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: **Frank Phillips College**

Address: **1301 West Roosevelt**

P.O. Box 5118

Borger	
City	

Organizational Unit

P031A 030295

TX	Hutchinson	79008-5118
State	County	ZIP Code + 4

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

3. Applicant's T-I-N |_7_|_5_| - |_6_|_0_|_0_|_1_|_6_|_3_|_0_|

4. Catalog of Federal Domestic Assistance #: **84.0| 3| 1|A|**

Title: **Strengthening Institutions Program**

5. Project Director: Shannon Carroll

Address: **P.O. Box 5118**

Borger	TX	79008-5118
City	State	Zip code + 4

Tel. #: **(806) 274-5311, X 732**   Fax #: **(806) 273-7642**

E-Mail Address: scarroll@fpc.cc.tx.us

6. Novice Applicant ___Yes **X** No

7. Is the applicant delinquent on any Federal debt? ___Yes **X** No

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

K - Other *(Specify)*: _____

Application Information

9. Type of Submission:

-PreApplication	*-Application*
___ Construction	___ Construction
___ Non-Construction	**X** Non-Construction

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

X Yes *(Date made available to the Executive Order 12372 process for review):* **03/05/2003**

___ 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:
Start Date: **10/01/2003**   End Date: **09/30/2008**

12. Are any research activities involving human subjects planned at any time during the proposed project period?
___ Yes (Go to 12a.) **X** 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 #, if available): _____

13. Descriptive Title of Applicant's Project:

Improvement of Academic Student Services and Faculty / Staff Development for Students Services

Estimated Funding

14a. Federal	$	363,895. 00
b. Applicant	$ _____ . 00
c. State	$ _____ . 00
d. Local	$ _____ . 00
e. Other	$ _____ . 00
f. Program Income	$ _____ . 00
g. TOTAL	$	363,895. 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.)*

Dr. Herbert J. Swender

b. Title: **President**

c. Tel. #: **(806) 274-5311**   Fax #: **(806) 274-6835**
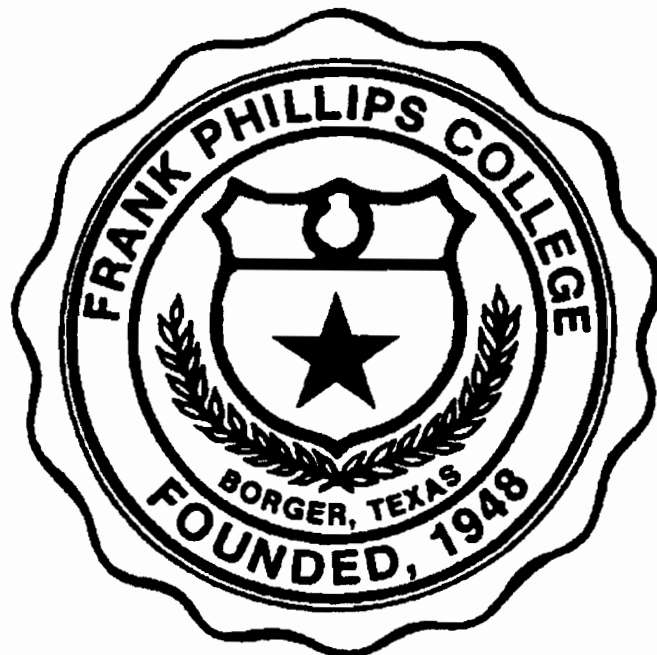
d. E-Mail Address: **hswender@fpc.cc.tx.us**

e. Signature of Authorized Representative   Date: **03/05/03**

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Title III
Strengthening Institutions
Program

Frank Phillips College
Borger, Texas

Continuation of ED 424 -- TYPE ON THE BACK OF PAGE 1, SIDE 1 OF ED 424
(Page 2 of the application.)

1. TOTAL **FALL 1999 FULL-TIME EQUIVALENT (FTE) STUDENTS** = 964

    a.   Total market value of endowment fund for 1999-01.   **562,194.00**

    b.   Total expenditures for library material during 1999-01.   **$11,749.00**

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

Name: _____

Phone: _____
      (area code)   **(number)**   **(extension)**

Frank Phillips College Title III Project Abstract

Frank Phillips College (FPC) is a publicly funded, non-profit, comprehensive community college located in Borger, Texas that serves the ten northernmost counties of the Texas Panhandle. The college's service delivery area is dominated by vast expanses of open territory with large distances separating population centers. Individuals possess a solid work ethic, but low levels of educational attainment and income characterize the service area. FPC is the only hope many area residents have of breaking the cycle of poverty and unstable employment.

FPC's ten county service delivery area encompasses a population of 80,593 people (2000 US Census) and a vast area comprised of over 10,000 square miles. The region is rural and isolated. The drive from one end of the college's service area to the opposite is nearly a three-hour journey. Current annual headcount of approximately 2,400 students includes 78% low income and 90% first-generation college students. FPC has a current operating budget of $7,573,362 for 2002-03 Phone: (806) 274-5311 ext 715 Contact Person: Dr. Herbert Swender, hswender@fpc.cc.tx.us.

Activity-- $1,537,018 over five years

Improvement of Academic Student Services and Faculty/Staff Development for Student Success

In this activity, FPC will develop and test new intervention strategies to increase and support student retention and success and to empower faculty to better meet the needs of our diverse and at-risk student population. As documented, attrition and student failure rates are high, and persistence to graduation is low. The proposed activity includes the design and development of intervention strategies in components that span the five-year plan:

♦ System development to strengthen student services and increase student retention including intervention systems for at-risk students, and new programs for assessment, advising, tracking, and tutoring/supplemental instruction; and

♦ Faculty development focused on the integration of diversity, technology, faculty advisement, and other strategies for at-risk learners.

Project Management and Evaluation - $270,465 over five years

Project management and evaluation will provide effective, efficient administration of all Title III project activities and coordinate internal and external evaluations of project activities. Approximately 85% of the total management budget will support a fifty percent-time Title III Coordinator and a Title III Project Secretary. Approximately 4% is for formative and summative evaluation by an outside consultant.

Frank Phillips College's goal is to develop new and effective ways to help students succeed at the college level. Nothing less than a focused, comprehensive strategy will provide us with the knowledge and expertise to address this critical need. Therefore, FPC proposes a comprehensive, multi-faceted activity to focus on our most significant problem–high attrition and student failure. The plan focuses on improving academic student services, developing new teaching techniques, integrating technology, and developing a supplemental instruction program.

Frank Phillips College
Office of the President
1301 W. Roosevelt ◆ P.O. Box 5118 ◆ Borger, TX 79008
806-274-5311 ◆ 1-800-687-2056, ext. 715
www.fpc.cc.tx.us ◆ hswender@fpc.cc.tx.us

March 05, 2003

Margarita Benitez, Director
Institutional Development and Undergraduate Education Services (IDUES)
U.S. Department of Education
600 Independence Avenue, S.W.
Washington, D.C. 20202-5131

Dear Ms. Benitez:

When I came to Frank Phillips College seven years ago, I was appalled by the unmet needs of the community. Located in the rural town of Borger, Texas, Frank Phillips College serves the top ten counties of the Texas Panhandle, and the downturn resulting from an oil-based and agrarian economy has overwhelmed our population. Education is the only hope for empowerment and freedom, and if Frank Phillips College fails to serve the needs of our Northern region, the needs simply will never be met. It is Frank Phillips College or nothing for our students.

Frank Phillips College is committed to making the changes necessary to stop the plague of attrition and failure that is running rampant among our student body. Our proposal is a commitment to the future. The Activity will improve educational outcomes through an investment in our faculty, our classrooms, and a central nervous system that identifies and serves students' needs during every step of their education. Most importantly, we are committed at every level of the college and have attained the support of the Board of Regents and the community to begin a comprehensive path to change. At the end of that road lies the future, a future full of hope and promise that we simply will not allow our students to miss.

The proposal will succeed because of the commitment of the faculty and staff to adhere to the activities outlined. In addition, the financial commitment and the internal administrative structure are designed to keep the Project Coordinator at the right elbow of the president at all times. No project could have a greater impact on the future of the college, and every member of our team is prepared to make whatever sacrifices are necessary to provide our students with the hope and promise they will not be able to get otherwise.

We have managed in the past because of the sheer determination of the faculty and staff who believe that education is the only solution to the growing problems in our society. They are dedicated, creative, and caring. They initiate their own tracking and contacts even with the pathetic resources that we have available. They do so without complaint. But they also realize that they must shape the future, yet they have no tools. I am confident that the support requested in this proposal will hand them the tools they need to shape the future.

Sincerely,

Dr. Herbert J. Swender, Sr.
President, Frank Phillips College

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Frank Phillips College
Service Area

Dallam	Sherman	Hansford	Ochiltree	Lipscomb
▯ Off-Campus Site			▯ Perryton Campus	
Hartley	**Moore** (excluding Dumas)	**Hutchinson** « Borger Campus	**Roberts**	**Hemphill** ▯ Off-Campus Site

Frank Phillips College, Borger, Texas
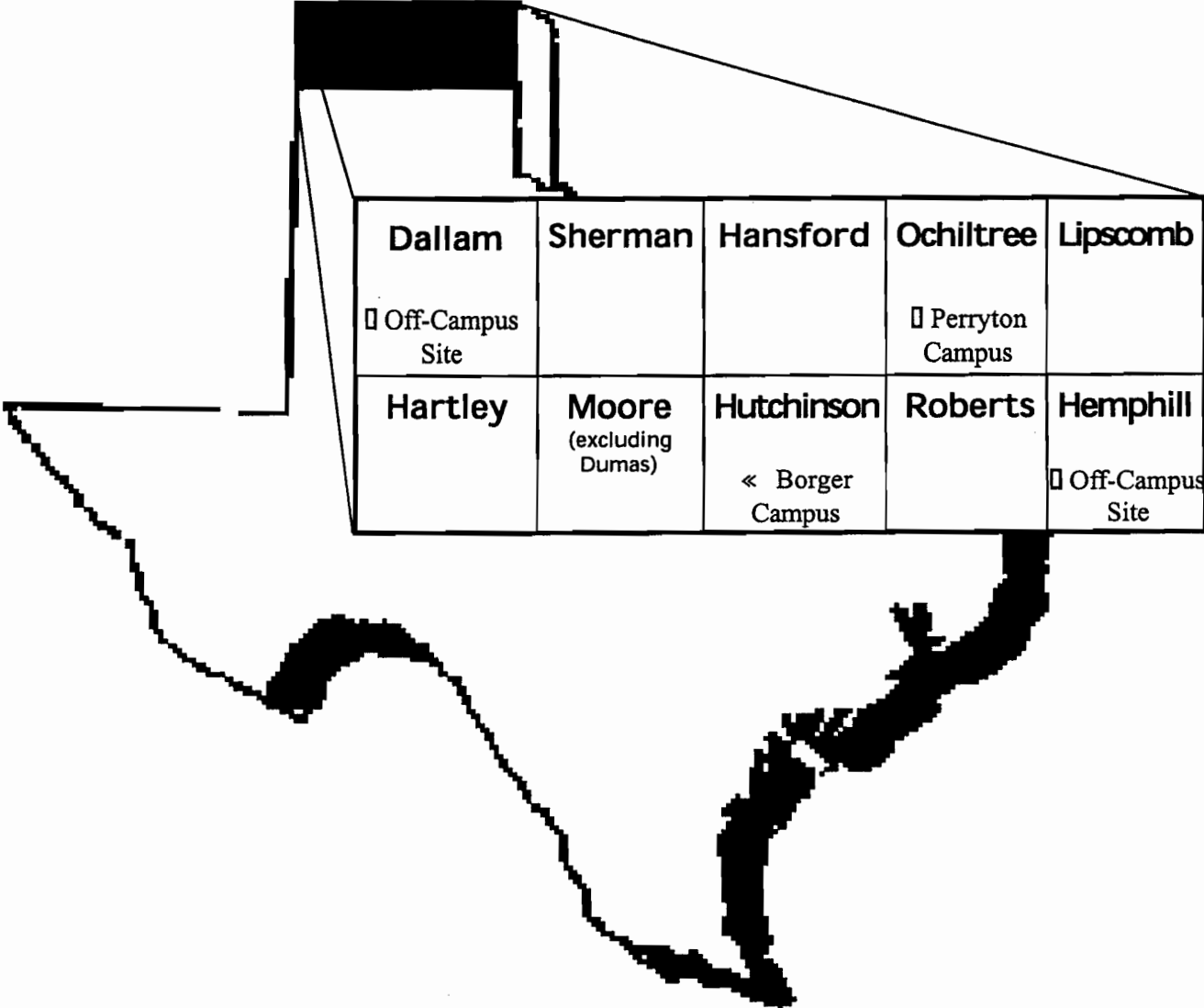
PART I – OVERVIEW OF INSTITUTION

A. INSTITUTIONAL NARRATIVE:

Frank Phillips College (FPC) is a publicly funded, non-profit, comprehensive community college, serving approximately 2,400 students each year. FPC serves the ten northernmost counties of the Texas Panhandle, an area dominated by vast expanses of open territory with large distances separating population centers. The college is located in the heart of this isolated and rural area in Borger, Texas (see map on divider page). Borger is the largest city in the region with a population of just over 14,000, but towns like Spearman, Texas (population 1,200) are more typical of the Panhandle area. In fact, **while the state of Texas averages 79.6 persons per square mile, the FPC service area averages 6.9 persons per square mile.**

FPC's service area is 10,281 square miles, larger than the state of Maryland. The isolation and economic depression of our service area make it difficult for students to empower themselves, even through education. Despite dedicated faculty, staff, and administration, many residents in the service area continue to live their lives in the only way they have ever known, minimum wage jobs with little chance of advancement. While the area's economy has weakened, area residents increasingly look to FPC to make a better life for themselves and their families.

The Borger Junior College District was created by a vote of local citizens in 1946. Because Phillips Petroleum Company had extensive holdings in the Borger area, the board received permission from Frank Phillips, founder of Phillips Petroleum, to name the college Frank Phillips College. The college operated jointly with the Borger Independent School District and shared a facility with Borger High School until the college moved to its present location in 1956. During the seventies, FPC established off-campus sites in Canadian, Dalhart, and Perryton, Texas, and has since expanded its offerings throughout the northernmost counties of the Texas Panhandle. FPC is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools and offers two-year Associate in Arts and Associate in Science

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degrees, which are designed to prepare students for university transfer, and Associate in Applied Science

Degrees as well as many different certifications in technical and occupational areas.

Frank Phillip College's Service Area:

The service area of FPC is dominated by poverty, low

educational attainment levels, and geographic and cultural isolation. The

region's economy is struggling -- unable to recover from the glory of the

oil boom days. Rather than oil flowing bountifully throughout the region,

> *Hutchinson County, the home county of FPC, has been named one of the most economically distressed counties in Texas.*
> Texas Border Infrastructure Coalition, 2000

individuals now flow to the unemployment lines to apply for public entitlements. The demographics of the

college's service area are incredibly diverse with one county citing 40.7% of its population speaking a

language other than English at home while only 1% of another county consider English to be a second

language. Unfortunately, many of our native and non-native residents are wary of higher education and see

it as an impossible, irrelevant goal.

The region is rural and isolated. The drive from one end of the college's service area to the opposite

is nearly a three-hour journey. The closest metropolitan area, Amarillo, (population 160,000), is a one-hour

drive from the FPC campus and up to a three-hour drive for students in the outlying portions of the district.

Over twenty-five percent of FPC students commute more than two hours round trip to attend courses.

Geographically and economically, FPC is the only higher education option for individuals in the

service area.

The economy in the Texas Panhandle remains heavily dependent on oil and oil-related industries.

Recent mergers between Phillips Petroleum and Chevron; GPM and Duke Energy; and Philtex-Ryton and

Chevron have had a negative impact on employment for the already depressed economy. Low-skilled oil

workers have gone from being able to name their wages one week to being one of several thousand

standing in unemployment lines. Agricultural productivity—the second largest economic sector—has been

reduced to almost zero with nine years of drought hitting the area. Many ranchers are selling off their cattle

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and sheep just to stay afloat. These "high" and "low" periods of economic prosperity and sudden declines have created a huge population of low-income residents--the periods of prosperity lasting just long enough for a new generation of workers to be fooled by the "good times," leaving low-skilled, poorly educated workers. Data from the Texas Workforce Commission shows that during the last twelve years, the unemployment rate in Texas averaged 5.7%. Hutchinson County averaged 7.1%, and the city of Borger averaged 8.2% with several years above 9%.

It is no surprise that with such an unstable employment base, **42% of families in the service area are low income**. *"The number of poor children in Texas is the 2nd worst in the country. More than one in four children...live at or below the federal poverty level."* (*Amarillo Globe*, 2000). While the economy of Texas is larger than the economies of many small countries, the wealth is not enjoyed by residents of the Texas Panhandle.

Low Income Percentages

Panhandle % Low Income
Texas % Low Income
National % Low Income

0   10   20   30   40   50
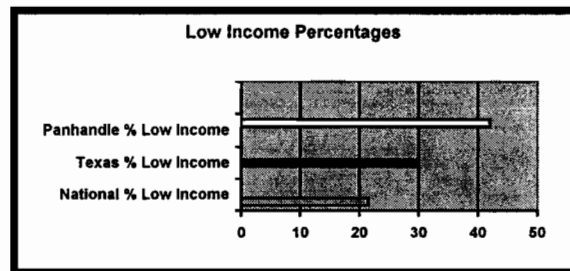
(Panhandle Regional Plan ning Commission 2001)

The 2000 United States Census revealed a large percentage of Texas households living at or below poverty levels. Approximately **15% of the families in the FPC service area exist in poverty compared to 9% for US (Census 2000).** The Panhandle region is in dire need of training to provide better job opportunities to its residents.

Perhaps the population worst hit by the roller coaster economy is our growing Hispanic population, characterized by low income and low education attainment. According to a United States Census report, by 2025, persons of Hispanic origin are expected to increase from 27.6% of the population to 37.6% of the 2025 state population. This increase in the Hispanic population ranks as the 2nd largest numerical gain in the nation. Currently, Hispanics represent over 24% of the total population in the FPC service area. This represents a 62% increase since 1990.

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Frank Phillips College, Borger, Texas

Historically, residents of the Texas Panhandle have not held higher education with much regard. Many have followed in the footsteps of generations before, either working in the oil fields or in an agriculture related area. Our service area population is woefully undereducated when compared to the state and nation.

- FPC's service area noticeably lags behind the rest of Texas and the United States with percent of adults with a baccalaureate or higher. **Only 16.9% of adults aged 25 or older in the service area possess a baccalaureate degree or higher, compared to Texas (23.2%) and the US (24.3%).**

> *The attrition rate in public high schools in the FPC service area averages 27.9% for all students and an appalling 49.2% for Hispanic students.*
> Intercultural Development Research Association, 2000

- **Only 3.4% of Hispanic adults in the service area hold a baccalaureate degree or higher, compared to Texas (7.3%) and the US (10.0%).** (US Census 2000).

According to the Intercultural Development Research Association, attrition rates in area high schools are extremely high, **averaging almost 50% for Hispanic students.** According to the Texas Education Agency (TEA), only about 52% of area high school graduating seniors pursue postsecondary education compared to 65% nationally. Texas requires incoming students to complete the Texas Academic Skills Program (TASP) Test. Data gleaned from the Texas Higher Education Coordinating Board reveals a startling contrast between Hispanic completers and Caucasian completers in the service area regarding TASP scores. While Caucasian students at FPC have a five-year average pass rate of 85% on the TASP, Hispanics show a meager 49% for the same time period.

Frank Phillips College Student Characteristics

Students often encounter insurmountable personal, academic, and financial barriers. Students face an uphill battle attending college, and actually completing any certificate or degree program seems a distant prospect. FPC serves approximately 2,400 students each academic year, and the percentage of

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students who are at-risk has been steadily increasing. FPC students are diverse in age, enrollment status, goals, and levels of preparation as shown in the Student Profile Chart.

FPC Student Profile - Fall 2002		
	All FPC Students	FPC Minority Students
Low Income	78%	85%
Underprepared	95%	98%
Women	62%	44%
Minority	18%	100%
First Generation	90%	95%
Work while attending	69%	42%
Economically Disadvantaged	90%	N/A
Part-time	31%	15%
Average Age	28.5	20
Source: FPC Office of Institutional Research		

The vast majority of students who enter FPC do so with some or all of the characteristics widely understood to be barriers to success in college. They are poor, they are unprepared academically, and they have unclear education and career goals. The odds are stacked against them from the beginning, and for most the journey to graduation is a tremendous uphill struggle. **Twenty-five percent of our students come with a GED rather than a high school diploma.**

More than **95% of entering FPC students are underprepared** and require developmental education in at least one subject area. **Ninety-eight percent (98%) of FPC's Hispanic students require remediation** in at least one subject area. Students come to us from poor high schools that are too under-funded to have adequately prepared them for college, and a significant number of students in our service area do not graduate from high school at all. The average ACT score for FPC students (19.0) falls well below both the Texas (20.3) and the national average (21.0).

The vast majority of FPC students are classified as low income. Overall, 83% of students require financial assistance to attend college. More than 72% of our students received federal or state aid (grants, Workforce Investment Act [WIA] funds, Texas Rehabilitation Commission [TRC] funds, and/or loans). Approximately 90% of our students enrolled are first generation. This number is even higher among Hispanics with over 95% of Hispanic students coming from families in which parents have not completed college. These students have no academic role models and little or no family support--financial, emotional, or intellectual. Their chances for success are dismal.

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Many students constantly juggle their academic endeavors with **work and family obligations.** Almost 70% of students work while attending FPC, and more than 56% of students work at least 20 hours per week. Most also have family obligations and/or children to contend with. **Sixty percent of our students are female, and 42% of the female students are single parents** (Student Surveys, 2003).

Over the last decade, growth of minority students at FPC has more than doubled. Of the total minority student representation, 20% are African American; 7% are Native American; 3% are Asian, and 70% are Hispanic. Of the Hispanic population, approximately 70% come from homes where English is not the predominant language or nearly all family conversations are conducted in Spanish. In addition, since 1990:

- The percentage of minority students has increased from 8% to 20%; and

- The percentage of students receiving financial aid has increased from 48% to 83%.

Frank Phillips College Faculty Characteristics

FPC has a very stable faculty of 31 members. Thirty-five percent have been at FPC more than 5 years and 23% for more than 10 years. The average age of a faculty member is 45. While this longevity and maturity has provided a sense of stability to the institution, it has also hindered the process of classroom innovation.

FPC's faculty are becoming overwhelmed by increasingly diverse student characteristics and their increasingly heavy course load.

"While community and technical college faculty are more diverse than in many other professions, they lag behind the representative diversity of their students. The typical faculty member is an older degreed professional working part-time and teaching one or more classes" (Texas Higher Education Coordinating Board, 2001).

The average load for full-time faculty is 22 hours, and 100% of faculty are currently teaching on overload. When students need classes taught under special arrangements for graduation purposes, faculty will teach them in a "to-be-arranged" basis. ***Forty percent of the faculty are teaching "tba" classes, and the average load for those teaching is 8 hours above their 22 hours of actual class time instruction!***

Only 10% of faculty have a doctorate, and 52% have graduate degrees. The heavy reliance on part-time faculty (84%) makes faculty development efforts difficult but even more necessary. With only 10% minority representation, the ethnicity of the faculty and staff does not reflect the diversity of our students, although effort has been made to improve this situation.

2002 faculty surveys have revealed that the vast majority of faculty (both full and part-time) are eager to learn strategies and techniques to help them become more successful at meeting the needs of our at-risk students. We understand that we are the only higher education institution in the region and that, if students fail here, there is often nowhere else for them to go. We take this responsibility seriously and are extremely committed to improving and enhancing the potential opportunities for our low-income students as we prepare them for the workforce.

B. COMPREHENSIVE DEVELOPMENT PLAN NARRATIVE:

> *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*

1. Analysis of Strengths, Weaknesses, and Significant Problems and Description of Analysis Process:

FPC's planning and self-study processes, involving all constituencies of the college, have provided an accurate, in-depth description of the institution's strengths, weaknesses, and problems in the areas of Academic Programs, Institutional Management, and Fiscal Stability. (Note: detailed description of the analysis process follows the description of strengths, weaknesses, and problems). In addition to the description of each problem, FPC has also examined the consequences of not solving the problem and the relationship of the problem to proposed solutions. In examining these issues, every effort has been made to maintain objectivity, through reliance on relevant data, internal and external evaluative reports, surveys, and studies. The following table identifies FPC's strengths:

Academic Program Strengths
Faculty and staff commitment to improving the academic success of students.
Dedicated faculty who have expressed an eagerness to learn about integrating technology into the classroom.
Strong Business and Industry Training programs through partnering with areas businesses.
Highly successful Licensed Vocational Nursing Program with extraordinarily high licensure rates.
Low tuition opens doors of opportunity for undereducated, low-income population to pursue college degrees.
Strong articulation agreements with high schools, vocational, and four-year schools.
Special programs to support overwhelming numbers of disadvantaged and at-risk students.
Outreach courses offered in area towns include concurrent enrollment, academic courses, and continuing education courses. FPC has six sites for nursing clinicals.
Successful application and funding of TRIO Student Support Services for 150 participants.
Institutional Management Strengths
Shared governance structure that includes nine elected representatives that serve on the Board of Regents and fifteen committees and numerous task-forces.
Strong Board of Regents, including diversity in ages, ethnicity and a high sensitivity toward minority populations. In addition, the board represents diversity among industry and business in the area.
SACS self-study launched with broad participation, resulting document was representative of the entire college's commitment to improvement and excellence.
Facilities utilization improved through a second learning site as well as partnering for an extended campus in Perryton, Texas, that will be paid for by Ochiltree County tax funds.
Planning emphasized through committees and divisions that propose to improve education and services.
Positive executive leadership through President Swender. He has brought enthusiasm to FPC that has garnered support for new programs and created a progressive vision for the college.
Fiscal Stability Strengths
Strengthening of College Foundation with a 37% increase since 1997.
Resource allocation tied to strategic plan through approval from the Board, which has closely set the

| goals and objectives for the institution and the budgetary requests that best support these benchmarks. |
| Increased contract training revenues through business and industry division by 23% during last three years. |
| Fiscal planning improved through incorporating priority-based budgeting as central theme for decision making with cost center managers presenting their requests with goals and strategies for resource allocation. |

Weaknesses and Significant Problems

Academic Program Problem: High Student Failure and Attrition
Associated Weaknesses:
Ineffective Teaching Methods   *Insufficient, Outdated Instructional Technology*   *Limited Faculty Development Opportunities*
Insufficient Student Support   *Antiquated Student Services*   *Limited Student Service Resources*

Student failure and attrition are severe and growing problems at FPC. Nearly 90% of all entering students fail to complete their college program. Our fall-to-fall attrition rate is 69%, much higher than the state two-year college rate of 48.5% (THECB, 2000) and the national rate of 48.2% for public community colleges (ACT, 2002). A corresponding result of high attrition is **FPC's low graduation rate of only 12% overall, dropping to 10% for Hispanic students.** While FPC has improved minority graduation rates since 1995 (as shown below), our rates are still too low. Nationwide, the average three-year graduation rate is 31.6% (ACT, 2002) with Hispanics at 20.5% (NCES:2000-159 Table 3.1C). In fact, our dismal rates provoked the Texas Higher Education Coordinating Board (THECB) to stress, based on a 2001 site visit, that FPC's *"retention and dropout rates need improvement."*

Percent Earning a Degree from Frank Phillips College

	1995	1996	1997	1998	1999	2000	2001	2002
Caucasian	13%	14%	12%	13%	14%	13%	12%	11%
African American	5%	10%	13%	13%	14%	13%	12%	9%
Hispanic	7%	7%	8%	9%	9%	8%	10%	8%
Other	5%	10%	15%	18%	16%	17%	14%	2%

Source: FPC Office of Institutional Research, 2002

Our high attrition is directly related to excessive student failure in developmental and core courses (those required for associate and bachelor degrees in the State of Texas). Not only do math and science courses defeat far too many of our students, but reading- and writing-intensive courses designed to improve critical skills for the workforce as well as transfer to the university setting have high failure rates.

Fall 2002 Failure Rates: Core Courses (D, W, or F)					
Liberal Arts		**Science**		**Math**	
Literature	**58%**	Botany	**50%**	Business Math	**63%**
Economics	**57%**	Anatomy & Physiology	**43%**	Calculus	**57%**
American Government	**45%**	Physics	**38%**	College Algebra	**35%**
Rhetoric and Composition	**37%**	Biology	**33%**	Trigonometry	**31%**

Source: FPC Office of Institutional Research, 2002

Clearly, it is imperative that the college develop new teaching strategies and support systems to promote student success. We simply must respond with improved systems and services.

Weakness: Ineffective Teaching Methods

Adams and Marchesani (1999) point out that the *"training many college faculty members received in graduate school has ill-prepared them for the social and cultural diversity of today's students. . . . .The understandable difficulty for faculty socialized within another historical and cultural situation is to know how best to facilitate diverse student learning."* Our instructors have had little or no training in meeting the needs of underprepared and at-risk students and possess few skills for identifying diverse learning styles. Instead, they rely on such traditional methods of instruction as the lecture, favored in over 85% of our academic courses (faculty survey 2002). Our high failure rate in developmental and core courses indicates that what faculty are doing now is not working. Only two instructors have any training in special strategies for at-risk learners. Because of severe budget constraints during the last ten years, we have been unable to offer seminars or training on learning styles or strategies proven successful with at-risk learners. Instructors

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rightly point out that they not only have insufficient training and knowledge about diverse teaching methods, but they also have no classroom technology to support such alternatives.

Insufficient, Outdated Instructional Technology

Technology in the classroom is a rare privilege at FPC.

"As an instructor I feel frustrated by knowing there are all these great tools that neither I nor my students can take full advantage of due to lack of training for both teacher and student. This is very frustrating for the student and the teacher. I REALLY want to teach these people how to be successful learners."
Gina Morris, Science Instructor

Faculty in each of the three classroom buildings must share a mere seven TV/VCR combinations by reserving them through the library. Except for one space reserved for distance education, more advanced instructional technology is non-existent. Faculty who teach academic courses that would benefit, such as those requiring writing or verbal participation, have no access to a linked system that would allow students to share information with one another. Furthermore, not a single academic classroom contains equipment—such as a laptop computer and digital projector--that might assist faculty in reaching students with a variety of learning styles. Unfortunately, faculty members must rely on chalk as their visual aid. And even if the technology were available, our faculty is woefully under-prepared to integrate it into the classroom. A 2002 survey found that **71% report chalkboards as the closest thing to a "technological tool" they know how to use in the classroom.** Our faculty have, however, expressed an overwhelming interest in using technology and cited a critical need to outfit individual classrooms appropriately.

Limited Faculty Development Opportunities

Our budget can provide only minimal travel/training allowances, often insufficient to cover the costs of getting to the training site from our remote location in the Texas Panhandle. Also, time constraints prohibit most faculty members from

"Money is always an issue. Another reason is simply the lack of time. *We can't commit to too many things while we still teach our students.*"
Judy Hart, English Instructor
"We only have a small amount budgeted in Biology for professional development, and it won't cover two persons' costs, so we were taking turns. My turn would have cost only $200, but with the state budget cuts, we don't have even this much money left."
Gina Morris. Biology Instructor

participating in off-campus development efforts even if resources were available. The 1999 SACS report

noted, "*Teaching workload seems to be an issue. It is not unusual for instructors to exceed the 21 credit hour maximum workload."*

In a 2002 survey, 96% percent of faculty expressed a desire for training to identify and address the needs of under-prepared, at-risk, and minority students. The same survey found that **100% of the full-time faculty considered professional development critical and significant** to the future success of our students and to the stability and viability of FPC's future. Faculty are, on the other hand, increasingly frustrated with the disparity between their willingness to learn new teaching methods and the availability of opportunities to seek these new technologies.

> *"Professional development that will strengthen instruction and academic support services is imperative if FPC is to effectively serve its constituency and close the gaps between what students need and what FPC has to offer."*
> Dr. Penny Coggins, Student Success Consultant, 2001

The survey also revealed that:

Faculty Survey 2002 Results	
92% of faculty felt it was important to offer workshops on how to use technology effectively in the classroom.	**79%** felt it was important to offer workshops on successful course presentation strategies.
83% responded that they would be willing to participate in faculty development efforts.	**83%** indicated that technical support (i.e. personnel to provide training) is important to these endeavors.
92% of respondents currently use their office computers for Internet searches and e-mail only.	**68%** have never used computer presentations, computer-assisted tutoring, or multi-media in the classroom.
92% cite they would use more technology in the classroom if they had the opportunity to learn the technology.	**84%** reported inadequate training for software and technology.
87% report that FPC has insufficient technical staff to assist instructors with service and training.	**83%** report they cannot integrate technology due to absence of equipment in the classroom.
88% expressed an interest in a computerized project system for multimedia presentations.	**77%** rank learning about how to use new instructional methodologies and technologies as their highest priority for professional development.

Unfortunately, FPC has not had the resources to implement a comprehensive faculty and staff development program. With less than .05% of the budget designated for such efforts, no funds are available for individual faculty members' development, and while departmental budgets contain a small amount for travel, it never covers the full cost of even one conference. As a result, approximately 80% of

faculty members get all their professional development at "home grown" in-service meetings. Bringing professional workshops to the college is financially impossible. Consequently, it is not surprising that most faculty teach using antiquated methods and materials. Also hampered by limited instructional technology, FPC faculty fail to convey information adequately to students whose attention span is geared towards television, movies, and video games rather than toward taking notes or reading.

The college employs a significant number of adjunct faculty (82 compared to the 31 full-time faculty), which means that the majority of student credit hours (especially developmental education) are taught by faculty largely without any special training or experience in education. Most adjuncts cannot meet the special needs of our students beyond those related to actual subject matter. In fact, adjunct faculty have many needs of their own. They come to campus, teach their course(s) and leave. Because this is not their primary employment and they have no job security, they generally lack incentive to improve their teaching skills. And even if adjunct faculty were trained in computer assisted instruction (CAI), FPC cannot currently supply computers or multimedia projectors to use in their classes.

Weakness: Insufficient Student Support

Failure to intervene and assist at critical points in our students' academic experience weakens our student support system. We have **no early warning detection system**, other than in basic skills courses, and even here, early warning consists of a letter threatening to withdraw students from all their courses, as required by state policy. At no point are these students contacted or counseled to ensure their success, even though the institution has identified them as high-risk. **A single counselor is responsible for advising, planning, and assisting all students.**

Supplemental instruction is almost nonexistent for students in core courses, despite the critical need for such support. Math, English, and science classes average failure rates of 40%, yet no computer labs are available for computer-assisted learning. No tutoring is available for students struggling through classes required of all degree-seeking students. Faculty who teach these core courses offer limited

tutoring outside the classroom, but they simply do not have enough time to provide the large number of at-risk students with individual assistance. One science instructor stated, *"My students are struggling desperately with their coursework because their study habits are so poor. I wish there was some place to send them so that they could get the help they deserve. I frankly do not have time to meet with all of them."* In the 2002 survey, faculty reported the following observations about why a majority of students are not succeeding in core courses:

- **75% have poor study skills;**

- **90% would benefit from intervention at some time during the course; and**

- **85% would benefit from a trained, qualified tutor in the discipline.**

One hundred percent of full-time faculty members noted that their students' greatest deficiency is basic reading, writing, and/or critical thinking skills. Despite desperate needs, the college is falling behind in providing academic support to enhance these key skills. The end result is that the institution fails to respond effectively to students who are at-risk, under-prepared—academically, economically and culturally disadvantaged—and in need of intensive support.

With a 67% increase in the Hispanic population of our service area, the college will continue to experience a corresponding rise in the number of Hispanic students. As a result, we desperately need English as a Second Language services that can help us prepare these students for college courses as well as for the job market when they leave FPC. But because our programs are now extremely limited, we fail to meet the needs of a

> *"Frank Phillips College recently lost the opportunity to serve the needs of several counties when we were forced to table ESL opportunities due to budget cuts. The students in these remote locations now have no access to ESL services."* Dr. Herbert J. Swender, Sr., President

growing number of students who require our assistance. Culturally responsive teaching requires design of learning processes that embrace the range of needs, interest, and learning modalities (Wlodkowski and Ginsberg, 1995).

Antiquated Student Services

> *"The one thing my son would have most benefited from is an orientation class. He didn't really know how to make college life work for him, and he failed because of it."*
> Silvia Rivera, parent of FPC student

Someone once said that "you never get a second chance to make a first impression," and orientation is FPC's "first chance" with our students. Currently, orientation is designed for traditional students only and consists solely of a two-hour meeting in the auditorium where first-time, full-time freshmen are given a handbook of rules. Since they do not meet any staff or faculty who might offer them assistance, students suffer because the staff is unable to raise the students' level of awareness when they first begin their academic careers. Many are amazed that the college has any programs to help them because they have never been introduced to the (admittedly few) existing opportunities. In addition, not one Student Services staff member has expertise in retention, and none have been able to attend retention workshops because of the expense involved.

> *A 2001 site visit by the THECB specifically cited FPC as weak and needing improvement in the following areas:*
> - *Registration*
> - *Enrollment*
> - *Assessment*
> - *Advisement*
> - *Counseling*
> - *Retention*

Likewise, FPC does not have a coordinated approach for effective assessment, advisement, timely intervention, and tracking of students. Processes used are outdated, fragmented, and unresponsive to faculty, staff, and student needs. Built-in delays frustrate students and staff alike. Critical student information, such as assessment scores, is collected and circulated manually. As a result, information vital to student assessment, placement, and advisement processes, as well as retention information, is not readily available. Caring faculty and staff are forced to operate in the dark.

Weakness: Limited Student Services Resources

Student Services is critically understaffed, and personnel in this area cannot be effective in assisting students because of their numerous required duties. While some colleges have an adequate number of counselors to advise, plan, and assist students, FPC's lone counselor is the sole person responsible for all types of counseling--including career counseling, which requires a personality test,

interest test, and research. It is sad, but not surprising, that students rarely participate in career counseling, and student interest and awareness are extremely low.

In most colleges and universities, Student Services is the division that assists students in ways that make their college experience enlightening and enhance their prospects. At Frank Phillips College, however, our dedicated Student Services staff have too few resources and too little training for our increasingly diverse population.

Consequences of Not Solving the Problem

Without adequate opportunities for professional development, instructional methodologies that depend on technology will continue to be a mystery to faculty and students at FPC. Classroom teaching will continue on its current path—a path that leads nowhere for most of our students. The deep commitment of our faculty to student success will flounder and continue the downward spiral of high student failure. FPC will continue to miss the mark in providing instructional services critical to its service area. Students will be forced to forego higher education because they have no other options: for them, it is Frank Phillips College or nothing. If we do not give our faculty the resources they so desperately need, our students will have no hope whatsoever.

In a 1999 research report, the National Council for Instructional Administrators indicated that, without strong student success systems, the quality of instruction will erode as faculty are forced to address more and more needs of unprepared students in college-level courses. FPC is a perfect example of how weak student success systems impact academic quality and attrition.

Not mitigating our attrition problem penalizes students, the institution, and the larger community. Without a solution, the prognosis for student success will continue to be minimal and the impact on the college enormous. Residents of our service area cannot achieve economic freedom without responsive higher education. They cannot attain that education without core competencies (reading, writing, math,

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computer). Lacking a well-developed system of academic and student support, FPC cannot fulfill its mission and make a difference in their lives.

Proposed Solutions

Seriously concerned about our attrition problem, several groups—with members including Student Services staff, faculty, directors and division chairs, deans, vice president, and president--have studied possible solutions and revised the College Action Plan. These groups first reviewed any barriers to problem resolution, then studied retention literature and strategies that had been effective at other Texas institutions with similar weaknesses. A detailed rationale for the solutions is contained in the narrative for the Activity. **The following solutions were identified through this process:**

- Provide faculty development in new teaching methods, technology, supplemental instruction, and small-group tutoring;

- Provide classrooms equipped with technology and develop approaches including incorporation of technology, assisted learning, supplemental instruction, tutoring, and other learning strategies;

- Develop a well-equipped student success center that combines all fragmented learning environments including developmental education, non-credit basic skills, and ESL services into one central location; and

- Develop strong student services, including orientation, assessment, advisement, intervention and tracking.

Institutional Management Problem: Limited Access to Critical Student Information
Associated Weaknesses:
Ineffective Student Information and Tracking System *Inefficient use of Staff Time to Compensate for Ineffective MIS/SIS* *Limited Human Resources to Support Advanced Technology*

Ineffective Student Information and Tracking System

As college enrollment has become more diversified, our ability both to track and serve students has become more limited. FPC has not been able to commit the personnel and other fiscal resources to develop effective or efficient information retrieval and tracking systems to support management functions. This problem is particularly critical because all colleges in Texas have received a state mandate to implement accountability measures, but the Texas Higher Education Coordinating Board has provided no additional funding or guidelines to support this process. In addition, all college/university accrediting agencies, including SACS, are now requiring outcome assessments as part of the criteria for accreditation.

Currently, **the college has little or no capability to collect and process student data**. Internal decision making is stymied, inaccurate, incomplete, or superficial because information is either not available or difficult to decipher. In addition, the college does not have the adequate personnel to collect and interpret data. Consequently, fundamental knowledge of the degree to which the college is meeting its desired educational outcomes is not available to key decision-makers. Inadequate student tracking mechanisms are contributing to students' "falling through the cracks." In short, effective information systems and managerial expertise are urgently needed to assess educational outcomes and implement effective intervention strategies.

FPC is unable to identify students in danger of failing courses or dropping out of college. We have no mid-semester grade check, and faculty who identify students needing assistance merely talk to them about their progress, if they take any action at all. Furthermore, we have no referral system, and student intervention is not available. The college has neither the means of identifying and tracking the students nor the resources to assist them if they self-identify. Even when a student is "in the system," tracking his or her progress is a time-consuming task. Other than transcript information, which is often incorrect, faculty receive little information to evaluate the success of their courses or students. Our inability to track students from enrollment through graduation limits the college's capacity to serve students and to

make timely, appropriate decisions to support student success. The fate of students who fail to complete their programs is virtually unknown, with no follow-up on students who leave.

Most student information and student reports are collected and calculated manually. Reports requested by administrators can take days or even weeks to produce and are often riddled with errors. Getting accurate information to the Texas Higher Education Coordinating Board in a timely

> "*Student information is not accessible in any useable form at Frank Phillips College. . . . data collection regarding students is antiquated and completely ineffective. College personnel are making decisions critical to student success based upon outdated, inaccurate information.*"
> Dr. Penny Coggins, Student Success
> Specialist, 2001

manner affects state funding of the institution. Many Texas Higher Education Coordinating Board reports are returned to FPC staff for "cleaning," a process that increases the time and effort to complete these mandatory reports.

Degree checks must be conducted manually. Student Services staff and faculty advisors do not have access to a computer-based system that would allow them to provide students with accurate, timely information regarding remaining course requirements for graduation. Since degree checks must be done manually, the process is extremely fallible. Students who believe they are near graduation find that they need more courses to graduate and are understandably frustrated. Many simply give up and leave.

FPC has no system in place for accessing, evaluating, or adding to the unified data information base required by the Texas Higher Education Coordinating Board. Required state reports, still compiled by hand, are known to be full of errors. Data for making decisions are not easily available. While information exists in a random fashion, no comprehensive or centralized access system provides feedback at the student, program, institutional, or state levels. Quantitative archival information is not easily retrievable or interpretable and does not "compare apples to apples."

The ineffectiveness of our software has led such functional areas as Admissions and Student Services to seek stand-alone software solutions, while other offices use conventional productivity tools such as spreadsheets and desktop databases to manage and produce student information. The

consequence of this decentralized data management is disaggregation of institutional information, further contributing to our information dilemma.

PowerCampus is a management information system that was purchased by the college in 1991. It has the capabilities to manage information pertaining to student enrollment and advising and financial affairs for the college. However, the modules are seriously archaic, and we have been unable to purchase updates that take advantage of new technology. As a result, none of the modules are properly linked, so advisors cannot access student billing or financial aid data, and the Business Office cannot access student records. Transcript holds require phone calls from one department to another, and likewise, transcript releases require internal phone calls, a very frustrating five or ten minutes for the students who have cleared their obligations.

Faculty and most staff have no access to the existing system. The fear of misusing the system runs rampant among those who understand the training required to use the package. As a result, a simple table listing final semester averages per class is impossible to acquire. Those who understand the system are using it for more pressing and immediate needs, so others who need the information are put on hold indefinitely.

For the last couple of years, a representational committee has investigated several other packages by contacting companies for presentations and visiting neighboring colleges. A great amount of time went into the process, but the conclusion was that PowerCampus is a reasonable system that has good potential for its users. New up-to-date modules that incorporate web-technology need to be purchased and extensive training provided to faculty and staff if the college is to maintain its commitment to accurate and timely record-keeping for the betterment of the student body.

Inefficient Use of Staff Time to Compensate for Ineffective SIS

Because of these data management weaknesses, personnel in all departments waste valuable time performing functions that should be performed automatically by computer. Not only does this situation lower overall productivity, it is beginning to affect morale. In an age where technology is supposed to make our work easier, FPC employees have to work harder to produce fewer results.

> "Our biggest problem with it [Power Campus] is that no one knows how to use it properly, and the training is poor and outrageously expensive. There are several components we should purchase to enhance its efficiency but it's simply not within our budget. So our best bet would be to invest money in training and upgrading rather than replacing it."
> Shannon Carroll, FPC Associate Dean, Academic Affairs

These problems create inefficiencies, delays, and mistakes not to mention a tremendous amount of frustration for employees and students, as well as the loss of untold hours of productivity. There is no time left for the projects or personal touches that make a college feel special to students and employees.

Limited Human Resources to Support Advanced Technology

If FPC is to implement a true Student Information System, staffing levels and skill requirements must receive serious attention. Most college staff bemoan their lack of training on existing software, a concern that is not unusual in many organizations today. However, we must acknowledge the problem and recognize its impact on staff productivity when examining the investment needed to improve technology infrastructure. Our information systems problems cannot be appropriately addressed without including a **model for college-wide training.**

Faculty and staff must be trained to use new information systems appropriately to increase student success, including student advising, tracking, and intervention. We also propose to develop and pilot on-line, interactive training for students' use of information tools we will put at their disposal, thus allowing them access to training without requiring college personnel to deliver it. In these ways, technology training will be pervasive at FPC.

Proposed Solutions

The Strategic Planning Committee, in collaboration with the Vice President/Dean of Instruction, assumed the task of developing a student information system tailored to the needs of FPC. An overriding criterion for its development is that information be easily translated and disseminated in a timely manner for wide use by the entire college. The Planning Committee researched recent literature and reviewed successful models at other Texas colleges, including Amarillo College and South Plains College. A reliable student information system (SIS) with a relational, integrated database is an essential part of the infrastructure required for successful retention systems such as student tracking, advising, early alert, accurate course placement, and system evaluation. The following strategies are proposed as solutions to the problem of an ineffective student information system:

- A comprehensive student tracking system will be developed, enabling faculty, counselors, and academic support services staff to identify and communicate with students when they experience academic difficulty and to provide intrusive advising. In addition, we will be able to evaluate the effectiveness of student retention strategies;

- A computer adaptive assessment system, integrated with the new SIS, will be developed and made accessible to appropriate faculty and staff;

- Data elements required to document student performance indicators for outcomes assessment will be integrated into the SIS, and reports will be provided to users; and

- Campus-wide training will ensure that key personnel know how to use student information components of PowerCampus.

A detailed rationale for strategies chosen is contained in the Activity Narrative.

Fiscal Stability Problem: Inadequate Fiscal Resources
Associated Weaknesses:
Texas State Funding Formula Tied to Credit Hour Generation *New Funding From Property Taxation and State Aid Unlikely* *Reduction in College Reserves* *Severe Budget Cuts Imposed by State Government*

Insufficient funding underlies the college's most pressing problems--attrition and the absence of a coherent system for measuring student and institutional outcomes. While it is true that money cannot solve all problems, the scarcity of resources at FPC is a major impediment to growth and self-sufficiency. The FPC Business Office has documented a substantial loss of revenue each year when students do not return from one semester to the next. As a result, fewer services have been available for those students most in need—both the student and the institution are penalized. High attrition rates are costly. Losing one student who generates 30 credit hours per year means losing approximately $4,200 in state funding, tuition, and fees. Multiply these amounts by the hundreds of students who exit the institution, and the consequences are clear. These losses will only escalate over the next few years as Texas extends performance-based funding into the formula for allocating state funds.

Weakness: Texas State Funding Formula Tied to Performance and Credit Hour Generation

Texas community colleges are funded primarily through legislative appropriations, with the amount distributed to each college linked to the number of credit hours generated by enrollment. However, in the 1990's our student population remained stagnant while inflation rose steadily. As a result, we have been forced to raise student tuition and fees nearly 25%, delay or reject equipment purchases, defer preventative maintenance, and constrict professional development. What little academic and student support services that exist are understaffed and decentralized.

We must be very resourceful in meeting the needs of a diverse, economically and academically disadvantaged population that requires extensive support services and remedial programs. Because **FPC is the only open-door post-secondary institution in the northern Texas Panhandle**, we must maintain

and strengthen our ability to serve the community by providing essential academic programs. Transfer programs that open the door to four-year universities are juxtaposed with nursing, business, and other vocational programs that support the employment needs of local employers and industries.

As described in the **Institutional Management** section, the college is weakened by its inability to collect, analyze, and disseminate information that would assist faculty, staff, and key decision makers in assessing not only student progress but also the institution's effectiveness in accomplishing its goals and objectives. This weakness goes to the heart of the financial issue because, without access to reliable and meaningful information, good planning, and accurate financial forecasting, we cannot make a valid assessment of our performance.

Weakness: New Funding From Property Taxation and State Aid Is Unlikely

Unfortunately, additional new funding from property taxation and state aid is not on the horizon. FPC's tax rate is the 6th highest in the state, yet the tax dollars collected are the 6th lowest in the state! Because of the economic downturn this high rate does not translate into large amounts of money. In addition, an existing high ad valorem tax coupled with a 7.7% decrease in population during the last decade for the college's taxing district, make passage of any rate increase unlikely. As mentioned in the **Institutional Narrative**, our poor and largely uneducated service area would be unable to withstand any additional tax burden.

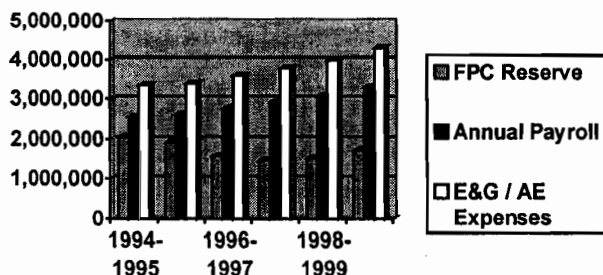## Weakness: Reduction in the College's Reserves

A dangerous reduction in the college's cash reserves to cover increasing operational costs has weakened fiscal stability over the past five years. Mindful of our obligation to serve our district the best we can, we invested $520,000 on fiber and infrastructure enhancement throughout the campus

from 1995 to 1997. This necessary administrative decision was critical in elevating FPC's technology above a nearly nonexistent level but has severely encumbered the college's cash reserves. As operating costs have steadily increased our reserves have dropped.

Weakness: Severe Budget Cuts Imposed by State Government

Recent budget cuts ordered by Texas Governor Rick Perry have crippled Frank Phillips College. After we were already halfway through the year, the state mandated that all public institutions of higher education cut 7% of this year's budget. We must cut 7% of the entire budget even though we have only 50% of the funds left. This catastrophic demand will force the college to cut back on what few opportunities it offers faculty, staff, and students. In addition, the Governor has instructed colleges to cut 12% from the next biennium's budget.

Though Governor Perry has requested that colleges not interfere with money budgeted for student services or instruction, at Frank Phillips College, nothing else is left! We do not get funded for bricks and mortar, nor does our budget include any money for research or further education. If we must cut 24% of the next two years' funding, we will be cutting 24% of our services! Regrettably, our students will suffer most. Because one of the few solutions involves raising the maximum number of students per class (the cap) by at least five and offering fewer sections of each course, faculty will face the added burden of crowded classes with no extra compensation or release time. Raising caps a mere five students per class will give each faculty member approximately 35 new students, the number normally constituting a class! And our at-risk students will be less able to get the personal attention they require for a chance at academic success.

Consequences of Not Solving the Problem

The problem of scarce fiscal resources is not likely to change. Our sinking fiscal resources impede establishment of new programs and services for our at-risk student population. If left unaddressed, resource problems will severely affect our ability to retain students and, ultimately, our ability to operate within our mission. Critical economic situations in the region have reduced FPC's fiscal resources and yet

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have brought to the college a rich resource in our increasingly diverse student population. It is imperative that we generate the resources to meet their educational needs. Without FPC, these students have nowhere else to turn. Without these students, FPC fails to meet the needs of its constituency and the descent into failure becomes a real possibility for both our students and the college.

Proposed Solutions

The problem of inadequate fiscal resources must be vigorously attacked by implementing aggressive student retention and success strategies:

- instituting an effective student response system supported by accurate and accessible information;

- improving instructional delivery through better use of technology;

- providing development opportunities for faculty and staff that include release time for training.

The college has strengthened its fiscal planning function by including community, faculty, board member, student, classified staff, professional staff, and administrative perspectives. FPC, through its strategic planning process, has determined that increasing retention and improving the institution's ability to measure outcomes are two major steps that must be taken to achieve fiscal stability. By increasing student retention and opportunities for student success, the college can also increase enrollment and assure that essential funding is not lost. By implementing a student response system, the college will have not only the capability to measure institutional effectiveness, but also the capability to reduce attrition.

Analysis of Strengths, Weakness, and Problems

FPC uses a planning process that involves all major constituents of the institution in the analysis of its strengths, weaknesses, and problems. Through this process, we identified the major problems that our activity is designed to address.

Critical to the planning process is identifying and analyzing conditions that will affect the institution and the community. FPC relied on a variety of approaches to identify and analyze strengths, weaknesses,

and problems as well as to develop plans for institutional improvement. Because broad inclusion is of

particular importance to the success of the process, representatives from every constituency base are

included in each stage of planning. The strengths, weaknesses, and problems described in the above

section were identified through strategic planning, which made use of committee and task-reports, advisory

board reports, faculty and student surveys, and the accreditation self-study.

Analysis of Internal and External Environment

As part of its self-study process, FPC includes every employee of the institution as well as students,

community members, and advisory board members. In order to plan effectively, FPC relied on the following

resources to provide information about the internal and external environment:

☐ THECB reports ☐ SACS recommendations ☐ Research reports and papers ☐ Internal reports ☐ External consultants' reports ☐ Committee reports on student services ☐ Task-force reports on information systems ☐ Borger business and industry	☐ Economic / social / and political trends ☐ Demographics of region ☐ Review of successful Title III proposals and activities at other institutions ☐ Interviews with colleagues and students ☐ Faculty and student surveys ☐ Comprehensive program reviews ☐ Course evaluations

Review and Revise Guiding Documents: FPC reviewed mission statements from each department,

program, and division as well as the college mission statement. Revisions reflected our purpose, vision,

and values. Furthermore, revised objectives and goals reflected the new mission statements.

Develop Strategic Direction: After reviewing and revising the guiding documents, we modified the

planning process to include action items that range from one to five years in length.

Integrate Analysis and Planning: The analysis/planning model implemented at FPC provides a unified

and comprehensive approach to institutional planning. Essential to FPC's planning process are the annual

meetings and the goals specified by the Division Chairs/Directors Instructional Council, with final

authorization by the Administrative Council. These groups receive communication from and relay essential

information to the appropriate college units. Through this system, we have articulated a clear vision for the future. Moreover, all constituents have had the opportunity to provide input and to continue working toward the institutional goals of the college.

Process Participants

INTERNAL PARTICIPANTS	
Board of Regents	9-member board including representatives from diverse segments of the community. Responsible for final approval of the college's Strategic Plan. Yearly board planning sessions allow board members and the president to consider issues brought to them by the campus community as well as the public in order to facilitate the formation of planning strategies. Students, faculty, professional staff, and classified staff representatives have been included with the Board of Regents in all planning sessions.
Administrative Council	Chaired by the President and includes the Vice President/Dean of Instruction, Associate Dean of Student Services, Associate Dean of Academic Affairs, and Dean of Business Affairs. Meets regularly and together participate in all planning sessions including final sessions approved by the Board of Regents. Deans are responsible for collecting and disbursing information to employees in their divisions and often act as the gateway between the divisions and the administration.
The Strategic Council on Planning and Evaluation (SCOPE)	Chaired by the President, and functioning as the President's advisory group, ultimately responsible for making all formal college recommendations to the President. As required, other college directors contribute to focused issues that pertain to their respective areas of supervision. SCOPE ensures that college goals and objectives are tied directly to the budgeting process.
SACS Self Study Committees	Headed by the President and Self-Study Director, input came from the Steering Committee and six criteria committees to ensure that all segments of the institution were represented and that the self-study assessed every aspect of the institution. All employees of the college as well as students and external participants contributed to the self-study process.
Division Chairs/Directors Instructional Council	Chaired by the Vice-President/Dean of Instruction with membership of leaders of all academic areas, this committee reviews the basic proficiency levels and content required of all students. It is primarily responsible for development of specific goals and objectives for individual academic departments.
Data and Technology Committee	Co-chaired by the Director of MIS and the Director of Institutional Research. The committee is made up of faculty, administration, and professional staff representatives.
Recruitment and Retention Committee	Headed by the Associate Dean of Student Services, this group examines factors contributing to student attrition and makes recommendations to the Administrative Council on solutions for addressing these issues. The committee was important to the current Title III planning process in identifying the strengths, weaknesses, and problems of the student support service areas and the proposed solutions.
Faculty Association	Headed by the elected president of the faculty, the Faculty Association reviews issues related to faculty concerns and makes recommendations to the Administrative Council or other appropriate councils.
Institutional Effectiveness Committee	Integrally involved in Title III planning, this group, including advisors, faculty, staff, and administrators, solicits information and advice and reviews all assessment measures used by FPC. This committee, as appropriate, advises the

	Administrative and Division Chair/Directors Councils providing an important feedback loop of outcomes data.
Academic Standards and Curriculum Committee	Chaired by the Vice President/Dean of Instruction, the Academic Standards and Curriculum Committee includes faculty, counselors, and student records staff. This committee has a rotating membership, ensuring fair representation of all academic concerns.
Students	The student body is represented through the Student Government Association and appointment to college standing committees. Student input is also obtained through student surveys including post graduation satisfaction surveys.
EXTERNAL PARTICIPANTS	
Community	The President of the college serves on numerous community service and economic development agency boards and meets frequently to share information and secure feedback from them. The community is also represented through numerous surveys and open-door meetings including Board of Regents meetings, which community members are encouraged to attend.
Advisory Boards	Nearly 150 local Business and Industry leaders serve on advisory panels for various areas of the college. Also includes faculty, administrators, and service agency representatives to obtain advice and recommendations on employer needs, satisfaction with student skill levels, and curriculum development for each career program.
Texas Higher Education Coordinating Board	Provides external review of curriculum by college and university experts, in line with state higher education guidelines.
PowerCampus Training Consultants	Provide technical consultation and training for the college's five-year conversion process to the PowerCampus Software management system. Assisted college in analysis of information problems and proposed solutions.
Accreditation Agency (SACS)	Assesses all programs, academic and career/occupational, and provides substantial recommendations for improvements and report program strengths and weaknesses which contribute to the planning processes.
Student Success Specialist Consultant	Dr. Penny Coggins assessed the academic program in 2001, making substantial recommendations for improving the overall structure and governance of the program
Counselors Roundtable	Composed of area high school counselors who meet each long semester to evaluate integration of high school curricula with college curricula
Tech-Prep Advisory Board	Integration of Region XIV staff who work with FPC staff involved in promoting, assessing, and granting tech-prep credit. Board also ensures student services for the tech-prep candidates.

Our inclusive planning process has resulted in an integrated, comprehensive approach to institutional analysis and planning and has provided the college with a rich description of its strengths and weaknesses in academic programs, institutional management, and fiscal stability. The process has yielded focused statements and produced detailed analyses of our fundamental problems, which must be addressed if FPC is to achieve its mission to provide educational opportunities for this disadvantaged region.

2. **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

Institutional goals and objectives define what FPC must achieve over the next five years to become self-sufficient as an effective and comprehensive community college. These goals were developed through an aggressive and inclusive process and serve as a guide for planning, staffing, and allocation of resources, in addition to reflecting FPC's new mission and vision. Due to page limitations, only those goals that apply to Title III are included.

Academic Program Goals:
1. *Strengthen the delivery of student services to improve access, placement, and advisement that ensures the retention and success of students through the integration of services, with particular emphasis on at-risk populations.
2. *Strengthen instruction and alternative delivery methods appropriate for at-risk, under-prepared populations.
3. *Employ education outcomes assessment to foster the routine improvement of academic programs.
4. *Strengthen education outcomes by incorporating technology in course delivery.
5. *Expand educational access for special population students.
Institutional Management Goals:
6. *Improve the effectiveness of services to students.
7. *Improve the orientation process ensuring that first-semester students become aware of services provided to them as well as become familiar with campus policies.
8. *Develop data and a centralized institutional information system to improve student success, academic quality and institutional effectiveness through improved decision-making capabilities.
9. *Expand the use of advanced technology to improve instruction, advisement, counseling, institutional data collection and analysis, planning, and performance accountability.
10. *Strengthen faculty skills through professional development/training working with at-risk students.
11. *Maintain development opportunities for faculty and support staff to improve the quality of services that enhance access, progress, retention, and success of students.
Fiscal Stability Goals:
12. *Maintain an enrollment management system with emphasis on retention of at-risk populations.
13. *Identify and aggressively pursue external funding to enhance the college's curricula, scholarship, and facilities and improve long-term fiscal stability.
14. *Increase FTE and head-count enrollment and services while implementing data tracking that verifies student success and retention rates.
15. *Improve cost effectiveness of the total operation of the college by increasing the access to and the use of computer management system software for establishing integrated databases relating to academic coordinated tracking, programs, and services by all appropriate college constituencies.

3. 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

The following measurable objectives are related to our goals for academic programs, institutional management, and fiscal stability. Each was developed through the comprehensive planning process described earlier, and each is designed to increase the levels of student success at FPC. Due to page limits, only those objectives applying to the Title III project are included:

Related Goals	*Measurable Objectives*
1, 3, 6, 9, 11	By 9/30/08, achieve 90% availability of information needed for advising to faculty and staff through the implementation of a college-wide student information system.
1, 7, 8, 11	By 9/30/08, increase by 50% over baseline 2002-03 the participation in new student orientation.
3, 5, 6, 7, 9	By 9/30/08, increase by 50% the number of student services staff and faculty advisors who incorporate intrusive advising strategies with students compared to 2002-2003 baseline data.
2, 4, 10, 12	By 9/30/08, decrease the number of course drops, withdrawals or failures in core courses by 25% over 2002-2003 baseline data.
2, 6, 10, 12	By 9/30/08, increase by 20% the number of students successfully completing core courses over the baseline 2002-03 level as a result of basic skills curricula, effective teaching/learning methods, and improved student support systems.
2, 10, 11	By 9/30/08, increase faculty effectiveness by having 75% of fulltime and 30% of part-time faculty participation in staff development each year.
4, 5, 10, 11, 12	By 9/30/08, have 50% of the faculty implement curriculum modifications to meet student needs as a result of faculty development activities.
4, 5, 9, 10, 12	By 9/30/08, decrease by 50% the number of faculty who exclusively use traditional classroom lecture-oriented teaching strategies compared to baseline 2002-03.
1, 2, 4, 5, 6, 9, 11, 12	By 9/30/08, increase overall student retention rates from 31% to 46% as a result of strengthened instructional programming and improved student services.
1, 2, 4, 5, 6, 9, 11, 12	By 9/30/08, a 20% increase in minority student retention rates over the baseline 2002-03 levels as a result of strengthened instructional programming and improved student services.

4. 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

The activity proposed in this application is the direct product of the dedicated work of our Title III

Task Force and planning committees in a process that has worked for the past three years and has

involved a wide range of staff and faculty as well as representatives from each college division and

department as we prepare for the future.

Our intensive process of study, analysis, problem recognition, and planning is the basis of our

vision. The proposed project seeks to realize success for students of diverse learning styles and cultural

backgrounds. Every faculty member and staff person has been involved on committees. President

Swender, Vice President Jacobs, and Faculty Association President/Representative Cameron Tucker, have

all pledged their continuing support and commitment to the project.

The proposed activity has been designed to institutionalize tested practices and improvements

developed with the grant funds in an incremental fashion as the project proceeds. The activity's objectives

of strengthening student services, strengthening instructional programs, and providing faculty/staff

development include the following methods of institutionalization common to all practices and

improvements:

• Leaders (President, Vice President, Faculty, and the Internal Monitoring Team) will clearly and frequently communicate priority of practices.
• Existing college staff (instructional and Student Services) will continue to be actively involved with pilots, feedback, and adjustments as project proceeds.
• Additions or adjustments needed with data collection, analysis, and report availability will receive priority.
• Promotion of the project's progress in college newsletter to inform all personnel of best practices developed and toughest challenges encountered; and to recognize faculty and staff involved.

Institutionalization will follow design adjustments indicated by the evaluation. The Internal Monitoring

Team (IMT) will determine and recommend successful practices to the President, appropriate committees,

division chairs, and/or program coordinators. The IMT, with the President and Title III Coordinator, will also

inform and involve the FPC Instructional Council.

Budgeting for Institutionalization: Institutionalization of costs for continuation of practices is included in the five-year financial plan. Each year, the budgeting guidelines will direct the Title III Coordinator during the FPC budgeting processes to include estimated costs. The Coordinator will prepare budget estimates for institutionalizing practices as each pilot evaluation concludes.

Pilot Testing and Integrating New Systems: FPC's activity has been designed to institutionalize tested practices and improvements developed with Title III funds in an incremental fashion as the project proceeds. The activity represents two components: Student Tracking, Assistance, and Response System (STARS) and Faculty Staff Development for Student Success. The importance and priority of these initiatives will be clearly and frequently communicated by institutional leaders to all faculty and staff through meetings, through a college-wide newsletter, and through recognition of "best practices" developed by faculty and staff involved in the project.

Specific Actions, Timelines, and Resources: Specific actions will be taken to assure the integration of practices and improvements within FPC's operations. The resources needed to integrate the tested practices into FPC's systems include personnel, training, equipment maintenance, and software upgrades. A substantial amount of training can be provided in-house after the grant ends because FPC is "training the trainer" through the strategies described in the Activity. For example, through the proposed project, the faculty will be developing new expertise in curriculum development and will be integrating supplemental instruction, cultural awareness, CAI, and other multimedia learning resources into their curricula. They, in turn, will be qualified to train other or new faculty beyond the end of the grant period.

Equipment maintenance, software upgrades, and technical troubleshooting will be the responsibility of existing technical support staff and the MIS department. Maintenance and repair of computers and other equipment are included in the computer modernization line of the General Fund Budget and any one-time state funds that become available for such use.

Changes in Technology: The technologies that FPC proposes to use in this grant were highly researched and carefully selected. In planning this project, the focus remained on the people within the organization and how technology could best be used to enhance their skills. By enhancing faculty and staff skills, technology improvements will continue to be integrated into FPC's programs and institutional management. In the proposed project, the staff will assure that new software components are compatible with the PowerCampus system and that they are chosen for their potential to help the college overcome the problems and weaknesses described earlier in a cost-effective and efficient manner. The MIS Director and the Data and Technology Committee will oversee and assure system compatibility and will be responsible for maintenance, supervision, and necessary up-grades of all technical equipment after the grant period ends. Maintenance costs will continue to be supported by the college's institutional funds. (No maintenance costs are requested in the Title III budget.)

Facilities Impact: As part of its strategic planning process, FPC examined cost-effective and efficient ways for the college to use existing facilities to fulfill the goals articulated in this proposal. The allocation of space has been planned so that each activity will be adequately accommodated and integrated into existing programs and systems, ensuring successful implementation and institutionalization of Title III practices and improvements.

Program Impact and the Role of Evaluation: The Activity will result in the integration of a new Student Tracking, Assistance, and Response System into our intake and advisement processes, improved instructional programs, and faculty/staff development in curriculum enhancement. A Supplemental Instructional program will increase student success in many of the college-level courses at FPC. These measures will improve student retention and support student ability to complete the college program and remain in college, thus increasing retention and enrollment. Since the state's funding formula for the college is based on enrollment, this projected increase in retention and improvements in student outcomes will have a very beneficial impact on the college's fiscal stability, and, ultimately, on the college's credibility.

In addition, by improving the students' ability to succeed in instructional programs and key college-level courses, the students ultimately benefit through improved college and career opportunities.

Assessment of program, student, and institutional outcomes will also be strengthened. As a result, planning will become more precise and the results more cost effective. The Activity includes a comprehensive **evaluation process** so that the merits of new strategies, systems, methods, and technologies can be measured precisely and become a permanent part of the institutional fabric. The college has made a concerted effort to include college-wide participation in the evaluation process, thus assuring that the practices and improvements will become an accepted, integral part of institutional processes and organizational structure.

Budget Plan to Institutionalize New Personnel: The institution will, over the five-year grant period, begin to assume the costs for remaining personnel, maintenance, and improvements. By gradually assuming certain personnel costs and other project costs, FPC will assure that the impact on college resources will be minimal when grant funds are no longer available. The following positions represent those costs initially supported by Title III that will be maintained after the five-year development stage:

Retention/Intervention Specialist: Beginning in Year Three, this position (100 percent time) will be institutionalized. As stated in the budget plan at the end of this section, FPC will be assuming an increasing part of salary for this position in Years Three – Five. The funds for the position will be generated from efficiency and increased revenues that will be realized by improving the institution's ability to measure student, program, and institutional outcomes. In addition, state funding will increase due to decreased attrition rates and increased student satisfaction.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Title III Portion	$35,500	$36,565	$32,013	$25,215	·$19,978	$ 0
College's Portion	$ 0	$ 0	$5,649	$13,577	$19,978	$41,155

Tutor Trainer/Supplemental Instruction Facilitator Beginning in Year Three, this position (100 percent time) will be institutionalized. As stated in the budget plan at the end of this section, FPC will be assuming an increasing part of salary for this position in Years Three – Five. The funds for the position will be generated from efficiency and increased revenues that will be realized by improving the institution's ability to measure student, program, and institutional outcomes. State funding will increase due to decreased attrition rates and increased student satisfaction.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Title III Portion	$34,500	$35,535	$31,111	$24,504	$19,415	$ 0
College's Portion	$ 0	$ 0	$5,490	$13,195	$19,415	$39,995

Student Success Center: Costs beyond 2008 will be paid for out of General Fund (increased revenue due to retention and increase in state funds due to increased credit hour generation.
Equipment: Maintenance of computers beyond 2008 is estimated at $10,000 to $15,000 per year and will be paid for by FPC.

By implementing the activity strategies, FPC will increase retention by 15 percent. Based upon 2001-02 data, each student generates approximately $4,200 in revenue for the college. The following reflects funds generated from a minimum 15 percent increase in retention:

15 percent retention increase = 118(FTE) students
118 students @ $4,200= $495,600

The impact of the new programs and services to be developed in this application is clear. FPC will generate through the increase in funds the resources required to integrate new practices and improvements into all of its programs. Revenue from the increase in student retention will meet personnel costs for the positions needed after the conclusion of the grant. Retaining a current student is less costly than recruiting a new student: recruitment expenses could decrease when retention increases. Developing our instructional and student support systems to meet the needs of our diverse student population will retain current students and attract additional enrollment. Many prospective students, intimidated by college-level coursework, are reluctant to risk failure and choose not to enroll. **Programs designed to meet the needs of our culturally diverse students will influence enrollment growth.**

The associative quality of student retention, that of successful students influencing others to attend their college, is another factor that contributes positively to enrollment and revenue. Studies have shown that peer references are among the strongest influences in college choice. The priority of the proposed activity and its development by the FPC Title III Task Force are well-planned programmatically and financially. The Task Force will see to the continuity of practices tested and adjust for institutionalization. With support from Title III funding, FPC will develop instructional and Student Services systems that will strengthen the college's capacity to achieve self-sufficiency.

PART II: DEVELOPMENT GRANT SPECIFICS

A. ACTIVITY NARRATIVE

Prior Title III Support

Frank Phillips College has never received a Strengthening Institutions grant.

Ranking of Activities

FPC proposes one comprehensive and multi-faceted activity that will effectively address the highest priorities of its comprehensive development plan–increasing the persistence, retention, and graduation rates of our changing student population. The majority of our students come from ethnic and/or economic groups that have historically been at risk, under-served, and under-represented in higher education. The single activity we propose will result in a focused approach that allows us to concentrate on maximizing our most valuable resources–students. Strengthening student and academic support services and providing faculty/staff development are critical components to **strengthening Frank Phillips College.**

Strengthening Student and Academic Support: Orientation, assessment, placement, advisement, academic counseling, and Individual Learning Plans will be re-energized, integrated, and modernized. This college-wide effort will reduce student withdrawal and lower failure rates. We will develop a Student Success Center (SSC) where we can pilot computer-assisted instruction for several disciplines throughout the college. As the hub for all activities related to the Title III project, the SSC will provide a laboratory where faculty can develop and pilot the best methods of facilitating student learning through the use of technology. The Student Tracking, Assistance, and Response System (STARS) developed in this Activity will allow staff, faculty, and students to gain access to critical student data for the first time in our campus history, thus bolstering positive educational outcomes. Also, we will introduce a modified Supplemental Instruction (SI) model to assist students in passing historically difficult courses.

Strengthening Faculty and Staff Development for Student Success: Funds for faculty development and travel currently comprise less than half a percent of the institutional budget. Accordingly,

little development or training has taken place, resulting in outdated instructional methods and frustration for faculty and students alike. While the community and student population are changing, the college and faculty are professionally stymied. To make the changes required to address student needs, instructors will learn to revise curriculum and update instructional methods. This activity component will provide release time for faculty in various disciplines to receive intensive training to design and implement a variety of teaching methods, including CAI (Computer Aided Instruction). Activities will aid developing a multicultural curriculum. Personnel will be in place to help faculty learn how to adjust their curriculum to incorporate technology and diversity. Based on an across-the-curriculum approach, faculty in all courses within the college will have the opportunity to test new methods designed to address the diverse learning styles of our changing student population.

Classrooms will be equipped with technology to enable faculty to apply these new practices. All faculty members will have an opportunity to participate in workshops and seminars and to meet one-on-one with the technologies trainer. The Activity's components will develop the following:

1. **Proactive intake, advising, and interventions**, consisting of development and testing of new and updated PowerCampus system in assessment and placement, orientation, use of Individual Learning Plans (ILPs), and a new intrusive career/academic advising system that includes early warning, referral, and a progressive tracking system. The tracking system will allow students, faculty, and staff to access student information at all critical junctures. Initial input will occur at admissions, advising, and registration. Follow-up input will occur when faculty flag students early in the semester for not making satisfactory progress. Students, faculty, and staff will be able to check progress toward degree completion online.

2. **Advanced educational success skills** will be achieved by developing clinics on a number of topics (time management, critical thinking, career planning, taking lecture notes, textbook outlining, studying for an exam, learning styles, etc.). With continuous on-line refreshers, brown bags, and on-line tutorials, a new peer-to-peer tutoring system will improve classroom success.

3. **A Supplemental Instruction (SI) program** will incorporate "model student" academic assistance in

historically difficult classes. Planning staff have analyzed withdrawal and grade records to determine which courses are "high-risk." Modified (2-year college) SI will involve extensive pilot testing, with continuous evaluation and feedback. SI procedures will be revised, improved, and extended to maximize classroom success.

4. **Training programs for student support and instructional staff** will broaden their capabilities to respond to student support needs by acquiring knowledge and using new strategies to support the unique needs of our under-prepared, non-traditional, and diverse students. Computer-aided technologies and media will be incorporated into instruction to support varied learning styles.

5. **Reformed curricula** will integrate strategies for addressing diverse learning styles. Faculty will learn how to create courses which incorporate teaching strategies that support the needs of under-prepared, non-traditional, and diverse students.

6. **The flagship of these interrelated initiatives is the design and development of a comprehensive Student Success Center (SSC).**

Evaluation

Both components will include a thorough evaluation each project year and near the end of Year Five. These evaluations are incorporated into each objective, so that relevant data can be reviewed and compared to baselines for each year. These measurable objectives will allow Activity staff and the institution to gauge the effectiveness of pilot programs and determine the impact of new practices on student retention and on course and program completion long term. A detailed discussion of the evaluation process is provided in the *Evaluation Plan.* Baseline year will be 2002-03 in order to measure against the most recent data at the time the project begins.

Major objectives and performance indicators to measure success of the Activity are detailed on ED Forms 851A-2 on the following pages.

> *607.22 (b)(1)To what extent are the objectives for each activity realistic and defined in terms of measurable results? 5 points*

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GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS Title III, Higher Education Act, as amended	FORM APPROVED OMB NO. 1840-0114 EXP DATE: 03/31/2003
1. Name of Applicant Institution: Frank Phillips College	2. Activity Title: Improvement of Academic Student Services and Faculty/Staff Development for Student Success
3. Major Objectives in Measurable Terms	4. Performance Indicators

Year One (2003-2004)

1. By 9/30/2004, at least 95% of the Retention Committee will approve the redesign of **Phase I: Intake Systems** in the **Student Tracking, Assistance and Response System** developed to increase student persistence by at least 15%.

   1a. By 1/6/2004, 50% of faculty and staff advisors will participate in redesign of orientation program; 95% of Retention Committee will approve new design.

   1b. By 2/1/2004, assessment process, including new nationally-normed assessment instrument, will be 100% revised and approved by Student Retention Committee; 100% of benchmarks established for student skill levels.

   1c. By 3/1/2004, Individual Learning Plan and Student Tracking module will be 100% installed and integrated into the computer-based student information system.

   1d. By 8/1/2004, design pilot test of Intake system (to be conducted in the fall semester), including designation of benchmarks.

2. By 8/1/2004, at least 90% of faculty and staff advisors participating in **Phase I Student Tracking, Assistance and Response System (STARS)** training will demonstrate acceptable skill levels in operation and understanding of STARS system and acquire 95% of the identified competencies measured by pre- and post-training tests.

   2a. By 8/1/2004, at least 85% of the faculty and staff advisors will be trained in student tracking and the use of the Intake phase of the STARS.

3. By 9/30/2004, as a result of **Faculty Development** activities there will be a 50% increase in the number of participating faculty teaching **English and Humanities** who have incorporated the use of CAI, media-assisted instructional methods, and/or learning styles of underprepared learners and the cultural impacts of student diversity on academic success into their courses over base year (2002-03).

   3a. At least 50% more **English and Humanities** faculty will use CAI, media-assisted instruction, and/or learning styles of underprepared learning and the cultural impacts of student diversity on academic success in their courses when compared to the 2002-03 levels.

   3b. There will be a 15% decrease in the number of students withdrawing during the first six weeks in spring semester courses in which faculty demonstrate that they implemented at least 3 strategies for increasing their teaching effectiveness.

Year Two (2004-2005)

4. By 9/30/2005, pilot of the new **computer adaptive assessment (STARS Phase I)** will result in a 30% increase in the number of students receiving assessment for course placement, when compared with the baseline year

   4a. At least 75% of the entering students will participate in the computer adaptive assessment process.

   4b. Of 100 students participating in a pilot test of the ILP assessment instrument,

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4. Performance Indicators

at least 75 will file ILPs that meet advisor approval and meet students' career needs with regard to clarification of goals.

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5. By 9/30/2005, at least 75% of the participants in the pilot of **Phase I of the Student Tracking, Assistance and Response System (STARS)** will report increased satisfaction with orientation, assessment, and College/career planning, when compared with the baseline year.

5a. Of 100 students participating in pilot test of orientation course, at least 75% will report increased knowledge of the institution and will be satisfied with orientation process, assessment, and degree/career planning.

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6. By 9/30/2005, as a result of **Faculty Development** activities there will be a 50% increase in the number of participating faculty teaching **Mathematics** who have incorporated the use of CAI, media-assisted instructional methods, and/or learning styles of underprepared learners and the cultural impacts of student diversity on academic success into their courses over base year (2002-03).

6a. At least 50% more **Mathematics** faculty will use CAI, media-assisted instruction, and/or learning styles of underprepared learning and the cultural impacts of student diversity on academic success in their courses when compared to the 2002-03 levels.

6b. There will be a 15% decrease in the number of students withdrawing during the first six weeks in spring semester courses in which faculty demonstrate that they implemented at least 3 strategies for increasing their teaching effectiveness.

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7. By 9/30/2005, identify eight "high-risk" courses for inclusion in Supplemental Instruction program

7a. 80% of students who complete SI sequences receive passing grades in paired courses.

Year Three (2005-2006)

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8. By 9/30/2006, 65% of the participants in the pilot of **STARS Phase II: Advisement and Tracking** (early alert, referral, tracking, and advising systems) will complete all courses with a grade of C or above and transition to the next level or progress in their degree program.

8a. Of 100 students participating in a pilot-test of the Early Alert and referral system, 65 will complete all courses with a grade of C or above and transition to the next level.

8b. Of 100 students participating in pilot test of career/academic advising component of the STARS, at least 75% will report satisfaction with the advising system.

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9. By 9/30/2006, at least 75% of the faculty and staff will receive training in **Phase II: Advisement and Tracking** of the new Student Tracking, Assistance and Response System processes and **strategies for assisting the underprepared student** and will demonstrate at least a 90% competency on post tests.

9a. By 9/30/2006, an 8-hour professional development workshop for faculty and staff, emphasizing new student response strategies and methods for serving the underprepared student, will involve at least 75% of the faculty and staff.

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10. By 9/30/2006, as a result of **Faculty Development** activities there will be a

10a. At least 50% more **Natural Sciences** faculty will use CAI, media-assisted

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3. Major Objectives in Measurable Terms	4. Performance Indicators
50% increase in the number of participating faculty teaching **Natural Sciences** who have incorporated the use of CAI, media-assisted instructional methods, and/or learning styles of underprepared learners and the cultural impacts of student diversity on academic success into their courses over base year (2002-03).	instruction, and/or learning styles of underprepared learning and the cultural impacts of student diversity on academic success in their courses when compared to the 2002-03 levels. 10b. There will be a 15% decrease in the number of students withdrawing during the first six weeks in spring semester courses in which faculty demonstrate that they implemented at least 3 strategies for increasing their teaching effectiveness.
11. By 9/30/2006, pilot test eight additional "high-risk" courses for inclusion in Supplemental Instruction program.	11a. Pass rate of students in SI sequences increases by 10%, compared to Year Two.
Year Four (2006-2007)	
12. By 9/30/2007 participants in the pilot of Level II (Pre-Algebra) courses in Math, using **Student Success Center** will achieve a 20% greater success and retention rate than non-participants.	12a. Of 100 students participating in pilot of Level II Math courses, 10% more will complete the course with a grade of C or above and transition to the next level than non-pilot students.
13. By 9/30/2007 at least 75% of the participants in the new Phase III Tutoring **System** will successfully complete the semester.	13a. Of 50-75 students participating in the Tutoring program, at least 75% will complete course for which they are being tutored with C or above.
14. By 9/30/2007 at least 75% of the **Social Science** faculty participating will demonstrate 90% of the competencies needed to incorporate new teaching **strategies, including multimedia and CAI,** into the curriculum.	14a. At least 25% of the **Social Science** faculty will participate in learning strategies workshops and develop at least two modules incorporating CAI and other learning assistance into their teaching strategies.
15. By 9/30/2007, as a result of **Faculty Development** activities there will be a 50% increase in the number of participating faculty teaching **Social Sciences** who have incorporated the use of CAI, media-assisted instructional methods, and/or **learning styles of underprepared learners and the cultural impacts of student diversity on academic success** into their courses over base year (2002-03).	15a. At least 50% more **Social Sciences** faculty will use CAI, media-assisted instruction, and/or learning styles of underprepared learning and the cultural impacts of student diversity on academic success in their courses when compared to the 2002-03 levels. 15b. There will be a 15% decrease in the number of students withdrawing during the first six weeks in spring semester courses in which faculty demonstrate that they implemented at least 3 strategies for increasing their teaching effectiveness.
16. By 9/30/2007, pilot test eight additional "high risk" courses for inclusion in SI.	16a. Pass rate of students in SI sequences will increase by 10% over Year 3.
Year Five (2007-2008)	
17. By 9/30/2008, participants in the pilot of the **SI Program** will realize at least	17a. Of the students in the identified "high risk" courses, 20% more will complete

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3. Major Objectives in Measurable Terms	4. Performance Indicators
18. By 9/30/2008, at least 75% of the participants in the pilot STARS program will report increased satisfaction with all phases of student support services, when compared with the baseline year 2002-03.	18a. Surveys for participants in the pilot-tests of Phase I, II, III, and IV of the STARS will indicate that 85% of students are "satisfied" or "very satisfied" with orientation, assessment, placement, early alert, tracking, advising, and tutoring services. the course with a grade of C or above than non-pilot students. a 20% greater success and retention rate than non-participants.
19. By 9/30/2008, participants in the **STARS** pilot will realize at least a 10% greater retention rate than the general student population.	19a. Of the participants in the STARS pilot, at least 75% will complete all courses with a C or above and transition to the next level.
20. By 9/30/2008, as a result of Faculty Development activities there will be a 50% increase in the number of participating faculty teaching **Business** courses who have incorporated the use of CAI, media-assisted instructional methods, and/or learning styles of underprepared learners and the cultural impacts of student diversity on academic success into their courses over baseline year 2002-03.	20a. At least 50% more **Business** faculty will use CAI, media-assisted instruction, and/or learning styles of underprepared learning and the cultural impacts of student diversity on academic success in their courses when compared to the 2002-03 levels. 20b. There will be a 15% decrease in the number of students withdrawing during the first six weeks in spring semester courses in which faculty demonstrate implementation of at least 3 strategies for increased teaching effectiveness.
21. By 9/30/2008, as a result of increased student services, integrating CAI, multimedia instruction, and infusing diversity into the curriculum, overall student success and retention rates will increase by 15% over baseline 2002-03.	21a. By the end of the grant period, FPC student success and retention rates will increase by 15% over the 2002-03 levels.

Activity objectives are directly related to the institutional objectives contained in the CDP. Following is a summary of the two components:

Component One: Developing and Testing New Student Tracking, Assistance and Response System
Year 1: Phase I: Develop a new student intake system, STARS (Student Tracking, Assistance and Response System), that integrates orientation, assessment, placement, Individual Learning Plans, and educational planning into the intake process. (Pilot test in Year 2.) Design and Development of Phase I, Student Success Center.
Year 2: Phase II: Develop a new intrusive career assessment/advisement system that includes early warning and intrusive career/academic advising. (Pilot-test in Year 3.) Develop and pilot SI strategies in eight "high-risk" English and Humanities courses. Phase II Development of Student Success Center.
Year 3: Phase III: Develop a new tutoring system that includes an intensive training program for students, paraprofessionals, and staff advisors in tutoring strategies for under-prepared students with diverse learning styles. (Pilot-test in Year 4.) Develop and pilot SI strategies in 8 "high-risk" Mathematics courses.
Year 4: Phase IV: Develop a new Educational Skills course that includes development of student skills in outlining, note taking, test taking, time management, problem solving, reasoning, listening and speaking, transferring learning into everyday life, and reading for comprehension. (Pilot-test in Year 5.) Develop and pilot SI strategies in eight "high-risk" Natural Sciences courses.
Year 5: Phase V: Implement SI strategies in eight "high-risk" Social Sciences courses. Evaluate overall effectiveness of the STAR System by analyzing five-year student attrition rates and institution-wide involvement in and use of the new system. Modify based on evaluation, and pilot modifications.
Component Two: Faculty/Staff Development for Student Success
Year 1: Orient faculty and staff to components of STARS. Release and train lead English and Humanities faculty in alternative learning/teaching styles, use of CAI and multimedia instruction, and methods to infuse diverse learning styles and diversity into the curricula. These faculty will also develop Year 2's SI modules. Provide additional development opportunities for all English and Humanities faculty.
Year 2: Release and train lead Mathematics faculty in the use of CAI and multimedia instruction and in methods to infuse diversity into the curricula. These faculty will also develop Year 3's SI modules. Develop additional development opportunities for all Mathematics faculty.
Year 3: Release and train lead Natural Sciences faculty in the use of CAI and multimedia instruction and in methods to infuse diversity into the curricula. These faculty will also develop Year 4's SI modules. Offer