

**TITLE III PART A, STRENGTHENING INSTITUTIONS PROGRAM  
FISCAL YEAR 2007 GRANTEE ABSTRACTS**

**P031A070143 – Carroll College, Montana**

Founded in 1909 by the Roman Catholic Diocese of Helena, Carroll College (Carroll) is a four-year baccalaureate college. Carroll, a diocesan liberal arts college, is committed to the openness and inclusion of all faiths and is accredited by the Northwest Commission on Colleges and Universities (NWCCU).

One activity is proposed: (\$1,849,847 over five years) entitled *Enabling Assessment and Planning for Student Success*. Thirty-two percent of the budget is for salaries and benefits, 2.8 percent for travel, 11.3 percent for professional development and 48.7 percent for development of institutional computing technology.

Expected outcomes: 85 to 90 percent more faculty/administration/staff will access and use academic data to analyze student progress, program effectiveness; 10.2 percent more students will persist to graduation; student satisfaction will rise to gap levels of less than 1.0 on 9 percent of 11 satisfaction measures; 99 percent of students will use academic data to plan college and life careers; and Carroll will meet or exceed NWCCU Assessment Policy and the applicable academic standards. To meet outcomes, the College will move from a reactive culture of ad-hoc decisions based on incomplete and potentially inaccurate information to a proactive culture emphasizing assessment and reliable, high quality data.

Tools needed: (1) a comprehensive integrated computing system; (2) an Office of Institutional Effectiveness; (3) a comprehensive faculty/administrator/staff development program.

Project Management and Evaluation: \$194,217 five years or 9.7 percent. Endowment Challenge: \$150,000 – to continue development opportunities for faculty and staff.

**P031A070090 – Concordia College, New York**

Concordia College (CC), a liberal arts college located in Bronxville, New York, proposes to create an Accelerated Nursing Program (ANP) that, when fully developed, will annually enroll 64 new students and generate revenue over expenses of \$700,000, while addressing the service area's acute shortage of nurses. The ANP will lead a college-wide reform by demonstrating innovative strategies designed to boost student full-time equivalent (FTE) enrollment from 652 to 972 by fall 2011. These innovations include: career-oriented programs, outreach to adults and nontraditional clientele, and adoption of online course delivery to help overcome the limitations of CC's physical plant and residential model. Concordia College will hire and retain after the grant these new full-time positions: a Director of Nursing, three Nursing faculty members, and an Educational Technology Specialist. The Educational Technology Specialist will help faculty integrate technology into courses, first in the ANP, and then across the curriculum, nearly tripling the percentage of faculty teaching Web-enabled and online courses by the end of the grant.

**P031A070049 –Lake Michigan College, Michigan**

Proposed project: “Improving Student Success, Retention and Graduation through Transformation of the Science program” will have a lasting impact on the College, community and students entering a science-based economy. Results of the five-year project include: nine renovated science labs, 22 science course redesigns, five percent increase in student success in science classes, eight percent increase in college retention rate of students taking science, and a five percent increase in three-year graduation rate of science majors. In addition, project staff will develop and implement a developmental science program and a scientific research methods course to address the varying skill levels of our students.

Lake Michigan College (LMC), established in 1946, is a public comprehensive, two-year community college providing liberal arts/science and technical education.

The Higher Education Learning Commission, North Central Association (NCA) of Colleges and Schools accredit LMC. The College serves a student population in southwest Michigan and northern Indiana from both urban and rural constituencies with a population of nearly 177,000. The district includes Berrien County and Covert Township in Van Buren County, and the South Haven School District. Ninety-four percent of the students live in district.

### **P031A070068 – Peninsula College, Washington**

Peninsula College (PC) is a public two-year accredited community college located in Washington. Peninsula College is a member of the Washington State Board for Community and Technical Colleges and is accredited by the Northwest Commission on Colleges and Universities (NWCCU). The college serves Clallam and Jefferson counties, both of which are located on the North Olympic Peninsula – a remote region in the northwest corner of the state. Peninsula College provides educational opportunities in academic transfer, professional/technical, basic skills and continuing education.

Peninsula College proposes to address four major problems: diminishing student success; very slow integration of technology to aid in removing barriers to success; outdated, insufficient management information systems and technology that thwart institutional planning and effective management systems and low retention rates and declining enrollments exacerbated by declining state support and outdated business practices.

With Title III support, PC will employ one major activity - ***Improve Student Success by Resolving Academic, Management and Fiscal Restraints through the Application of Technology*** focused on four core components to success: (a) Institutional Infrastructure; (b) Professional Development for Faculty and Staff; (c) Student Success Strategies; and (d) Integrated Information Management System linked to a statewide re-hosting project. These four components are delineated across eleven objectives that ultimately support outcomes that will better prepare the College for growth and self-sufficiency.

**P031A070232 – Mid-South Community College, Arkansas**

Mid-South Community College (MSCC), a public two-year college in West Memphis, Arizona, and the University of Central Arkansas (UCA), a public four-year institution in Conway, Arizona, propose a cooperative project to **increase student success and retention**, especially for **low-income, under prepared African American students** at both institutions, and to provide **access on the MSCC campus to two high-demand UCA baccalaureate degree programs** for place-bound students in the state's Mississippi River Delta region. A combination of face-to-face, hybrid, and online courses will maximize faculty resources. Seamless transfer between the two institutions, allowing students to **begin as MSCC students** and then **transfer into UCA programs without leaving home**, will increase MSCC's transfer rates, currently among the lowest in the state, and improve UCA's ability to attract and retain African American students to graduation.

Amount requested: \$2,498,818 over five years. MSCC will serve as the fiscal agent.

**P031A070254 – Texas Wesleyan University, Texas**

Texas Wesleyan University (TWU), founded in 1890 by the Methodist Episcopal Church and located in Fort Worth, Texas, is a private, four-year institution with an increasingly diverse student population. Drawing 70 percent of its students from Tarrant County where 18.2 percent of residents are African American, 33.5 percent are Hispanic, 34.3 percent of families are low-income and minority bachelor's degree completion is only 13.4 percent, TWU serves a highly at-risk student population. Our students (both new freshman and transfer) come to us severely under prepared for college, and, consequently, our retention and graduation rates are far below the national averages for similar institutions.

**Institutional Problems:** (1) Weak student retention/graduation; (2) Ineffective teaching strategies; (3) Weak technology infrastructure for providing access to student information; and (4) Unstable and inadequate resources insufficient for supporting new initiatives to strengthen institution. To combat these severe problems, TWU proposes a single activity *A Model for Effective Learning: Strengthening Academic Programs and Institutional Management* using the Learning Community Model as an overarching strategy and inclusive of instructional technology resources and a transformed advising process.

## **P031A07262 – Spokane Falls Community College, Washington**

Established in 1967, Spokane Falls Community College (SFCC) is a public, comprehensive, two-year college. It is one of three instructional units comprising Washington State Community College District 17, the state's largest community college district both geographically and in the number of students served, with a six-county, 12,302 square mile region along the Washington-Idaho border. Spokane Falls Community College is accredited by the Northwest Commission on Colleges and Universities (NWCCU) and offers 118 associate degrees and 63 professional certificates in 158 programs of study.

**Activity:** *Improving Student Success through Comprehensive Institutional Assessment, Enhanced Advising, Student Services and Instructional Revisions.* The proposal's single activity is to improve student success through enhanced instruction in developmental and transfer gateway courses, improved advising and first-year experiences, online delivery of student services and ubiquitous implementation of a continuous improvement model. These strategies should improve retention and progression; positively impacting the institution's fiscal stability as state-reimbursable full-time equivalent and tuition revenue grows.

**Focus of Objectives:** (1) Develop, pilot and institutionalize a comprehensive institutional assessment process integrated with accreditation standards; (2) Increase student success in developmental and gateway courses in Math, English and Science; (3) Increase fall-to-fall retention for full-time, degree-seeking students; (4) Increase program completion rates; and (5) Improve advising and counseling services.

### **P031A070269 - Guam Community College, Mangilao, Guam**

Located in the western Pacific, Guam Community College (GCC) was founded in 1977. This public, two-year institution served 1,493 students in fall 2005 semester and has an operating educational and general expenditure of \$8,103,183.00 for postsecondary in fiscal year 2005-2006.

Activity 1 - \$2,000,000 over five years. Increase efficiency of institutional decision making and delivery of educational services through the integration of a Web accessible information system.

To enhance the College's technology and information systems through the acquisition of a centralized enterprise solution that will improve institutional management and academic quality. The five measurable objectives are: (1) By September 30, 2007, increase by 80 percent the accuracy and efficiency of data resources and information by integrating the student and financial data into a single system; (2) By September 30, 2008, increase by 40 percent access through the web of centralized data for faculty, staff and administrators; (3) By September 30, 2009, increase to 90 percent access through the Web of centralized data for students, faculty, staff and administrators; (4) By September 30, 2010, increase by 90 percent user satisfaction (decision-makers – administrators and department heads) with access to and application of appropriate data resources and information; and (5) By September 30, 2011, increase by 90 percent user satisfaction (students, faculty, Business & Finance Office and Registrar's Office) with access to and application of appropriate data resources and information. **Approximately \$2 million** of the five-year budget is for software license, maintenance, and hardware. **Project Management and Evaluation** – GCC will fund \$3.3 million of the cost to build the Centralized Enterprise System (CES).



**P031A070035 - Saint Francis University, Pennsylvania**

Located in rural central Pennsylvania, Saint Francis University (SFU) is a comprehensive private, non-profit, four-year liberal arts institution founded by Franciscan Friars in 1847. The University strives to bring higher education to its students based on values of Saint Francis—simplicity, respect for human dignity, concern for the poor, and a humble attitude toward learning. Saint Francis University is the oldest Franciscan University in the nation.

**Activity 1: Improve University Operations - \$1,585,000 requested over five years.**

Improve student support services, reengineer institutional operations, improve the accessibility of academic/institutional data, and increase the effectiveness of the business, admissions, and advancement departments by implementing a state-of-the-art Administrative Information System Enterprise Solution (AISES). The overall goal is to maximize service and the flow of information at Saint Francis University by providing integrated information-based support services in all departments to assist students, faculty and administrative staff.

### **P031A070054 - Knox College, Galesburg, Illinois**

Founded in 1837, Knox College is a four-year, independent, private, residential liberal arts college, offering study leading to the Bachelor of Science degree in 38 major fields. Knox is well known for the quality of its educational programs. It was the first college in Illinois awarded a Phi Beta Kappa charter, in 1919, and is ranked in the top 50 colleges nationally for the number of its graduates who have earned doctoral degrees.

**Title III Activity:** “Integrating Academic Program Assessment and Institutional Research into Strategic and Operational Decision-Making” \$1,481,599 over five years, including \$296,320 in endowment funds, to be matched 1:1 by the College.

To improve academic programs, institutional management, and fiscal stability by implementing and institutionalizing a comprehensive program of institutional research and academic program assessment. Despite its outstanding record of academic excellence, a legacy of management and fiscal instability has left Knox College in a financially fragile position, imposing severe operational constraints and placing a high priority on informed academic and strategic decision-making. By providing professional staff and other resources, Knox will implement a flexible, robust program where all academic departments and core elements of the academic program will regularly be assessed to determine quality and effectiveness, with resulting recommendations for improvement feeding into academic planning. In addition, by providing a state-of-the-art program of institutional research, the College will undertake ongoing strategic analysis of its key external markets and current institutional operations. A new Office of Institutional Research will provide staff support for strategic planning activities. With academic and administrative improvements resulting from these activities, Knox will achieve key advances in retention and persistence to graduation. The project will change Knox’s institutional culture to create an institutional environment where assessment and research are embedded into ongoing institutional decision-making, with resulting improvements in educational quality, effectiveness of institutional management and greater financial stability.

**P031A070095 - Lake Washington Technical College, Washington**

Lake Washington Technical College (LWTC) serves 4,351 students (3,564 from communities located east of Seattle) from Lake Washington to the Cascade foothills, an area of more than 300 square miles with a total population of more than 550,000. With 62 full-time and 237 part-time faculties, LWTC is the third largest provider of technology training in the state. LWTC provides advancement opportunities for many disadvantaged students.

**Activity One: Strengthen Student and Learning Support Infrastructure** - Striving to overcome the lowest substantial progress rate toward degrees of the state's five technical colleges, LWTC will pilot critical interventions to increase student persistence and goal completion.

**Activity Two: Strengthen Institutional Effectiveness and Accountability through a Comprehensive, Campus-wide System of Planning and Assessment** - A strengthened Office of Institutional Research will oversee development of college-wide assessment strategies. Systems to integrate institutional data and to improve collection of outcomes and other information will be linked to accreditation standards and state accountability goals.

**Project Management and Evaluation:** Management, evaluation, assessment and research are included in this proposal, with provisions in the budget for an external evaluator.

**P031A070135 – Foothill De Anza Community College, California**

Foothill De Anza Community College (De Anza) is one of the largest community colleges in California. In this proposal strategies are outlined to increase the access, retention, persistence, and success of developmental students so that they can reach and continue in college-level instruction.

**Title III Activities – Language Arts Success Center & Math Resource Centers (Centers), *with Embedded Student and Academic Support Services***

De Anza will develop the Centers blending instructional and student support strategies; implementing and institutionalizing a comprehensive program for retention and transition of high-risk students into college-level courses. The two activities focus on the creation and development of a Language Arts Success Center and a Math Resource Center where students will receive diagnosis and remediation of skill deficiencies. The Centers will also provide faculty training to bolster and coordinate the various retention and transition efforts. The student support component focuses on the development and implementation of specialized services. Methods will be developed to track, assess, and evaluate all efforts in order to select and institutionalize the strategies that prove effective in enabling success for high-risk students.

**Project Management and Evaluation:** Strong management, evaluation, assessment, outcomes and research components are included in this proposal.

## **P031A070168 – Ulster County Community College, New York**

Based on an analysis of the College's weaknesses, significant problems, and the goals and objectives identified in its planning processes, Ulster County Community College (UCCC) has identified a single activity, "***Strengthening Academic Programs, Institutional Management and Fiscal Stability***" comprised of two major components, to be addressed with Title III funds:

### **Component 1 - RETENTION AND PERSISTENCE OF ULSTER STUDENTS**

Levels of academic persistence and student success at the College are unacceptably low, as measured by academic performance, completion of coursework, withdrawals within term, persistence between terms, academic progress and probation rates, degree completion and graduation rates. Additionally, the role of academic advisement must be clearly defined, and appropriate interventions put into place to execute the mission of the academic advisement system.

### **Component 2 - INSTITUTIONAL ASSESSMENT**

Although some progress in drafting outcome statements for courses and programs has been made, the College has not developed a unifying institutional framework. This is an overriding factor in the institution's inability to correct significant problems, as there is no system for assessing its own effectiveness. A detrimental manifestation of this void is that student achievement and persistence is compromised, as there are no clearly documented, measurable expectations at the course, program and discipline levels, jeopardizing the future stability of the College.

## **P031A070261 - Rocky Mountain College, Montana**

### **Increasing Graduation Rates: Better Data, Better Performance, Better Persistence**

Based on an analysis of the College's weaknesses and significant problems, combined with the goals and objectives identified in the annual strategic planning process, Rocky Mountain College has set four major goals to be accomplished with Title III funds:

#### **Academic Programs:**

1. Increase the retention rate of students from the sophomore to junior and junior to senior years.
2. Increase the persistence of students through to graduation.

#### **Institutional Management:**

3. Obtain and implement a current generation enterprise resource planning (ERP) system (management information system) that will improve fiscal stability, academic success, and student support services.

#### **Fiscal Stability:**

4. Create an endowment fund for retention services that will ensure institutionalization of the project strategies.

**P031A070108 – Southwestern Illinois College, Illinois**

Southwestern Illinois College (SWIC) is Illinois’ largest and most comprehensive, open door community college south of Chicago. Southwestern Illinois College operates three campuses (Granite City, Belleville, and Red Bud) and serves students from eight counties and East St. Louis (98 percent African-American, 32 percent at or below poverty). Governed by a seven-member board of trustees, SWIC is closely regulated by the Illinois Community College Board (ICCB) and responsible to the Illinois Board of Higher Education (IBHE). The College offers seven transfer-degree curricula (Associate in Arts, Associate in Science, Associate in Engineering Sciences, Associate in General Studies and three Associates in Fine Arts), 57 programs that lead to the Associate of Applied Sciences degree, and 95 career certificate programs. Activity: (1) *Learning by Design:* curriculum and faculty development; learning communities for underrepresented, at-risk students; and (2) Developing a *Student Administration System* (technology infrastructure) for greater access to student and institutional information.

STUDENT PROFILE	
Headcount Enrollment	14,479
Full-time/Part-time	37%/63%
FTE Students	7,939
Minority	24%
Average Age	28
Female	57%
Work at Least Part-Time	67%
Caring for Dependents	60%
Commuter	100%
Low Income	62%
Under Prepared Freshmen	80%
First-Generation Freshmen	79%
FACUTLY PROFILE	
Faculty to Student Ratio	1:19
Full-time/Part-time	137/672
Teaching +15 hrs.	88%
FT Minority	4%
Female/Male	52%/48%
Master’s Degree or Higher	94%
SWIC Institutional Research, 2005	

Project Outcomes: (1) Reduce attrition by six percentage points; (2) Increase developmental and gateway course success by six percentage points; and (3) increase three year completion rates by five percentage points.

**Mission:** *To uphold the dignity and worth of all people believing that learning is a life-long process which enhances the quality of life and to support individual growth through educational excellence and active partnerships with students and the community.*

**P031A070132 - Orange Coast College, Costa Mesa, California**

Orange Coast College (OCC), located in the Greater Los Angeles Area, is a full-service two-year public community college which offers more than 200 degree and certificate programs that: (1) lead to Associate in Arts Degrees; (2) transfer to other institutions of higher education; (3) award occupational Certificates of Completion and Certificates of Achievement; and (4) provide continuous workforce improvement. The College also delivers quality instruction in basic skills and English as a Second Language.

Strong management and evaluation plans underscore this focused institutional strengthening project. Consultative third party expertise provides external formative and summative evaluation by an independent consultant.

**Activity One: Student Success Center** - Budget Request: \$1,453,403 over five-years.

**Activity Two: Automated Early Alert and Attendance Accounting system** - \$537,223 requested over five years.



**P031A070214 - Central Baptist College, Arkansas**

Central Baptist College (CBC) is a four-year, private college located in the heart of Arkansas. Central Baptist College serves an economically challenged state, offering 11 traditional Bachelor of Arts and Bachelor of Science degrees, four Associate of Arts degrees, and a Professional Adult College Education degree completion program. Accredited by the North Central Association of Colleges and Schools, CBC is governed by a 20-member board of trustees.

Central Baptist College needs to offer new, marketable baccalaureate programs to boost enrollment and increase institutional self-sufficiency. **Institutional Problems:** (1) Insufficient, inadequate academic offerings result in low retention and inadequate graduation rates; (2) Inadequate academic infrastructure and resources prevent development and expansion of curricular offerings in science; and (3) Inadequate resources prevent development of a new science program, which would create more tuition revenue. **Proposed Solution:** Increase enrollment and fiscal stability through development and institutionalization of two new Bachelor of Science programs: the Bachelor Science degree in Biology and the Bachelor of Science in Biochemistry, supported by an updated Biology lab, new Organic Chemistry Lab, new Research Lab, and Science Resource Center.

**Activity Title:** Expanding Opportunities for Students Through New Bachelor Degree Programs. **Total Request:** \$1,903,114 over five years.

**P031A070034 - Lee University, Tennessee**

Lee University (Lee) is a private, four-year university enrolling 3,930 students in primarily bachelor's level, liberal arts degree programs.

**Proposed Project:    *Improving Student Learning Through Teaching and Technology*  
**\$1,840,100 over five Years****

To improve student learning, Lee will implement a plan to strengthen the learning environment through critical thinking and technology. The University will establish a Center for Teaching Excellence that will expand the faculty development program to infuse the curriculum with critical thinking skills and actively engage students. Moving from the general education core through the major curriculum, four faculty cohorts will participate in intensive summer seminars to revise curriculum and instruction, piloting enhanced courses and assisting other faculty through workshops and mentoring. Essential to improved teaching and learning is the expansion of the technological infrastructure to support the learning environment, providing faculty the tools to increase student engagement through interactive instruction in and out of the classroom. Enhanced classroom technology, auxiliary applications and an electronic student portfolio system will help faculty to engage students in innovative ways. To further improve student services and administrative effectiveness, the University will replace the core Management Information System with a comprehensive system from Datatel. Modules will be installed and reporting advancements will maximize the capacity of the new system. Improved teaching, increased student engagement in learning and improved student services will result in an eight percent increase in the graduation rate, one of the key performance measures for the Title III program.

## **P031A070101 - Mayville State University, North Dakota**

Mayville State University (MSU), a four-year baccalaureate granting residential university established by North Dakota State Constitution and governed by the North Dakota Board of Education, is mandated to provide statewide access to teacher education and training, business administration and computer information systems programs. Fall 2005 students (912 headcount /677 full-time equivalent) are predominately Caucasian; 77 percent are less than 24 years of age; and 63 percent of students are from an “isolated” five-county area projected to have a 35 percent decrease in secondary school students by 2015. Entering freshman have lower ACT scores and lower GPAs than the national average; fall-to-fall retention is 58 percent; and four-year graduation rate is 22 percent. The student/faculty ratio is 15:1. There are 74 total faculties, 37 full-time. Budget: \$13 million.

Mayville State University proposes one activity (\$1,999,868) to expand its fledgling, but rapidly growing online program offerings to provide the full general education core leading to Associate in Arts degree AA and Bachelor of Science degree as well as four full degree programs by 2011. Faculty will receive professional development training in effective distance education teaching and learning, in online course management, effective assessment of student learning, and support for outcomes based-curriculum development. To support online students and improve retention and success for all students, MSU will strengthen and migrate existing on-campus student services to web based formats, modifying/expanding or developing new programs to reflect best practices for efficiency and efficacy.

Project Management costs of \$271,674 account for 13.5 percent of the total request.

Expected outcomes: (1) increase headcount to 1,500; (2) increase student retention by 10 percent; (3) increase distance education degree programs from two to six; (4) increase the number of individual students enrolled in online programs from 264 to 664; (5) increase six-year graduation rates from 35 percent to 45 percent; and (6) improved skills, knowledge and competency of faculty and staff.

### **P031A070091 - Three Rivers Community College, Connecticut**

Three Rivers Community College (TRCC) reveals in its \$1.5 million grant proposal a comprehensive plan for improving student success as measured by retention, completion, and transfer over a five-year period by investing in the most powerful catalyst for reform -- its faculty and staff. Believing that a good college can become a better college by engaging its faculty and staff in new processes of inquiry based strategies; the plan concentrates on professional development training. *Strengthening Learning Initiatives for Student Success*, the single activity of the proposal, has four objectives:

- Providing coordinated and focused opportunity for faculty and staff development;
- Implementing alternate course delivery methods and interventions to accommodate the changing student population after faculty and staff have been trained in these methods;
- Streamlining student support services; and
- Improving institutional effectiveness through increased faculty/staff knowledge of and participation in research and assessment.

Three Rivers Community College is a public, two-year institution in Southeastern Connecticut serving a population of 3,600 students annually with a budget of approximately 24 million dollars. A recent shift from an industrial to a service based economy has dramatically altered the profile of the student body. The changing needs have challenged both new, inexperienced faculty and older faculty who are mired in traditional methodologies. Adding to the complexity is the fact that the college has been trying to merge its two campuses for the past 14 years. Now the College is poised to move into a single campus in fall 2008. This is an opportune time to re-energize faculty and staff as they meet the challenges of increased enrollments and continued diversification among its student body. The management and evaluation plan of the proposal ensures that the College meets its key goals of increasing student success, improving institutional effectiveness, and enhancing fiscal stability with the ultimate intent of contributing to the strength of the national higher education system.