

Application for Federal Education Assistance (ED 424)



U.S. Department of Education

Form Approved
OMB No. 1875-0106
Exp. 11/30/2004

Applicant Information

1. Name and Address

Legal Name: Grand View College

Address: 1200 Grandview Avenue

Organizational Unit

P031A 030343

Des Moines
City

IA
State

Polk
County

50316
ZIP Code + 4

1599

2. Applicant's D-U-N-S Number (b)(2)

6. Novice Applicant Yes No

3. Applicant's T-I-N 4 | 2 | - | 0 | 6 | 8 | 1 | 0 | 4 | 9 |

7. Is the applicant delinquent on any Federal debt? Yes No
(If "Yes," attach an explanation.)

4. Catalog of Federal Domestic Assistance #: 84. 0 | 3 | 1 | A |

8. Type of Applicant (Enter appropriate letter in the box.) H

- A - State
- B - Local
- C - Special District
- D - Indian Tribe
- E - Individual
- F - Independent School District
- G - Public College or University
- H - Private, Non-profit College or University
- I - Non-profit Organization
- J - Private, Profit-Making Organization

5. Project Director: Ellen Strachota

Address: 1200 Grandview Avenue

Des Moines IA 50316-1599
City State Zip code + 4

Tel. #: (515) 263 - 2848 Fax #: (515) 263 - 2191

E-Mail Address: estrachota@gvc.edu

Application Information

9. Type of Submission:

- Pre-Application
- Construction
- Non-Construction
- Application
- Construction
- Non-Construction

10. Is application subject to review by Executive Order 12372 process?

Yes (Date made available to the Executive Order 12372 process for review): 2 / 24 / 03

No (If "No," check appropriate box below.)

- Program is not covered by E.O. 12372.
- Program has not been selected by State for review.

11. Proposed Project Dates: 10 / 1 / 03 9 / 30 / 08
Start Date: End Date:

12. Are any research activities involving human subjects planned at any time during the proposed project period?
 Yes (Go to 12a.) No (Go to item 13.)

12a. Are all the research activities proposed designated to be exempt from the regulations?

Yes (Provide Exemption(s) #): _____
 No (Provide Assurance #): _____

13. Descriptive Title of Applicant's Project:

A Model for Effective Learning: Strengthening Academic Programs and Institutional Management

Estimated Funding

14a. Federal \$ 363,943 .00
b. Applicant \$ _____ .00
c. State \$ _____ .00
d. Local \$ _____ .00
e. Other \$ _____ .00
f. Program Income \$ _____ .00
g. TOTAL \$ 363,943 .00

Authorized Representative Information

15. To the best of my knowledge and belief, all data in this preapplication/application are true and correct. The document has been duly authorized by the governing body of the applicant and the applicant will comply with the attached assurances if the assistance is awarded.

a. Authorized Representative (Please type or print name clearly.)

Kent L. Henning

b. Title: President

c. Tel. #: (515) 263 - 2802 Fax #: (515) 263 - 6095

d. E-Mail Address: khenning@gvc.edu

e. Signature of Authorized Representative

Kent L. Henning

Date: 3/4/03

Continuation of ED 424 -- (Page 2 of the application.)

1. Total FALL 1999 FULL-TIME EQUIVALENT (FTE) students =
1,036.

a. Total market value of endowment fund at the end of 1999-2000.
\$ 8,358,984

b. Total expenditures for library material during 1999-2000.
\$ 80,756

Note: If contact person is different from person named in Item 4, please identify by providing name and phone number in this space.

Name: Margaret McCullough

Phone: (515) 263-2910 n/a
(area code) (number) (extension)

ABSTRACT

Grand View College is a four-year, private college, located on the east side of Des Moines, Iowa. Offering baccalaureate degrees in a range of fields, the College has the largest percentage of in-coming transfer students among all Iowa colleges and universities and a large percentage of first-generation, low-income students.

Activity: A Model for Effective Learning: Strengthening Academic Programs and Institutional Management. Request over 5 year years: \$1,526,152. Goal: To work cooperatively through the Learning Communities model to improve the retention and achievement of the College's predominantly at-risk student population.

Based in a tradition of service to a broad spectrum of students, GVC will capitalize on that strength by developing a learning model and supporting advisement system designed to help students become engaged in the learning process and develop the higher-order skills they will need to succeed in today's workplace. The Activity consists of three integrated components: transforming advisement; strengthening faculty/staff development, and creating faculty/staff access to critical student information. Together, these components will lead to improved faculty/staff knowledge and use of new teaching and retention strategies, increased student involvement and achievement in the learning process, and increased student retention and graduation. It is also anticipated that these initiatives will result in increased enrollment, strengthening the College's fiscal stability.

Approximately 32% of the Activity budget is for hardware and software. Approximately 65% is for Personnel, including an Activity Director/Learning Specialist and Information Systems Specialist (both full time) and a Retention Specialist and Learning Coach (each 75% time). Faculty will receive release time for curriculum design and stipends for participation in professional development. Project Management and Evaluation: About 87% of the Project Management budget is for the Title III Coordinator (50% time) and secretary (50% time). Total Budget: \$1,847,000.

The Title III Coordinator is:

Dr. Ellen Strachota

Phone: (515) 263-2848

Email: Estrachota@gvc.edu



GRAND VIEW COLLEGE

March 3, 2003

OFFICE OF THE PRESIDENT

Mr. Wilbert Bryant
 Deputy Assistant Secretary
 For Higher Education Programs
 United State Department of Education
 Office of Postsecondary Education
 Washington, D.C. 20202-5335

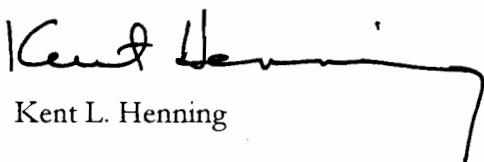
Dear Mr. Bryant:

From its founding, Grand View College has been committed to serving students who typically are under-represented on college campuses. When I arrived three years ago, I readily felt this institution's passion for its mission. In a competitive environment shaped by "best practices" from highly selective institutions, however, Grand View struggled to establish identity, continuity, and fiscal stability. Effective institutions, I believe, combine their inherent strengths with their passions to push the limits of conventional thinking and practice. Moreover, current demographic and socio-economic trends demand that some of us in higher education improve how we serve the at-risk student. Grand View stands ready to do just that.

While our vision is clear and our commitment strong, we lack the resources to proceed. The majority of our students exhibit two or more risk factors. More than half receive failing grades in one or more of the "gateway" courses in their first term. Too many are packing up to leave before we even identify that they are in trouble.

By building a Model for Effective Learning: Strengthening Academic Programs and Institutional Management, Grand View will identify and track risk factors early and respond with intrusive advisement, engage students in an educational environment and in learning communities that respect their diverse learning styles, and use better information to integrate and deploy support services. Title III funding will enable us to meet our goals. Beyond the grant, we will continue to build on our accomplishments. Thank you for your consideration of our grant application.

Sincerely,


 Kent L. Henning

1200
 GRANDVIEW
 AVENUE
 DES MOINES
 IOWA
 50316-1599
 515.263.2802
 WWW.GVC.EDU

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Part I: Overview of the Institution/Institutional Narrative

Comprehensive Development Plan Narrative (CDP)

A. Analysis of Institutional Strengths, Weaknesses and Significant Problems and Description of Analysis Process

607.22 (a)(1) To what extent does the institution clearly and comprehensively analyze the strengths, weaknesses, and significant problems of its academic programs, institutional management, and fiscal stability? To what extent does the information about the strengths, weaknesses and significant problems result from a process that involved major constituencies of the institution?

12 points

B. Key, Overall Goals for the Institution

607.22 (a)(2) To what extent are the goals for the institution's academic programs, institutional management, and fiscal stability realistic and based on comprehensive analysis?

5 points

C. Measurable Objectives for the Institution

607.22 (a)(3) To what extent are the objectives in the plan measurable and related to the institution's goals? And, to what extent will the objectives, if the institution achieves them, contribute to the growth and self-sufficiency of the institution?

5 points

D. Institutionalizing Practices and Improvements

607.22 (a)(4) To what extent does the plan clearly and comprehensively describe the methods and resources the institution will use to institutionalize practices and improvements developed under the project, including in particular, how operational costs for personnel, maintenance, and upgrades of equipment will be paid with institutional resources?

8 points

PART I: OVERVIEW OF INSTITUTION

Institutional Narrative

Grand View College (GVC) is an independent, co-educational, four-year, liberal arts college located in a struggling, blue-collar neighborhood on the east side of Des Moines, Iowa. Its student population, predominantly economically disadvantaged and academically underprepared, struggles as well in its attempt to succeed in higher education.

Grand View College was founded in 1896 by members of the Danish Evangelical Lutheran Church as an institution of higher education for the sons and daughters of Danish immigrants. Its history is rooted in the nineteenth-century Scandinavian folk school movement and the educational ideals of Danish philosopher and theologian N.F.S. Grundtvig. As an alternative to the university, which was restricted to the wealthy and aristocratic, folk schools were radically egalitarian, reflecting Grundtvig's declaration that *"the same potential for education and cultural achievement is discoverable in both cottage and manor house."*

In Grundtvig's day, the concept that higher education should be made accessible to the general population, to women as well as to men, to anyone, in fact, who had the desire and competence for participation, was considered extreme and inflammatory. Today, Grundtvig's statements seem prescient as college and university leaders throughout the United States recognize that higher education is no longer the domain of an elite group, and students seeking admission to college are increasingly diverse and less affluent.

Grand View began as an academy and seminary; it added a junior college curriculum in the late 1920s. Until the late 1950s, nearly all of Grand View's students came from a limited number of Danish immigrant communities throughout the country; few students came from Des Moines.

During the late 1960s, the state began to invest heavily in its community college system, challenging Grand View's ability to compete in that market as a private institution. In 1975, GVC was accredited as a baccalaureate institution. At precisely the time when the College was trying to redefine itself, develop as a four-year private college, reach new student markets, and invest in new baccalaureate programs, Iowa's number of college-bound students began to decrease, a trend which continued for nearly 20 years. During this difficult transition, Grand View shifted focus several times while searching for sustainable market niches, often involving costly yet under-funded services to meet the needs of specialized student groups.

Under the leadership of its new President, Grand View College has reaffirmed its commitment to serving working-class, first-generation students who may not have been predicted to do well in college, but still have the desire to succeed. The College has also recognized that the fastest growing segments of the student market include minority populations, lower income students, and those who are not fully prepared for college. Connecting these observations to Grand View's Grundtvigian roots, the College has focused its planning on strengthening its historic mission, making it relevant for today's realities.

Governance and Programs of Study

A 36-member Board of Trustees, selected through a nominating process, governs Grand View College. Terms extend four years, and trustees may be re-elected.

College programs include a wide range of offerings leading to the bachelor of arts degree, as well as one leading to a bachelor of science degree in Nursing. Nursing, Business Administration, and Education are the three largest programs, followed closely by Graphic Arts. Other degree programs include Accounting, Computer Science, Criminal Justice, English, Health Promotion, Human Services, Journalism, Liberal Arts, Management Information Systems, Mass Communication, Organization and Technical Studies, Physical Science, Political Studies, Psychology, Religion, Sociology, and individualized majors. The College also offers post-baccalaureate certificates in Accounting and Accounting Management, as well

as certificates in Art Therapy, Business Information Systems, Sports Management, and In-House Communication.

Mission Statement

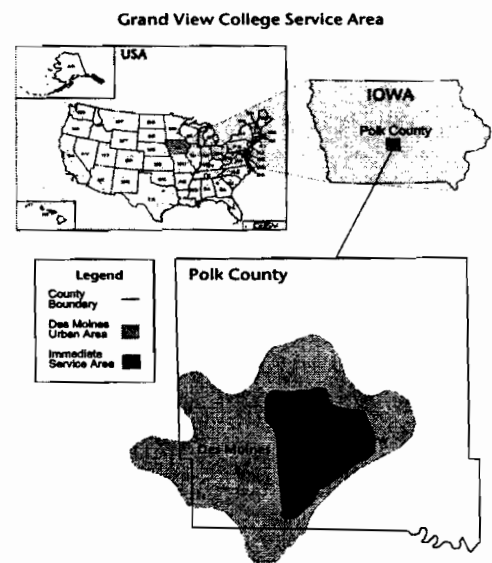
Believing that each person possesses natural strengths and the potential for leading a full and satisfying life, Grand View College admits and educates students who represent a wide range of ages, achievements, and expectations. Committed to preparing students for responsible citizenship in their communities and in the world, Grand View is a school for life. The College:

- Offers quality degree programs which expect intellectual growth of students;
- Integrates liberal arts education with career preparation in an urban learning environment;
- Invites friendly, open interaction among students, faculty and staff;
- Encourages student participation in athletic, social, cultural, religious, and service activities, and
- Affirms Christian faith and ethics as a vision for life relating to culture, other religious traditions, and secular society.

Location and Service Area

Grand View is located in Des Moines, Iowa's capital and largest city with a population of 198,682, in a metropolitan area of 374,601. The campus is located on 25 acres in a working class, industrial neighborhood on the city's east side. A major street bisects the campus. Individual residences belonging to non-college personnel are interspersed and closely surround the College on all sides. This location causes the campus to seem fragmented and lacking in cohesion.

Grand View College is a functional but not particularly attractive campus.



At the center of an agricultural state, Des Moines is a small city struggling to regenerate after a series of economic setbacks. In 2002, *Des Moines posted an 8-year high unemployment rate*, due in part to the sale of many long-time companies to interests outside the state. Among the companies sold were Pioneer Hi-Bred International, Equitable of Iowa Companies, the Allied Group, the Des Moines Register and Tribune, General Growth Properties, and Younkers Department Stores. These sales, in effect, shifted the focus of business leaders to interests outside the state. A recent headline in the local business paper inquired: "Is Des Moines on the wrong end of mergers and acquisitions?" The loss of area jobs would indicate that the answer to this question is an emphatic "yes."

While the City of Des Moines is beginning to reel from these setbacks, the area around the college (zip codes 50316 through 50320), where 35% of the students at

	Per Capita Income	Per Cent of Families in Poverty (With Children 18 and under)
Immediate Service Area	15,824	25%
Iowa	19,674	9%
U.S.	21,587	14%

Source: U.S. Bureau of the Census, 2000

Grand View originate, has struggled for generations with low-income levels and low educational attainment. As the table above shows, **the poverty rate in the immediate service area is 25%, nearly triple the state average and nearly double the U.S. average.**

Moreover, **the immediate service area has extremely low educational rates – with the percentage completing a college degree nearly 60% below the national average.**

Educational Levels: Immediate Service Area, State, U.S.		
	% with NO H.S. Diploma	% With Bachelor's or Higher
Immediate Service Area	22%	14%
Iowa	14%	21%
U.S.	19%	24%

Source: U.S. Bureau of the Census, 2000

Since the research literature documents that students from low-income families and "first-generation" college students are far less likely to graduate from college than more affluent students whose parents are college graduates (Condition of Education, 2001), it is not surprising, but no less disturbing, that many students at Grand View College (69%) have great difficulty in persisting to degree completion.

Economic and "first generation" disadvantages, however, are *not* limited to the students who live in the immediate service area. GVC students from *outside* this area (the remainder of Des Moines, its suburbs, and small Iowa towns) also are likely to live at low-income levels and qualify as first-generation college students, as further discussed below.

Student Profile

Grand View College enrolls approximately 1,500 students each semester. Ninety-four percent of the students are from Iowa, with 35% from the immediate service area, 24% from the remainder of Des Moines and the suburbs, 35% from Iowa towns outside of Des Moines, and the remainder, out-of-state students.

Analysis of the Fall 2002 GVC student profile reveals that

- **The majority of GVC students are economically disadvantaged, with 84% receiving needs-based financial aid, and a high percentage (70%) are first-generation college students.**
- GVC students are extremely diverse, academically. For example, while 13% of the Fall 2002 freshmen ranked in the top one-tenth of their senior high school classes, **38% of the freshmen ranked in the bottom half of their classes, and nearly 50% were at risk of failing**, based on projections from the College Student Inventory (CSI).
- Grand View has the state's **highest rate of students transferring in from other colleges**, among all colleges and universities in Iowa. Of the transfers to GVC, 21% have associate degrees, 5% have baccalaureate degrees, and 74% do not have any degree.
- **90% of Grand View's graduates remain in Iowa**; in contrast, a Des Moines Register Poll recently documented that more than half of all college graduates from the state intend to leave.

In addition, women comprise two-thirds of the GVC enrollment, with the majority enrolling in one of the College's three largest programs – Nursing, Education, or Business Administration. Seven percent of

the female students are single mothers. Also, 9% of the students are ethnic minorities (5% African-American, 2% Hispanic, 1% Asian-American, and 1% Native American), which is about double the minority population for the state of Iowa and lower than the minority population (12%) in the immediate service area (U.S. Bureau of the Census, 2002).

Twenty-nine percent of GVC students are part-time, 76% intend to work 11-40 hours, and 82% are commuters.

Nearly half of GVC's students are academically underprepared, based on the College Student Inventory (CSI). Further, according to the College Counseling Office,

GVC STUDENT PROFILE – Fall 2002	
Total Enrolled Fall 2002	1546
Full-Time	71%
Part-Time	29%
FTE	1326
Receive need-based financial aid	84%
First Generation	70%
Female	68%
Age 18-24	63%
Average Age	26
Commuting students	82%
Residents of Iowa	94%
Minorities	9%
Academically Underprepared	47%
Source: Vice President of Enrollment Management, 2002	

GVC students often struggle with myriad problems, ranging from family emergencies to financial and job-related crises. The Counseling Office reports that student problems are almost never so simple as having difficulty adjusting to College.

Faculty and staff who were asked to prepare a list of barriers that affect student success at GVC reported that GVC students, in general

- Are underprepared for higher education
- Lack self-awareness
- Have weak problem-solving and higher-order thinking skills
- Have stressful and complicated lives outside the classroom
- Have uninformed expectations about higher education
- Lack healthy relationships

The majority of GVC's students could fit the profile of what educational historian Arthur G. Powell describes as the disengaged student. Powell notes that such students enroll in college because they want

a good life, but they are unclear about the magnitude of the challenge they are undertaking. He suggests that we neglect these students “without guilt—or even awareness that we are doing so—and thereby release our energies for deployment elsewhere.” Powell goes on to state that the secondary educational experience of these students is “cause for considerable alarm, for their school experience was devoid of serious educational engagement.”

This neglect leads to what Schneider and Stevenson describe in *The Ambitious Generation: America's Teenagers, Motivated but Directionless* as the “drifting dreamers.” These students have “limited knowledge about their chosen occupations, about educational requirements, or about future demand for their occupations. Without such information, their life plans are not realistic and are often ill informed.”

Student statistics at GVC reflect a shocking dissonance between student perception and actual student performance. According to the Fall 2002 College Student Inventory (CSI), 95% of GVC's entering freshmen saw themselves as average, above average or highly skilled academically; however, the CSI projected—very accurately—that an average of 47% would have academic difficulties. At mid-term 2002, nearly 50% of the GVC freshmen received one (or more) low-grade report (grades of D or below).

Faculty Profile

GVC's average student-to-faculty ratio is relatively small (22 students per full-time faculty member and 15 students per faculty FTE, when all faculty are included), but full-time faculty members have multiple responsibilities, including primary responsibility for student advisement. In addition to traditional faculty responsibilities, such as curriculum development and design and student assessment, GVC faculty serve on various college committees, assist in strategic planning, make community presentations, maintain student records, assist in student recruitment, and still attempt to develop professionally, primarily on their own time. The average annual teaching load per full-time faculty member is 30.6 hours, which is more than 6 hours above the required 24-hour load.

Among full-time faculty members, 58% are female, 1% are minority, 50% have a master's degree, and 50% have a doctorate. The average age is 50. Among part-time faculty members, 60% are female, 80% have a master's degree, 20% have a doctorate, and the average age is 49.

GVC Faculty Characteristics			
Full Time Faculty	72	Part Time Faculty	70
Female	58%	Female	60%
Male	42%	Male	40%
Minorities	1%	Minorities	0%
Average Age	50	Average Age	49
Average Load (per year)	30.6	Average Load (per year)	9.02
Master's Degree	50%	Master's Degree	80%
Doctorate	50%	Doctorate	20%
Mean Years of Service	10		
Student to Full-time Faculty Ratio	22:1		
Source: Office of the Provost, 2002			

Although there has been a "changing of the guard" with the retirement of many older faculty in the past few years, most of the faculty graduated from college in the early 1970s, when technology and new teaching pedagogies were still on the horizon. In recent focus sessions involving approximately one third of the faculty (*Focus Sessions Report*, Dr. Ann Thompson, 2002), one key theme that emerged was that while faculty want to take advantage of new pedagogies and technological advances that could help them improve student learning, heavy teaching loads and advising responsibilities make it difficult to explore and experiment with new approaches. One focus group member said, "We really need to do this as a team so that we can build off each others' experiences. But our schedules make teamwork almost impossible."

Comprehensive Development Plan Narrative

A. ANALYSIS OF INSTITUTIONAL STRENGTHS, WEAKNESSES, AND SIGNIFICANT PROBLEMS AND DESCRIPTION OF ANALYSIS PROCESS

GVC's 2002 Strategic Planning Report concluded GVC *must* respond more effectively to key, emerging realities, which include: "the reality of a more urban and diverse country, the reality of a widening gap between the affluent and the poor, and the reality of an Information Age demanding higher cognitive abilities, good teamwork and communication skills." While GVC is well positioned to provide leadership in addressing these realities, based on the strengths outlined below, it also has identified key internal problems and related weaknesses that must be addressed to assure the College's *long-term* strength.

Strengths - Academic Program

Among the College's key academic strengths are the following:

- Faculty and staff are committed and actively involved in identifying and solving the problems that result in student failure and high attrition (Thompson, *Faculty Focus Sessions Report*, 2002).
- Faculty members have been and/or continue to be practitioners in their fields, bringing "real world" experience to their classrooms. All academic majors have advisory committees involving practitioners in the discipline, community members and educators from outside the College.
- Career oriented learning is a hallmark of a Grand View education and internships are seen as an integral component of career development efforts at the College.
- Grand View has excellent articulation agreements with community colleges and other four-year institutions. In fact, Grand View has the highest percentage of incoming transfer students among all 37 four-year colleges and universities in Iowa.

- Through experimental programs such as the Gallup Strengths Finder (administered during the admissions process) and Gardner's Multiple Intelligences Inventory to assess learning styles, Grand View College has signaled its commitment to excellence in teaching and learning.
- In 2002, seven faculty and staff participated in the Institute on Learning Communities sponsored by the Washington Center for Improving the Quality of Undergraduate Education; these representatives have since served as key resources in College planning.
- Grand View serves important needs in Des Moines' economically disadvantaged east side. For example, in its new Wellness Center, GVC partners with a non-profit agency to meet health needs of underserved and uninsured residents of surrounding neighborhoods. Also, GVC nursing students work in the Wellness Center's clinic and in nearby free clinics, Spanish students volunteer as translators for immigrants seeking healthcare and tax assistance, and students also serve as mentors in neighborhood middle and high schools as part of the GEAR-UP program.

Strengths - Institutional Management

- Grand View has a strong and committed Board of Trustees. Primarily business and community leaders from Des Moines, the Trustees see GVC's value and position in the community in very clear terms, and work hard to support the College with their personal and organizational resources.
- The administrative leadership team is competent and dynamic. In three years it has markedly strengthened the institution and holds a clear vision of how to position the College for continued growth and effectiveness by improving student success.
- There is a very healthy spirit of collaboration between the faculty and administration in solving problems (*Faculty Focus Sessions Report, 2002*). To an unusual degree, they *listen* to and *understand* each other. Together, they put the agenda of the institution ahead of all other priorities and are dedicated to moving the College forward.

- Grand View takes full advantage of its position as an urban college and has forged strong partnerships across the community for the benefit of its students. Because of these relationships, students have the benefit of excellent internship opportunities, and the faculty has the counsel of 127 community members who constitute the College's academic advisory committees.

Strengths - Fiscal Stability

The College maintains a conservative and prudent fiscal policy. College staff stretch limited resources to ensure fiscally sound operations.

- Within the past five years, Grand View has taken advantage of low interest rates to undertake constructions projects that have addressed a backlog of deferred maintenance and added two new facilities: a new Wellness Center (completed January, 2000) and a student apartment building (under construction). The Board determined that both the maintenance program and new facilities were essential to the College's future growth and, in fact, GVC has experienced a modest enrollment increase since the completion of the Wellness Center.
- A new Technology Fee was instituted in 2002, which is projected to generate approximately \$300,000 in revenues for equipment used by students by the Year 2005.
- Along with introduction of the Technology Fee, a new Technology Plan was written, which specifically charts GVC's technology needs and projected acquisitions through the Year 2006.
- The College has a strong marketing and recruitment program that reaches out to prospective students from *all* backgrounds and reinforces Grand View's commitment to serving students who represent a diversity of ethnic, religious, economic, and academic backgrounds.

KEY PROBLEMS AND CONTRIBUTING WEAKNESSES

Through its planning process, Grand View College identified four key problems that are weakening the institution and inhibiting its ability to successfully serve a predominantly at-risk student population.

These problems and related weaknesses are summarized in the chart below.

Problems and Related Weaknesses	
Problems	Related Weaknesses
Academic Programs	
<ul style="list-style-type: none"> Problem #1: Weak retention among the College's predominantly at-risk student population 	Student support services organizationally fragmented
	Ineffective tracking, particularly of underprepared students
	Minimal integration of new and transfer students
	Inability to provide intrusive intervention
	Inadequate academic/career advising
	Manual data collection
Institutional Management	
<ul style="list-style-type: none"> Problem #2: Teaching strategies ineffective in meeting the needs of at-risk students, particularly in "gateway" courses 	Inadequate knowledge among faculty/staff of new, innovative strategies that address the diverse learning styles of at-risk students
	College unable to offer sufficient professional development
	Faculty overload excessively high
<ul style="list-style-type: none"> Problem #3: Weak infrastructure for providing faculty/staff access to critical student information 	Outmoded, non-integrated student information system
	Faculty/staff untrained in technologies that support effective advisement and tracking
	Faculty/staff connections to central computing system limited by outdated technology
Fiscal Stability	
<ul style="list-style-type: none"> Problem #4: Chronically inadequate resources, insufficient for supporting new initiatives needed to strengthen the institution 	Structural imbalance in budget resulting from poor data
	Reliance on tuition; inability to raise tuition to level commensurate with needs
	Auxiliary services have not been self-supporting
	Small endowment, reduced by market losses
	Slow growth in fund raising
	Rising costs

ACADEMIC PROGRAM PROBLEM AND CONTRIBUTING WEAKNESSES

Problem #1: Weak retention among the college's predominantly at-risk student population

The 1992 – 1998 freshmen cohorts had a five-year *graduation* rate of just 31% at Grand View, compared to the national five-year average of 53% for private colleges. Grand View's *retention rates* were also well below national averages. The average freshman-to-sophomore retention rate at GVC was just 61% over the last 10 years, compared with a rate of 75% for private four-year colleges nationally. Similarly, GVC's freshman-to-junior retention rate was 49%, compared with the 63% national rate for private colleges.

GVC Retention Study			
Grand View Freshman to Sophomore 10 Year Average	National Average	Grand View Freshman to Junior 9 Year Average	National Average
61%	75%*	49%	63%**
Sources: Grand View Office of Vice President for Enrollment Management, *ACT 2001, **Consortium for Student Data Exchange, 2002			

Nationally, extensive research has been conducted regarding factors that place students at risk of failing in college. These risk factors include low family income, low educational attainment of the parents, transfer from a two-year college, underpreparedness, absence of clear career goals, part-time enrollment, financial independence, and delayed postsecondary enrollment. In addition, African-American, Hispanic, and Native American students have lower college completion rates, as do students who are from single parent homes and students who have children (Astin, 1999; *Condition of Education, 2002; Condition of Education, 2001; Condition of Education, 1997; Tinto, 1993*).

The impact that low income and first-generation status have on student success was documented in two recent national studies. One study found that 17% of the students who were from families earning \$25,000 or less succeeded in earning a college degree, while 82% of the students completing degrees were from families earning \$70,000 or more (Berkner, He, and Cataldi, 2002). Another study determined

that 45% of the first-generation college students *left college without earning a degree*, while only 29% of students who were *not* first-generation students *failed* to complete a degree (*Condition of Education*, 2001).

When the GVC student population was analyzed on the basis of such at-risk factors, the GVC Planning Commissions concluded that an overwhelming majority of GVC students are at risk of failing. In the table below, selected risk factors documented in national research are shown on the left, and parallel factors in the GVC student population are shown on the right.

At-Risk Factors	GVC Student Population
Students from lower income families succeed in college at lower rates (<i>Condition of Education</i> , 2002, NCES).	<ul style="list-style-type: none"> ● 84% of GVC students receive need-based aid.
First-generation college students succeed in college at lower rates (<i>Condition of Education</i> , 2001, NCES).	<ul style="list-style-type: none"> ● College Student Inventory data show 70% of GVC students are first-generation college students.
Students who work more than 10-15 hours have higher failure rates (<i>Condition of Education</i> , 2002, NCES).	<ul style="list-style-type: none"> ● College Student Inventory data show 76% of students plan to work 11-40 hours per week. ● Data from CIRP (Cooperative Institutional Research Program, based at UCLA) show that 80% of the GVC students worked during high school and 49% said they worked more than 15 hours per week.
Students from single-parent homes fail at higher rates (<i>Condition of Education</i> , 2002, NCES).	<ul style="list-style-type: none"> ● CIRP data reveals that 31% of GVC's students come from single-parent homes, higher than at comparable institutions.
Part-time students succeed at lower rates (<i>Condition of Education</i> , 2002, NCES).	<ul style="list-style-type: none"> ● 29% of GVC students are part-time.
African-American, Hispanic, and Native American students succeed at lower rates (<i>Condition of Education</i> , 2002, NCES).	<ul style="list-style-type: none"> ● 9% of GVC students are African-American, Hispanic, Native American.
Students who start at two-year institutions are less likely to earn four-year degrees (<i>Condition of Education</i> , 1997, NCES).	<ul style="list-style-type: none"> ● Approximately 40% of GVC students who enter as transfers come from two-year institutions.
Students who are underprepared succeed at lower rates (Astin, 1999).	<ul style="list-style-type: none"> ● 38% of GVC entering freshmen ranked in the lower half of their senior classes.
Students who have no career goals are less likely to complete a degree (Tinto, 1993).	<ul style="list-style-type: none"> ● 15% of GVC's first-time freshmen are "undeclared" majors.
<ul style="list-style-type: none"> ● Source: GVC student information compiled by GVC's Enrollment Management Office, 2002 and 2003 	

Students at Grand View College also exhibit other at-risk characteristics that are documented in nationally standardized assessments, such as the College Student Inventory (CSI), and internally, through daily observation. According to the 2002 CSI, only 32% of GVC students ranked themselves in the highest 10% for "self-understanding," compared with 56% at comparable institutions. GVC students were well

below the national average in self-assessments of emotional health, were more likely to smoke, use alcohol, suffer from depression, and fail to exercise regularly, when compared with students at similar institutions. They also assessed themselves as being less likely to be involved in healthy relationships.

Dr. Kathy Peterson, Professor of Psychology and Chair of the GVC Division of Social Science, summarizes the plight of many GVC students by noting: "Our students are extremely challenged in the classroom because of their emotional and psychological fragility. Coming to class is a respite for them in the midst of the struggles of their day. This, however, tremendously complicates the learning process."

Unfortunately, Grand View's system for addressing the needs of these highly at-risk students is fraught with weaknesses. Failing to address the students' low retention means that the College is perpetuating the students' sense of failure and hindering their ability to realize their full potential. Failing to address weak retention is also costly to the institution. "Replacing" these lost students costs the College approximately \$1,700 to \$2,400 per student in recruitment costs and an estimated \$40,000 per student in lost tuition (GVC Office of Enrollment Management, 2002).

Weaknesses Contributing to Problem of Weak Retention

While national research helps us identify factors that put students at risk, research also indicates at-risk students *can succeed* when colleges provide a learning environment that addresses their specific needs. For example, a leading retention expert, Vincent Tinto, found that one key factor in student retention (particularly for first-generation college students) was to assure that new students had frequent contact with faculty, staff, and student peers *within the first six weeks of college enrollment* (Tinto, 1993). Tinto also found that those students who had established clear career goals were the most likely to graduate.

Numerous authorities have underscored the importance of integrating college students, particularly "first-generation" students, into the college environment, making them feel a part of the college community and providing intrusive intervention if they should falter (Noel-Levitz, 1985; Tinto, 1993). Unfortunately, Grand View College has been unable to nurture this integration and intervention (or provide strong career

guidance) because of weaknesses in student support services that are in turn related to the College's weak financial resources and archaic student information system (*Noel-Levitz Report on GVC's Retention Strategies*, developed in cooperation with GVC staff in 2002).

Weaknesses in Support Services

Weaknesses in the College's support services can be summarized as a general fragmentation and lack of cohesion in the processes for placing, integrating, advising, tracking, and providing intrusive assistance for GVC's many at-risk students. These weaknesses were identified in analyses conducted by staff with the assistance of Noel-Levitz, a national firm specializing in retention strategies. In addition, Dr. Eugene A. Engeldinger, Vice President for Academic Information Services at Carthage College in Kenosha, WI, analyzed the College's technological infrastructure, and Dr. Ann Thompson, Director of the Center for Technology in Learning and Teaching at Iowa State University, analyzed teaching/learning issues at GVC.

- **Ineffective tracking of underprepared students**

While entering students are assessed in English and math on in-house instruments, the College's archaic electronic student information system does not provide means for tracking outcomes once students are placed in the appropriate remedial courses (English 100 or Mathematics 110). Faculty (who provide most day-to-day advisement) have *no immediate access* to information regarding student enrollment in remedial courses. Faculty also have no immediate access to student remediation outcomes. Yet, such information is *critical* to good advisement (*Noel-Levitz, 2002; Engeldinger, 2002*).

- **Minimal integration of new and transfer students**

Grand View recently introduced the New Student Seminar, designed to improve the integration of students into GVC's environment. This program, still in the experimental stage, lasts only ten weeks. Students like the seminar and give it high marks on evaluation surveys, but their evaluations also indicate a

strong need to continue and expand these integration efforts and improve them by providing more contacts with faculty and staff (Dr. Ron Taylor, Provost and Vice President of Academic Affairs, 2002).

- **Inability to provide intrusive advisement**

Since Grand View enrolls a high percentage of at-risk students, it is not surprising, but no less disturbing, that student performance is often disappointing. As noted in the Institutional Narrative, nearly 50% of the freshman class in the Fall 2002 semester received D or F notices at midterm. By the time GVC students receive these notices, however, it is often too late to provide the kind of intrusive advisement and academic support that could have helped them persist.

GVC's processes for identifying those students who are struggling with academic problems are fragmented and ineffective. Advisors are reminded to call students who have three or more low-grade reports, but again, without intrusive intervention early in the semester, many students become discouraged and simply drop out of the educational pipeline. Effective, consistent tracking is not conducted, largely because the College's electronic information system and supporting hardware are too antiquated to support a modern tracking system (GVC Strategic Planning Team, 2002; *Engeldinger Report*, 2002).

- **Inadequate academic/career advising**

One person staffs the Office of Academic Advising. Among her very long list of responsibilities are administering placement testing, assigning advisors to all freshmen, and coordinating the advisement of the College's some 1,500 students. All full-time faculty at Grand View are required to advise students, but many faculty do not have the skills needed and the majority do not have the time required to conduct in-depth advisement. In focus sessions conducted by Dr. Ann Thompson (cited above), faculty reported that most of their time was devoted to course scheduling, leaving little time for deeper issues, such as career planning (*Faculty Focus Sessions Report*, 2002). Moreover, while the Academic Advisor provides information to faculty about course scheduling and college requirements, faculty receive little formal training

in how to advise at-risk students, how to help students explore various career options, or how to help students address problems, such as family emergencies, that could cause them to drop out of college.

In addition, 15% of GVC's first-time freshmen are undecided about their career choice when they enroll, yet the College's system for providing career assessment and exploration guidance is fragmented. While graduates are successful in entering careers, at GVC, career exploration is a "hit or miss" process, relying almost entirely on the student's own initiative. Since strong career goals are a key factor in college success this career planning "vacuum" is a major detriment for GVC students (*Noel-Levitz Report, 2002*).

- **Manual data collection impedes effective student tracking**

Grand View's data processing capabilities are inadequate and present a serious impediment to effective student tracking. Most information about students presented in this application was gathered by hand from student records and calculated manually from lists. Data entered into databases are difficult to retrieve, and reports cannot be generated in a timely and usable manner. When students encounter difficulties, there is little time to intervene and address their problems before they drop out. The College's antiquated data processing systems (described in detail below) prevent college personnel from gathering and using information fast enough to help students. (*Noel-Levitz Report, 2002; Engeldinger Report, 2002*).

Extent of Analysis and Proposed Solution to the Problem of Weak Retention

The problem of weak student retention has been extensively analyzed at Grand View. As noted above, staff members have worked with Noel-Levitz, conferred with colleagues at other schools, attended workshops, and studied best practices and benchmarks in retention strategies. Simultaneously, Grand View's past experiences and current practices in all areas relating to student success have been studied in depth. As a result of this analysis, Grand View College proposes to

- Improve advisement via consistent professional development for faculty in new retention strategies;

- Intervene quickly and intrusively as students show signs of failure utilizing an electronic “early alert and referral system;”
- Support individual students via learning coaches who augment the faculty's academic advising;
- Improve student integration into the college environment through the development of Learning Communities (see discussion below);
- Provide faculty advisors with access to an effective, integrated student information system.

INSTITUTIONAL MANAGEMENT PROBLEMS AND CONTRIBUTING WEAKNESSES

Problem #2: Teaching strategies ineffective in addressing the needs of at-risk students, particularly in “gateway” courses

In *Redesigning Higher Education* (1994), Lion Gardiner notes that scholars and business leaders have identified essential skills for today's workplace, including the *capacity for critical thinking and complex problem solving, ethical behavior, lifelong learning, and effective teamwork*. Yet, he concludes, university teaching strategies remain tied to the past, still relying primarily on the lecture or “transmission” model, a very ineffective way to help students develop these skills. Another leading educator concludes modern teaching strategies *must* progress beyond ‘*what is known*’ to “*how one comes to know*” (Laurillard, 2002).

Unfortunately, Grand View is one of those colleges where teaching strategies have changed little in several decades. According to the *Faculty Focus Sessions Report*, (2002), **approximately 85% of GVC faculty still rely on the traditional lecture or “transmission” model as their primary teaching strategy**. Gardiner (1994) confirms that while this method may work with students who have already developed higher-order abstract reasoning skills, it is *very ineffective* with at-risk students.

As described above, nearly 50% of GVC students are underprepared for college level study, yet research and experience teach us that students who are academically at risk *can succeed* when they become *actively engaged* in the learning process and when learning relates to their own life experiences

and is based on concrete examples (Department of Education, 1997; Gardiner, 1994). At-risk students have also been found to benefit from the use of interactive technologies, which allow them to progress at their own pace and encourage them, again, to become *actively engaged* in learning (Barba, 1995).

The consequences of failing to address ineffective teaching strategies *are evident* at GVC where failure and withdrawal rates in “gateway courses” are exceedingly high. (Gateway courses are introductory courses that must be taken before progressing to the next level.) As the table below indicates, the percentage of students receiving Ds, Fs, or withdrawing in introductory English, Biology, Mathematics, Computer Science, Economics and Psychology, reaches as high as 53%. Typically, *more than one-third* of the students in *each of these gateway courses failed to perform satisfactorily* and the worst performances were in Biology 101, where *nearly half* the students received a D, F, or withdrew in the past two years.

Percent of GVC Students Receiving D's, F's, or Withdrawing in Key Gateway Courses			
	1999	2000	2001
Biology 101	53%	46%	49%
Computer Science 241	29%	47%	36%
English 101	27%	30%	32%
English 111	36%	32%	13%
Mathematics 111	34%	31%	40%
Psychology 101	38%	32%	27%
Economics 101	14%	27%	39%

Source: Office of the Provost and Vice President for Academic Affairs

If weaknesses in the College's teaching strategies remain unaddressed, the cycle of failure will continue and worsen. Faculty will continue to be frustrated in their attempts to reach out to students who are seriously at-risk, and students will be in danger of becoming “permanent dropouts” as they fail to acquire the skills needed to progress in upper-level courses--or to perform effectively in the workplace.

Weaknesses Contributing to the Teaching Strategies Problem

- **Inadequate knowledge among faculty/staff of new, innovative strategies for addressing diverse learning styles**

Most GVC faculty never received training in “how to teach” and few have had the time or opportunity to update their skills (*Faculty Focus Sessions Report*, 2002). This weakness is very critical since 57% of the Grand View’s faculty members are “Baby Boomers,” born in the 1950s, and 30% are from preceding generations. In contrast, the average GVC student is from “Generation X” or the “Millennial” generation. Research indicates the sociological orientation and behavioral differences between the “Boomers” and the “Xers” and “Millennials” is having a profound impact in classroom and in advising situations. “Effective instruction requires teachers to step outside the realm of personal experiences into the world of the learner” (Brown, 1997), yet GVC faculty have had few opportunities to learn more about this “world.”

Along with generational research, there has been tremendous progress in the past 20 years in documenting the diverse ways humans learn and in developing pedagogies that address the many learning styles of students. For example, the constructivist approach to learning suggests that if students are to develop higher-order critical and problem-solving skills, they must become *actively* engaged in learning *inside and outside* of the classroom; learn to work effectively with others; reflect on and assimilate what has been learned; and have access to a variety of media and learning modalities (Gardiner, 1994).

After conducting focus sessions with four separate faculty groups regarding teaching/learning issues at Grand View College, Dr. Ann Thompson, Director of the Center for Technology in Learning and Teaching at Iowa State University, concluded that GVC faculty were eager to use new pedagogies and supporting technologies to improve student learning at Grand View College, but were stymied by heavy teaching loads and an absence of internal and external resources. She reported, “The issues for faculty were issues of infrastructure, time, and support.” One professor described the teaching environment at Grand View as “insular,” with little opportunity to learn from external experts. Another faculty member summed up GVC’s technology situation by noting: “It is the facilities and the lack of time, not the people, that keep technology use from having an impact (at Grand View College).”

- **College unable to provide sufficient professional development**

Research shows **funding available for faculty development at Grand View is one-half the amount provided by sister colleges** affiliated with the Evangelical Lutheran Church in America. While rectifying this situation is a priority in the current strategic plan, years of failure to support professional development will take time to ameliorate. Absence of faculty development and the negative implications for teaching was a recurring theme in the faculty focus sessions conducted by Dr. Thompson. As one faculty member noted, such issues (as insufficient faculty development) are "*causing us to lose hope.*"

- **Faculty overload excessively high**

A great deal is required of faculty members at Grand View. Instructional loads are heavy. **The average instructional overload is six hours, which means that most full-time instructors are carrying a teaching load that is 125% of the required load.** In addition to instructional responsibilities, faculty are required to maintain regular office hours, participate in committee work and faculty meetings, take part in campus activities and student recruiting, and to provide advisement for students. Optionally, faculty may oversee independent study projects, work with the internship program, and participate in student organizations. This workload results in little time or energy for professional development.

- **Obsolete instructional technologies; inexperience with modern instructional technologies**

In the focus sessions described above, one faculty member commented: "The (technology) set-up (at Grand View) is from the last century. Students coming from other colleges can't believe how archaic the technology facilities are." One faculty member said he "shelved" attempts to develop a class web site due to "a lack of time, no one to help, and outdated equipment." Similar problems were reported in attempts to develop digital student portfolios. In addition, the College has no Smart Classrooms that could be used by faculty to deliver multi-media presentations. Instead, computers and projectors must be moved from room

to room. In the *Focus Sessions Report*, Dr. Thompson concluded: "Faculty members made it clear that they cannot use computers in classroom teaching because the facilities are not available."

A Faculty Technology Survey, conducted in November, 2002, revealed that 78% of GVC faculty wanted to "learn more about using technologies in the classroom" and 80% wanted to "improve my skills using computer-related technologies." However, when asked to identify barriers to their use of technology, 94% of those responding cited "lack of available equipment;" 70% listed "lack of time to learn about new technologies;" and 40% cited both "insufficient training" and "insufficient technical support."

Faculty Technology Survey – November, 2002					
Barriers to Technology Use*					
Barriers	# Reports	%	Ranked #1	Ranked #2	Ranked #3
Lack of available equipment	54	94%	25	11	10
Insufficient time to learn about new technologies	40	70%	10	12	0
Insufficient training to use new technologies	23	40%	2	7	6
Insufficient technical support	23	40%	4	5	3
Not enough class time, too many topics already	21	37%	3	5	6
Professor not rewarded for using technologies	16	28%	1	2	3
Administrative support insufficient	13	23%	2	0	4
Insufficient software for the subject I teach	12	21%	3	3	0
*Total of 57 faculty responding					

The unavailability of technology and the faculty's inexperience with technology have severe consequences for Grand View students, limiting their development of in-depth technological skills and, ultimately, their ability to compete for jobs in a technology-driven economy.

Extent of Analysis and Proposed Solution to The Teaching Strategies Problem

By analyzing educational research and consulting with experts and colleagues in the field, and through extensive internal and external review and discussion, Grand View completed a thorough assessment of weaknesses related to ineffective teaching strategies. One of the central themes that emerged from our analysis was that if the College is to fulfill its mission, it must undergo a fundamental shift

in its definition of higher learning. Instead of relying on the transmission of knowledge from teacher to student, the College *must actively engage* both the student and the faculty in the education process.

It was further concluded that this shift could best be accomplished by integrating the Learning Communities paradigm into the College culture, using learning community strategies similar to those that have been successful at other, comparable institutions, including Augsburg College in Minneapolis. This paradigm shifts the focus from teacher-centered to student-centered learning and emphasizes collaborative learning, problem-solving, and teaching strategies that are particularly relevant to the learning styles of at-risk students. In this paradigm, teachers, as well as students, become immersed in the learning process. This approach also emphasizes the importance of developing a sense of belonging among *all* participants. With these principles at the forefront, GVC will:

- Pilot-test new Learning Communities, incorporating new teaching strategies designed to improve student motivation and engagement in the learning process.
- Support these Learning Communities by using the Learning Coach (i.e., case manager) model to assist students in identifying their learning styles, link learning to their career interests, and make sound decisions as they progress through the matriculation process.
- Pilot test a Center for Excellence in Teaching and Learning and Smart Classrooms to provide faculty with access to professional development and new technologies that support exemplary teaching practices for at-risk students.

Problem # 3: Weak infrastructure for providing faculty/staff access to critical student information

GVC's weak system for communicating critical student/college information directly affects both the students and the College faculty and staff and the problems have become even more critical as the enrollment has become more diverse and at-risk.

Information that **cannot** be obtained or activities that **cannot** be conducted by faculty advisors and other staff through the current information system are shown in the accompanying table.

Failure to immediately address the College's weak information infrastructure and related weaknesses will make it impossible for the College to evaluate the effectiveness of new initiatives to improve student retention

Student Information that CANNOT BE OBTAINED and activities that CANNOT BE CONDUCTED EFFECTIVELY by Faculty Advisors at GVC and/or staff using the current Information Infrastructure
<p>Student Tracking</p> <ul style="list-style-type: none"> • Tracking key retention factors • Efficiently measuring student satisfaction/needs/perceptions • Measuring goal attainment • Tracking job attainment/placement success • Quickly accessing assessment scores and tracking at-risk students • Tracking satisfactory academic progress • Conducting Degree Audits electronically • Providing intrusive advisement by identifying at-risk students immediately and providing appropriate referrals • Conducting longitudinal studies, including (but not limited to) <ul style="list-style-type: none"> ○ Graduation rate surveys ○ Retention, enrollment trends ○ Demographic information ○ Core Indicators ○ Course placement data ○ Course sequencing data ○ Student follow-up information <p>Source: GVC Strategic Planning Commission Report, 2002</p>

and academic achievement or to track students as they progress through the matriculation process. The College simply cannot afford to continue losing students "without a trace," nor can the college faculty and staff continue making decisions without access to consistent, accurate, timely information and analysis. In addition, effective advisement for **all** students demands innovative use of the latest technologies. Failing to use these technologies effectively penalizes the student and makes it even more difficult for that student to succeed in college.

Weaknesses Contributing to the Problem of Weak Infrastructure for Providing Access to Critical Student Information

- **Inadequate electronic student information system**

Based on daily experience, the findings compiled by the GVC Strategic Planning Commissions, and an analysis by Dr. Eugene Engeldinger, a primary cause of the problem relates to the College's inadequate **student information system (SIS)**.

GVC must upgrade its central computer hardware with the purchase of several new servers. In addition, the College's Quo Data SIS software was purchased 25 years ago, is totally outdated, and vendor upgrades stopped in 2000. The Quo Data SIS was created before the advent of Windows. It utilizes a command language that is difficult to master. Also, student information cannot be efficiently exported to personal computers for analysis and tracking. A critical limitation is that it *cannot be web-enabled* which limits advisor access and excludes student access to the information.

- **Managers and faculty advisors are untrained in technologies that support effective advisement**

After extensive research, GVC has selected a web-enabled software system (Datatel) that will effectively address its information needs. Faculty and staff, however, will need extensive training to use the new software **effectively**, far beyond the basic training provided by software vendors in the typical contract. The *Faculty Technology Survey* (cited above), for example, underscores the faculty's weak expertise in new technologies and the dominating need for more comprehensive training in technology use. The Information Services department is understaffed, with just four employees, and only one of these employees has the authority to direct operations of the central computing system. Little time is available to provide the kind of in-depth training needed, college-wide, to effectively use new software capabilities. Most of the IS staff time is committed to maintaining the outmoded central computing system, meeting recurring deadlines for state and federal reporting requirements, and maintaining outdated work stations.

- **Faculty/staff connections to central computing system limited by outdated technology**

Seventy-three percent of the faculty advisors will be unable to access new Datatel modules unless their work stations are upgraded. Currently, among the 77 faculty, 20 have outdated MACs, 34 have Windows 95, 14 have Windows 98, and only 7 have Windows XP (the newest version). Faculty advisors (and other staff members), however, must have at least Windows 98 or above to have access to Datatel

and the student tracking modules. GVC's Information Services Department determined that approximately 80 faculty and staff workstations must be upgraded to accommodate Datatel requirements.

Extent of Analysis and Proposed Solution to The Problem of Weak Infrastructure for Providing Access to Critical Student Information

The College has concluded that the guiding principles in improving informational access for faculty and staff are (1) to assure that the new SIS is web-enabled and universally accessible to faculty, staff, and administrators, and (2) to assure that the system is user friendly and that all users are well trained in the use of the new system. Through its planning process and with input from the GVC Information Services staff, the College identified the following solutions

- Upgrade the SIS software to a web-enabled product that supports effective tracking and advising.
- Provide relevant, in-depth, college-wide training in the use of new web-enabled SIS software so that faculty and staff can effectively tap assessment data, track and advise students, and analyze outcomes.
- Assure all faculty and staff members are connected to the central Student Information System with modern workstations so that all have access to student assessment data, Education/Career Plans, Degree Audits, Early Alert "flags," outcomes of Early Alert and Referral, and other information vital to effective tracking and proactive advisement.

FISCAL STABILITY PROBLEM AND CONTRIBUTING WEAKNESSES

Problem #4: Chronically inadequate resources, insufficient to support initiatives needed to strengthen institution

Historically, Grand View perceived itself as a frugal, "no frills" institution. That mentality was preserved through the 1970s, even after the College made the enormous organizational transition of

changing from a two-year to a four-year school in 1975. The challenges of the 1980s and 1990s, however, necessitated unhealthy fiscal restraints. As a result:

- Faculty salaries fell to third lowest among the all Iowa private four-year colleges and 13 other Midwestern Lutheran colleges. Bringing salaries to the median for that group will require an additional \$750,000 per year, not counting funds needed for corresponding increases in benefits.
- Salaries for part-time faculty were frozen for more than a decade causing these salaries to become the lowest among all competing institutions in central Iowa.
- Academic departmental budgets were cut in 1992 and frozen thereafter until the current fiscal year.
- Faculty development funds have been frozen for at least 12 years. Each faculty member can spend a mere \$250/year on conferences. The College has no other faculty development budget.
- Until implementation of the Technology Fee in 2002, the College relied primarily on gifts to purchase technology, resulting in sporadic expenditures and inability to commit to a long-term plan.
- Deferred maintenance has accumulated at a growing rate.

The College's chronically inadequate resources inhibit the development of new, innovative programs that could improve student persistence and success. If left unresolved, this problem could further weaken the College's capacity to address the extensive needs of its predominantly at-risk student population and weaken its credibility as an institution committed to high-quality education.

Weaknesses Contributing to the Problem of Chronically Inadequate Resources

- **Structural imbalance in budget resulting from poor data**

Grand View has shown the following operating losses for the past three years:

<u>Fiscal Year</u>	<u>Operating deficit</u>
2000	\$493,069
2001	\$449,491
2002	\$234,559

These budget deficits were related, first, to weaknesses in the College's archaic data collection system. For FY1998-FY2000, the College was using inaccurate enrollment data to develop its budget. Lack of integration between admissions databases, the student registration system, and the business office module resulted in overstated enrollment projections for budgeting purposes. When data were "cleaned" by hand in fall 1999 the College found full-time enrollment had been overstated by 55 students.

Second, until 2001, these operating deficits were masked by unrealized gains on invested assets. The College's audited financial statements were reformatted in FY 2001 to separate unrealized gains/losses and other non-operating revenue from true operating expenses. The College has now improved its budgeting process and is projecting a balanced budget for FY 2003.

- **Dependence on tuition; inability to raise tuition to a level commensurate with needs**

Fully 83% of the College's revenue comes from student fees. Tuition alone accounts for 75%. With tuition of \$13,940 per year, Grand View is the third least expensive independent college in Iowa. Past attempts to raise tuition, however, made the College less accessible to its traditional base of students.

From 1988 through 1993, Grand View attempted to increase tuition and other fees significantly (about 12% each year) while committing to higher levels of financial aid (a common pricing strategy at the time). During this time, new applications dropped from 446 to 373.

In the past five years, the College limited its tuition increases to a range of 2.5% to 4.3%, less than the average for other private colleges in the state. In order to avoid a loss of students, however, the College increased its institutional aid, boosting the discount rate from 29.7% to 31.6%.

Moreover, state budget cuts have forced two consecutive reductions in the Iowa Tuition Grant program (a \$4,000 need-based state grant for private college students). In spring 2002, students' grants were reduced \$225; in 2003, grants were cut \$450 for the 720 (of 1095) full-time GVC students who receive the grant. The 2003 reduction, as well as the \$400 cut projected for 2003-2004, equates to a 3.2% tuition

increase for the two-thirds of Grand View's students who depend on the grant. Consequently, the College will increase its tuition for next year only 3.9%, well below the 5.8% average for private four-year colleges.

- **Auxiliary enterprises have not been financially self-supporting**

Typically, a college's auxiliary enterprises either break even or contribute resources to operating budgets. GVC's auxiliary enterprises, however, have required supplemental support. From FY 2000 to FY 2002, auxiliary enterprise expenses exceeded revenues by \$501,502, \$474,380, and \$187,716, respectively. This poor financial performance is attributed to the small size of the College's *resident* population and the fact that dormitories operated with high vacancy rates until the this year. Improvements in the residence halls and a new meal plan have made them more attractive to students, but these improvements required increases in room and board fees, making it even more difficult to increase tuition.

- **Small endowment, reduced by market losses**

Grand View's endowment grew to \$8.3 million by 2000. Since that time, market losses have reduced its value 19% to \$6,721,499 as of December 31, 2002. This decline in value decreased the amount available for 2002-2003 operating expenses by \$36,788, a 13.5% reduction. This endowment "draw" for 2003-04 will decrease another 6.57%, or \$11,891.

- **Slow growth in fund raising**

Grand View began concerted fund raising later than most private colleges. It was only in the late 1980s that an annual fund drive began. A planned giving program for the endowment did not begin until the mid-1990s. Cultivation of alumni for fund raising began only in the past five years. A corporate donor base is being built and businesses have been generous donors. However, as is the case nationwide, corporate philanthropy has decreased significantly in the past six years from \$307,148 in 1993-94 to \$118,504 in 2002. While the GVC's Advancement Office is developing planned giving and other fund-raising activities, building relationships with alumni and friends takes time and is only beginning to yield significant results.

- **Rising costs**

Ability to invest in technology and other initiatives is restrained by cost increases in other areas.

- While helping to improve campus life and service to students and the surrounding community, the new Wellness Center (which includes nursing classrooms and a college/community clinic) added more than \$42,000 to the operations and maintenance budget.
- While the new student apartments building will pay for itself once it is occupied, for now it and the Wellness Center have added \$250,000 per year in interest costs.
- Health insurance premiums rose 12.5%, 16%, and 21.4% consecutively over the last three years; the College negotiated a 15% increase for 2003 which will add another \$80,000 to the budget.
- Property and casualty insurance costs increased 19.5% in 2002.

These and other inflationary cost increases have offset Grand View's ability to increase its commitment to instruction and academic support as a percent of the overall budget. Despite a slight increase in the total operating budget from FY2001 to FY2002, the percent of the budget spent on instruction and research dipped by two percentage points.

Extent of analysis and proposed solutions to this problem

During strategic planning, the Trustee-led planning commissions determined priorities for the future and gathered benchmarking data from the Iowa Association of Independent Colleges and Universities, the Evangelical Lutheran Colleges of America, GVC's auditor, the Council of Independent Colleges, the American Association of University Professors, and other sources. The Trustees have determined improving compensation levels, investing in technology, and funding new initiatives are top priorities.

The Vice President for Administration and Finance conducted a line-by-line review of the operating budget to correct the structural imbalance. The budget for FY2003 is built on sound planning, conservative assumptions, and realistic cost estimates; it projects a small operating surplus. The administration also has

begun developing a five-year financial plan to support its objectives and new priorities. There are no more places to cut expenses. Sources of new revenue will be slow to develop:

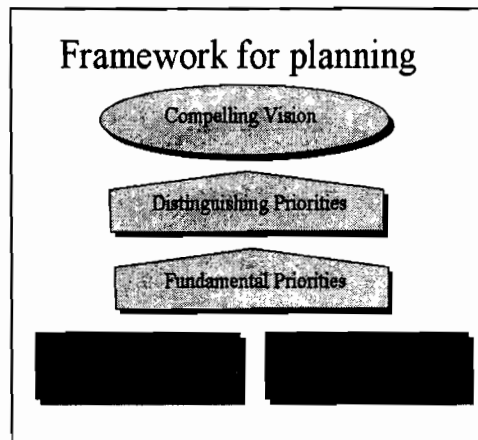
- The College's predominantly economically disadvantaged student body will not be able to absorb anything but modest increases in tuition and fees.
- Prospects for increases in the endowment are bleak for the short term.
- New sources of significant gift income will take years to develop.

The College's best opportunity to raise additional revenues to make urgently needed investments in new initiatives that would strengthen the institution is to improve retention and increase enrollment growth. Five-year enrollment goals will increase total revenues by an estimated 8% over this time period. In order to achieve those enrollment goals, however, Grand View simply MUST improve its retention rate, address ineffective teaching strategies, and modernize its student information system, employing the comprehensive solutions described briefly above and in greater detail in the Implementation Strategy.

DESCRIPTION OF ANALYSIS PROCESS

Planning Context

Under President Henning's leadership, Grand View's strategic planning process began (in 2000) with clarification of the College's vision. In this framework, the College's vision provides the inspiration for our activities, while the mission and core values form the

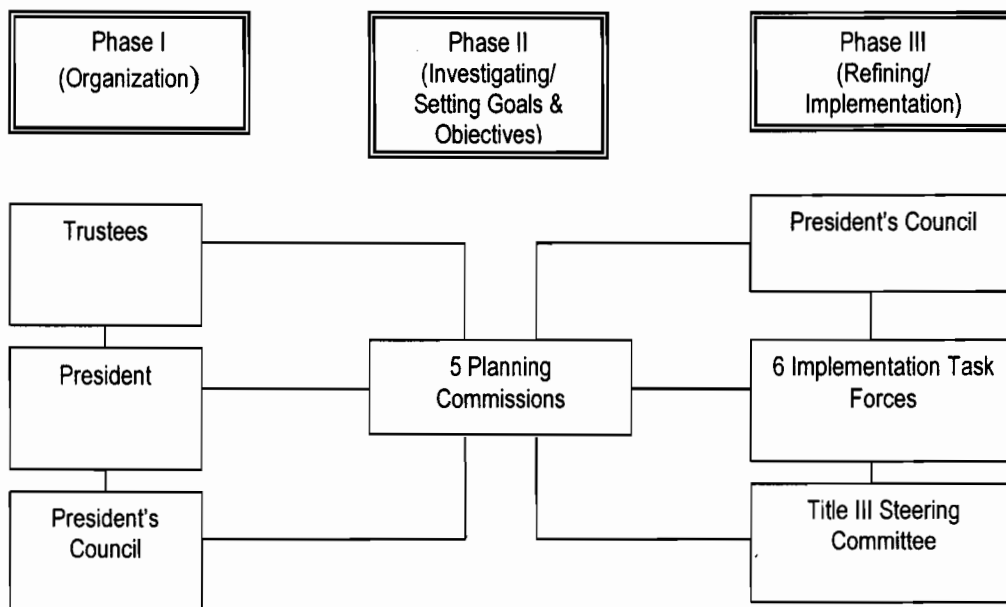


foundation upon which to build a plan that helps us fulfill this vision.

Our strategic priorities fall into two categories: those that are fundamental to all colleges and universities (institutional management) and those that will distinguish us (student success initiatives). Both sets of strategic priorities are needed to fulfill the College's vision.

In Phase I (shown below), the President met individually with each College Trustee, with faculty and staff groups and committees, with each of the academic advisory committees, and with students, alumni, and business and community leaders. As a part of the annual planning process, President's Council members and their staffs conducted a strengths and weaknesses analysis for their respective areas. At a President's Council retreat, the President led his senior staff through an institution wide analysis of strengths, weaknesses, opportunities and threats.

Outcomes: This effort resulted in a vision affirming the College's commitment to "serving students from all segments of the socio-economic spectrum, *empowering* them to fulfill their ambitions and find purpose in their lives." The Trustees directed the administration to continue planning for four initiatives relating to student success and for improving institutional management.



In Phase II, the Board of Trustees helped assemble and led five Commissions to assist the College's strategic planning. **Total membership of the Commissions included 9 students, 68 business and community leaders, 50 faculty and staff, 22 Trustees, and 13 Trustees Emeriti.** Each commission met 5-6 times over 18 months. The first Commission was charged with examining the fundamental

priorities of the College (institutional management). The second through fifth Commissions addressed distinguishing priorities (those relating to student success), including student admission and assessment, student learning, student wellness, and student outcomes assessment.

Outcomes: Commission members established goals and measurable objectives within each of the priority areas. They also examined and discussed some of the literature cited in this document, identified other institutions involved in similar initiatives, and suggested possible pilot projects. Their work set the direction for further planning of implementation activities.

Phase III of the planning process involved appointment of six Implementation Task Forces and creation of a Title III Steering Committee consisting of the President, the Provost and Vice President for Academic Affairs, the Vice President for Enrollment Management, the Vice President for Advancement, the Coordinator of Institutional Technical Applications, the Director of Academic Advising, and faculty and staff. **The Implementation Task Forces (one each for studying learning communities, advisement, the New Student Seminar, administrative software systems, electronic portfolios, and wellness) are comprised of 58 faculty and staff members.**

During this phase, the College enlisted the analysis of experts in various areas to pinpoint specific problems areas and recommend solutions. Dr. Ann Thompson, Director of the Center for Technology in Learning and Teaching at Iowa State University, examined teaching/learning issues; Dr. Eugene A. Engeldinger, Vice President for Academic Information Services at Carthage College, reviewed Grand View's technological infrastructure; and Noel-Levitz, Inc., investigated and made recommendations regarding the College's retention strategies. The Task Forces also consulted with various vendors and other colleges, such as Elmhurst College in Elmhurst, Illinois, (regarding deficiencies in our current student information system). The seven members of the Learning Communities Task Force participated in the Washington Center's annual conference and consulted with other colleges.

Outcomes: The Implementation Task Forces proposed action steps, personnel assignments, and time frames for each of the objectives. The President's Council then integrated all of this planning into a final report, which served as the basis for this Title III proposal. The goals and objectives that resulted from this extensive planning process are outlined below. *Only those relating to Title III are included because of space limitations.*

B. OVERALL GOALS FOR THE INSTITUTION

Academic Program Goals

1. Identify students with "risk factors" early, even prior to matriculation.
2. Intervene quickly and intrusively as students show signs of failure.
3. Improve success rates in "gateway" courses.
4. Connect students with other learners, faculty members, and support services by placing them in learning communities.
5. Provide a learning environment that embraces and accommodates various learning styles.
6. Support students at the individual level by employing the learning coach approach to augment the academic advising provided by faculty.
7. Develop a companion program that accomplishes these goals for transfer students as well as for first-time freshmen.

Institutional Management Goals

8. Coordinate all student success initiatives into a single, seamless and cohesive whole.
9. Track students' progress in "real time" (quickly and in coordinated fashion).
10. Equip faculty with the knowledge of learning styles and the use of pedagogies and information technologies that support various learning styles and ability levels.
11. Provide state-of-the-art instructional technology to support learning-styles initiatives.

12. Assign the most capable faculty (relative to these student success initiatives) to the gateway courses within the core curriculum and at the introductory level within majors.
13. Provide students a roadmap of their college experience showing them how their plan of study and involvement in campus life will lead them toward their career and life goals.

Fiscal Management Goals

14. Increase net tuition revenue in the total budget through better retention.
15. Increase enrollment, thereby increasing revenues by 8%.

C. MEASURABLE OBJECTIVES FOR THE INSTITUTION

Measurable Objectives for the Institution	Goals
1. By the end of 2007-08, achieve the following retention rates for first-time, full-time freshmen students, bringing them nearer to national averages at comparable colleges. <ul style="list-style-type: none"> • Freshman-to-sophomore - 68% at Grand View (compared with 75% nationally) • Freshman-to-junior - 58% at Grand View (compared with 63% nationally) 	1 - 12
2. By the end of 2007-08, achieve a 40% five-year graduation rate for the freshman cohort that enters fall 2003, (compared with the current average GVC graduation rate of 31%).	1 - 12
3. By the end of 2007-08, achieve retention rates for transfer students at least equal to those projected for entering freshmen.	1 - 12
4. By fall 2005, the percentage of students receiving grades of C or above in first-term "gateway" courses will be at least 10 percentage points higher than the percentage of students who passed with a C or above in the same courses in 2002-2003.	3 - 12
5. By the end of the 2006-2007, the "engaged learning" performance of at least 85% of GVC students participating in Learning Communities will equal or exceed the performance of students on the nationally-standardized National Survey of Student Engagement (NSSE).	1 - 12

(Objectives – Continued)	Goals
6. By fall 2005, the percentage of students using new electronic portfolios, which will include a plan of study and/or personal learning, career, and life goals, will have increased by at least 50% over the percentage using such portfolios in the previous year.	5,6,7 9, 13
7. By the end of the 2007-08 academic year, more than 65% of the entire faculty will have incorporated teaching strategies that address diverse learning styles into at least one of their classes, compared with just 15% employing such strategies in the 2002-2003 baseline year.	10,11, 12
8. By the end of 2005-06, 75% of the faculty teaching high-risk gateway courses will have incorporated new teaching strategies and technologies into these courses, a significant increase over the percentage (approximately 15%) using computer-based and other alternative teaching strategies in the 2002-2003 baseline year.	10,11, 12
9. By the end of 2006-2007, after using the revamped SIS, the Center for Excellence in Teaching and Learning and Smart Classrooms, faculty satisfaction with access to technologies that support new teaching/retention strategies will have increased by at least 50% over satisfaction in the 2002-2003 baseline year.	10,11
10. By end of 2007-08, GVC's operating budget will increase 8% over the 2002-2003 baseline year.	14,15

D. INSTITUTIONALIZING PRACTICES AND IMPROVEMENTS

Institutionalizing practices and improvements will follow **four basic strategies**:

1. Personnel integration to continue improvements; gradual assumption of costs

Under Title III, GVC will hire new personnel to serve in three positions: Activity Director/Learning Specialist (100% time); Learning Coach (75% time), and Information System Specialist (100% time). **The Information System Specialist and Learning Coach will be retained after the grant ends.** The remaining positions will be filled by current employees and include the Title III Coordinator (50% time),

Retention Specialist (75% time); and Secretary (50%). The percentage of their current duties that they will give up as a result of their work with Title III will be reassigned to replacement personnel at the College's cost. Funding for the replacement costs will come from the College's General Fund.

Using internal employees where appropriate will aid in institutionalizing planned practices and improvements as the project progresses and after the grant ends. For example, the proposed Title III Coordinator has extensive grants management, budgeting, and administrative experience; she currently is the Registrar and was formerly head of the GVC's Nursing program. After the grant period ends, the Project Coordinator's position will no longer be needed, but the experience and knowledge gained in this position will be instrumental in assuring that the project's exemplary practices and improvements will be continued. Assumption of costs of **retained positions** is shown below.

Institutionalization of Personnel Costs (Amount and Percent Assumed by Grand View)							
Retained Positions	Year 3		Year 4		Year 5		Post Title III (100%)
	GVC Funding	%	GVC Funding	%	GVC Funding	%	
Learning Coach (75% time)	\$9,012	25%	\$18,566	50%	\$28,684	75%	\$39,393
Information System Specialist (100% time)	\$10,004	25%	\$20,607	50%	\$31,837	75%	\$43,724
Amount Needed to Support Positions (Post Title III)							\$83,117.00

Improvements institutionalized as a result of integrating personnel are:

- **Improve retention of at-risk students by strengthening the advisement process and integrating students into Learning Communities.** The position of Learning Coach will be retained to assure that expertise in coaching, vital to the retention effort, will continue to be available. In addition, the Learning Coach will train other Learning Coach(es) who will be needed as the Learning Community initiative is expanded to include more students. The Learning Coach's salary will be assumed by the College starting in Year 3, with the College paying an increasing percentage of this salary through Year 5. The

Retention Specialist will not be retained after the grant ends. A current employee who has extensive experience in student services is proposed for this position. After the grant ends, she will continue to play a key role in retention strategies, but primary responsibility for the practices and improvements in Component #1 will be assumed by the Vice President of Enrollment Management.

- ***Improve student learning by: infusing the Learning Communities paradigm and new teaching strategies into gateway curriculum and pilot testing new professional development strategies with faculty.*** During the 5-year project, the Activity Director/Learning Specialist will work closely with faculty and the Provost in accomplishing this improvement. This position also will have responsibility for overall implementation of the Activity (50% time for Activity direction and 50% time for Learning Specialist responsibilities). After the grant ends, the Learning Specialist responsibilities will be assumed by the Provost, who will lead faculty in a “train the trainer” model where faculty become mentors for other faculty in developing new teaching strategies. Incorporating new strategies into the curriculum to make it more effective will take approximately 4 months and will require the approval of the GVC Curriculum Committee. Approval of the Curriculum Committee will further consolidate the planned improvements and institutionalization of this improvement.
- ***Improve Faculty access to critical student information by implementing a modernized student information system and new faculty/staff training program.*** As explained above, GVC Information Services will need new expertise to lead the complex process of converting the current database to a modern system. To assure the integrity of the new system remains sound and is appropriately upgraded, the College will retain the Information Systems Specialist's position by gradually assuming its costs. In addition to retaining a limited number of personnel and integrating Title III responsibilities into the College's organization, Grand View also will involve *all* faculty and staff in the Learning Communities initiative as its primary mode of institutionalizing the practices and improvements in all

areas. Some personnel who are not employed by Title III, however, will have responsibilities and involvement in the Title III project to further ensure institutionalization of the project. The current Desktop Support Specialist, for example, will be closely involved in the project and will be a valuable resource for other faculty who later want to learn the technologies we incorporate into the Learning Communities.

2. Increased retention will produce increased revenues.

Improvements in retention practices and strengthening of the institution will lead to an increase in enrollment. Increasing retention by the percentages stated in the Institutional Objectives will result in \$544,935 in new revenues by the Fall of 2007, according to estimates provided by GVC's Office of Enrollment Management. This table shows anticipated revenues resulting from meeting GVC's objectives, beginning in Fall 2005.

Additional enrollment strategies, not addressed in this Title III proposal, will further increase enrollment and revenues, thus resulting in a *total, projected 8%* increase in GVC's operating revenues above the baseline year, 2002-2003.

GVC: Increased Retention = Increased Revenues (Based on Achievement of Stated Objectives)		
Term	Student Cohorts	Increased Revenues
Fall 2005	Student Cohort 1	\$167,960
Fall 2006	Student Cohorts 1 & 2	\$328,800
Fall 2007	Student Cohorts 1, 2, & 3	\$544,935
Source: GVC Office of Enrollment Management, 2003		

3. College's Technology Fee will be used to partially offset equipment and maintenance costs

A recently instituted Technology Fee will support the costs of student-related technology needed to sustain and continue the practices in the proposed Activity. Approximately \$60,000 of this Technology Fee will be used to continue updating and expanding the number of Smart Classrooms, and to offset the costs of maintaining the equipment purchased under Title III for new equipment that will be needed to update practices in each component.

4. Technology Plan

Grand View College has developed a detailed Technology Plan that specifies major equipment currently available in each department, identifies equipment and software needed to meet student and

faculty needs (with accompanying costs), and sets the timeline for new acquisitions on a yearly basis. This Technology Plan provides a systematic and cost-effective approach to assuring institutionalization of improved teaching/retention strategies and supporting technologies.

Summary

The chart below summarizes the estimated costs of institutionalization and corresponding revenues that will be used to support them.

Overall Costs of Institutionalization				
Improvement	Personnel Costs	Professional Dev.	Equipment, Software, & Maintenance	Cost/Total Post Title III
Student Retention	\$39,393	\$10,000	\$20,000	\$69,393
Learning/Teaching	0	\$35,000	\$40,000	\$75,000
Information System	\$43,742	\$10,000	\$100,000	\$153,742
Total Costs	\$83,135	\$55,000	\$160,000	\$298,135
Revenues to Support Institutionalization				
Supporting Revenues	From Retention/Enrollment Increase	From Tech Fee		
Estimated New Revenues FY 2008	\$544,935	\$60,000		\$604,935

In addition, Grand View College will be retiring debt by 2008 that will result in approximately \$146,500 in debt service being freed for institutionalization of the project, providing added assurance that the College will have sufficient funds to continue the strategies outlined in the Activity.

Part II – Development Grant Specifics

A. Description of Prior Title III Support

B. Ranking of Activities

C. Narrative for the Activity

D. Activity Titles

E. Objectives and Performance Indicators Form

607.22 (b)(1) To what extent are the objectives for each activity realistic and defined in terms of measurable results?

5 points

F. Narrative Showing the Relationship of Activity Objectives to the CDP

607.22 (b)(2) To what extent are the objectives for each activity related to the problems to be solved and to the goals of the comprehensive development plan?

5 points

PART II - DEVELOPMENT GRANT SPECIFICS

A. Description of Prior Title III Support: No previous Title III support

B. Ranking Activities - one Activity is proposed

C. & D. Narrative for the Activity and Activity Title: A Model for Effective Learning: Strengthening Academic Programs and Institutional Management

This Activity, "A Model for Effective Learning," consists of three components aimed at directly addressing three of Grand View College's major problems, as shown below. The solution to the fourth problem – chronically inadequate resources – will be addressed as these initiatives are moved forward, ultimately improving retention and revenues, while helping the College to distinguish itself as a *leader in improving the achievement and intellectual growth of students from a wide diversity of backgrounds.*

Problem	Component	Solution
Weak retention among the College's predominantly at-risk student population.	#1	<ul style="list-style-type: none"> Involving Freshman and Transfer students in Learning Communities and enriching these communities by providing strengthened support services, including assistance from a Learning Coach and intrusive advisement.
Ineffective teaching strategies for meeting the needs of at-risk students, particularly in "gateway" courses.	#2	<ul style="list-style-type: none"> Integrating new teaching strategies and technologies into the curriculum through improved faculty development and development of a Center for Excellence in Teaching and Learning and Smart Classrooms. Pilot testing four Learning Communities – three for freshman students (Tracks I, II, and III) and one for new transfer students (Track IV), employing new teaching strategies to improve student learning and mastery of essential skills.
Weak infrastructure for providing faculty/staff access to critical student information	#3	<ul style="list-style-type: none"> Upgrading the Student Information System to assure that faculty and staff have access to student information critical to effective student advising, tracking, and outcomes assessment.

E. OBJECTIVES AND PERFORMANCE INDICATORS FORMS

The Objective Forms follow an overview of the key elements of the Activity on the next page.

Overview of the Activity: A Model for Effective Learning	
Year 1	<ul style="list-style-type: none"> ✓ Provide professional development in designing Learning Communities & addressing diverse learning styles ✓ Complete modifications of Core Curriculum in Math, Economics, English, and Education for Freshman Learning Communities (Tracks I and II) ✓ Design faculty development program for Summer Institute; install equipment and software needed in Center for Excellence in Teaching and Learning. ✓ Begin revamping Student Information System (SIS) with equipment installations and data conversion ✓ Provide orientation to capabilities of new SIS, including use of assessments in advisement
Year 2	<ul style="list-style-type: none"> ✓ Provide professional development in designing Learning Communities & addressing diverse learning styles ✓ Complete modifications of Core Science courses for Freshman Learning Community (Track III) ✓ Pilot test Freshman Learning Communities (Tracks I and II), including Learning Coach assistance ✓ Complete data conversion; design Career/Education Portfolio system and provide training ✓ Test computer-assisted Career/Education Portfolio tracking system ✓ Pilot test Summer Institute, Center for Excellence in Teaching and Learning, and Smart Classroom
Year 3	<ul style="list-style-type: none"> ✓ Pilot test Freshman Learning Community (Track III) with students enrolled in Core Science Courses ✓ Complete modifications of selected courses for Transfer Learning Community ✓ Provide professional development (collaborative learning, computer-assisted Instruction, assessment) ✓ Build Degree-Audit database ✓ Provide professional development in SIS module that supports Degree Audit ✓ Design Early Alert and Referral module for Student Information System and provide training
Year 4	<ul style="list-style-type: none"> ✓ Pilot test Transfer Student Learning Community (Track IV) ✓ Test Early Alert and Referral module and Degree Audit module in the Student Information System ✓ Provide professional development in new teaching/retention strategies ✓ Install second Smart Classroom
Year 5	<ul style="list-style-type: none"> ✓ Analyze and continue testing student retention and achievement in each of the Learning Communities ✓ Evaluate overall results of Activity and impact on institutional goals ✓ Continue professional development in classroom assessment strategies ✓ Institutionalize successful strategies in each component

<p>GRANT APPLICATION FOR THE STRENGTHENING INSTITUTIONS PROGRAM Title III, Higher Education Act, as amended</p>		<p>Form Approved: OMB No.: 1840-0745 Exp. Date: 3/31/03</p>
<p>Activity Objectives and Performance Indicators</p>		
<p>1. NAME OF APPLICANT INSTITUTION: Grand View College</p>	<p>2. ACTIVITY TITLE: A Model for Effective Learning: Strengthening Academic Programs and Institutional Management</p>	
<p>3. MAJOR OBJECTIVES IN MEASURABLE TERMS</p>	<p>4. PERFORMANCE INDICATORS</p>	
<p>Year 1 - (2003-2004)</p>		
<p>1 By the end of Spring 2004, 85% of Core Math, English, Economics, and Education courses will have been modified to include alternative instructional strategies that foster the success of at-risk students.</p>	<p>1.1 By the end of Spring 2004, at least 85% of the faculty who teach courses in Math 111, English 101, Education 111, and Economics 101 will have been trained in developing Learning Communities and new instructional strategies that address the diverse learning styles of at-risk students, as verified by the Activity Director/Learning Specialist.</p> <p>1.2 By the end of Spring 2004, at least 75% of the Core Curriculum in the above courses will reflect Learning Community principles and the use of alternative teaching strategies that effectively address the learning styles of at-risk students, as verified by the Activity Director/Learning Specialist and the External Consultant.</p>	
<p>2 By the end of Year 1, faculty/staff knowledge of new retention/assessment strategies, including the use of Datatel to capture student assessment scores and other future capabilities, will have increased by at least 50%.</p>	<p>2.1 By the end of Year 1, through orientation to the future capabilities of the SIS, faculty/staff knowledge of new retention/assessment strategies will have increased by at least 50%, as determined through pre/post tests administered at college-wide workshops by Title III staff, as verified by the Activity Director/Learning Specialist.</p> <p>2.2 By the end of Year 1, database conversion from the old system to the new SIS will be 80% completed, as verified by the Information Systems Specialist.</p>	

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OMB No.: 1840-0745
Exp. Date: 3/31/03

**GRANT APPLICATION FOR THE
STRENGTHENING INSTITUTIONS PROGRAM
Title III, Higher Education Act, as amended**

Activity Objectives and Performance Indicators

<p>1. NAME OF APPLICANT INSTITUTION: Grand View College</p>	<p>2. ACTIVITY TITLE: A Model for Effective Learning: Strengthening Academic Programs and Institutional Management</p>
<p>3. MAJOR OBJECTIVES IN MEASURABLE TERMS Year 2 (2004-2005)</p>	<p>4. PERFORMANCE INDICATORS</p>
<p>1. By the end of Year 2, the retention rate of freshman students participating in the Freshman Learning Communities (Tracks I and II) will be at least 4 percentage points higher than the average (61%) freshman-to-sophomore retention rate for GVC students.</p>	<p>1.1 By the end of Year 2, at least 75 freshmen will have participated in each of the Freshman Learning Communities (Tracks I and II), which will include assistance from a Learning Coach, as verified by the Activity Director/Learning Specialist. Track I will include students enrolled in EDU 111, ENGL 101, and the New Student Seminar. Track II will include students enrolled in ECON 101, Math III, and the New Student Seminar.</p> <p>1.2 By the end of Year 2, at least 65% of those participating in the Freshman Learning Communities (Tracks I and II) will be retained as sophomores, as verified by the Retention Specialist.</p>
<p>2. By the end of Year 2, the performance of students in the Freshman Learning Communities will be at least 5 percentage points higher than that recorded by students enrolled in gateway courses in the 2002-2003 baseline year.</p>	<p>2.1 By the end of Year 2, the Activity Director/Learning Specialist will verify that at least 70% of the Learning Community students have earned grades of C or above in their core courses, a percentage at least 5 percentage points higher than that recorded for students enrolled in comparable core courses in the baseline year, as reported in the CDP.</p>
<p>3. By the end of Year 2, the percent of faculty who have incorporated Learning Communities principles and alternative teaching strategies into Core Science courses and Introduction to Ethics will have increased by at least 25 percentage points over the previous year.</p>	<p>3.1 By the end of Year 2, at least 50% of the faculty who teach Core Science courses and Introduction to Ethics will have incorporated Learning Communities principles and alternative teaching strategies into their coursework, as verified by the Activity Director/Learning Specialist.</p>
<p>4. By the end of Year 2, faculty/staff citation of "lack of available equipment" as the No. 1 barrier to their use of new technologies to support alternative teaching strategies will have decreased by at least 30 percentage points from the 2002 Faculty Technology Survey.</p>	<p>4.1 By the end of Year 2, one Smart Classroom will be installed as described in the Budget Narrative and a new Center for Excellence in Teaching and Learning will be 50% equipped with the hardware and software outlined in the Budget Narrative, as verified by the Activity Director/Learning Specialist.</p> <p>4.2 By the end of Year 2, in a survey of faculty and staff, less than 64% of those responding will cite "lack of available equipment" as the #1 barrier to their use of technology, as verified by the Activity Director/Learning Specialist.</p>

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<p>3. MAJOR OBJECTIVES IN MEASURABLE TERMS</p>	<p>4. PERFORMANCE INDICATORS</p>	
<p>Year 3 (2005-2006)</p>		
<p>1. By the end of Year 3, student retention among those participating in the Freshman Learning Community (Track III) will be at least 4 percentage points higher than the average retention rates of GVC freshmen (61%), as reported in the CDP.</p>	<p>1.1 By the end of Year 3, at least 75 freshman students will have participated in the Learning Community program (Track III) and at least 65% will be retained to their subsequent year, as verified by the Retention Specialist.</p>	
<p>2. By the end of Year 3, the percent of freshman students earning a C or above in their modified Core Science and Ethics courses will be at least 5 percentage points higher than those students earning a C or above in core Science courses in the 2001-2002 baseline year.</p>	<p>2.1 By the end of Year 3, at least 75% of the freshmen enrolled in modified Core Science and Ethics courses will pass their courses with at least a C or above, as verified by the Activity Director/Learning Specialist.</p>	
<p>3. By the end of Year 3, faculty and staff satisfaction with the process for tracking Career/Education Portfolios, using information critical to student advisement and tracking, will be 50% higher than in the 2002-2003 baseline year.</p>	<p>3.1 By the end of Year 3, at least 65% of the faculty and staff will have trained in the process for tracking Career/Education Portfolios on the SIS, as verified by the Information Systems Specialist.</p> <p>3.2 By the end of Year 3, faculty and staff surveyed regarding their satisfaction with the process for tracking Career/Education Portfolios on the SIS will average at least 8 on a scale of 10, as verified by the Information Systems Specialist.</p>	
<p>4. By the end of Year 3, faculty and staff satisfaction with access to classroom technology that supports effective student learning will be 50% higher than in 2002-2003.</p>	<p>4.1 By the end of Year 3, at least 75% of the full-time faculty will rate access to classroom technology, including use of the Center for Excellence in Teaching and Learning and the Smart Classroom at 8 or above on a scale of 10.</p>	

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<p>3. MAJOR OBJECTIVES IN MEASURABLE TERMS</p> <p>Year 4 (2006-2007)</p>	<p>4. PERFORMANCE INDICATORS</p>	
<p>1. By the end of Year 4, the retention rates for students participating in the Transfer Learning Community (Track IV) will equal or exceed projected retention rates in the CDP goals.</p>	<p>1.1 By the end of Year 4, for students participating in Track IV (the Transfer Community), retention rates will equal or exceed 68% (freshman-to-sophomore), and 58% (freshman to junior), as verified by the Retention Specialist.</p>	
<p>2. By the end of Year 4, the achievement levels of students in the Transfer Learning Community (Track IV) will exceed those of similar cohort groups enrolled in the 2002-2003 baseline year.</p>	<p>2.1 By the end of Year 4, at least 75% of the students participating in the Transfer Learning Communities (Track IV) will post grades of C or above in their modified courses, as verified by the Activity Director/Learning Specialist.</p>	
<p>3. By the end of Year 4, faculty and staff satisfaction with access to information critical to student advisement and tracking, including Early Alert and Degree Audits, will be 50% higher than in the 2002-2003 baseline year.</p>	<p>3.1 By the end of Year 4, at least 65% of the faculty and staff will have trained in Early Alert and Degree Audit capabilities on Datatel, as verified by the Information Systems Specialist.</p> <p>3.2 By the end of Year 4, faculty and staff surveyed regarding their satisfaction with access to the Early Alert and Degree Audit capabilities will average at least 8 on a scale of 10, as verified by the Information Systems Specialist.</p>	
<p>4. By the end of Year 4, the percentage of faculty who have incorporated new teaching strategies aimed at addressing the learning styles of at-risk students will have increased by at least 35 percentage points over the percentage using such teaching strategies in the 2002-2003 baseline year.</p>	<p>4.1 By the end of Year 4, 50% of the full-time faculty and 20% of the part-time faculty will have incorporated new teaching strategies and supporting technologies into at least two of their courses, as verified by the Activity Director/Learning Specialist.</p>	

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<p>GRANT APPLICATION FOR THE STRENGTHENING INSTITUTIONS PROGRAM Title III, Higher Education Act, as amended</p>		<p>Form Approved: OMB No.: 1840-0745 Exp. Date: 3/31/03</p>
<p>Activity Objectives and Performance Indicators</p>		
<p>1. NAME OF APPLICANT INSTITUTION: Grand View College</p>	<p>2. ACTIVITY TITLE: A Model for Effective Learning: Strengthening Academic Programs and Institutional Management</p>	
<p>3. MAJOR OBJECTIVES IN MEASURABLE TERMS Year 5 (2007-2008)</p>		
<p>1. By the end of Year 5, the percent of students who achieve at least a C or above in the modified Core Curriculum and other selected modified courses will be at least 10 percentage points higher than in the 2002-03 baseline year.</p>	<p>1.1 By the end of Year 5, at least 75% of the students enrolled in the modified Core Curriculum and other selected modified courses will earn a grade of C or higher, as verified by the Activity Director/Learning Specialist.</p>	
<p>2. By the end of Year 5, the "engaged learning" performance of students enrolled in GVC's Learning Communities will equal or exceed corresponding performances of students nationwide on the National Survey of Student Engagement.</p>	<p>2.1 By the end of Year 5, at least 85% of the students enrolled in the Learning Communities will demonstrate "engaged learning" levels at least 5 percentage points higher than the performance level of students nationwide, as verified in the National Survey of Student Engagement Assessment.</p>	
<p>3. By the end of Year 5, students at GVC will be retained at a rate equal to or greater than the target percentages outlined in the CDP.</p>	<p>3.1 By the end of Year 5, the percent of all students retained at GVC will be at least 68% (freshman-to-sophomore) and 58% (freshman-to-junior) as verified by the Retention Specialist.</p>	
<p>4. By the end of Year 5, the percentage of faculty who have incorporated new teaching strategies aimed at addressing the learning styles of at-risk students will have increased by at least 50 percentage points over the percentage using such teaching strategies in the 2002-2003 baseline year.</p>	<p>4.1 By the end of Year 5, 65% of the full-time faculty and 40% of the part-time faculty will have incorporated new teaching strategies and supporting technologies into at least two of their courses, as verified by the Activity Director/Learning Specialist.</p>	
<p>5. By the end of Year 5, faculty/staff access to and use of information critical to student tracking and evaluation of outcomes will have increased by at least 75% over access in the 2002-03 baseline year.</p>	<p>5.1 By the end of Year 5, at least 90% of the faculty and staff will report that access to critical student information components (outlined in the CDP) has increased by at least 75% over access in the 2002-03 baseline year, as verified by the Title III Coordinator.</p>	
<p>6. By the end of Year 5, overall enrollment will have increased by at least 10 percentage points over the Fall 2002 enrollment.</p>	<p>6.1 By the end of Year 5, the 2008 Fall Enrollment will be at least 10 percentage points higher than the 2001-2002 head count enrollment of 1,592 as verified by the Title III Coordinator.</p>	

F. NARRATIVE SHOWING RELATIONSHIP OF ACTIVITY OBJECTIVES TO CDP

Grand View College is committed to providing a high-quality education for all of its students, but the College is facing a growing crisis: Its ability to accomplish its vision and mission is now threatened by its inability to address the needs of an increasingly underprepared, at-risk student population. Major institutional problems (related to this over-riding problem and identified in the College's CDP), include:

1. Weak retention among the College's predominantly at-risk student population.
2. Ineffective teaching strategies for addressing the needs of at-risk students, particularly in "gateway" courses.
3. Weak infrastructure for providing faculty and staff with access to critical student information.
4. Chronically inadequate resources, which have impeded development of initiatives that would strengthen the institution

By meeting the objectives of the Activity, Grand View College will realize the following outcomes, related to the Comprehensive Development Plan.

- A significant improvement in faculty use of strategies and supporting technologies that address the learning styles and curriculum needs of at-risk students.
- A significant improvement in the achievement levels of students, particularly those enrolled in the Core Curriculum and other gateway courses.
- A significant increase in faculty and staff advisers' knowledge and use of new retention strategies and the Student Information System to access information critical to the advisement and tracking of students.
- A significant increase in the retention of students at each level.
- A significant increase in enrollment and revenues.

The objectives, in turn, are related to the following *Institutional goals outlined in the CDP:*

1. Identify students with "risk factors" early, even prior to matriculation.
2. Intervene quickly and intrusively as students show signs of failure.
3. Improve success rates in "gateway" courses.
4. Connect students with other learners, faculty members, and support services by placing them in learning communities.
5. Provide a learning environment that embraces and accommodates various learning styles.
6. Support students at the individual level by employing the learning coach approach to augment the academic advising provided by the faculty.
7. Develop a companion program that accomplishes these goals for transfer students
8. Coordinate all student success initiatives into a single, seamless and cohesive whole.
9. Track students' progress in "real time" (quickly and in coordinated fashion).
10. Equip faculty with the knowledge of learning styles and the use of pedagogies and information technologies that support various learning styles and ability levels.
11. Provide state-of-the-art instructional technology in classrooms and laboratories to support learning-styles initiatives.
12. Assign the most capable faculty (relative to these student success initiatives) to the gateway courses within the core curriculum and at the introductory level within majors.
13. Provide students a roadmap of their college experience showing them how their plan of study and involvement in campus life will lead them toward their career and life goals.
14. Increase net tuition revenue in the total budget through better retention.
15. Increase enrollment by at least 10 percent over 2002-2003, thereby increasing revenues by 8%.

G. IMPLEMENTATION STRATEGY FORMS are presented on the following pages.

G. Implementation Strategy and Timetable in Chart Form

*607.22 (c)(1) To what extent is the implementation strategy for each activity comprehensive?
10 points*

*607.22 (c) (3) To what extent is the timetable for each activity realistic and likely to be attained?
5 points*

H. Narrative of Implementation Strategy Rationale

*607.22 (c)(2) To what extent is the rationale for the implementation strategy for each activity clearly described and supported by the results of relevant studies or projects?
10 points*

I. Narrative Regarding Key Personnel

*607.22 (d)(1) To what extent are the past experience and training of key professional personnel directly related to the stated activity objectives?
7 points*

*607.22 (d)(2) To what extent is the time commitment of key personnel realistic?
3 points*

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IMPLEMENTATION STRATEGY AND TIMETABLE FORM		
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3. SPECIFIC TASKS TO BE COMPLETED	4. PRIMARY PARTICIPANTS	5. METHODS INVOLVED
		6. TANGIBLE RESULTS
		7. TIMEFRAME FROM/TO

Year 1: Oct. 2003-Sept. 2004		
Appoint and/or hire Title III staff.	Title III Coordinator, GVC Screening Committee, College President, Board of Trustees	Job positions posted according to College policy, Screening Committee reviews and interviews candidates, recommendations reviewed and approved by President, Board of Trustees.
Begin revamping Student Information System.	Information Systems Specialist, IS Staff, VP Administration, Vendors	Purchase SIS software per College bidding process and install.
Provide professional development in designing Learning Communities and addressing diverse learning styles	Activity Director/Learning Specialist, Faculty	Schedule and conduct at least 3 workshops for faculty/staff on Learning Communities and Alternative Teaching Strategies, Competency-based Curriculum Development. Four faculty visit colleges that have developed learning communities.
Modify Core Courses in Math, Economics, English, and Education.	Activity Director/Learning Specialist and Faculty	Team meetings, professional development guide course modifications integrating the Learning Communities approach.
Design and conduct Summer Institute for faculty development and initiate CETL**.	Activity Director/Learning Specialist and Faculty/Staff	Schedule faculty meetings for curricular planning and program development. Purchase equipment outlined in Budget Narrative for CETL, based on college's regular bidding process. Provide training at Summer Institute. Survey attendees.
		Staff in place and begins work on Title III project
		SIS software specified in Budget Narrative purchased, installed. Data conversion 80% completed.
		At least 85% of faculty/staff in, Math, Economics, English and Education Core attend. Results analyzed, recorded, and compared with related objective. Faculty who make site visits report on results.
		Curriculum and activity plans for identified Core courses 95% completed; verified by Activity Director/Learning Specialist, External Evaluator
		Curriculum for Summer Institute completed. Hardware/software for CETL installed. Technology training provided for all faculty teaching Core Curriculum.

*Information Systems Specialist = ISS

**CETL = Center for Excellence in Teaching and Learning

**GRANT APPLICATION FOR THE
STRENGTHENING INSTITUTIONS PROGRAM
TITLE III, HIGHER EDUCATION ACT, AS AMENDED**

FORM APPROVED:
OMB No.: 1840-0745
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IMPLEMENTATION STRATEGY AND TIMETABLE FORM

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3. SPECIFIC TASKS TO BE COMPLETED	4. PRIMARY PARTICIPANTS	5. METHODS INVOLVED	6. TANGIBLE RESULTS
7. TIMEFRAME FROM/TO			

Year 1 (Continued)	Year 2 - 2004-2005	Year 3 - 2005-2006	Year 4 - 2006-2007	Year 5 - 2007-2008
Provide orientation to capabilities of new SIS, including use of assessments in advisement	Retention Specialist, Learning Coach, ISS, Faculty and staff, and Enrollment Management Committee, IS staff.	Retention Specialist and ISS schedule and provide training for all full-time faculty and staff on assessment module.	Compare results with objective of increased faculty/staff knowledge of new retention/assessment strategies	06/30/04
Year 1 activities reviewed and evaluated	Title III staff, Internal Monitoring Team, President, President's Council, Evaluator	Analyze data produced from faculty/staff workshops, syllabi.	All objectives and strategies reviewed and evaluated, based on Evaluation Plan. Summative report completed, reviewed by President's Council and appropriate authorities and distributed.	08/01/04
Purchase equipment for Smart Classroom.	Information Systems Specialist, IS Staff, VP Administration, Vendors	Purchase equipment per College bidding process and install.	Equipment in Budget Narrative purchased, installed.	11/01/04
Provide professional development in designing Learning Communities, alternative teaching strategies in workshop, Summer Institute	Activity Director/Learning Specialist, external experts, Retention Specialist	Conduct at least three workshops in designing Learning Communities and alternative teaching strategies (one during academic year and two at Summer Institute).	Workshops completed; at least 75% of the faculty in Core Math, Economics, English, Education, Science, and Ethics attend.	Summer Institute
Complete curriculum modifications for Core Science courses and Introduction to Ethics	Activity Director/Learning Specialist and selected Faculty	Team meetings, research, information from professional development used to modify courses.	Modified curriculum approved by Curriculum Committee. Percent of faculty incorporating new strategies verified, compare with objective.	10/01/04
Pilot test modified Core English, Education, Math, and Economics courses with students in Freshman Learning Communities (Tracks I and II)	Activity Director/Learning Specialist and selected Faculty	Modified Core courses tested with two freshman groups of 75 each; performance evaluated.	Comparison of pilot groups' retention and achievement with retention and achievement of students in baseline year analyzed and recorded.	10/01/04
				Summer Institute
				9/01/05
				07/31/04
				08/31/04
				07/01/05
				6/01/05

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<p>4. PRIMARY PARTICIPANTS</p>		<p>7. TIMEFRAME FROM/TO</p>	
<p align="center">Year 2 (Continued)</p>			
<p>Data conversion completed. Installation of Advising module begins</p>	<p>ISS, Information Services Staff, vendor, GVC Student Services staff</p>	<p>Information Services staff trained by vendor. Old data converted to new system. GVC staff assists in mapping module.</p>	<p>Data conversion 100% completed. Advising module installed. Information Services staff trained.</p>
<p>Complete design of Career/Education Portfolio (CEP) process and provide training</p>	<p>Activity Director/Learning Specialist, Retention Specialist, Learning Coach and SIS, Enrollment Management Task Force and Student Services staff</p>	<p>Enrollment Management Task Force and Student Services staff reviews Career/Education Portfolio process. Title III staff arranges training in developing and tracking CEPs on the central computing system.</p>	<p>Process approved by Enrollment Management Task Force; 80% of the faculty/staff advisers for freshman students complete training.</p>
<p>Pilot test Summer Institute, CETL, and Smart Classroom</p>	<p>Title III staff, GVC Faculty and staff</p>	<p>Train at least 75% of full-time faculty in use of classroom technology that supports diverse learning styles.</p>	<p>Compare installation progress with objective. Faculty and staff satisfaction surveyed, compared with objective.</p>
<p>Evaluate Year 2 activities and objectives</p>	<p>Title III staff, President, President's Council, Internal Monitoring Team, Evaluator</p>	<p>Title III Coordinator develops Summative Report with staff input.</p>	<p>All objectives and strategies reviewed and evaluated, based on Evaluation Plan. Summative report completed, reviewed by President's Council and appropriate authorities and distributed.</p>
<p align="center">Year 3: Oct. 2005-Sept. 2006</p>			
<p>Pilot test modified Science and Ethics courses with students in Freshman Learning Community (Track III)</p>	<p>Activity Director/Learning Specialist, Retention Specialist, Learning Coach, and faculty</p>	<p>Modified Science/Ethics curriculum tested on group of 75 students; achievement levels tracked.</p>	<p>Retention and achievement levels of pilot group compared with student achievement in baseline year.</p>

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Year 3 Continued				
Complete curriculum modifications in selected courses for Transfer Students (Track IV)	Activity Director/Learning Specialist and selected faculty	Team meetings, research, information from professional development used to modify courses.	Modified curriculum approved by Curriculum Committee; other approving agencies, as needed.	10/01/05 07/01/06
Pilot process for tracking Career/Education Portfolios on SIS.	Retention Specialist, Learning Coach, ISS, Faculty advisers, IS staff, and Student Services staff	Electronic tracking of CEPs tested with Freshman Learning Communities (Tracks I, II, and III). Faculty/staff/students surveyed regarding satisfaction with system.	Satisfaction with system for tracking Career/Education Portfolios compared with objective. Results recorded, included in formative and summative reports, and used to improve system.	10/01/06 07/01/06
Schedule and conduct professional development for faculty/staff in alternative teaching strategies, competency-based curriculum development, collaborative learning, and new teaching technologies	Activity Director/Learning Specialist, Retention Specialist, Faculty, external experts	Schedule workshops for faculty/staff in the specified topics, with the assistance of external curriculum experts. One workshop will be held during the academic year; the remaining workshops will be part of the Summer Institute. Four faculty make site visits.	At least 65% of faculty/staff will attend training workshops; faculty tested for increased knowledge and also asked to evaluate training. Results analyzed and used to improve future workshops and the Summer Institute. Faculty report on visits to college learning communities.	02/02/06 06/31/06
Map process and build Degree Audit database; provide Degree Audit training	Retention Specialist, Registrar, ISS, Faculty, IS staff, Enrollment Management Task Force	After mapping process, begin transferring program requirements to Degree Audit database. At end of project year, provide training on module during Summer Institute.	Process approved by Enrollment Management Task Force. At least 65% of the faculty/staff complete 2 training sessions. Survey results on degree of satisfaction with process analyzed, recorded, and used to improve.	02/02/06 06/31/06
Design Early Alert and Referral system and provide training.	Retention Specialist, ISS, Learning Coach, Faculty and Staff, Enrollment Management Task Force	Design process to identify students early in the semester who are in danger of exiting; begin linking process to central computing system. Survey faculty/staff regarding satisfaction with design.	Process approved by Enrollment Management Task Force. At least 65% of the faculty/staff advisers attend training. Survey results analyzed and recorded.	1/07/06 08/31/06

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Evaluate Year 3 activities	Title III Staff, Internal Monitoring Team, Evaluator, President, President's Council, Evaluator	Review Formative Report, collected data. Follow Evaluation Plan.	Summative Report outlines progress, remedies. Report reviewed by President's Council and appropriate authorities and distributed.	07/01/06	09/31/06
Year 4: Oct. 2006-Sept. 2007					
Pilot test Transfer Learning Community (Track IV)	Faculty, Title III Staff, and Students	Conduct interdisciplinary classes and Learning Coach model with at least 200 students.	Student performance compared with objectives and recorded.	10/02/06	08/31/07
Provide professional development in alternative teaching strategies/curriculum development	Activity Director/Learning Specialist, and Retention Specialist	Schedule and conduct at least 3 workshops for faculty/staff in the specified topics, using CETL and Smart Classroom.	At least 50% of faculty/staff attend training; tested for increased knowledge.	Summer Institute	Summer Institute
Test Early Alert and Referral and the Degree Audit, using the Student Information System.	Retention Specialist, IS, Faculty/Staff, and Students	Work with Student Services and Tutoring Services in testing Early Alert and Degree Audit modules with Learning Communities.	Record percent of students who received appropriate assistance and outcomes for each student. Use data to improve modules.	10/02/06	08/31/07
Install second Smart Classroom.	Activity Director/Learning Specialist, Information Systems Specialist	Equipment identified and purchased using College's regular bidding process. Tested with faculty users during Summer Institute.	Faculty satisfaction with access to classroom technologies recorded and compared with results in Year 2.	10/02/06	6/30/07
Evaluate all Year 4 activities and objectives; continue tracking results from Learning Communities	Title III staff, President, President's Council, Internal Monitoring Team, Evaluator	Title III Coordinator develops Summative Report with staff input.	Summative Report reviewed by President, President's Council and appropriate authorities	08/01/07	09/30/07

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Year 5: Oct. 2007-Sept. 2008				
Analyze and continue testing student retention and achievement in each of the Learning Communities.	Faculty, staff, and students, Title III staff	Conduct interdisciplinary classes and community building activities.	Activity objectives and performance indicators analyzed and recorded. Performance Report completed.	10/02/07 08/31/08
Provide professional development in classroom assessment, new teaching/retention technologies	Activity Director/Learning Specialist, Retention Specialist, and Information Systems Specialist	Conduct 2 workshops, 1 during the academic year and one at the Summer Institute, attend conferences. 3 faculty visit college learning communities.	80% of the faculty/staff complete 2 training sessions; faculty making site visits report on results.	Summer Institute Summer Institute
Review curriculum and activities for Learning Communities and evaluate effectiveness	Activity Director/Learning Specialist, Retention Specialist, Title III Coordinator, Faculty/Staff, and Students	Schedule meetings for curriculum and program review.	Curriculum and activities for learning communities reviewed, reported, and institutionalized.	04/02/07 08/31/08
Evaluate effectiveness of project in terms of overall impact on institutional goals	Title III Staff, President, President's Council, Internal Monitoring Team, and Evaluator	Compare achievement of objectives with institutional goals	Make recommendations for future actions and institutionalization	07/01/08 07/33/08
Complete Activity institutionalization	President, President's Council, Title III staff. Internal Monitoring Team, and GVC Faculty & staff	Schedule meetings for project institutionalization	Activity institutionalization plan is reviewed by all faculty & staff.	02/02/08 08/31/08

H. NARRATIVE OF THE IMPLEMENTATION STRATEGY RATIONALE

As described in the Comprehensive Development Plan, Grand View College's vision focuses on "serving students from *all* segments of the socio-economic spectrum, *empowering* them to fulfill their ambitions and to find purpose in their lives." Because of its extensive planning, research, consultation with other colleges, and willingness to improve and transform its institutional climate for learning, Grand View College is well prepared to meet the challenge of its vision.

The strategies described below are the result of 1) undertaking an extensive self-study and strategic planning process to identify deficiencies in existing programs and systems that contribute to student academic failure and poor retention, 2) extensively reviewing research and literature in higher education relevant to the College's deficiencies, 3) examining successful programs, strategies, and approaches by other colleges and centers, including Augsburg College in Minneapolis; Carthage College in Kenosha, Wisconsin; LaGuardia College in New York City; and the Washington Center for Improving the Quality of Undergraduate Education at Evergreen State College; (4) referring to our own experience, and 5) investigating several other options.

Examples of Literature, Authorities, Colleges, and Experience that Informed Strategies				
The issue:	Literature (examples - see bibliography)	Authorities	Colleges	Internal Experience
Student retention, transforming higher education:	Tinto, Gardiner, Noel & Levitz, Astin, Pascarella	Noel-Levitz, Inc. conducted a thorough review of the College's retention strategies, made recommendations	Consulted with Augsburg College and Evergreen College regarding their Learning Community programs and other programs to improve retention	Seven faculty and staff participated in the Institute of Learning Communities sponsored by Washington Center for Improving Quality of Undergraduate Education at Evergreen College in 2002.
Student Learning	Gardner, Gardiner, Sacks, Pascarella & Terenzini; Kulik & Kulik; Bloom	Dr. Ann Thompson, Iowa State University, reviewed the College's teaching/ learning issues & technologies, made recommendations	See below	New assessment program, using Gardner's "multiple intelligence" categories to assess student learning styles, aptitudes

The issue:	Literature (examples - see bibliography)	Authorities	Colleges	Internal Experience
Learning Coaches:	Goldsmith, Lyons, & Freas (editors)	Reviewed experiences of businesses such as Microsoft & Ford using this approach	Consulted with Carthage College in Kenosha, Wisconsin regarding its Learning Coach initiative.	Enlisted the assistance of Dr. Linda Munger to support a new student strengths assessment program; information then used to coach students
Technology & Learning:	Barba; Van Dusen; Alley and Repp; Burnes; Moll (edited by Ruddel)	Dr. Eugene Engeldinger, Vice President of Academic Information Services at Carthage College, conducted a review of the College's information infrastructure, made recommendations	Strategic Planning Commission visited Center for Teaching & Learning at Iowa State	Pilot group of faculty have successfully used Blackboard for course development; individual faculty have experimented with infusion of technology in the classroom
Student Information System	Van Dusen, documentation from vendors	Various vendors were consulted regarding the College's information infrastructure, including CMDS, Datatel, Jenzabar, SCT, and Three Rivers	Consulted with Elmhurst College in Illinois and other colleges regarding their student information systems and hardware/software selections	Planning Process including definition of needs, RFP, onsite vendor presentations, site visits, elimination of some proposals, refinement of cost estimates

The College concluded that a comprehensive, holistic "learning community" approach represents the best solution to its multiple problems, after considering (and rejecting) the following options:

- Focusing only on weaknesses in faculty development
- Focusing only on improved marketing strategies to increase enrollment
- Focusing only on weaknesses in support services, particularly weaknesses in advisement

Addressing one or two weaknesses or concentrating solely on improved marketing strategies to increase enrollment were rejected as too narrow in focus to accomplish our overall goal of strengthening the viability of the institution, long-term. We concluded that improving student academic achievement is the foundation for increasing retention and ultimately, increasing enrollment. Unless students succeed

academically, all other strategies (such as stepping up recruitment efforts) become ineffective and self-defeating. At the same time, simply improving curriculum and instructional strategies addresses only some of the weaknesses revealed in the planning process and must be accompanied by other strategies, such as strengthening the advisement process, to encourage student persistence.

Learning Communities: The Selected Solution

It was concluded that development of Learning Communities provides a sustainable, cost-effective means for attacking our multiple weaknesses on several fronts, particularly given the growing evidence that “participation in learning communities has a positive impact on student achievement and retention” (Tinto, Love, and Russo, *Building Learning Communities for New College Students*, 1993).

Before developing strategies for this major paradigm shift, however, it was critical to define what the term “learning community” means and what shape it will take at Grand View College. As MacGregor, Tinto, and Lindblad note in a recent monograph on learning communities, the term is used in many contexts and can have many different meanings. However, Grand View chose to adopt the description used by the authors, which defines a learning community as **“a curricular approach that links classes around an interdisciplinary theme and enrolls a common group of students.”**

This definition was chosen because it fits Grand View's current stage of development. The College has taken some initial steps in analyzing the efficacy of the learning communities approach by successfully introducing the New Student Seminar, in which groups of freshmen are enrolled in a study skills/college adjustment course for ten weeks. Through the planning process, it was concluded that Grand View was ready to enter what MacGregor and associates describe as the second step in the three-step learning communities hierarchy. (The second step involves interdisciplinary cooperation among faculty and students; the third or final step involves across-the-curriculum integration.)

Our concept of the learning communities approach also emphasizes the importance of addressing the unique learning styles of the at-risk student and providing these students with the support they will need

in order to succeed in college-level programs and in their careers. As noted in the CDP, scholars and business leaders alike agree on certain higher-order skills and characteristics that students will need in order to sustain a democratic society and succeed in today's workplace. These include critical thinking and complex problem solving, respect for people different from oneself, ethical behavior, lifelong learning, and effective interpersonal interaction and teamwork (Gardiner, 1994). The learning communities approach represents an effective vehicle for developing these qualities and skills. As Retallick (1999) reports in *Learning Communities in Education*, in the best of learning communities:

"Students are challenged to be lifelong learners and to be committed to become increasingly confident, knowledgeable and skilled learners. Teachers and other staff... are supported and urged by the school culture to make plans for their learning and adopt an enquiry-oriented, systematic and reflective approach to their work."

In order to reach this level of cooperation and achievement, it is vital that Grand View first look at each student as an individual, analyzing individual learning styles, interests, and needs.

Through its experimental assessment program, Grand View College incorporated the "Strength Finders" assessment, in cooperation with Gallup, Inc., and also piloted Howard Gardner's Principles of Multiple Intelligence to identify students' unique talents and learning styles in the New Student Seminar.

Second, faculty and staff must have the opportunity to develop the skills they need to address the range of attitudes, aptitudes, and learning styles they encounter in the classroom each day (GVC Strategic Planning Commission, 2002; Gardiner, 1994). While Peter Sacks presents a humorous look at the novice instructor pitted against the world weary "Generation Xer," he and numerous educators have concluded that today's college faculty simply *must* change the way they teach, if they are to be successful in the classroom. This does not mean lowering standards but instead means searching for new, exciting ways to fully *engage* the student in the educational process, using sound assessment instruments, research-based pedagogies, and new technologies to help students develop higher-order problem-solving skills.

Ron Neville notes in *Learning Communities in Education* (p. 142) that instructors should ensure that in each unit of work they have "linked to prior knowledge and instigated goal-setting techniques; allowed entry for the visual, auditory and kinesthetic learners; and offered a range of activities that will engage the multiple intelligences." Instructors are also challenged to provide a balance of learning options for various learning styles, whether they be "concrete sequential, concrete random, abstract sequential, or abstract random."

In the faculty development process, infusing appropriate technologies into the curriculum will be critical to students preparing for careers in a technology-driven economy. The use of *interactive, computer-based instruction* has been found to be particularly advantageous to underprepared, under-represented students. As Dianne Burnes notes in *Technology and Learning* (1997), "...integrating technology throughout the instructional program not only pays off in terms of language proficiency, it also creates students who feel comfortable with and enjoy using 21st century technology."

To assure that this infusion is meaningful, however, faculty must have access to the appropriate hardware and software, as well as professional development. These elements will be provided through a comprehensive professional development program, initiation of a Center for Excellence in Teaching and Learning, and provision of two Smart Classrooms for practice and multimedia presentations.

Third, Grand View's Learning Communities approach will include a transformed advisement process for both new freshman students and transfer students. As one leading retention expert notes, "Probably the single most important move an institution can make to increase persistence to graduation is to ensure that students receive the guidance they need at the beginning of their journey through college to graduation" (Forest, 1985, p. 74).

This guidance is particularly critical at Grand View College where the journey of so many students is threatened by multiple barriers. Retention research confirms that attrition from the educational pipeline does not occur simply because a student is academically deficient, but can be related to a host of factors -

including a sense of "dissonance" with the College, "social isolation" and "cultural shock" (Astin, 1987; Noel & Levitz, 1983; Tinto, 1993).

To address such barriers, Grand View's transformed advising process will begin with a careful assessment of academic needs and learning styles, followed by the student's development of an Education/Career Portfolio, and continue with careful tracking and intrusive advisement. An Early Alert system will be implemented and tested to assure that students who encounter academic difficulties or other problems get help immediately.

Faculty will be well-trained in using new advisement/retention strategies and new technologies provided by the revamped Student Information System. The transformed advising process will also be augmented through integration of the **Learning Coach model**. With this model, a Learning Coach, i.e., an expert in identifying learning styles and barriers to student progress, will encourage students to develop a deeper understanding of the college process and help them increase their confidence and ability to make sound decisions. The Coach will also help students identify their learning styles (using such assessment instruments as the Gardner inventory of Multiple Intelligences), then help students capitalize on this knowledge as they progress in their academic programs. The Learning Coach will closely monitor the students' progress so that if difficulties occur (whether academic or from other sources, such as family emergencies), the Coach or other staff can intervene immediately and make appropriate referrals.

The Learning Coach model has been used very successfully in the corporate world to coach managers, CEOs, and others to assume leadership roles, but the model has been equally applicable and successful on a smaller scale in academia. For example, Carthage College in Kenosha, Wisconsin, reports that retention rates and student satisfaction with the advisement process improved significantly when Learning Coaches were integrated into the advisement process. In addition, qualitative evaluations indicated that students who were "coached" demonstrated increased self-confidence in their ability to

succeed academically. Grand View College found similar results with a small Learning Coach trial last year involving 12 students (Munger Report, 2002).

Fourth, modernizing Grand View's Student Information System is vital to the modernization of its advising system, as well as its teaching strategies. Without the electronic capability to track student assessment scores, student education plans, and student progress and outcomes, faculty and staff will remain hampered by their dismal access to critical student information. To assure that the College finally clears this major hurdle, those involved in the planning process devoted considerable time and effort to examining alternative electronic information systems. As a result, we believe that the selected system will meet the key criteria established in the planning process: (1) it will be reliable and use-friendly, as verified in consultation with other colleges who have implemented the system; and (2) it will be web-enabled and accessible to all faculty and staff.

Rationale Summary

The research literature supplies concrete evidence that the learning communities paradigm works. For example, at LaGuardia College in New York City the pass rates in the composition portion of a Learning Cluster Community were about 12 to 14 percentage points higher than those of the general population. Over several years, about 60 percent of the learning cluster students were performing at the A or B level, compared with only about 42 percent of the noncluster students (with similar background and similar skills on entering). Students in learning communities nationwide have also demonstrated strong retention rates, with beginning to end-of-quarter retention rates averaging 10 to 20 percentage points higher than typical institutional averages (Gabelnick, MacGregor, Matthews, and Smith, 1990, *Learning Communities: Creating Connections Among Students, Faculty, and Disciplines*, p.63).

Why are learning communities successful in increasing student GPA and retention rates?

Gabelnick and associates (1990) concluded, "These programs raise the expectations and academic stakes, as well as provide strong social reinforcement for students" (p.63). Most important, however, is the impact

that Learning Communities seem to have on student achievement. As Gabelnick and associates (1990) noted, "Learning communities are strong vehicles of empowerment, promoting active learning. . . . Students rise to the occasion of learning communities: they perform better, accomplish more, and drop out less. . . . Students have the invaluable experience of learning from each other and working as equals in exploring common issues" (p.90).

Implementation Specifics

To address weaknesses identified in the CDP, the Activity will pilot-test four Learning Communities, formed around the needs of freshman and transfer students. The communities will include the Freshman Learning Community (Tracks I, II, and III) and the Transfer Learning Community (Track IV). Each of these Learning Communities is designed to address student needs at critical junctures and are linked to specific, high-risk gateway courses. In designing these communities, attention was directed at linking each community to courses that had large enrollments and would lend themselves to interdisciplinary, collaborative learning, and career planning.

Piloting these Learning Communities will require:

- ✓ Component #1: Transforming advisement for at-risk students by incorporating in-depth education/career planning (electronic portfolios), intrusive advisement, early alert and warning, and accurate tracking throughout the matriculation process
- ✓ Component #1: Developing a "Learning Coach" approach to advisement, employing a Learning Coach who will help students identify their unique learning styles *and* overcome specific barriers to learning that may affect their academic progress.
- ✓ Component #2: Piloting a comprehensive faculty development program in new teaching strategies and supporting technologies through in-service training during the academic year and at annual Summer Institutes.

- ✓ Component #2: Providing faculty with access to modern teaching technologies and opportunities to experiment with these technologies in a new Center for Excellence in Teaching and Learning and Smart Classrooms.
- ✓ Component #2: Modifying the Core Curriculum and selected high-risk gateway courses to reflect Learning Community principles and alternative teaching strategies that address a diversity of learning styles and needs.
- ✓ Component #3: Modernizing the Student Information System to give faculty and staff access to student information that is critical to effective advisement, tracking, intervention, and outcomes assessment.

The Learning Communities (Tracks I, II, III, and IV)

Track I: This track will include academically at-risk freshman students enrolled in English 101, Education 111, and the New Student Seminar. Through the faculty development component, the gateway English and Education courses will be infused with new teaching strategies and supporting technologies, incorporating learning community principles and strategies that address the diverse learning styles of at-risk students. Developing competency in English and writing are essential to the effective performance of future teachers. Linking the two gateway courses (English and Education) with in-depth analysis of study skills and college adjustment strategies (New Student Seminar) will provide interesting opportunities for creative collaboration, problem solving, and discussion. As with all four tracks, Track I will be supported by an augmented advising process that will include assessment of the students' learning styles, development of electronic education/career plans, consistent tracking, and coaching. Approximately 75 at-risk freshman students will participate in Track I, which will be piloted in Year 2, with continued monitoring and refining of this approach in Years 3-5.

Track II: This track will include academically at-risk freshman students enrolled in Math 111 and, Economics 101 (infused with new teaching strategies and technologies) and the New Student Seminar. This track will be pilot tested in Year 2, with monitoring continuing in Years 3-5. Gateway courses for this

Track were selected based on these considerations: (1) skills required in Math and Economics are closely linked; (2) both courses enroll a large number of freshmen; (3) both courses are prerequisites for one of the College's key programs (Business Administration); and (4) linking the two courses will give students opportunities to collaborate on concrete problems that relate to real world situations.

Track III: This track will include academically at-risk freshman students enrolled in a core Science course (Biology 101), Principles of Ethics (Philosophy 210), and the New Student Seminar. Linking Biology and Principles of Ethics provides myriad topics for discussion and will encourage students to develop their critical thinking skills. Linking these subjects should also lead students to explore the impact that science has in their everyday lives and on our interactions with each other. Track III will be pilot tested in Year three, with monitoring continuing in Years 4-5.

Track IV: As described in the CDP, Grand View College enrolls a large number of transfer students. To date, little formal attention has been directed at integrating these students into the college environment and yet, for these students Grand View represents an entirely new experience. To streamline their transition, Grand View will pilot a Learning Community track for transfer students who are enrolled in specific at-risk courses selected by the Curriculum Committee. Preliminary analysis indicates linked courses could include Nursing 202 (Pharmacology in Clinical Situations) and Statistics 241, which is also a required Nursing course. Other possibilities include linking Math 111 (Intermediate Algebra), a course enrolling a large number of transfer students, with the Statistics course. This Track, to be pilot tested in Year 4, will also enroll approximately 75 students.

Component #1: Transforming the Advisement Process

The advisement process will be redesigned to include a holistic assessment process that includes an assessment, not just of basic skills, but also of learning styles (Grand Views customized assessment that includes Gardner's inventory of multiple intelligences), and career aptitudes (Discover and Holland Self-Directed Search). This assessment will be followed by a one-on-one meeting between the student and

the assigned Learning Coach to develop a Career/Education Portfolio (CEP) maintained electronically on the SIS. This plan will be used in subsequent group or individual advising sessions (once each semester) to track the progress of the student. The transformed advisement process will include a Degree Audit component and an Early Alert and Referral system that employs the central computing system to communicate information regarding students who are in academic trouble. Advisors can then tap into this central database, refer the student to the appropriate assistance, and track the students' progress. This Component, led by the Retention Specialist, will involve extensive collaboration with the Learning Coach (described above) and the Information Systems Specialist as the Student Information System is revamped to support assessment results, tracking of career/education plans, and the early alert and referral system.

Component #2: Strengthening Faculty Development

The Faculty Development component, supervised by the Activity Director/Learning Specialist, will be conducted through at least one in-service training session held during the academic year and through the Summer Institute, a 3-week program of training held in June each year. Training during the academic year will be limited to the faculty who will be modifying the designated courses to include new teaching strategies and technologies. These faculty members will receive release time to complete the course modifications. The Summer Institute will be designed for all faculty, with groups of approximately 12-15 faculty participating each year, with a higher number participating in the first year to familiarize all faculty with learning communities principles and planned SIS capabilities. These faculty members will receive stipends for their participation. Faculty and staff will also have the opportunity to travel to other colleges to observe best practices in teaching and advisement. In addition, leading authorities in research-based teaching pedagogies and retention strategies will be invited to make presentations at the Summer Institute. Suggested topics for the Summer Institute include (but are not limited to):

Sample Topics for Faculty/Staff Development
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| <ul style="list-style-type: none">• Learning Communities: Principles and Best Practices |
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● A Practical Guide to Learning Styles and Learning Strategies
● Using the Internet to Support Collaborative Projects
● Smart Classrooms: Problems and Solutions for Learning
● Helping Students Develop Electronic Portfolios: Exemplary Programs
● Interdisciplinary Teaching: Pitfalls, Opportunities, and Best Practices
● Research in Learning Styles: Reaching the At-Risk Student
● Generation X and the Millennial Generation
● Navigating the Technology Maze: Choosing Software That Works
● Values Clarification
● New Retention Strategies for the At-Risk Student
● Mastery Learning, Collaborative Learning, and Other Models for Successful Learning
● The New Center for Learning and Teaching: Practical Answers
● Using the Student Information System to Track Student Outcomes
● Classroom Assessment: Effective Solutions and Technologies

All faculty development activities will be supported by a new Center for Excellence in Teaching and Learning, equipped with five workstations, a “smart board,” scanner, digital camera, and a library of software that covers a range of topics relevant to teaching and learning in a variety of fields. Two Smart Classrooms will be installed (one in Year 2 and another in Year 4), providing a place where faculty can test their new curriculum modifications and supporting technology in a classroom setting. The design of this combination Center/Smart Classrooms will follow a similar model implemented successfully at Carthage College.

Revamping the Student Information System and Related Training

As noted in the CDP, faculty and staff are highly unskilled in the use of new technologies. If the implementation of a new Student Information System is to be successful, it must be accompanied by extensive training. Another weakness cited in the CDP was the archaic state of the present system and connecting work stations. These weaknesses will be remedied by upgrading current servers, modernizing workstations, purchasing new web-enabled SIS software, and providing a systematic training program in four key areas: assessment, student career/education planning and tracking, degree audit, and early alert

and referral. **This training will be provided to all faculty and staff** so that all will be informed of and capable of using new advisement and retention strategies and supporting technologies.

I. NARRATIVE REGARDING KEY PERSONNEL

The Activity will require two full-time professional personnel (an Activity Director/Learning Specialist and an Information Systems Specialist), two personnel at 75% time (the Retention Specialist and the Learning Coach); and 5-7 Faculty Designers each year who will receive release time for curriculum modification. The Activity Director/Learning Specialist (reporting to the Title III Coordinator) will directly supervise the Activity staff and have primary responsibility for monitoring objectives. *(For job description and qualifications of Title III Coordinator, see Project Management section.)*

Activity Director/Learning Specialist (100% time)

Grand View College must employ an individual who has administrative skills and extensive knowledge of alternative teaching strategies and curriculum design to provide leadership in improving the success of at-risk students. Because staff and faculty already have extensive responsibilities, it will be necessary to employ someone who has these capabilities and can commit 50% time to guiding curriculum modifications and related professional development, and 50% time to guiding the Activity.

Job Description/Qualifications - Activity Director/Learning Specialist
• Monitor the budget of this Activity and provide the Title III Project Director accurate budget information on a monthly basis
• Provide general supervision and leadership for Activity Objectives
• Work with Project Coordinator in hiring staff; supervise Activity staff
• Hire Activity consultants and trainers for faculty development
• Responsible for pilot-testing all elements of Component #2
• Coordinate all meetings for faculty development
• Coordinate curriculum modifications that address Learning Community strategies
• Schedule education and orientation events

<ul style="list-style-type: none"> • Assist the Title III Coordinator with on-going formative and summative evaluations and monitoring the Activity implementation
<ul style="list-style-type: none"> • Work with GVC faculty individually and in groups in modifying curriculum to incorporate the learning community approach and new teaching strategies.
<ul style="list-style-type: none"> • Assist Grand View College faculty in designing, developing, and testing instructional applications of modern technology in their classrooms to improve instruction, provide opportunities for students to work on their own.
<ul style="list-style-type: none"> • Assist in identifying and evaluating instructional software for GVC faculty.
<ul style="list-style-type: none"> • Develop training programs for faculty and staff that emphasize alternative teaching strategies that address the diverse learning styles of at-risk students and increase faculty/staff knowledge of a range of alternative instructional strategies.
<ul style="list-style-type: none"> • Supervise developing and testing components of the Learning Communities implementation, including equipment purchases, software purchases, and training.
<ul style="list-style-type: none"> • Serve as a teaching/learning resource and facilitator for Activity staff and Grand View College staff involved in Activity implementation.
<ul style="list-style-type: none"> • Review course modifications and make recommendations concerning effective strategies for teaching in the Learning Community environment.
<p>Qualifications of Activity Director/Learning Specialist</p>
<ul style="list-style-type: none"> • A Master's Degree or Ph.D. in Education, Curriculum Design and Instruction, or Educational Technology
<ul style="list-style-type: none"> • Currency in the field of instructional design and Learning Communities
<ul style="list-style-type: none"> • Extensive knowledge and experience in instructional technology applications
<ul style="list-style-type: none"> • Teaching experience (at least five years), preferably in teaching at-risk students
<ul style="list-style-type: none"> • Excellent leadership, supervisory, and communication skills

Retention Specialist (75% time)

Cathy Brent, appointed to the position of Director of Academic Advising at GVC two years ago, has been selected to fill the position of Retention Specialist. She has provided excellent leadership in exploring strategies to improve the current advisement system. In her previous position as Nursing professor, she gained extensive experience in advising at-risk students. Releasing her from 75% of her current duties (with the College paying the cost for her replacement) will give her the time and flexibility to focus on the objectives and strategies described in Component #1. (Her resume is included below.)

<p>Job Description/Qualifications – Retention Specialist</p>
<ul style="list-style-type: none"> • Responsible for leading pilot testing of all elements of Component #1
<ul style="list-style-type: none"> • Cooperate in testing Learning Communities with GVC staff, faculty, and students.
<ul style="list-style-type: none"> • Assist in arranging professional development activities for faculty and staff

J. Activity Budget

*607.22 (g) To what extent are the proposed costs necessary and reasonable in relation to the project's objectives and scope?
5 points (for all budget questions)*

