for the program, including indicators of success or benchmarks to assess the effectiveness and impact of the implementation as it progresses. A phased-in implementation strategy is used for selected activities to build institutional capacity to deliver quality services.

UT commits to ensure equitable access to, and participation in, all services and activities for students, teachers and other program beneficiaries with special needs. UT is aware of the six types of barriers that might impede access and participation including: gender, race, national origin, color, disability or age. UT will take extra steps to overcome these barriers. UT has provided a complete GEPA statement as part of its application package.

D.2 Strategy & Rationale

Strategy 1 Rationale: Convert high enrollment GE courses to OER eliminating the textbook or instructional material costs.

Table 10: Strategy 1 Rationale

Rationale: Financial insecurity and stress can prevent students from continuing their enrollment therefore reducing retention and graduation rates (Robb, 2017²³; Patel & Asef, 2014²⁴). UT students experience negative effects of high textbook costs including 69% not purchasing a textbook because of costs, 39% dropping a class because of textbook costs, and 26% failing a course because they did/could not purchase the required text. Additionally, financial issues is one of the causes students report for withdrawing from the university therefore affecting overall retention, and Pell-eligible freshmen students have lower academic success, graduation, and retention.

Objective: Replace traditional textbooks/course materials with OER in identified high-enrollment GE courses.

Indicators:

- 50% of sections in identified courses replace textbooks/course materials with OER and/or free-to-access materials.
- 90% of students in OER courses rate the quality of OER textbook/course materials equal to or better than traditionally published textbooks/course material.
- 50% of freshman students enrolled in at least one OER course.

Implementation: Each year indicates the department working on course conversions.

Year 1	Year 2	Year 3	Year 4	Year 5
Initiating program: -English -Math	-English -Math -American Institutions -Life Sciences	-English -Math -American Institutions -Life Sciences -Physical Sciences -Lit./Humanities -Social & Behavioral Sciences	-English -Math -American Institutions -Life Sciences -Physical Sciences -Fine Arts -Lit./Humanities -Social & Behavioral Sciences	-English -Math -Life Sciences -Physical Sciences

²³ Robb, C. A. (2017). College student financial stress: Are the kids alright?. *Journal of Family and Economic Issues*, 38, 514-527. <https://doi.org/10.1007/s10834-017-9527-6>.

²⁴ Patel, K., & Assaf, F. (2014). Improving the financial stability of community college students. Harvard Kennedy School Mossavar–Rahmani Center. Retrieved from https://www.hks.harvard.edu/sites/default/files/centers/mrcbg/files/Patel_FINAL.pdf

A total of 27 courses have been identified due to their high enrollment numbers in the GE categories. These courses will be identified for conversion to use of OER material which will eliminate the textbook cost.

This initiative builds upon the establishment of an OER pilot program at UT in 2020 led out of the UT Library. This program has been successful in its first few years. It has assisted faculty in adopting, adapting, and creating thirteen courses with an estimated textbook cost savings for students of over \$200,000 per year when all projects are implemented. The program structure provides stipends to faculty to replace their costly textbooks or other course materials with open resources. However, the funds for these faculty stipends have been inconsistent and were provided on a yearly basis competing with other campus needs with no yearly base-budget for the program out of institution funds. With the early successes it has been important to flesh out the initiative in courses where OER will make the most impact: high-enrollment GE courses.

Funds from the Title III grant will provide support to scale-up the pilot with support for faculty in the form of stipends for redesigning courses to replace the traditionally published textbook or course material with OER and/or free material. Courses with the highest enrollment numbers have been identified within the GE categories: English, Mathematics, American Institutions, Life Sciences, Physical Sciences, Fine Arts, Literature/Humanities, and Social and Behavioral Sciences. The exact courses identified in each category are listed in the Table 11. In the fall 2022 semester there were 415 total course sections. We will use this as a baseline number for a goal of nearly 50% of sections in each course to be converted to OER by the end of the five years, which will equal approximately 202 sections.

For their efforts, departments will be awarded budget amounts according to their percentage of sections planned for OER conversions to be used for faculty stipends or to contract with an outside instructional designer. For example, the

Table 11: GE Courses Identified for OER Conversion		
English	Life Sciences	Social & Behavioral Sciences
ENGL 1010	BIOL 1010	FIN 1750
ENGL 1010D	BIOL 1200	COMM 2110
ENGL 2010	BIOL 1610	SOC 1010
	BIOL 2320	
Mathematics	BIOL 2420	Fine Arts
MATH 1010	FSHD 1020	MUSC 1010
MATH 1030		
MATH 1040	Physical Sciences	Literature/Humanities
MATH 1050	PHYS 1010	PHIL 1000
	ENVS 1010	PHIL 1120
American Institutions	GEO 1010	COMM 1020
HIST 1700	CHEM 1110	
POLS 1100	CHEM 1210	

English department has approximately 36% of sections planned to be converted to OER and therefore would be awarded an equivalent percentage amount for their department to spend on the work of converting a course.

Strategy 2: Implementing a permanent SI Program

Table 12: Strategy 2 Rationale

Rationale: Academic failure is the most common reason for discontinuing at our open-admission university; 42% of first year students earn D or F grades in courses their first fall or spring semester (2019 cohort)²⁵. A third earn a GPA below 2.0 fall or spring semester; 6% withdraw from all their courses. SI in our most difficult courses directly addresses this and has been shown to be an effective intervention (Mayhew et al., 2016)²⁶

²⁵ UT Student Success. (2021). New Freshmen Reporting: Unpaid Balances, Grades, Pell Students.
²⁶ Mayhew, M. J., Rockenbach, A. N., Bowman, N. A., Seifert, T. A., Wolniak, G. C., Pascarella, E. T., & Terenzini, P. T. (2016). How college affects students Volume 3: 21st century evidence that higher education works. Jossey-Bass.

Objective: Increase the number of SI course sections offered at UT to improve student success in courses. Advisors will enroll Pell Eligible or underprepared students into these course sections. We plan to have up to 25 SI course sections each semester. Large courses such as biology will be split into two SI sessions so that all SI sessions have 40 students or fewer (biology, English, geography, geology, history, math, etc.)

Indicators:

- Number of SI courses offered each year in lower division courses (see goals below.)
- DFW rates in SI courses. Goal: pass rates in SI courses are 75% or higher.
- 80% or higher class participation rates in SI sessions (assignments, quizzes, participation in SI sessions comprises 15% of a student’s grade in the course)
- Over 75% of participants will rate the SI sessions as helpful.
- Over 75% of participants will agree/strongly agree study sessions are effective on several scales.
- Retention rates of new freshmen participants in SI will be 6-10% higher than non-participants.

Implementation: The Program Manager is responsible to recruit instructors/SI leaders and ensure the effectiveness of the program.

Year 1	Year 2	Year 3	Year 4	Year 5
Coordinate Program fall semester/12 course SI sections spring semester	11 course SI sections each semester	18 course SI sections each semester	16 course SI sections each semester	25 course SI sections each semester

The other aspect of the AAP program is SI. We plan to use up to 25 SI courses each semester during which student SI leaders will attend each class period and hold an additional weekly active-learning study session to improve students’ success in these courses. These SI classes will be chosen from the OER course offerings each semester: high-demand, general education classes with high DFW rates (typically greater than 30%), so SI and OER will be combined into one collaborative AAP program. As our first cohort progresses into grant years three and four, we will also look at adding SI to difficult gateway courses—also OER classes—that have been a hurdle for some students to progress into their majors. Instructors will

incentivize attendance in these SI weekly study sessions, and underprepared students

(Student Success Program students) will be required to enroll in at least one SI course each semester of their first year. In our SI pilot, funded by a one-year internal grant, we offered SI in English, math, biology, geography, geology, history, chemistry, and psychology courses that had above a 30% DFW rate, and students who attended many SI sessions did remarkably better in these courses than students who did not attend SI (see Table 13).

Table 13. Student Success by Number of Times Attending SI – Fall 2019			
Times Attended	Average GPA	Fall-Spring Retention	Students
0	.43	60%	5
1	.00	50%	4
2	.14	16.7%	6
3	.14	60.0%	5
4	.00	0%	3
5	.18	75.0%	4
6	.34	41.7%	12
7	2.16	80.0%	5
8	1.38	100%	13
9	1.55	78.3%	23
10	1.94	77.3%	22
11	2.30	76.0%	25
12	3.00	92.9%	28
13	3.43	87.5%	40
14	3.37	87.0%	23

Over the past few years, UT’s Learning Services has developed and implemented a small SI program that is non-traditional. Traditional SI is voluntary, and SI leaders provide extra study sessions that students may attend to improve their grades in specific courses. On average, students attending these additional study sessions earn over a grade point higher than students who do not attend (info.umkc.edu/si/). However, there are definite obstacles to this traditional service. Many students work during SI sessions and cannot attend. Others may have class times that conflict with SI sessions. Others feel that attending SI sessions labels them as inferior. These roadblocks result in few eligible students taking advantage of SI sessions (Less than 10% nationally). UT’s program is innovative in that administrators build SI sessions into students’ schedules; although, students do not receive additional credits for the SI sessions. For example, a Tuesday/Thursday Math 1040 class at noon becomes a Tuesday/Wednesday/Thursday Math

1040 course at noon, with SI occurring on Wednesdays. This assures that students do not have scheduling conflicts with other courses, and advisors make sure students know that the extra sessions require attendance. For incentive to attend, faculty agree to place a grading weight of 15% on the SI session. The extra points come from assignments or participation in activities that occur during the extra sessions.

The initial study from Fall 2019 shows students attended over 90% of SI sessions, and students who attended between 11 and 14 of the semester sessions scored more than a grade point higher than those attending 10 or fewer, even when the 15% grade weight was taken out of the equation. Students attending 11 or more sessions also had an outstanding retention rate compared to those attending fewer.

Since the 2019-2020 internal-grant-funded pilot, Learning Services has continued SI by offering two to five SI courses per semester. Funding for SI courses has been inconsistent and provided on a year-to-year basis competing with other campus needs, resulting in lower course counts. No yearly base-budget has been provided for the program out of institution funds.

As part of this grant and the AAP program, administrators would like to better align SI with UT's strategic plan by integrating additional high-impact education practices into SI sessions, which would include three tiers: collaborative learning, intensive learning, and community-based learning. All of these levels would affect course curriculum, but the scaffolding of this program is already in place. UT's Learning Services department has previously been through the curriculum approval process for SI courses, it has developed training classes certified by the College Reading and Learning Association, and it has program organization that will need only minor adjustments to scale these services.

An active-learning approach to SI will be tier one: collaborative learning. The SI program will use this tier primarily for high-DFW-rate, General Education classes to facilitate deeper learning and incorporate multiple learning styles into the study sessions. The difference between UT's current non-traditional SI courses and these collaborative learning SI courses is that the instructor will be more involved in the planning of the SI sessions. He or she will still not attend SI sessions but will tell the SI leader what concepts to work on, will discuss with the SI leader what learning strategy to use, and will review assessment results to assure the SI sessions are effective. For the instructor's efforts, UT will pay a stipend equal to one credit hour of overload work (\$800), for the semester. Another difference is that UT will strongly encourage students from programs which have a high number of disadvantaged student groups, such as Multicultural Inclusion and Athletics, to enroll in SI classes. Student Success Program students will be required to enroll in at least one SI course per semester during their first year, allowing more equitable access to high-impact education practices for many historically underserved student populations.

We will call the second tier of SI courses intensive learning. These courses will be lower division GE courses from the OER list and will require additional instructor input into the SI sessions. Although administrators will not be prescriptive about how an instructor adds intensive learning to his or her curriculum, they will characterize this tier as project-based and let instructors choose between a writing-intensive project, an undergraduate research project, and an e-portfolio project that students will create within small groups or as a class. The SI leader will facilitate this intensive-learning component, and it will occur during the weekly SI sessions. This process will reflect a gradual approach to metacognitive learning. As intensive-

learning SI courses require much more planning from the instructor and grading of the SI assignments, UT will pay a stipend equal to two credit hours of overload instruction (\$1,600).

The third tier is community-based learning. This will require an instructor not only to work with the SI leader to develop the curriculum for the SI sessions, but the instructor will also need to enlist and work with a community partner. Sometimes called service learning, this community-based learning approach will combine practical experience with theory that students are studying in the classroom and will provide them real-world opportunities to solve problems in the community. Because SI and community-based learning courses require additional curriculum development, project grading, and development of a project with a community partner, UT will pay a stipend equal to three overload credits (\$2,400).

The AAP program will place a heavy emphasis on marketing to PELL-eligible and low-income first year students along with those who are minority and first generation students, who will benefit most from the services. This marketing is vital, as many experience academic difficulty during their first year, yet only 18% pursue academic resources, such as tutoring. These students also face financial issues as 69% of new students report not purchasing textbooks. This outreach will occur during onboarding when first year students are admitted to the University and will be coordinated with academic advising, and other programs.

D.3: Implementation Timetable

The following table provides a timeline for implementing the AAP program. The first year involves hiring the director, OER coordinator, SI coordinator, and SI leaders. These staff will set up operational procedures for the program, work with faculty and departments in beginning the OER integration process with courses, and set up SI program. All of the 25 identified courses that will be doing an OER conversion will have sections of SI by year 5. The

University has already developed training programs for the SI leaders. This will allow us to focus on providing nationally certified training to the new SI staff hired in the initial semester. The class schedules and faculty assignments are put in place months ahead of instruction; therefore, a semester of lead time is needed to implement SI in new courses. Curriculum committee approval for SI courses has already been obtained due to past pilot courses. In year 3, the University will begin grant cost absorption at 50% of SI leader wages. This absorption will increase in years 4 (65%) and 5 (80%), so the institution will be prepared to take over funding of the AAP program by fall 2028.

Table 14. Project Timeline		
Timeline	Activities	Key Staff
<i>Year 1 – Fall, 2023, Spring 2024, Summer 2024</i>		
10/15 - 12/15	Establish Administrative Oversight Committee (AOC)	Program Director (PD)
	Hire Program Coordinator (PC) and OER paraprofessional	Program Manager (PM)
	Train, assist PC in new duties	
	Create a Title III Grant operating manual	
	Work with academic departments/registrar to schedule SI course sections for Spring 2024	PC
	Meet with instructors to discuss program	OER librarian, PC
	Develop marketing plan and materials for program	PM, OER librarian, PC
	Hire SI leaders	PC
	Finalize all training resources/materials for SI leaders and faculty	PM, PC
1/15	Begin AAP program trail semester in January; collect and assess intake surveys	PM, PC, Program Evaluator (PE)
1/15 – 8/1	Begin OER course conversion in January for English, Math, History/Poli-sci, and Biology departments	PC, OER librarian
3/1 - 4/29	Develop and put in place all assessments for SI and OER courses	PE, PM, PC
3/1 – 9/30	Recruit new first-year students into AAP program for fall 2024 cohort	PC
	Oversee assessment of AAP program trail semester and prepare Title III Grant reporting	PD, PM, PE, External Evaluator (EE)
3/1 – 9/1	Apply for second SI certification from University of Missouri-Kansas City International Center for SI certification	PC
<i>Year 2 – Fall 2024, Spring 2024 & Summer 2025</i>		
8/29 – 12/16	SI sessions are held – weekly meetings	PC, SI Leaders
8/29 – 8/1	Continue OER course conversion in English, Math, History-Poli-sci, Biology, and Family Studies & Human Development departments	PC, OER librarian
9/1 – 9/30	Oversee assessment of program and prepare Title III Grant reporting for Year 1	PD, PM, PE, EE
11/15 – 12/15	Contact program participants, follow-up on next semester registration, help resolve issues or concerns	PC
	Send out general survey of participants and report on results; adjust program as needed	PE, PM, PC

Table 14. Project Timeline		
Timeline	Activities	Key Staff
	Evaluate assessments for programs	
	Oversee and review all assessment data; report to AOC, and university council or dean's council; plan improvements to program.	PD
1/10 – 4/15	Hold SI sessions – weekly meetings	PC, SI Leaders
3/1 – 3/31	Contact program participants, follow-up on fall registration, help resolve issues or concerns	SI Leaders
	Hire SI Leaders for next year; conduct staff performance reviews	PC
3/1 – 8/1	Recruit new first-year students into the AAP program; obtain intake assessments	PC
4/1 – 4/29	Evaluate assessments for programs: OER and SI	PE, PD, PM, PC
	Oversee and review all assessment data; report to AOC, and university council or dean's council; plan improvements to program	PD
5/1 – 8/1	Implement CRLA certification and other training for SI Leaders	PC
	Finalize and distribute faculty training materials/resources for SI	PC
<i>Year 3 – Fall 2025, Spring 2026 & Summer 2026</i>		
Same Timeline as Year 2 with additional activities		
8/1 – 10/1	Oversee writing of grants for continuation of program	PD
8/29 – 8/1	Continue OER course conversions in English, Math, Biology, Earth & Environmental Science, Communications, Sociology, Finance, and Music departments	PC, OER librarian
9/1 – 9/30	Oversee assessment of program and prepare Title III Grant reporting for Year 2	PD, PM, PE, EE
9/1 – 11/1	Send grant writers to training at the Grant Writing Center, University of Utah	PD
10/1 - onward	Write grant proposals to selected foundations/organizations; quarterly reports presented to AOC on progress and planned submissions	PD, PM, Grant Writers, Director-Office of Sponsored Programs (D-OSP)
3/1 – onward	Proposals reviewed and submitted	AOC, PD, Grant Writers, D-OSP
<i>Year 4 – Fall 2026, Spring 2027 & Summer 2027</i>		
Same Timeline as Year 2 with additional activities		
All year and onward	AOC seeks internal funding resources	AOC

Table 14. Project Timeline		
Timeline	Activities	Key Staff
8/29/26 – 8/1/27	Continue OER course conversions in English, Math, Biology, Earth & Environmental Science, Communication, Sociology, Finance, and Music departments.	PC, OER librarian
8/1 – 10/1	Oversee the writing of grants for continuation of program	PD
9/1 – 11/1	Send grant writers to training at the Grant Writing Center, University of Utah	PD
9/1 – 9/30	Oversee assessment of program and prepare Title III Grant reporting for Year 3	PD, PM, PE, EE
10/1 - onward	Write grant proposals to selected foundations/organizations, quarterly reports are presented to the AOC on progress and planned submissions.	PD, PM, Grant Writers, D-OSP
3/1 – onward	Proposals reviewed and submitted	AOC, PD, Grant Writers, D-OSP
<i>Year 5 Fall 2027, Spring 2028 & Summer 2028</i>		
Same Timeline as Year 2 with additional activities		
All year +	Planning for implementation of new grant programs for next year simultaneously with ongoing Title III Program	All
8/29 – 8/1	Continue OER course conversions in Communication, Sociology, and Finance departments.	PC, OER librarian
9/1 – 9/30	Oversee assessment of program and prepare Title III Grant reporting for Year 4	PD, PM, PE, EE
9/1/28 – 9/30/28	Oversee final assessment of program and prepare final Title III Grant reporting for Year 5	PD, PM, PE, EE

PART E: KEY PERSONNEL

E.1 Key Personnel and Time Commitment of Key Personnel

The AAP program will include four UT funded positions to support the Title III SIP project. The Dean of the Library & Open Learning Services will serve as *Project Director (PD)* dedicating 5% of their time. The 5% time commitment provided by the Dean of the Library & Open Learning Services serving as PD will be sufficient based on the additional internal and grant-funded positions which will support the project. The Associate Dean of the Library and Director of Learning Services will serve as *Program Manager (PM)* and will dedicate 15% of their time. The Executive Director of Institutional Effectiveness will serve as *Internal Evaluator (IE)* with 15% of their time dedicated to the project. Lastly, the Assistant Librarian for OER and Graduate Support will serve as the OER specialist and will dedicate 40% of their time to the grant. The UT team will support the following grant-funded positions.

Table 15: Project Coordinator Time and Effort: 1 FTE (12 mo./yr., exempt) 100% Grant Funded (yrs. 1-5)	
Minimum Qualifications and Experience	Responsibilities
<ul style="list-style-type: none"> • Bachelor’s degree required. Master’s degree in relevant field preferred • 2 years of administrative and experience in higher education • Experience in grant development and administration • Strong 	<ul style="list-style-type: none"> • Coordinate and supervise all aspects of the AAP program. • Ensure that the program operates in compliance with all terms and conditions of the grant and all federal regulations. • Coordinate and monitor goals for activities related to the Title III grant, and prepare and submit reports for the Department of Education and the college on the operation of the Title III grant program and the success of program participants. • Develop and maintain a Title III Policy and Procedures Manual that embodies the requirements of program statutes, regulations, and policy statements. • Hire SI leaders and will coordinate with academic departments for successful implementation and ongoing

<p>interpersonal, communication, and organizational skills</p> <ul style="list-style-type: none"> • Ability to effectively work with a wide range of constituents and manage simultaneous projects 	<p>management of supplemental instruction and coordinating with the OER Librarian on OER implementation.</p> <ul style="list-style-type: none"> • Coordinate and frequently communicate with other staff involved in the grant, including the Program Manager and the OER librarian, weekly through the life of the grant with the Program Director and Program Evaluator, and monthly through year one with the Administrative Oversight Committee.
---	---

Table 16: OER Library Paraprofessional Time and Effort: 1 FTE (12 mo./yr., non-exempt) 100% Grant Funded (yrs. 1-5)	
Minimum Qualifications and Experience	Responsibilities
<ul style="list-style-type: none"> • Bachelor’s degree preferred. An equivalent combination of post-secondary education and relevant experience equivalent to a bachelor’s degree is required. • Excellent interpersonal, verbal, and written communication skills. • Ability to effectively work with a wide range of constituents and manage simultaneous 	<ul style="list-style-type: none"> • Assist with the implementation and project management of OER course conversions. • Assisting faculty in identified departments with locating and adapting OER and other free material into their curriculum and assisting in project management of the course adaptation workflows. • Assist in coordinating digital content and services in relation to the OER initiatives. • Assist in coordinating schedules and timelines for any additional course design assistance. • Assist in report writing for OER related progress on the grant. • Organize and contribute to the digital storytelling of the impact OER has had on students and faculty.

<ul style="list-style-type: none"> projects • Strong project management skills. 	
---	--

Table 17: SI Leaders Time and Effort: .3 FTE (9 mo./yr., part-time student) 100% Grant Funded (yrs. 1-2); 50% Grant Funded (yr. 3); 35% Grant Funded (yr. 4); 20% Grant Funded (yr. 5)	
Minimum Qualifications and Experience	Responsibilities
<ul style="list-style-type: none"> • Previously taken course assigned to lead SI sessions • Scored minimum “A” grade in course assigned to lead SI sessions • Minimum 3.4 comprehensive GPA • Minimum 2 professor recommendations • Take CRLA Training course concurrent with first semester leading SI session 	<ul style="list-style-type: none"> • Attends all scheduled meetings with supervisor and faculty. • Models outstanding student behavior and successful academic practices. • Facilitates interactive learning activities that integrate study strategies with course content. • Conducts exam review sessions. • Attends all scheduled meetings with supervisor and faculty. • Models outstanding student behavior and successful academic practices. • Works 10 to 15 hours per week

PART F: PROJECT MANAGEMENT PLAN

F.1 Procedures to Ensure Efficient and Effective Project Implementation

The PD will provide administrative oversight of the grant while the PM will oversee the AAP program, and the PC will manage day-to-day operations. The PE will work closely with

the PM and an external evaluator on assessments. The PD will create an Administrative Oversight Committee (AOC) made up of upper administration, University College leadership, Advising, Academics (department chairs, etc.), and students, and they will act as an advisory committee during the first year of the grant. Once the PC is hired, he/she will hire grant-funded SI leaders and work with the OER librarian to hire an OER paraprofessional.

Upon grant award notification, the PM will create a Title III Grant operating manual. The operating manual will outline grant objectives, Federal regulations, grant activities, and roles and responsibilities of key personnel. It will also cover budgets, travel, assessments, and reporting requirements. The PD and PM will begin meeting with the AOC as soon as this group is created, during the first month after funding notification.

The PC will hire leaders for SI early in grant year 1 and will meet regularly with the PM, SI leaders, the OER librarian, and obtain feedback from students through the life of the grant. The PC will also communicate frequently with advisors, faculty, department chairs, and other program heads who have part in the AAP program.

The PE, external evaluator, PD, and PM will oversee formative assessment at the end of each semester, so necessary program corrections can be made in a timely manner. All AAP staff along with the evaluators will meet, at a minimum, at the beginning and end of each semester to analyze current data and discuss any changes to formative assessment tools. The PM will directly communicate with and/or train all faculty and staff on said changes at the beginning of each semester. The PE will also work with the external evaluator on summative program evaluations.

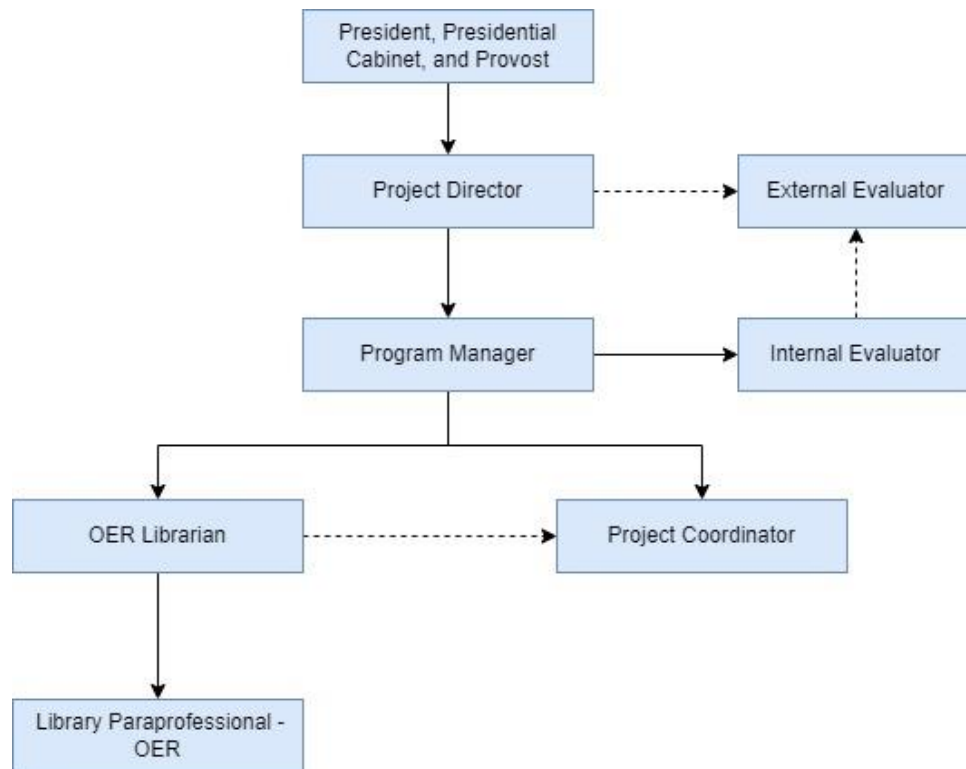
To ensure there is continuous communication and collaboration, the PD, PM, PE, and AOC will meet monthly through the first year of the grant and quarterly thereafter. Once hired,

the PC will also meet with this group. Once all positions are filled, the PD and PM will meet with all staff as soon as possible, and the PC will meet weekly with the PM and OER librarian through the life of the grant. The PC will meet regularly with faculty and support staff working within the grant to assure its effectiveness. The PD will be informed of student progress, problems, assessment, and evaluations, and will work with the PM and PE to execute annual, internal reviews of all aspects of AAP. All stakeholders are aware of this grant and the programs included, and they support the initiatives. We have full institutional buy-in to make this a successful program.

F.2 Sufficient Authority of the Title III Project Director

The PD will also be responsible for all Federal reporting. The PD has direct access to and will give quarterly grant progress reports to Deans, the Provost, the President, and Trustees. The President will give full authority to the PD to implement the program as outlined in the proposal. The PD will report directly to the President regarding TIII SIP project activities, challenges, and outcomes.

Figure 1: Organizational Chart



PART G: EVALUATION PLAN

G.1 Data Elements and Collection Procedures

UT has developed an evaluation plan to ensure a thorough and objective evaluation of the effectiveness of project strategies, provide quantifiable evidence of the attainment of measurable objectives, and demonstrate progress towards achieving project goals. The evaluation plan will include 1) formative assessments, 2) summative assessments, and 3) independent/external evaluations to ensure the fidelity of project implementation and monitor project impact on strengthening the institution. Table 17 outlines the assigned responsibility, timeline, and process for collecting and analyzing data for each objective. Evaluation plan elements described in Table 17 correspond to the logic model's (Table 6) identified outcomes. As such, the evaluation plan will provide information about the efficacy of the project's key assumptions and theory of

change as described in the logic model and Project Design section (pages 15-17). The PD will oversee all evaluation activities with support from the TIII grant and data coordinator. The PD will coordinate with institutional research to obtain accurate quantitative and qualitative data, and with the external evaluator to facilitate data and information review and conduct stakeholder interviews.

Formative assessment will be an ongoing process that allows the UT team to make real-time adjustments and conduct continuous quality improvement activities to overcome any challenges, respond to unforeseen circumstances or outcomes, and/or to leverage particularly successful strategies. Formative findings will be shared in regular meetings with project staff, the TIII committee, and UT leadership as described in the Project Management section (pages 34-36). The PD will incorporate available statistical data into the formative assessment process. The PD will include detailed feedback from project staff and campus stakeholders, combined with formative assessment findings, in quarterly summative reports shared with the TIII committee and UT leadership as described in the Project Management section.

Quarterly reports will serve as the basis for compiling year-end summative evaluation reports. The PD will provide statistical data described in Table 17 for the external evaluator's review. The external evaluator will also conduct interviews with the PD, university leadership, the TIII Committee, and students to gain qualitative feedback and insight into the project's impact. The annual summative evaluation report will provide documentation of progress towards identified goals and annual activity objectives and will include recommendations to overcome implementation challenges. This data will also inform the PD's completion of the Department of Education's annual performance report and indicate the extent to which the project is strengthening academic programs, institutional management, and fiscal stability. Each

summative report will detail 1) budget-to-actual expenses; 2) quantitative and qualitative measures of success; 3) how UT accomplished objectives; 4) the project's impact on problems identified in the CDP; 5) any trends, unintended project outcomes, unexpected challenges; and 6) how the project is impacting UT's overall growth and self-sufficiency. UT will continue to collect and analyze data after year 5 to monitor continued institutional improvement.

UT leaders will engage the services of an external evaluator, JCCI Resource Development Services, Inc. (JCCI), to strengthen their capacity to conduct a thorough and objective evaluation of a project of this magnitude. JCCI has conducted more than 150 external evaluations for TIII-funded projects. JCCI evaluators are members of the American Evaluation Association who understand and adhere to evaluation best practices. In years 1 and 5, JCCI's assigned evaluator will conduct a mid- and end-of-year site visit to ensure project implementation and readiness for annual evaluations. In years 2, 3, and 4, JCCI will conduct a year-end site visit, and will assist with project closeout and institutionalization in year 5. Throughout, JCCI will work alongside the PD and provide consultation, data analysis, and report preparation based on a review of internal reports and data. JCCI will also interview and/or survey college leadership, faculty, staff, and students to gather qualitative feedback regarding project impact. JCCI will prepare an annual summative evaluation report that will include quantifiable evidence of measurable objectives, review of projected and actual budget expenses, description of successes and challenges, recommendations to overcome obstacles and ensure continued implementation fidelity, assessment of project resolution of identified problems, and plans for project institutionalization. The PD will share the external evaluation report with the president and the TIII Committee and provide project updates via the website and key campus meetings.

G.2 Data Analysis Procedures

UT is committed to gathering relevant and accurate data for project evaluation. This process has already begun with the establishment of baseline data for all measurable objectives and an evaluation plan with defined processes for data collection and analysis for each objective. Table 17 describes details of the evaluation plan and depicts the direct link between objectives and goals. In reviewing data to determine UT’s most critical problems outlined in the CDP and defining measurable objectives, UT has relied upon standard definitions and reporting criteria (e.g., IPEDS) to ensure consistency and accuracy of data. Throughout the grant period, the evaluation process will adhere to these same standard definitions and to the same data collection methods when measuring progress against baseline performance ensuring UT will have valid comparative data. The formative, summative, and independent assessments, together with a commitment to valid comparative data, will ensure a systematic, accurate evaluation of project activities that strengthens project management, help UT understand the most effective methods of achieving desired results, and support project institutionalization. Note that baseline data timeframes vary based on the nature of the objectives (i.e. retention rates are based on fall-to-fall data while six-year graduation rates utilize data from fall cohort six years prior to calculation). As indicated in Table 17 below, throughout the project, data will be gathered consistently and compared to the original, unique baseline for each measurable objective.

Table 17: Evaluation Plan for Measurable Objectives				
What Information is Collected?	Who Collects Information?	How is Data Collected?	How is Data Analyzed?	When is Data Collected?
AP Goal 1: Achieve equitable retention and graduation rates and improve student success.				
Obj. 1a: By September 30, 2028, increase fall-to-fall retention to 60% (baseline:55% AY 21-22). Annual Targets: 56%, 57%, 58%, 59%, 60%				

Obj. 1b: By September 30, 2028, increase fall-to-fall retention of first year Pell-eligible students to 55% (baseline: 50% AY 21-22) Annual Targets: 51%, 52%, 53%, 54%, 55%				
# of student enrolled in previous fall who returned the following fall for 3 student groups: 1) all students, 2) Pell-eligible and 3) first year underserved students	IE	Enrollment Reports	Compare the # of students who were enrolled in previous fall to number who returned to calculate fall-to-fall retention rates for three student groups	Each fall
Obj. 2a: Increase three-year graduation rate to 22% (baseline:11% AY 21-22). Annual Targets: 12%, 15%, 18%, 20%, 22%				
Obj. 2b: Increase three-year graduation rate of Pell-eligible students to 10% (baseline: 3% AY 21-22) Annual Targets: 4%, 6%, 7%, 9%, 10%				
# of students who graduate and date of enrollment for 2 student groups: 1) all students, and 2) Pell-eligible students	IE	Graduation Reports	Calculate the percentage of students (by fall cohort) who graduate within 3 years of enrollment for 2 student groups	Annually
Obj 3a: Decrease D and F grades for first year Pell-eligible freshmen in their fall semester to 20% (baseline: 31% AY 21-22). Annual Targets: 30%, 28%, 26%, 23%, 20%				
Obj. 3b: Decrease D and F grades for first year Pell-eligible freshmen in their fall semester to 35% (baseline: 47% AY 21-22). Annual Targets: 46%, 44%, 41%, 38%, 35%				
# of students who score D grades, F grades, or withdraw for 2 student groups: 1) all students, and 2) Pell-eligible students	IE	Internal Reporting Software	Calculate the percentage of students who score D grades, F grades, or withdraw from courses.	Fall and spring semesters and annually
IM Goal 1: Combine OER and SI into a comprehensive program, (AAP) to increase student success and work with underprepared and underrepresented student groups to close equity gaps.				
Obj. 4a: Enroll 100% of student Success students into at least one OER and SI course each semester of their first year. Annual Targets: 0%, 15%, 40%, 80%, 100%				
Obj. 4b: Enroll 75% of the Center for Inclusion and Belonging registered students into at least one OER and SI course each semester of their first year. Annual Targets: 0%, 15%, 35%, 55%, 75%				

# of students who enroll in AAP courses for 2 student groups: 1) student success students, and 2) Center for inclusion and Belonging	IE	Internal Reporting Software	Calculate the percentage of students who enroll in AAP courses.	Fall and spring semesters and annually
FS Goal 1: Decrease the overall cost burden of students by offering OER courses.				
Obj. 5a: Increase yearly student cost savings of textbooks purchase by 300% or to \$260,000 (baseline: \$65,000 AY 2022-2023. Annual Targets: \$65,000, \$90,000, \$150,000, \$300,00, \$260,000				
\$ textbook costs saved for students enrolled in AAP courses.	IE	Internal Reporting Software	Calculate the enrollment of AAP courses and the average textbook cost saved per course.	Fall and spring semesters and annually

PART H: BUDGET NARRATIVE

UT requests a total of \$2,015,497 over 5 years. The costs detailed in Table 18 below are reasonable and necessary to support the proposed project and combined with the institutional support provided by current UT personnel will ensure adequate resources to achieve measurable objectives. At the end of the grant, UT will be positioned to institutionalize the project. Costs are based on UT’s policies, reasonable position cost assumptions, and Title III allowable costs.

Table 18. Proposed Budget

Table 18: Utah University Title III SIP Project Budget Narrative						
Budget Line Item	Year 1	Year 2	Year 3	Year 4	Year 5	Total
1. Personnel						
A. Project Coordinator	\$40,000	\$60,000	\$61,200	\$62,242	\$63,673	\$287,115
B. OER Paraprofessional	\$25,000	\$37,500	\$38,250	\$39,015	\$39,795	\$179,560
C. Student SI Leaders	\$32,256	\$59,136	\$48,384	\$86,016	\$134,400	\$444,544
D. Faculty Stipends (SI) for Course Redesign to Implement SI	\$15,300	\$28,050	\$22,950	\$40,800	\$63,750	\$270,770
G. OER Instructional Support for OER conversions	\$38,250	\$133,500	\$144,000	\$87,253	\$19,548	\$422,551
Total Personnel	\$150,806	\$318,186	\$314,784	\$315,326	\$321,166	\$1,420,268
Justification for Personnel Expenses: Salaries are based on current rates for existing positions and on human resources estimates for those to be hired during grant. Y1 salaries for PC and OER Paraprofessional are prorated. Cost-of-living increases are budgeted at 2% years 3-5. Student SI Leaders will be paid \$14,00/hr for 12 hrs/week for 16 weeks per course per semester. Faculty SI stipends vary at \$800, \$1,600, or \$2,400 per course based on SI tier. OER conversion stipends are paid at a competitive rate based on faculty workload contribution.						
2. Total Fringe	\$50,090	\$107,423	\$110,777	\$105,199	\$98,740	\$472,229
Justification for Fringe Expenses: Fringe benefits for PC and OER Paraprofessional are calculated at \$19,000 for medical per year (\$9,500 Y1) and 25% for other UT benefits. Stipends are calculated at 25% for normal UT benefits. SI Leader benefits are calculated at 4.5%.						
3. Travel						
Required conference	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$15,000
Paraprofessional Development Opportunity for PD and PM	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$15,000
Total Travel	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000	\$30,000
Justification for Travel Expenses: Expenses for all conferences are estimated at \$3,000/trip/person: \$750 registration, \$7500 airfare, \$600 hotel (\$200/night x 3 nights), \$500 ground transportation and parking, \$400 meals/other expenses (\$100/day x 4 days).						

4. Equipment: No funds requested						
5. Supplies	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$25,000
Justification for Supply Expenses: Supply expenses are estimated at \$5,000/yr and include brochures, flyers, postage expenses, and other marketing for the promotion of the AAP program. These will be sent to all prospective new freshmen each year and all students lost during the pandemic.						
6. Contractual						
External Evaluator	\$16,000	\$12,000	\$12,000	\$12,000	\$16,000	\$68,000
Total Contractual	\$16,000	\$12,000	\$12,000	\$12,000	\$16,000	\$68,000
Justification for Contractual Expenses: Costs are based on a price quote received from JCCI Consultants.						
7. Construction: No funds requested						
8. Other	0	0	0	0	0	0
Total Direct Costs	\$227,896	\$448,609	\$448,561	\$443,525	\$446,906	\$2,015,497

Competitive Preference Priority

Increasing Postsecondary Education Access, Affordability, Completion, and Post-Enrollment Success.

Our proposed AAP program will target the access, affordability, completion, and post-enrollment success for students at UT. Replacing the costly textbooks in high-enrollment GE courses will lower the financial burden for students. Currently, students at UT pay an average of \$900 on textbooks annually. This directly impacts the affordability of a college education and allows the equitable access of course materials from day one of these key high-enrollment courses increasing the access of higher education for not only low-income students but all students. Additionally, adding SI into high-failure-rate GE courses allows for students to gain additional academic support in difficult subjects. SI has been shown to increase the academic success of students and therefore impacts their completion of courses and success after enrolling.

(a) Establishing a system of high-quality data collection and analysis, such as data on persistence, retention, completion, and post-college outcomes, for transparency, accountability, and institutional improvement.

Although UT has long collected data on retention and graduation rates and initiatives supporting these rates, programs such as OER and SI have not completed adequate studies on how these areas support low-income, underprepared, and under-represented student populations. Through our evaluation plan of this grant and our AAP program, we plan to improve our data collection to include these groups and other subgroups. Each of our assessments listed in the evaluation section will not only be assessing our general student population, but each will be broken down into groups and subgroups, so we will have a better picture of how these initiatives are helping various groups of students on persistence, retention, and completion. We

will share this data with all stakeholders and academic leadership, so the University can make better data-informed decisions that lead to institutional improvement.

(b) Supporting the development and implementation of student success programs that integrate multiple comprehensive and evidence-based services or initiatives, such as academic advising, structured/guided pathways, career services, credit bearing academic undergraduate courses focused on career, and access to technological devices.

At Utah Tech, we have several programs for student support including tutoring, Student Success, and our Inclusion and Belonging Center, but many of these programs operate autonomously and do not collaborate for the benefit of all students. Our Student Success program structures the enrollment and class schedules of students coming from high school with low ACT/SAT scores and/or low GPAs. These students are given extra support and have mandatory study hall hours. A high percentage of these students are low-income and PELL-eligible. Our Inclusion and Belonging Center is for students who have self-declared themselves as being in a minority ethnic group. The Center creates an environment of inclusion for these students, and they are offered additional support, too. Many of these students are low-income and PELL-eligible. Our proposed AAP program will combine OER and SI and collaborate with the Student Success and Inclusion and Belonging programs to expose more students to our accessible and affordable GE pathways. These under-represented students will be guided into classes, so they will have additional academic support and less financial burden. This collaboration and these evidence-based initiatives will transform the General Education program on UT's campus and will create greater opportunities for students to persist and graduate.

(c) Supporting the development and implementation of high quality and accessible learning opportunities, including learning opportunities that are accelerated or hybrid online; credit-bearing; work-based; and flexible for working students.

Utah Tech's AAP program makes General Education classes and academic support more accessible for students. The use of high-quality OER materials in place of expensive textbooks allows for many low-income students to better afford GE learning opportunities. This initiative alone will improve persistence in this student group and improve their retention numbers. SI provides a very flexible opportunity for these students, who often work part-time and full-time jobs, to have tutoring embedded into their classes. Students who otherwise could not afford to succeed in courses because of financial or scheduling issues, will benefit from the lower cost of education and the flexibility of embedded tutoring that the AAP program will provide.

Invitational Priority

1) Implementation of activities that promote postsecondary completion for students who are no longer enrolled because of challenges they faced during the COVID-19 pandemic or who stopped attending for other reasons.

The COVID-19 pandemic was an unprecedented event with a wide ranging impact across the world. Students at UT were similarly impacted not only with an abrupt change to remote learning, but to their personal lives as well. Many suffered financial or personal impacts that were unexpected. The UT AAP program will support students who have not yet enrolled or re-enrolled since the pandemic began. Many of these students will have experienced gaps in their learning and may need to utilize additional support to succeed in classes. The SI component in the AAP program will assist with this educational support. Additionally, the financial impact and strain students may have experienced will be lessened with the use of OER in courses, removing that additional textbook/course materials cost burden. The University will utilize Peer Coaches to market this new program to those who applied to UT and did not enroll during the pandemic and to those who withdrew from classes or did not continue from semester to semester during COVID-19, so these students will also know how the AAP program can potentially impact their success as students and the institution's affordability.

Abstract

An abstract is to be submitted in accordance with the following:

1. Abstract Requirements

- Abstracts must not exceed one page and should use language that will be understood by a range of audiences.
- Abstracts must include the project title, goals, and expected outcomes and contributions related to research, policy, and practice.
- Abstracts must include the population(s) to be served.
- Abstracts must include primary activities to be performed by the recipient.
- Abstracts must include subrecipient activities that are known or specified at the time of application submission.

For research applications, abstracts also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that the investigation builds upon and that provides a compelling rationale for this study).
- Research issues, hypotheses and questions being addressed.
- Study design including a brief description of the sample including sample size, methods, principals, and dependent, independent, and control variables, as well as the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

**U.S. Department of Education, Title III Strengthening Institutions Program, Part A
Creating Affordable and Accessible Pathways (AAP) to Success: Integrating OER and
Supplemental Instruction in General Education Courses**

ABSTRACT

Utah Tech University (UT) is a public, comprehensive, open-admissions university serving over 12,500 total students, with a commitment to promote student access to higher education. The University was renamed from Dixie State University to UT on July 1, 2022, to show dedication to its new mission and vision of being an open, inclusive, comprehensive, polytechnic institution. UT recently ranked as the most rapidly growing university in Utah and the west. From fall 2015 to fall 2022, UT grew from 8,503 to 12,541 students. UT is dedicated to a transformational educational experience for students with a focus on active learning and is committed to access, affordability, and student success. However, UT lags in retention and graduation rates, and aims to do more to help its first year and underserved Pell-eligible student population. By targeting the two primary issues facing first year students, which are financial difficulties and academic failure, by creating an Affordable and Accessible Pathways (AAP) program utilizing Open Educational Resources (OER) to replace costly textbooks and Supplemental Instruction (SI) to assist in high-failure courses.

Overall Goals: **AP Goal 1:** Achieve equitable retention and graduation rates and improve student success; **IM Goal 1:** Combine OER and SI into a comprehensive program (AAP) to increase student success and work with underprepared and under-represented student groups to close equity gaps; **FS Goal 1:** Decrease the overall cost burden of students by offering OER courses.

Problems to be Addressed: Retention and graduation rates for first-time students are too low (AP 1); three-year graduation rates are too low (AP 2); failure rates for first year students are too high (AP 3); support programs are limited and disconnected (IM 1); and the lack of suitable base funding for student support systems (FS 1).

Implementation Strategies: **Strategy 1:** Convert high enrollment GE courses to OER eliminating the textbook or instructional material costs; **Strategy 2:** Implementing a permanent SI Program

Outcomes: Increased fall-to-fall retention and 3-year graduation rates especially for underserved and Pell-eligible students (Objective 1-2). More students achieve academic success in GE courses (Objective 3-4), and students see a decrease in the overall cost burden of course materials (Objective 5).

Responds to Competitive Preference Priorities (p. 45-47) **and Invitational Priority** (p. 47-48)

Funds Requested: \$2,015,497.00