

GRANT PROPOSAL

I. General Information

Candidate for Proposal to: Faculty Research Grants

Project Title: Learning Experiences in the First Two Years: Comparing a Two Year vs. a Four Year College Institution

Date of Project: July 1, 2017 - June 30, 2018

Date Submitted: October 26, 2016

II. Abstract

PURPOSE: Our goal is to identify differences in students' learning experiences in a two-year versus a four-year institution that may influence subsequent academic or career success. We recognize that many students begin their college careers at two-year institutions with the intention of transferring to a four-year institution and earning a four-year baccalaureate degree, so we wish to identify whether students that transfer from two year programs are as well prepared as others. We will measure differences in experience in three dimensions: (1) student mindset, (2) writing knowledge and confidence, and (3) information-seeking behavior. For each goal we will produce a paper to submit for peer-reviewed publication.

METHODOLOGY: We will construct a single electronic survey to be administered to students at the University of Wisconsin - La Crosse (UWL) and Western Technical College (WTC). The survey will be administered to students at the freshman and sophomore level at UWL and students in associate degree programs at WTC. The survey will include questions that measure mindset, writing ability and confidence, information-seeking behavior, prior academic experience and performance, demographic information, and intentions for seeking four-year college degrees or beyond.

ANTICIPATED RESULTS: We will quantify the experiences of WTC and UWL students as they relate to mindset (attitudes on fixed ability vs growth potential), writing confidence and knowledge, and behaviors and confidence using library resources for research projects in their coursework. For all these outcome variables, we will also control for demographic and past academic characteristics.

RESEARCH IMPLICATIONS: We will identify differences in students' learning experiences that can affect their success in their final two years or beyond. This will help post-secondary educators and policy makers make curriculum decisions that maximize students' chances of academic success.

ORIGINALITY: There have been several papers that compare two-year and four-year students academic success, but not at the depth that we propose here in

terms of students thought processes and behaviors that can inform specific improvements on advising and curriculum.

III. Investigators

Murray, James (Principal)

Murray, Brenda (Supporting)

Komissarov, Sloan (Supporting)
Western Technical College

IV. Funding

Amount of Proposal: \$5,400.00

Additional Funding Sources: None

V. Proposal Items

A. Proposal Narrative

[Download File \(jmurray/grant_proposal/uwlgrant_upload-2.pdf\)](#)

B. Budget

[Download File \(jmurray/grant_proposal/UWLbudget-1.xlsx\)](#)

C. Budget Narrative

[Download File \(jmurray/grant_proposal/uwlgrant_budget-1.pdf\)](#)

D. Letters of Support

E. Additional Supporting Documents

F. Approvals

jmm has indicated that he/she has acquired the appropriate approvals prior to submission as directed by the RFP.

VI. Post Award Information

A. Revised Budget

B. Revised Budget Narrative (only if requested)

C. Amount Funded

D. Final Report