

STRENGTHENING INSTITUTIONS PROGRAM
Fiscal Year 2006 Grantee Abstracts

P031A060172 - Carteret Community College, North Carolina

Carteret Community College (CCC), North Carolina, is a two-year, comprehensive, public, postsecondary institution annually serving 2,400 credit students full-time equivalent (FTE) of 1,321. A 13-member board of trustees governs Carteret Community College. The Southern Association of Colleges and Schools (SACS) accredits the college. The college requests \$1,640,832 over five years to help solve persistent problems that seriously impede its sustainability. These problems include: (1) CCC's student retention and graduation rates are too low; (2) student learning assessment plans and the Institutional Effectiveness Plan will not meet accreditation standards; (3) students in online and hybrid courses are less successful; (4) too few faculty know how to advise students; (5) data management is inadequate; and (6) the college has lost funding.

To address these problems, CCC has developed a comprehensive activity plan of professional development based on three goals and eight measurable objectives which will: (1) increase assessment of student learning and institutional effectiveness; (2) document use of assessment in improving student learning and support for the environment that supports student learning; (3) increase student success in distance education; (4) increase student engagement with the institution; (5) increase the retention of first-year, first-time, degree-seeking students into their second college year; and (6) increase the annual graduation rate as well as the three-year graduation rate of first-time students. A project director, paid in part by Title III, will work closely with three directors paid with institution funds to achieve and institutionalize the activity goals and objectives. Measures of success include the increase in success rates by distance education students (from 63 to 75 percent), increase in first-year retention (54-69 percent), increase in student engagement by 10 percent over 2006 levels, and an increase in the three-year graduation rate (29-35 percent) and one-year rate (18-24 percent).

P031A060129 - North Iowa Area Community College, Iowa

North Iowa Area Community College (NIACC) is a two-year public community college located in Mason City, Iowa. The school was founded in 1918 as Mason City Junior College and became North Iowa Area Community College in 1966. The college enrolls over 3,100 credit students of whom 80 percent are first-generation college students, 60 percent receive some form of federal financial aid, and 60 percent finished high school in the bottom half of their graduating class.

Activity: \$1,732,128 over five years. *Improving Student Success Through System Change.* NIACC proposes a comprehensive student success model that will improve student success, progress, retention, and graduate rates. The multi-faceted activity will strengthen the institution by helping students assimilate into college; develop clear career and educational goals; become engaged with staff, faculty and fellow students; and be prepared for and succeed in college-level courses. The project is designed to improve student success through system change at NIACC.

The Title III activity includes three components:

Academic Placement and Support: NIACC will improve students' opportunity for success through built-in activities, which support their academic success from the time they enter college. The methods include remedial mandatory placement based on assessment, supplemental instruction (SI), learning disability services, and tutoring.

Student Engagement: NIACC will help students make the transition to college and develop important relationships with others through rich academic and social experiences. The methods include Learning Communities and a Mentoring Program.

Educational Goal-Setting and Intervention: NIACC will help students develop a clear educational plan and stay on track through early and intrusive interventions at critical points where their progress and success may be impeded. The methods include Web advising tools and an Early Alert System.

Key Measures of Outcomes:

1. Student success within classes: increase the percent earning successful grades.
2. Student academic progress: decrease the percent placed on academic probation.
3. Student retention from year to year: increase retention rates from fall to fall.
4. Student graduation rate: increase graduation rates within three years of entry.

Resources – Approximately 81 percent (\$1,408,587) of the five-year budget will fund an activity director, special populations counselor, mathematics and composition & speech instructors teaching Developmental Education, a Learning Communities Coordinator, Mentoring program coordinator, supplemental instruction/early alert coordinator, and SI student leaders. The main budget will allow for the remodeling and expansion of the Student Learning Center and other needs related to the accomplishment of the objectives.

P031A060266 - Tallahassee Community College, Florida

Tallahassee Community College (TCC) is a two-year public institution founded in 1966. TCC is the fastest growing of Florida's 28 community colleges, enrolling over 25,000 students annually in 56 programs leading to an associate degree, certificate, or transfer to four-year institutions. TCC students are 57 percent female, 79 percent below the age of 25, and 44 percent minority including the state's highest percentage of African-American community college students. The faculty is composed of 170 full-time members and 356 adjunct faculty, with a student-to-faculty ratio of 29:1.

Proposed Project: *Increase Student Retention and Graduation by Re-Engineering Student Support Services and Reforming Developmental Education* – \$1,865,983 over five years.

This activity will be achieved by initiating a bold new program, Success Oriented Academic Reform (SOAR), with Title III support that will significantly increase TCC's low student success rate by: Re-engineering the college's fragmented student support services by providing students with a comprehensive assessment of skills and interests, an effective orientation to the learning community, and a computerized tracking and support system; reforming outmoded developmental education program by re-designing the curriculum and instruction, training faculty and staff, and integrating learning strategies; and establishing a culture of assessment.

Key effectiveness indicators: By September 30, 2011, the fall-to-spring persistence rate will increase by five percent (from 82 percent to 87 percent), the fall-to-fall retention rate will increase by 20 percent (from 57 percent to 77 percent), former developmental students' success in college courses will increase by 20 percent (from 59 percent to 79 percent), and the graduation rate will increase by 10 percent (from 24 percent to 34 percent) compared to 2003 baseline data. Title III support will enable TCC to improve the institution's academic quality, self-sufficiency, and capacity to increase student success.

P031A060085 - Central Maine Community College, Maine

Delivering on the Promise is a project that will provide comprehensive retention and transfer services to students in Central Maine Community College's (CMCC) associate of arts degree program. In 2003, Central Maine Technical College became Central Maine Community College and for the first time offers the associate of arts degree to students who want to begin their pursuit of a bachelor's degree at CMCC. Currently, 30 percent of CMCC's degree-seeking students are enrolled in the associate of arts degree, but the College and its accrediting agency agree that, "there is a lack of clarity about the degree as a program, as different from a collection of general education coursework." The result has been attrition in the first year as high as 55 percent within the first-year and transfer to four-year programs at only 47.6 percent. These numbers compare unfavorably with the outcomes of the College's traditional Career students among whom first-year attrition is less than 40 percent and placement (the outcome equivalent of transfer) is at 95 percent.

CMCC believes the experience of its associate of arts students reflect a lack of engagement during the first year, combined with a failure to provide guidance and support to associate of arts students. This project will address the problems of high attrition by providing a First-Year Experience for one year that will provide a sense of community and opportunity for engagement to associate of arts students throughout their CMCC career and Transfer Advising and Coordination to provide support and an infrastructure for students to continue their studies at a four-year institution. A total of 1300 students will participate in the one-year experience and 950 will receive direct transfer advising services during the project period.

The projected outcomes insure that associate of arts student persistence to the second year will increase by 15 percent and that their rate of transfer to a four-year program will improve to 75 percent by the end of the project period. The total cost of this project is \$1,591,116 of which 95 percent is for personnel. CMCC's request for funding decreases by nearly 20 percent in Year 5.

P031A060041 - Pulaski Technical College, Arkansas

Pulaski Technical College (PTC) is a comprehensive, public, open-door community college serving the Little Rock area, fully accredited by the North Central Association of Colleges and Schools (NCA) to offer more than 40 associate degree and certificate programs and a wide range of adult, continuing, and workforce education efforts, and governed by seven appointed trustees. The Fall 2005 headcount was 7,685, a 50 percent increase since 2002, making PTC the largest and fastest growing two-year college in the state. With 50 percent minority enrollment (45 percent African-American), PTC also serves more minority students than any community college in the state. Nearly all of the students share traits that put them at risk for failure in college, notably first-generation students. More than three-quarters of faculty are adjunct, and while all faculty are well-prepared in their disciplines, PTC struggles to support their use of instructional methods proven effective with at-risk students and to provide other structures to promote student success.

PTC Student Profile, Fall 2005

Fall headcount: 7,685

Fall FTE: 5,106

Average age: 28

Plan to transfer: 61 percent

Plan to obtain certificate or terminal associate's degree: 28 percent

Female: 67 percent

Single parents: 25 percent

African-American: 45 percent

Other minority: 5 percent

First generation: 91 percent

Underprepared: 90 percent

Economically disadvantaged (Pell Grant recipients): 47 percent

Part-time students: 49 percent

Employed: 80 percent

Institutional Research: 2005

The proposed project addresses these deficiencies by strengthening academic programming and support services with endowment to help sustain new practices after funding.

P031A060116 - Felician College, New Jersey

This project involves the replacement of an outmoded legacy Management Information System (MIS) with an updated system designed specifically for higher education. The original system, designed in the 1990's as an extension of a Microsoft Access program, no longer serves a college that has increased by at least one-third in terms of full-time equivalent (FTE) programs, faculty and administrative staff. In addition, the strategic plan calls for a number of initiatives that affect the organization and mode of operation for the entire college. These reengineering and restructuring efforts can only at best take place with a MIS system designed specifically for higher education to deal with the inherent complexities of academic and student demands so characteristic of the business world. In addition, the new MIS system will provide critical governmental updates for student financial operations.

Felician College, Programs and Primary Audiences, serves 1,806 women and men, offering more than 60 associate, baccalaureate and master's degree programs. In 2005, the college graduated 335 students (27 masters, 274 bachelors, and 34 associates degrees). More than 91 percent of Felician college students call New Jersey home; nearly half are from Bergen County, where Felician's two campuses are located. The college's student population is diverse, reflecting the demographics of the region: three percent of students are minority. The median age is 22; in actuality, students range from 15 to 72 years of age.

Faculty Profile - The college has 79 full-time faculty members, with 57 adjunct faculty to complete the course schedule. The full-time faculty is 53 percent female, and 47 percent male. The college has made every effort to ensure a low faculty-to-student ratio. In 2005-2006, the full-time equivalent faculty-to-student ratio was 15:1.

P031A060124 – Georgia Military College, Georgia

Georgia Military College (GMC) Student Profile, Fall 2005

Total enrollment: 4,724
Full-time: 2,981
Part-time: 1,743
Cadets: 229
Minority: 2,254 (48 percent)
Average age: 27
Female: 60 percent
Underprepared: 69 percent
First-Generation: 80 percent
Work: 77 percent
Commuters: 95 percent
Pell Grant Eligible: 40 percent

Georgia Military College, established in 1879 and located in Milledgeville, Georgia, is a comprehensive, open-admissions two-year, multi-site college and a preparatory cadet high school and middle school. Operating six campuses and two extension centers throughout Georgia while continuing to maintain a Corps of Cadets at the tradition-rich Milledgeville main campus, GMC is one of only five military junior colleges in the nation. The college is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) and directed by a publicly elected Board of Trustees and President.

GMC Faculty Profile, Fall 2005

Full-time faculty: 103
Part-time faculty: 232
Minority faculty: 10 percent
Master's degrees: 242
Doctorate's degrees: 43
Average age: 50
Full-time Female: 50 percent
Faculty to Student ratio: 1:13
GMC Institutional Research

Mission: "To provide a liberal arts-based, two-year undergraduate curriculum in an environment conducive to the holistic development of the intellect and character of its students."

Georgia Military College offers associate of arts and sciences degrees in behavioral science, business administration, criminal justice, education, general studies, logistics management, and pre-nursing. Georgia Military College depends on 92 percent enrollment revenues, while receiving only three percent of funding from the state of Georgia. Proposed Activity: *Strengthening Learner Support Systems* - increase success for 69 percent of students placed in developmental courses, first-time entering student retention and graduation rates by providing best practices-driven instruction, faculty development, and student information technology resources for the predominantly nontraditional, academically underprepared, and underrepresented student body (48 percent African-American). Total Request: \$1,994,739.

P031A060130 - Chipola College, Florida

The Institution: Chipola College was established in 1946 as a public, open-admissions institution serving five rural counties in the Florida panhandle. Affiliated with the Florida Department of Education, Chipola awards associate of arts and associate of science degrees, certificates of training, and a bachelor's of science in secondary education degree to address the critical need for middle and high school math and science teachers. The college has 56 full-time and 78 adjunct teachers, creating a faculty to student ratio of 1:58.8. However, 81 percent of instruction is provided by full-time faculty. In 2004-2005 Chipola enrolled 3,293 students. Students were 58 percent female, 42 percent male, 19.2 percent African-American, 2.4 percent Hispanic, 1.5 percent other minorities, 90 percent first-generation, 51 percent low-income, and 75 percent employed.

The Problem: Chipola fails to retain most of its students until they graduate. About 76 percent of the academically underprepared and 58 percent of all students do not graduate in five years.

The Solution: Proposed activity - *Increasing Student Retention by Strengthening Instructional Support and Increasing Student Engagement* with three related components: Component 1: Instructional Support establishes a PASS Lab (Promote the Academic Success for Students) for on-demand tutoring and course-embedded supplemental instruction (SI) in high-risk courses; Component 2: Student Engagement develops a Freshman Seminar by extending orientation creating learning communities of 15-20 students; and Component 3: Faculty Development links Components 1 and 2 by training faculty in retention and student engagement strategies.

This Proposal: Based on extensive research and study of best practices, Chipola requests \$1,808,241 over five years to improve early on-campus experiences and promote persistence by achieving ambitious goals and objectives, including a 25 percent increase in fall-to-fall retention, a 20 percent increase in graduation within three years, and a 30 percent increase in student engagement.

P031A060133 - Midlands Technical College, South Carolina

Midlands Technical College (MTC), located in Columbia, South Carolina, is a comprehensive, two-year, publicly supported community college enrolling 15,000 credit students annually. MTC proposes one activity \$1,993,061 over five years, *Improving Developmental Studies Student Success, Retention and Graduation*, to comprehensively address the fundamental challenges facing students entering the college without the basic academic skills to do college-level work and to persist to graduation. A majority of freshman, entering MTC immediately post-high school, test into at least one remedial class. These students are underprepared by the public K-12 school system to succeed in postsecondary settings. Recent studies show that South Carolina has the nation's lowest high school completion rate (Education Week, June 22, 2006); ranks 49th in SAT scores; and has the third lowest ACT scores in the nation. While MTC has a dynamic developmental studies (DVS) program, those students continue to falter, in part because of the capacity demands on the program and the resulting limited ability to structure personal targeted interventions. New strategies within the college's DVS department must be deployed to positively impact retention of these at-risk students.

This target activity consists of improving the outcomes for students enrolled in developmental studies by strategic reading tutoring, supplemental instruction, personalized counseling and advisement, computer tracking of academic progress and scheduled interventional meetings as indicated by tracking data, training of faculty in reading pedagogy and faculty development.

MTC will: 1) increase retention and success for over 3,000 developmental studies students by two percent each fall to fall over five years (10 percent over five years); 2) increase by two percent per year the number of developmental studies students who complete their final DVS course; 3) provide professional development in new skills and methodologies for at least 33 percent of DVS faculty annually; 4) provide professional development annually college-wide on strategies for helping DVS students succeed; and 5) establish measures to determine the percentage of successful completion of first college-level course by DVS students over five years.

P031A060252 - Utah Valley State College, Utah

Utah Valley State College is a four-year state college in transition to a regional university; it also embraces the philosophy and mission of a comprehensive community college. Programs of study include both liberal arts and technical. Utah Valley State College (UVSC) offers a total of 48 bachelor's degrees, 84 associate's degrees, and 39 certificates and one-year diplomas.

Project Overview: UVSC will address a top institutional priority of improving student success and retention (a loss of 57 percent of its freshman cohort annually) by implementing an integrated and comprehensive Student Success and Retention Initiative focused on the first-year experience with the objective of increasing its fall-to-fall, first-year student retention by 12 percent. To accomplish its objective, UVSC will: 1) implement a First-Year Experience (FYE) that emphasizes learning and a successful transition to college with particular attention to students in at-risk populations; 2) implement a Student Retention Information Tracking System to provide reports and information aimed at a retention and persistence of students to graduation; and 3) implement a training program for faculty, staff, and key administrative leaders on the FYE and best practices for teaching first-year students and on using the Student Retention Information Tracking System. These initiatives would increase the ability of students to succeed in UVSC's outstanding academic programs, focus the institution's managing personnel on a viable solution to a pressing problem, and strengthen the financial stability of the institution by providing a more secure student enrollment base. These outcomes are critical to address UVSC's evolving role in the community and its soon-to-be realized role as a regional university.

P031A060179 - Mars Hill College, North Carolina

Mars Hill College is a private, four-year, liberal arts institution—the oldest in Western North Carolina. Associated with the Baptist denomination, Mars Hill is renowned as a college where faith is affirmed and diversity is welcomed. The Fall 2005 headcount included 1,329 students (68 percent traditional and 32 percent evening students.) The student body is 59 percent female and 41 percent male; 82 percent Caucasian, 12 percent Black, 16 percent other or unknown; and approximately 900 students reside on campus. Mars Hill employs 75 full-time faculty and approximately 45 adjuncts, and boasts a student to faculty ratio of 13:1.

Like many smaller liberal arts institutions in America, the college is dealing with enrollment, graduation, and retention rates that do not match the full potential of the institution. To reverse this situation, faculty, staff, and administration are requesting a Title III Strengthening Institutions project to provide the seed money necessary to create a rigorous liberal arts learning environment that 21st century students will find attractive, stimulating, and meaningful. The project will enable faculty to identify student learning outcomes and assessment strategies for all programs, strengthen academic advisement, integrate technology into instruction, create research opportunities and honors programs, provide meaningful professional development for faculty, and market the newly engaged learning environment to internal and external constituents.

Approximately \$2,000,000 is requested over a five-year period (October 2006 through September 2011) to initiate these activities. Mars Hill also has developed effective strategies to institutionalize these initiatives by meeting or exceeding the on-campus enrollment goal of 1200 students by fall 2011, and through proactive fundraising to match Title III endowment funds that will help assure continued academic enhancement beyond the federal grant period.

P031A060240 - Thiel College, Pennsylvania

Thiel College, Greenville, Pennsylvania, is located in rural Western Pennsylvania. The college was founded in 1866 and is a private, liberal arts college with an enrollment of 1304 students in 2005-2006 and an operating budget of \$22,904,265.

Activity 1: \$1,789,208 over five years: *Focus on creating a comprehensive learning experience by strengthening the advising process to be more responsive to the developmental, discernment and career needs of students through an integrated, supportive and challenging learning community.*

To strengthen retention and graduation rates through improved advising support services and curricular enhancements. Indicators of success include: 1) Increase freshman-sophomore retention from 65 percent to 74 percent by 2010-2011; 2) Increase five-year graduation rate from 38 percent to 46 percent by 2010-2011; 3) Increase awareness of engaging pedagogies by providing development opportunities to 75 percent of the faculty; and 4) Impact the delivery of 33 percent of the courses through curricular design, e-portfolio and engaging pedagogies.

P031A060171 - North Central Texas College, Texas

The College: North Central Texas College (NCTC) is a comprehensive, public community college with an open-door admissions policy, covering a three-county service area, including Cooke, Montague, and Denton Counties. The Gainesville Campus (Cooke County) enrolls 1,950 students; the Corinth Campus (Denton County) enrolls 4,550 students; and the Bowie Campus (Montague County) enrolls 330 students. North Central Texas College's ethnic enrollment breakdown is 78 percent white, 9.6 percent Hispanic, 7.4 percent black, 2.9 percent Asian; and 2.1 percent others. Since 1999, NCTC has experienced a 65 percent increase in enrollment. Eighteen percent of students are 18 years old and under, 59 percent 19-25, 14 percent 26-35, seven percent 36-50, and one percent 50+. Of the 285 NCTC faculty employed in fall 2005, 100 (35 percent), were full-time (FT) and 185 or (65 percent) were part-time. The full-time faculty-to-student ratio is 1:70; total faculty-to-student ratio is 1:24.

Title III Project: NCTC's project will focus on implementing a comprehensive academic and effective readiness program for students to increase retention and completion rates. Major activities include: Centralized Student Success Centers to coordinate comprehensive retention strategies; an orientation program; THEA (Texas Higher Education Assessment) and COMPASS test preparatory classes; individualized tutoring; fully functioning writing, reading and math labs; supplemental instruction; career counseling; early alert system; academic advising; study skills and financial aid workshops. The total cost of the project is \$1,830,849; 64 percent salary/fringe benefits, 15 percent contractual, nine percent supplies, eight percent equipment, three percent travel, one percent other costs. NCTC has identified the following goals:

North Central Texas College Strengthening Institution Goals

- Academic Goal 1: To improve student retention rates at several points in the college's interaction with the student;
- Academic Goal 2: To enhance student success and college readiness; and
- Academic Goal 3: To improve success rates in college preparatory courses.

P031A060230 - York College, New York

York is a public, four-year commuter college that enrolls approximately 5,900 students (headcount) who pursue more than 40 different majors, 30 minors, and a variety of certificates in both professional programs and the liberal arts and sciences. It is a senior college of the City University of New York (CUNY) located in Queens, New York. Approximately 75 percent of York students are from Queens, which is one of the most ethnically diverse counties in the nation. There is also a great deal of poverty, as evidenced by the fact that more than half of York's students come from families that make less than \$30,000 per year. Fall 2005 data show that 94 percent of students are from minority groups (61 percent African-American, 21 percent Hispanic, and 12 percent Asian) and 68 percent are female. In addition, approximately 50 percent of new students admitted are transfer students (largely from CUNY's community colleges). York employs 172 full-time faculty and 269 part-time faculty. The student-to-faculty ratio is 16:1.

Based on a thorough analysis of its strengths, weaknesses and problems, the college is requesting Title III funds to strengthen academic support and advising services, improve instruction and establish college-wide learning outcomes assessment practices. Key measures of success will be to: (1) increase full-time equivalent enrollment by 10 percent, (2) increase graduation rates by 10 percent, (3) increase fall-to-fall retention by 10 percent, (4) increase success rates in key entry-level courses by 15 percent, (5) increase student satisfaction with the quality of academic advising by 10 percent, and (6) increase the number of academic departments with assessed learning outcomes that comprehensively measure student abilities at the general education, program and course levels, the results of which are linked to strategic planning and budgeting, up to 100 percent.

P031A060236 - University of Wisconsin-River Falls and Chippewa Valley, Wisconsin

Stronger Together: An Educational Partnership for the Changing Economy is a cooperative project proposed by the University of Wisconsin-River Falls (UWRF) and Chippewa Valley Technical College (CVTC).

The University of Wisconsin-River Falls and Chippewa Valley Technical College are different sorts of institutions, but they serve the same primary area: seven counties in western Wisconsin and one county in eastern Minnesota. This area, immediately to the east of Minneapolis-St. Paul, is experiencing rapid growth, but within three years the number of high school graduates—the primary market for both institutions—will start to decline. In order to grow and thrive, UWRF and CVTC must increase their programs aimed at working adults through non-traditional means of delivery: online instruction, combinations of online and face-to-face, interactive TV and Webcasts, as well as flexible scheduling. *Stronger Together* will help both institutions expand their capacity to deliver courses and programs in alternative ways. By working together, each institution's strengths will help ameliorate the other's weaknesses. Collaboratively, they will meet the educational needs of the area's changing economy.

P031A060072 - Montgomery County Community College, Pennsylvania

Montgomery County Community College, founded in 1964 and located in Southeastern Pennsylvania, is a public community college with 16,522 credit students.

This five-year grant will allow the college to develop a comprehensive retention plan aimed at addressing four institutional problems and weaknesses: Problem 1: We are losing potential students due to flawed enrollment processes. Problem 2: Developmental students, in particular, are at risk for failure and attrition. Problem 3: Key personnel do not easily obtain data. Problem 4: The college is losing money due to the attrition of developmental students.

Activity: Increasing Student Retention and Success at Montgomery County Community College will be accomplished through the implementation of the following four intensive strategies: 1) Developing a comprehensive Student Support Network (SSN) and New Student Enrollment Process; 2) Redesigning the tutoring and advisement services; 3) Implementing developmental education learning communities and supplemental instruction; and 4) Purchasing and implementing a data system to track and monitor the persistence and retention of at-risk students.

Key outcomes of the project: 1) Increase the completion rate of first-time, degree-seeking students from 10.44 percent in 2001 to 20 percent (the IPEDS peers in 2004) by 2011; 2) Reduce the number of students who fail to enroll after application and/or placement testing from 63 percent in fall 2005 to 45 percent by 2011; 3) Improve the full-time equivalent developmental retention rate by 10 percent by 2011; and 4) Improve the capacity of the college to collect useful retention and persistence data on at-risk students.

Project Management and Evaluation: The college is committed to implementing a sustainable project that will meet student needs. Approximately 63 percent of the budget is for personnel, 18 percent for fringe benefits, 14 percent will purchase hardware and software, two percent for renovation and remodeling of an existing space, one percent for supplies and two percent for Other costs. Total cost: \$1,539,713 over five years.

P031A060075 - North Arkansas College, Arkansas

North Arkansas College (Northark) is a public, open door, comprehensive community college that served 2,187 students in fall 2005. Governed by nine elected Trustees and fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools (NCA), the college operates three campuses and offers 16 associate degree programs, 21 technical certificates, five certificates of proficiency, adult basic education and GED classes, workforce development, and noncredit courses. Northark is a leading regional provider of health education, and almost one third of our graduates are in allied health.

The only postsecondary institution in a disadvantaged, rural area, Northark enrolls a growing but increasingly at risk number of students: older, first generation, and under-prepared for college. Not surprisingly, few reach their educational goals. The faculty is committed to their success and eager to learn new tools and techniques for improving their achievement.

The proposal describes a comprehensive student success initiative including faculty development, the creation of effective developmental and gateway instruction, and support structures such as service learning, learning communities, a summer bridge program, and information-based comprehensive intake strategies and progress tracking and referral systems. Endowment funds are also requested to help sustain new practices and improvements in on-going college operations.

P031A060141 - McLennan Community College, Texas

McLennan Community College (MCC), Waco, Texas, was established in 1965 as a comprehensive, two-year public, associate degree and certificate-granting college and one of 50 colleges in Texas. McLennan Community College serves four predominately rural, central Texas counties as the primary public postsecondary institution. The Southern Association of Colleges and Schools (SACS) accredits MCC. The fall 2005 headcount is 7,882, of which 80 percent work at least part-time, 51 percent are first-generation, 65 percent are white, 33 percent are at or below poverty. McLennan Community College has a total of 378 faculty, 49 percent are adjunct, and the faculty to student ratio is 1:22. The annual operating budget is \$34 million.

Developing an e-Campus to Improve Access, Retention and Success is the single activity proposed, \$1,726,054 of which 70 percent is personnel, 16 percent equipment, 14 percent training, site visits, etc. Expected Outcomes: 90 percent of faculty will have the skills to effectively design curriculum and teach through Blackboard Enterprise; 30 percent more faculty will actually teach online; 5,000 enrollments will be online; 99 percent of students will have access to all student and academic support systems; seven degree programs will be available online; online student attrition will decrease; overall persistence to graduation will increase.

To meet outcomes, MCC will move from a non-uniform, piecemeal distance education presence without defined goals, policies and procedures to a uniform web presence and structure that coordinates all of the disparate pieces under one administrative department emphasizing adherence to accreditation standards, distance education best practices and MCC's Institutional Effectiveness Plan. Tools needed: 1) an e-Campus structure with a center responsible for pedagogical and technical support of faculty and students; 2) an enterprise based course management system compatible with Datatel; and 3) a comprehensive faculty/staff/administrator development program. Project Management at \$273,759 is just 13.7 percent of the total request.

P031A060089 - Cabrini College, Pennsylvania

Cabrini College is a private, four-year liberal arts college located in Radnor, Pennsylvania, near Philadelphia. It was founded in 1957 and is accredited by the Middle States Commission on Higher Education. The college has 33 undergraduate majors and offers the bachelor of arts, bachelor of science, bachelor of science in education, and bachelor of social work degrees. It also offers three graduate degree programs. The fall 2005 headcount enrollment was 2,304. Of the undergraduate student body, 69 percent are female and nine percent minority. In addition, approximately 25 percent are first-generation college students and 37 percent of full-time students commute. There are 65 full-time and 172 part-time faculty members, and the student to faculty ratio is 15:1. Based on a thorough analysis of strengths, weaknesses and problems, the college is requesting Title III funding to establish “*Living and Learning Communities*” that combine elements of learning community and residential college practices to support student development and build intentional connections between learning inside and outside of the classroom.

- A teaching/learning center dedicated to improving the quality of academic support services and faculty instructional practices on a college-wide scale;
- Electronic portfolio-based developmental advising and an Academic and Career Exploration Program to support the development of life and career goals; and
- Endowment dedicated to need-based financial aid. Key measures of success will include increasing graduation rates by 10 percent, increasing fall-to fall retention by five percent, increasing “sense of community” satisfaction rates by 20 percent, increasing student participation in co-curricular activities by 20 percent, decreasing freshmen with low grade point averages by 10 percent, and increasing students declaring majors by the end of their freshman year by 10 percent.

P031A060058 - Trident Technical College, South Carolina

Trident Technical College (TTC) is located in Charleston, South Carolina, and serves Berkeley, Charleston and Dorchester counties. TTC is a public, two-year, multi-campus institution and is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS). With a fall 2005 enrollment of 11,407, TTC is one of 16 two-year colleges that comprise the South Carolina Technical Education System. The college's current operating budget is \$43,688,801.

The proposed Title III project consists of one activity: *Increasing Student Success and Retention through Faculty Development and the Integration of Interactive Technology into the Core Curriculum*. The requested grant amount is \$1,785,461 over five years to support three components: 1) development and implementation of interactive learning objects designed to address student services concepts that are critical to first-year retention; 2) development and implementation of interactive learning objects designed to address critical skills for adjunct and full-time faculty as well as comprehensive training for Faculty Champions; and 3) development and implementation of course-specific learning objects designed to address critical skills or concepts that frequently hinder student success in targeted core courses.

A sample of key outcomes includes: 1) The average success rate (A, B, or C grade) in piloted courses will increase by at least two percent – five percent over baseline; 2) Increases in completion rate, transfer rate and graduation rate among students involved in the project. The following increases are expected: 13 percent for students enrolled in one to three pilot courses, four to six percent for students enrolled in four to six pilot courses, and seven percent for students enrolled in seven or more pilot courses; and 3) At least 75 faculty members will demonstrate an ability to effectively incorporate learning objects into instruction.

Learning objects are small electronic units of educational information that are flexible, reusable, customizable, interoperable, retrievable, facilitate competency-based learning and increase the value of content (Instructional Design at ISC, Glossary, 2006).

P031A060257 - Owens Community College, Ohio

Owens Community College, accredited by the North Central Association's Higher Learning Commission, is supporting the educational needs of Northwest Ohio students by offering associate degrees, certificates, and non-credit courses in over 150 academic programs. Fall 2005 curriculum enrollment was 20,406. Current operating budget for the institution totals over \$86,000,000.

Activity One: This five-year activity is a comprehensive retention program designed to increase student retention and success during the first 30 earned credits within a degree program. Highlights of the five-year project include the following:

- Supplemental Instruction [SI] tutors to support developmental and at-risk students;
- 20 full-time, retention advisors trained at the National Academic Advising Institute;
- 20 freshman seminar faculty trained through the First Year Experience (FYE) Institute;
- Training for 42 faculty and advisors in Web-based advising features;
- Research associate to monitor continuous quality improvement in retention; and
- Ohio Board of Regents open-source Portfolio system for archiving evidence of learning outcomes, structuring academic and career pathways, and modeling a state-wide system for improving transfer accountability.

Endowment funds in the amount of \$200,000 are included in the strengthening plan.

All funds that are a part of the Endowment Challenge will be administered in accordance with all regulations of the U.S. Department of Education. The college will comply with the matching request. These funds are shown in the Summary Budget (ED 524), included in the "Other" line item per instructions. The total five-year grant request is \$1,750,837, with a total institutional investment of \$1,509,246.

P031A060088 - Moraine Park Technical College, Wisconsin

Moraine Park Technical College (MPTC) is a two-year accredited public college in east-central Wisconsin. MPTC offers 118 associate degrees and technical diplomas, 58 certificates and apprenticeships, and basic education to 23,078 (unduplicated 2004-2005), generating 3,249 full time equivalent (FTE) students. The average age of a MPTC student is 37 years old. Student demographics by gender, race and ethnicity include: female - 62 percent, male - three percent; American Indian - one percent; Asian - one percent, Black - five percent, Hispanic - two percent, Pacific - one percent, and White - 91 percent. MPTC employs 147 full-time and 500 part-time faculty. The full-time faculty to student ratio is 1:20.

The total grant request is \$1,984,655 over five years for the following activity: *Improve student retention and strengthen College effectiveness by integrating advisement, technology, assessment and placement.* Key Strategies: (1) implement a risk management system; (2) create an integrated advisement system; (3) institutionalize a developmental placement system; (4) institutionalize a developmental studies system; (5) develop an early alert system; and (6) train and support all staff.

Sample of key measures: a) The college's student retention rate will increase by 13 percent in identified programs over the five year period; b) 90 percent of programs for high-risk students will implement successful retention strategies from pilot project data; c) 85 percent of pilot students with at-risk factors will be retained to second year or graduate; d) 30 percent of staff will be involved in the newly developed and implemented risk management assessment, developmental placement, developmental studies, mentoring, and/or early alert systems; e) all admitted program students will receive a student e-mail account; and f) paper-laden processes in Admissions, Financial Aid and Registrar's offices will be streamlined via document imaging, therefore significantly reducing student and staff time and effort.

P031A060126 - Purdue University, Indiana

Purdue University Calumet (PUC) in Hammond, Indiana, is a comprehensive regional university and part of the Purdue University System. With almost 9,400 students, PUC serves a geographic region of 500,000 with one of the lowest attainment of higher education degrees in the United States. PUC has serious problems which challenge the institution: 1) PUC students are first-generation students and need career-developing experiences while in college. Experiential education – linked to course credit – is inconsistent and scattered across the institution; and 2) PUC has low retention and graduation rates, and initiatives to increase retention during the last five years have had a positive impact on limited groups of students, but not across the entire institution. In order to comprehensively transform the institution, PUC is requesting Title III funding for a single activity to accomplish the following goals:

Goal 1: To improve retention and graduation rates through a comprehensive experiential education program. This is accomplished by developing faculty and advisor expertise in experiential education to create an experiential education curriculum in every program.

Goal 2: To create an infrastructure of information and support for students, employers, and non-profit organizations on experiential education. This is intended to create a stronger link between students and work world experiences.

The budget for this activity includes funding for faculty development activities, creation of three new positions focused on job development as well as community-based experiences, and faculty and administrative release time to create experiential experience infrastructure. PUC commits to sustaining job development positions and to funding the communication plan for experiential education.

P031A060122 - Columbia State Community College, Ohio

Columbia State Community College is requesting one million dollars over a five-year period to increase its capacity to develop foundation grants, corporate gifts, planned gifts, and other major gifts. The college will not use Title III funds to raise money, but to increase the capacity of the development office. By expanding capacity, Columbia State will be in a position to better serve the citizens of the nine county region.

Measurable Objectives:

1. By the end of year three, increase capacity to research, monitor and maintain a database of 200 private/corporate foundations with high grant potential.
2. By the end of year three, increase capacity to provide research and data analysis supporting the development of 20 proposals per year to private/corporate foundations.
3. By the end of year five, increase capacity to research, monitor and maintain a database of 1,000 corporations and individuals with high major gifts potential.
4. By the end of year five, increase capacity to consistently communicate with 1,000 corporations and individuals. Communications consists of an annual letter, a newsletter, a magazine, and an interactive Web site.
5. By the end of year five, increase capacity to provide research, analysis, and communications needed to support president and foundation member visits to 100 priority individuals and corporations per year.

P031A060063 - Baptist Memorial College of Health Sciences, Tennessee

Project Title: Increasing Student Success through a Strong Science and Math Foundation.
Total Five Year Budget: \$1,835,721. Title III: \$1,024,155. Baptist College: \$811,566.

Baptist College is proposing to “improve student success through a strong science and math foundation” with Title III funds by providing supplemental course specific instruction for five essential math and science courses identified as having the highest failure rate. Failure in the targeted courses is a major cause of academic dismissal, thus decreasing the number of students eligible to graduate.

Data in a recent National Science Foundation report indicates that students in Tennessee, Arkansas, and Mississippi, where Baptist College draws over 90 percent of its students, perform below the lowest quartile on measures of science and math achievement in the United States. Baptist College will address this problem through a Course Specific Instruction Laboratory that will provide tutors, workshops for students, faculty release time for curriculum development, mini-grants for faculty development, and an annual faculty development seminar.

The college is requesting endowment funds to be matched by new monies raised to help institutionalize the project and to achieve institutional self-sufficiency. Baptist College is a private, four-year, coeducational, urban college offering the Bachelor of Science in Nursing and the Bachelor of Health Sciences. Baptist College enrolled 866 students in the fall of 2005. Student ages range from 17 to 56. The total student population is 88.5 percent female and 11.5 percent male. Ethnicity: White - 68.3 percent; African-American - 29.2 percent; Asian - two percent; and Hispanic - .5 percent. The college employs 58 full-time and 28 part-time faculty. The overall student to full-time faculty ratio is 15 to 1. This is Baptist College’s first application for a Title III grant. The college is eligible for Title III funding based on the percentage of 2003/2004 students receiving Pell Grants: 34 percent and Educational and General expenditures per full-time equivalent (FTE) student: \$13,196.

P031A060175 - Bunker Hill Community College, Massachusetts

Bunker Hill Community College is a public, two-year community college, one of 15 community colleges in Massachusetts. Bunker Hill Community College enrolls 8,000 students in more than 65 associate degree or certificate programs. Primarily from Boston's urban neighborhoods, BHCC students are mostly female (60 percent), people of color (60 percent), and over 22 years of age (70 percent). Bunker Hill Community College has 118 full-time faculty members and 300 adjunct faculty, with a 19:1 student to faculty ratio. Proposed Project: *Building the Engaged Campus: Increasing Student Persistence, Retention, and Achievement*; \$1,887,063 over five years.

The BHCC Engaged Campus addresses the college's core institutional goal to increase student engagement, persistence, and program completion. The Engaged Campus rests on three pillars: multi-tiered learning communities, comprehensive outcomes assessment, and integrated student services. Bunker Hill Community College will implement three levels of learning communities, each led by a trained faculty member, to deepen the level of student engagement. Level 1— Learning Community Seminar will be a core course for entering first-time, full-time students. Level 2—Affiliated Learning Communities will be designed for students with common interests, academic goals, or career aspirations. Level 3—Integrated Learning Communities will involve courses clustered around academic themes.

As the learning communities are designed and implemented, an expanded outcomes assessment framework will be developed that connects the communities to a clear vision of the expectations for a BHCC graduate. Completing the architecture of the Engaged Campus is a unified suite of student services including an expanded assessment protocol, reformed orientation, redesigned advising processes, and an automated academic monitoring system, all fully integrated within the Datatel information system. By percent, and the graduation rate by five percent--key performance measures of Title III.

P031A060180 - Cleveland State University, Ohio

Cleveland State University (CSU) is an urban public university located on the shores of Lake Erie. A Model for Engaged Student Learning: *Strengthening Academic Programs and Institutional Initiatives Management* will have three initiatives, and requests \$1,996,479 over five years. A developmental advising model, including financial planning for educational expenses, will be designed for incorporation into learning centers. Strengthening faculty development will be conducted through training sessions held during the academic year and through a three-week intensive summer seminar.

Endowment: The Office of Advancement has pledged to match an endowment request of \$310,000, or 15.5 percent of the total funds requested.

Fall 2005 Cleveland State University Profile: Four-year public; Founded 1964. Assumed holdings of Fenn College, a failing private college. Merged Cleveland-Marshall College of Law with CSU in 1969 Primary Service Population. Primarily blighted urban core around metro Cleveland and Akron, including Northeast Ohio counties of Cuyahoga, Lake, Lorain, Summit and Medina.

Significance: Only public institution serving 600,000 Cleveland area residents with open door access to a university experience, culminating in four-year degrees.

Colleges and Centers: Eight academic colleges; a graduate college; 44 academic departments; three research institutes; 25 Centers of Excellence.

Degrees: Bachelor's degrees in 70 major fields; master's degrees in 46 areas; two advanced degrees in law; three post-master's educational specialist degrees; six doctoral degrees; 50 certificate programs in the Fall 2005 .

P031A060194 - Southwestern Oregon Community College, Oregon

Southwestern Oregon Community College (SOCC) is a public, two-year, rural community college. The college serves the residents of Coos, Curry and western Douglas Counties with programs in professional and technical education, transfer, continuing education and adult basic education.

Southwestern Oregon Community College Student Body and Faculty Characteristics --
Unduplicated Headcount (Fall 2005): 4,057 Student Full Time Equivalent (FTE)
790 Faculty (Fall 2005): 66 full-time; 153 part-time
Faculty-to-Student Ratio (Fall 2005): 1:18.5
Student Gender: 60 percent female, 40 percent male
Average Age of Full-Time Students: 23.3 percent
Full-Time Students Receiving Financial Aid: 68 percent.
Degree/Certificate Seeking Students that are First-Generation College: four percent
Ethnicity of Full Time Students: 79 percent White, five percent American Indian, two percent Asian, two percent Black, five percent Hispanic, one percent Pacific Islander, six percent Unknown.

More than 90 percent of entering students need remediation in writing, reading, or math. Southwestern Oregon Community College has high attrition in developmental and gateway courses, poor first-term to second-term and fall to-fall retention, lacks a consistent faculty development process, has struggled to meet accreditation requirements for comprehensive institutional assessment and continuous improvement, and lacks comprehensive online student services to support explosive growth in distance learning.

A single activity with four integrated components – *Improving Student Success through Faculty Development, Instructional Innovation, Enhanced Student Services and Comprehensive Institutional Assessment* (\$1,908,746 over five years) focuses on ameliorating the weaknesses and major problems identified in the CDP and strengthening SOCC:

- 1) Improve Teaching and Learning Through Comprehensive Faculty Development;
- 2) Improve Student Retention, Including Focus on Developmental & Gateway Courses;
- 3) Expand Access to Student Services and Instructional Support Through Technology; and
- 4) Improve Institutional Research, Assessment and Accountability.

Project Management and Evaluation (\$84,776 over five years) supports a 0.50 FTE administrative assistant and five evaluations by an external evaluator. A 0.30 FTE project director is funded by institutional resources. (\$1,993,522 Total Title III funding request).

P031A060131 - Nassau Community College, New York

Using Technology to Strengthen and Improve Management Information Systems and Academic Programs at Nassau Community College

Nassau Community College (NCC), Garden City, New York, is a comprehensive, public, two-year community college offering liberal arts transfer and technical programs. As of fall 2005, there were 15,838 full-time equivalent (FTE) students or 20,979 headcount. Fifty-three percent (53 percent) of the students were female, 19 percent African-Americans, 12 percent Hispanic, and 50 percent Caucasian. In fall 2005, there were 538 full-time and 850 adjunct faculty. The faculty to student ratio is 1:18.

This one-activity, two-component project requests \$1,997,664 over five years to use technology to strengthen NCC's Management Information Systems (MIS) (\$1,275,000) and to increase online course development (\$250,000). The project will also build an endowment to fiscally strengthen the institution. Several critical issues face NCC: 1) an antiquated MIS unable to meet the sophisticated demands of information integration; 2) insufficient online course offerings to meet student demand; and 3) the need for a diverse stream of income.

Based on an analysis of NCC's weaknesses, problems and the goals established by the college's Strategic Planning Process, funding is requested from Title III to address three major goals:

- 1) Institutional Management: Provide resources for training of faculty, staff and administrators to use the new MIS. Improved college business and student services will strengthen fiscal stability, academic success, and student support services;
- 2) Academic Programs: Significantly expand NCC's online course offerings by training faculty in online course design and implementation, with a special focus on information literacy. The resulting 31 new online courses will enable NCC to offer more diverse course options and better meet student needs; and
- 3) Fiscal Stability: Create an endowment fund (\$400,000) within the NCC Foundation for technology, faculty development and other needs. The endowment request will be matched over five years to further institutionalize services funded by Title III.

P031A060147 - Eastern Illinois University, Illinois

Eastern Illinois University is a public comprehensive institution whose educational mission is to offer liberal arts-based baccalaureate degree programs and selected master's-level programs.

Figures available for the fall 2005 semester at Eastern reveal the following representative facts: Total headcount was 12,129 students, who represented 10,753 full-time equivalent (FTE). The student population was 58 percent female and 42 percent male. Minority students represented 10.5 percent of total enrollment, and international students represented 1.1 percent. About 19 percent of Eastern students were twenty-five or older; and approximately 10 percent enrolled only in off-campus courses.

In the fall semester of 2004, there were 633 full-time and 97 part-time faculty at Eastern. Consequently, the student to faculty ratio was 16:1. The faculty was 56 percent male; 44 percent female, and nine percent minorities.

Proposed Project :

Each academic year, approximately 700 – 900 Eastern students reach Academic Warning status, and more than 50 percent of these students ultimately leave the university without a degree. Because minority students are disproportionately affected, the university loses diversity of its student body. The university proposes to address these problems by: (1) constructing space for a comprehensive Student Success Center; (2) requiring all at-risk students to take a motivational/empowerment course at the center; and (3) creating an endowment that will assure permanent financial stability of the Center.

P031A060155 - Berkshire Community College, Massachusetts

Berkshire Community College (BCC), in Pittsfield, Massachusetts, was founded in 1960 as the state's first community college. Berkshire County, where the college's main campus is located, has 131,868 residents in its 931 square miles, many of them the "working poor" and 26 percent living below 200 percent of poverty level. The college serves over 2,000 students a semester, 72 percent of whom are first-generation, 87 percent underprepared, and 79 percent receiving need-based financial aid.

Activity: Strengthening Teaching and Learning for the 21st Century -\$1,932,500 over five years. Through this activity, BCC will strengthen its developmental education program; link developmental education to general education college courses; provide faculty and staff professional development on new teaching, academic support, and student tracking and advising strategies, incorporate technology into the curriculum; and develop a Center for Teaching, Learning, and Technology along with a reading/writing laboratory. As a result, student success at BCC will increase where 80 percent of developmental students will successfully complete developmental courses, and 20 percent will complete a degree or certificate with 3.5 years; overall retention will reach 54 percent; and graduation within 3.5 years will increase to 35 percent. At least 80 percent of faculty will use new teaching and retention strategies, and at least 75 percent of advisors will use the student information system (DataTel) to track student progress and outcomes. Improved retention and increased enrollment will enhance fiscal stability.

P031A060166 - The University of Massachusetts Boston, Massachusetts

The University of Massachusetts Boston (UMB): The only public university in Boston, UMB enrolls nearly 12,000 undergraduate and graduate students in 78 bachelors, 61 masters and certificate, and 13 doctoral programs. With its strong urban ties, the student body reflects UMB's commitment to access and diversity, enrolling significant numbers of minorities (34 percent), first-generation college students (56 percent), non-traditional aged students (55 percent) and financial aid recipients (86 percent). Nearly three quarters of the undergraduates enter as transfer students (68 percent). Of the 813 faculty, 445 are full-time and 368 part-time. The student-to-faculty ratio is 15:1.

Proposed Project: *Increasing Retention through Improved Articulation, Transfer and Enrollment Systems*. \$ 1,998,762 over five years.

UMB will take a bilateral approach, coordinated through a Transfer Center, to improve transfer student retention. The first component will focus on curriculum and program articulation through the development of a comprehensive and systematic process involving faculty-to-faculty work groups for the preparation and approval of articulation agreements with the university's five top feeder two-year institutions. The second will use portal technology and a new online advising system to substantially increase student access to information and services. By 2011, the project seeks to increase enrollment through improved recruitment, retention, and graduation of transfer students, improving the transfer retention rate by 10 points and the transfer degree completion rate by five points over the 2003 baseline. Concurrently the project expects to improve institutional effectiveness by strengthening the organizational and technological infrastructure, increasing virtual transfer student services from six to 30, transfer engagement by 15 points and transfer satisfaction by 20 points. Only when transfer student success improves will UMB truly fulfill its mission to meet the academic and economic needs of the state's urban areas and diverse populations.

P031A060203 - College of the Siskiyous, California

The College of the Siskiyous (COS) is an open door, comprehensive two-year public institution located in far northern California. Established in 1957, COS is the only postsecondary education program located within Siskiyou County's 6,287 square miles, a rugged, mountainous area the size of Connecticut and Rhode Island combined. The main campus of COS is located in Weed, California, and a satellite campus is located 30 miles north in Yreka. Two residence halls are located on the Weed campus that can house approximately 136 students.

The College of the Siskiyous offers two-year associate degrees in a variety of concentration areas, certificates in 15 vocational fields, and general education and lower-division courses required for transfer to four-year postsecondary programs. The College of the Siskiyous is recognized for its excellent programs in humanities and arts, sciences, technology, and vocational education.

Student enrollment at COS was 3,443 for Spring 2005 and 3,226 for the fall 2005 semester. The college is largely comprised of non-traditional students, including economically disadvantaged, re-entry students and senior citizens. In fall 2005, 85 percent of students enrolled at COS were either low-income or first-generation college students. The majority of students attend college on a part-time basis, combining child rearing and employment with classes. The 25 to 45-year-old category is the college's largest age group, and 26 percent of students are over the age of 50. Slightly more women than men are enrolled at COS; 58 percent of all students were female in fall 2005. White, non-Hispanic comprise approximately 75 percent of COS student enrollment with the remaining population being largely Hispanic, African-American and American Indian.

The College of the Siskiyous maintains a faculty to student ratio of 25:1 and the average class size is 28 students. The college employs 45 full-time faculty and 198 part-time faculty members.

Activity: Strengthening Student Services and Academic Support to Improve Retention.

The College of the Siskiyous will increase student retention through the use of a comprehensive online student services portal that will provide expanded orientation, increased accessibility to advisors, an online educational plan, an early warning module and an overall cohesive support system for students.

P031A060238 - Ellsworth Community College, Iowa

The Increasing Completion Rates by Engaging Academics in Technological Education (ICREATE) activity will address identified weaknesses and significant problems of Ellsworth Community College (ECC), the applicant, and Marshalltown Community College (MCC), the cooperating institution. Ellsworth Community College and Marshalltown Community College are public, two-year colleges that offer liberal arts and technical programs. The fall 2005 total headcount enrollment at the 14-day census was 1,000 for ECC and 1,610 for MCC. For the 2005-2006 Academic Year, ECC had 37 faculty members utilized 65 adjunct faculty and MCC had 45 faculty members and utilized 115 adjunct faculty members. The student to faculty ratio was 10:1 for ECC and 9:1 for MCC.

Identified academic program issues included over reliance on a few teaching methods and under-engagement of students. Institutional management issues included slow implementation of technology and low communication. Financial stability issues included low course enrollment growth and growing course non-completion rates. These issues will be addressed by increasing student and faculty engagement through implementation and continuous improvement of processes related to effectively and efficiently applying educational technology. Educational technology implemented as part of the activity will include a common Learning Management System, student and faculty centered Web portals, podcasting, and other technology. The activity will also include extensive training of faculty and staff as well as an inclusive communication plan related to the activity.