

Strengthening Institutions Program

FY 2008 Funded Abstracts



The purpose of the Strengthening Institutions Program (SIP) authorized by Title III, Part A of the Higher Education Act of 1965, as amended (HEA), 20 USC 1057-1059d, is to provide grants to eligible institutions of higher education (IHEs) to help them become self sufficient and expand their capacity to serve low-income students by providing funds to improve and strengthen their academic quality, institutional management, and fiscal stability.

P031A080252 – Albany Technical College, Georgia

Albany Technical College (ATC) of Albany, Georgia is a two-year, public, postsecondary institution, located in rural southwest Georgia. The College was founded in 1961 and is affiliated with the Technical College System of Georgia (TCSG). Albany Technical College is charged with the mission of providing technical education and training support for evolving workforce development needs of Southwest Georgia.

Faculty Characteristics

Albany Technical College employs a combined total of 331 full- and part-time individuals. The full-time staff includes 83 faculty members. The part-time staff includes 109 adjunct instructors. The faculty to student ratio is 28:1.

Student Body Characteristics

In fiscal year 2008, the college has an unduplicated credit enrollment of 4,788 students, for a full-time equivalent of 2,639. 54.3 percent attended college full-time, and 45.7 percent attended part-time. 81.7 percent received the HOPE Grant or Scholarship and 41.8 percent received a Pell Grant. The student population is 38.1 percent male and 61.9 percent female. Nineteen percent of the students are 16 to 20 years old, 26 percent are 21 to 25, 18 percent are 26 to 30, 12 percent are 31 to 35, nine percent are 36 to 40, and the remaining 16 percent are over 40. The student population is composed of the following races and ethnicities: American Indian - 0.2 percent, Asian - 0.4 percent, Black - 69.3 percent, Hispanic - 0.5 percent, White - 28.6 percent, and Multiracial - 1.0 percent.

Activity One: Strengthening Academic Programs: The Development of an Academic Achievement Center (\$2,000,000 over five-year period)

Albany Technical College is requesting Title III funding for one activity – to design and develop the college's first Academic Achievement Center (AAC) in order to increase student achievement and student retention for learning support courses and other historically difficult courses. This activity has four (4) parallel components of activities that span the five-year period:

1. **Infrastructure and Platform** (e. g. academic policies and guidelines for AAC program and services, AAC equipment and classrooms, communication system, etc.). The approximate cost of the equipment in this component is \$138,552 and represents seven (7) percent of the total activity budget.)
2. **Faculty Development** (e.g. Web Conferencing, Multimedia Applications, Assessing Learning Outcomes in Technology-rich Environments, Assessment of Student Use of Technology, Adapting Teaching Strategies for Diverse Audiences, Statistical Analysis of Student Learning Outcomes, etc.) The approximate cost of this component is \$20,821 and represents one (1) percent of the total activity budget.)
3. **Coordination of Academic Achievement Center Components** (i. e. Title III Coordinator, AAC Director, AAC Reading Faculty Coordinator, AAC Mathematics Faculty Coordinator, AAC English Faculty Coordinator, Adjunct Faculty, Peer Tutors); Supplemental Instruction, Faculty-led Tutoring, Peer-led Tutoring, Extended Hours of Operation. The approximate cost of this component is \$1,150,496 and represents fifty-eight (58) percent of the total activity budget.)
4. **Course Revision** (e.g. stipends to full-time Albany Technical College faculty to participate in professional development (PD) activities of the AAC prior to revising course requirements, syllabi, and lesson plans, etc.) The approximate cost of this component is \$12,400 and represents one (1) percent of the total activity budget.)

P031A080033 – Arkansas State University, Arkansas

Arkansas State University-Mountain Home (ASUMH) is a two-year affiliate of the Arkansas State University System and a relatively new, public, open door college serving the town of Mountain Home and a very rural area of north central Arkansas. More than 1,600 students attend ASUMH each year, and enrollment grew 119 percent in ASUMH’s first decade. We offer a comprehensive array of college credit and non-credit instruction, including associate degrees in eight fields, and certificate, adult and continuing education, and workforce development. Arkansas State University-Mountain Home’s mission statement is “to lead through educational opportunities: lifelong learning, enhanced quality of life, academic accessibility, and diverse experiences.”

Chancellor Ed Coulter reports to the Arkansas State University System President, and ASUMH is overseen by an appointed five-member board of trustees. We received the first ten-year North Central Association of Higher Learning Commission accreditation in 2008.

Unlike many rural regions, the seven counties we serve are growing—36 percent since 1990 (ACS 2006). However, the median household income is only 60 percent of the national average and almost one in five residents lives in poverty, more than half again the national rate. Clearly, area residents recognize that postsecondary education is a way out of economic need.

ASUMH Faculty Profile	
Full-time	41 (63 %)
Adjunct	24
Female/male	66 %/34 %
Average age	50
Master’s degree or higher	69 %
FT faculty:students	1:29
ASUMH, Fall 2007 data	

ASUMH Student Profile	
Annual headcount	1,628
Full-time	52 %
Female	65 %
Male	35 %
Average age	28
Financial aid recipients	59 %
Under prepared – math	69 % ¹
Under prepared – writing	69 % ¹
Under prepared – reading	69 % ¹
First generation (est.)	85 %
ASUMH, 2007 - 2008 data	

Arkansas State University-Mountain Home offers credit classes at the main campus and five other locations. However, our largely at-risk students are not succeeding at acceptable rates. More than two-thirds of entering students test into college-preparatory (pre-college, developmental) courses, yet their failure rates in these courses are as high as 62 percent, and failure rates in gateway courses (required for most degree programs) are as high as 56 percent. As a result, about a third of fall enrollees do not return in the spring and nearly two-thirds do not return the next fall. This attrition is increasing steadily, now almost double what it was in the mid-1990s, and only 16 percent of our students’ complete Associate degrees in

three years. Access is as critical as success. Arkansas State University-Mountain Home has built a substantial distance education offering, which students without home computers can access at area libraries, schools, and community centers. However, 19 AA degree core and high-demand courses are not available online.

Therefore, we propose a project called Strengthening Student Access and Success in which we will create effective academic support for college-preparatory and gateway course students, high-demand online courses, and on-campus / online student services. Faculty and staff development will ensure that new programs and services are delivered effectively. Resulting increases in retention and enrollment of under prepared and previously underserved students will strengthen ASUMH to serve our constituents more effectively in the future.

¹ Assessment results are coincidentally identical for all three areas and include all assessment mechanisms accepted by ASUMH (ACT, SAT, COMPASS, and Asset).

P031A080054 – Bay de Noc Community College, Michigan

College: Bay de Noc Community College is a small, rural two-year public college located in the Upper Peninsula of Michigan. The college has its main campus in Escanaba and operates satellite campuses in Iron Mountain (West Campus) and in Manistique. The college offers 31 different occupational and technical programs, two-year AA and AS degrees in over 100 different content areas, and four-year degrees in partnership with Lake Superior State University and Franklin University (online instruction). Total headcount for fall 2007 was 2,203; the entering class size was 600. Of the total population, 57 percent were enrolled full-time; 48 percent were 18-21 years of age; 60 percent were female; 91 percent were of White, non-Hispanic ethnicity, and four percent were Native Americans. The college employs 43 full-time and 144 part-time faculty; faculty-to-student ratio is 1:23. Sixty-one percent of students at Bay receive financial assistance; 54 percent are first-generation college students.

Project: The objective is to increase student success in math and science (M/S) courses and to increase persistence and retention rates of all students who enroll in M/S courses. The project will target students who enroll in developmental, i.e. pre-college level, courses and continue into sequential college-level M/S courses and earn grades of C or higher.

Strategies: Strategies include development and implementation of supplemental instruction, M/S learning communities, a M/S Learning Center, remodeled science laboratories, a new biotechnology program, a new orientation program for M/S students, professional development for M/S faculty, enhanced advising for M/S students, and a special Web site devoted to mathematics and science topics.

P031A080125 – Bristol Community College, Massachusetts

Bristol Community College (BCC) is a comprehensive, public, two-year community college offering 41 associate degree and 67 certificate programs. Bristol Community College serves 9,680 students at its largest campus in Fall River, Massachusetts, and at centers in New Bedford, Attleboro, and Taunton. Of the combined group of full-time (45 percent) and part-time (55 percent) credit students, two-thirds are women and 52 percent are over the age of 21. The student body is composed of the following racial/ethnic groups: 75 percent white; six percent African-American; three percent Hispanic, and two percent Asian/Pacific Islander. There are 99 full-time faculty, and 402 part-time faculty (full-time faculty equivalent is 265), yielding a faculty-to-student ratio of one to 17 students. As the region's most affordable source of higher education, BCC is a critical waypoint on the journey to educational opportunity, prosperity, and cultural enrichment.

The first year passage that students make into higher education is a rough and unforgiving journey that one-third of new BCC students do not survive. Buffeted by the winds of poverty (a majority of BCC students work more than 21 hours per week) and pushed off course by the adverse currents of inadequate academic preparation, (New Bedford and Fall River are among the poorest cities in the Commonwealth with high drop-out rates), BCC students struggle to make academic headway. The College offers many kinds of support, including tutoring and reading, writing, and math labs, but too few students connect with these services to get the help they need.

In response, BCC will construct a Connected College that will strengthen the strands of early student supports and weave them through a success-oriented first-year curriculum to create a web that shapes deep, integrated learning, fosters student engagement and retention, and improves mastery of critical thinking skills. Moving from an institution-centered focus to a learner-centered framework and a student success culture, the Connected College will enhance admissions assessment, improve connections to faculty and peers through smaller group orientation, engage students in creating individual learning plans with advisor support, and reshape gateway courses (highly enrolled first-year courses) to improve student success.

The Connected College will assist faculty to significantly restructure gateway courses that typically represent stumbling blocks to large numbers of students in the first few semesters, and are necessary for advancement in higher education. These courses will be designed by applying principles of integrative learning that emphasize critical thinking, use active instructional strategies, and make a direct connection with individual learning plans.

The expanded assessment and individual learning plans will provide students with an accurate compass reading of their strengths and challenges and enable them to shape a learning plan that specifies courses to take, learning supports and accommodations to secure, habits of learning to practice, and personal strategies for academic success. Students will be assisted by advisors in mapping out their learning plan using an e-planning tool that is student-centered and provides a comprehensive method of planning goals, courses, and academic supports.

The Connected College's expanded assessment, enhanced orientation, individualized learning plans, restructured gateway courses, and unified advising will reach thousands of BCC students across the College. The Connected College will boost successful course completion rates, improve overall first-year student retention by ten percent, and will cost approximately \$1.9 million dollars. The budget is allocated with 58.6 percent in "Personnel," 21.4 percent in "Supplies," five percent in "Travel," 3.8 percent in "Contractual," and 11.2 percent in "Other."

P031A080158 – Butler Community College, Kansas

Butler Community College (Butler), El Dorado, Kansas, is a two-year, comprehensive, open door public college (fall 2007 enrollment 8,414) that serves portions of metropolitan Wichita and rural stretches of south central Kansas. In the words of our mission statement, “Butler Community College exists to develop responsible, involved lifelong learners and to contribute to the vitality of the communities it serves.” Governed by seven elected Trustees, Butler is accredited by the North Central Association’s Higher Learning Commission and offers

Faculty Characteristics	
Full-time / part-time	152 / 495
Female	55 %
Full-time w/ advanced degrees	82 %
Full-time faculty : student ratio	1:55
Average teaching load / sem.	18 – 21 cr. hrs.
Over 50 years of age	50 %
At Butler 15 – 20 years	30 %
Butler Fall 2007	

associate degree and certificate programs in 76 fields representing math, science, humanities, fine arts, business, physical education /health, industrial technology, and nursing.

Butler’s faculty is a dedicated group; 82 percent of full-time faculty have advanced degrees and their average teaching load includes one or two overload courses per semester. Their age and tenure reflect their commitment to students’ success.

However, as an institution, we have been unable to support that success. Most students share

characteristics that put them at risk for failure in college, and Butler’s limited resources have prevented the development of academic programs and services to support their success, including faculty training in techniques and technologies most effective with under prepared learners. As a result, basic skills (developmental) failure rates average from 26 to 42 percent and failure rates in key college-level courses required for most degree programs (“gatekeeper” courses) are similar. Not surprisingly, nearly two-thirds of all first-time students drop out during or after their freshman year—a tremendous loss of opportunity for them and a substantial cost to the college.

We propose to address our students’ needs and stabilize enrollment-

Student Characteristics	
Headcount	8,414
Female	59 %
Minorities	28 %
Age 22 and older	46 %
Under prepared	72 %
Part-time students	58 %
Butler Fall 2007	

Student Failure	
Basic math	42 %
Basic writing	33 %
Basic reading	26 %
Gatekeeper courses	25 %–45 %
Fall-fall first-time student attrition	61 %
Butler Fall 2007	

based revenues with a comprehensive initiative titled Increasing Student Success and Retention. The project will address problems in academic programs (ineffective basic skills instruction, inadequate faculty development in instruction for at-risk students) and institutional management (underdeveloped information-based student services) by developing effective basic skills instruction (including ESL for a growing non-native English-speaking population), information-based intake strategies (orientation, assessment, career / educational planning, and advisement), early alert / referral, tutoring, and faculty / staff development in instructional techniques and technologies and effective delivery of new programs and services.

Rigorous evaluation will ensure that new programs and services do in fact improve student success and ease their institutionalization into ongoing operation. An endowment request of 12.7 percent of the project budget will further sustain new practices and improvements and strengthen the college’s fiscal stability.

P031A080012 – Campbellsville University, Kentucky

Campbellsville University (CampbellsvilleU) is a master's degree granting institution that is private, non-profit and affiliated with the Kentucky Baptist Convention. The primary service population is a 16-county area in Central Kentucky, which is geographically isolated from urban areas such as Louisville and Lexington. CampbellsvilleU offers 40 undergraduate majors and 10 master's programs which are structured through the College of Arts and Sciences, the School of Education, the School of Business and Economics, the School of Music, the School of Nursing, the School of Theology, and the Carver School of Social Work.

The 2005 enrollment of 1,242 full-time equivalent undergraduate students consists of 84 percent Caucasian, five percent African-American and international students from 34 countries. Non-traditional students (age 25 and older) represent 22 percent and 57 percent of all students are female. Faculty characteristics include 100 full-time members and 123 adjuncts with a student faculty ratio of 13 to 1.

The project title is The Servant Leader Project: Improving Student Retention, Achievement, and Persistence and has an overarching goal of improving student success in the formative first two years of the baccalaureate.

The Servant Leader Project has three interrelated key elements: an expanded first-year experience program (FYE), a redesigned general education program, and intensified academic support services. In the FYE program, students will complete individual servant leadership projects related to their academic and professional interests and begin an electronic servant leadership portfolio as a record of their learning experiences, achievements, and accomplishments. Faculty members will align general education course syllabi with core student learning outcomes, use active teaching strategies, and develop instructionally based assessments. A Learning Commons will offer students a multitude of resources such as tutoring, electronic databases, multimedia workstations, and ample space for collaborative learning experiences.

The expected outcomes are to increase academic achievement in general education by 20 percent as measured on the *CAAP*, fall-to-fall freshmen retention by 15 percent, and student persistence to the third year towards completing a baccalaureate degree by 10 percent. These project outcomes relate to the CDP goals and objectives, the Title III priorities and the GPRA performance measures and are assessed annually through evaluation.

Managed by the Title III Coordinator along with an Activity Director, the five-year project budget reflects 80 percent in direct services to students, 10 percent for project management and 10 percent for endowment, which is critical to institutionalization. Endowment funds will be matched by the University in years one, two, four, and five.

P031A080120 – Cedar Valley College/Dallas County Community College District, Texas

Cedar Valley College is a two-year community college that serves the southern most part of the Dallas County Community College District, has faced dramatic growth since 2000. Seventy-five percent (75 percent) of students are low income, minority, or first generation. Cedar Valley College has struggled to keep pace with the needs of a student population who arrive under prepared for success in a postsecondary educational environment. With an enrollment of 4983 (fall, 2007), the college is a minority-serving Institution with 71 percent minority enrollment; 65 percent indicate family incomes that are considered economically disadvantaged. The college has 64 full-time faculty and 131 adjuncts with 64.5 percent of all courses taught by full-time faculty and staff. All instructors meet Southern Association of Colleges standards for faculty teaching in higher education.

The Title III Planning committee identified and documented these significant weaknesses: (1) the college is not prepared for the number of poorly prepared students; (2) high numbers score into remedial level classes; (3) high drop-out rates in all first year courses; (4) only a third of first year students persist to the second year; only 14 percent complete programs; (5) the college budget continues to shrink due to state and local cutbacks.

Based upon sound research and model programs, this project details a three-part strategy to improve retention and student success: **1. Intense Academic Advisement** - intrusive case-management, screening/assessment system, student educational action plans, a Web-based intervention system, resource center and mandatory orientation. **2. Instructional Improvement** - faculty development, alternative delivery models, upgraded technology and classroom configurations; and **3. Academic Services Improvement** - expanded tutoring and study skill workshops.

The college's emphasis on continuous improvement strategies, measurable outcomes, and commitment to evaluation will ensure the success of project objectives.

P031A080094 – Central Florida Community College, District Board of Trustees, Florida

Central Florida Community College (CFCC) is a two-year, public college governed by the State of Florida through the CFCC District Board of Trustees. Begun in 1957, CFCC is the only comprehensive, open door institution of higher education within 50 miles of most service area residents. Associate in Arts and Associate in Science degrees are awarded along with industry recognized certificates of completion. Central Florida Community College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS).

For people in all parts of our society, CFCC is the most important and visible doorway to higher education in our three-county service area. These three counties have significant poverty levels with per capita income that is 60-72 percent of the national average. Only 16 percent of residents in the area have earned a bachelor's degree, compared to the state average of 23 percent. The college has 114 full-time and 488 part-time faculty. Of the full-time faculty 84 percent hold master's degrees, 23 percent a doctorate. For credit courses, the full-time equivalent faculty/student ratio in the classroom is 1:20.

In academic year 2006-2007, approximately 11,000 district residents attended CFCC. More than 24 percent were from minority groups, a higher ratio than the general population's 17 percent. Some 63 percent were female; the average age was 25. Most importantly, according to the Florida Community College System 2006 accountability report, CFCC loses 42 percent of its first time in college (FTIC) students who enter under prepared. The major reason for this low retention is failure in the remedial classes needed by 70 percent of these students. The 2006-07 success rate for these classes in math was 59 percent, reading 64 percent and in English only 50 percent.

Comprehensive Development Plan: The college has concluded that these students would be better served and the college institution greatly strengthened by going beyond strategies involving access, and instead focusing on student success and retention. Because a majority of the students who enter CFCC are under prepared academically and are extremely burdened economically, the college submits this proposal to implement new initiatives that will increase the success and retention of college preparatory students. Several specific and measurable objectives form the core of this proposed project:

- The establishment of a highly coordinated college preparatory department that will increase coordination of all components of the college preparatory program;
- Training for faculty and staff who work with students in the college preparatory program;
- An improved process for admissions and enrollment services by identifying college prep students earlier, establishing communications with them and assisting them to complete the intake process; and
- Opportunities for students to participate in learning communities, courses with various delivery methods, and other programs to track, monitor and support new students through the completion of all college preparatory requirements.

Ultimately, the goals of this project are to significantly increase the percentage of college preparatory students successfully completing required developmental coursework and staying on to pursue college-level learning.

P031A080146 – Chabot – Las Positas Community College District, California

Title III Activity Title: Improving Basic Skills Across the Curriculum to Increase Student Success, Persistence, and Institutional Effectiveness. Chabot College is a fully accredited, public, urban two-year comprehensive community college with 14,328 students located in Hayward, California in the heart of the San Francisco Bay Area. It is part of an exceptionally multicultural region, serving one of the ten most diverse counties in the United States. Chabot serves a diverse student body and offers over 100 instructional programs including general education, technical/career-vocational education, transfer/continuing education, and basic skills instruction.

Fall 2007 Chabot Characteristics							
Enrollment	Number	Percent	Student Age	Number	Percent	%	
Total Students (headcount)	14,328	100%	19 or younger	3,448	24%	24 %	
Gender			20-24	4,379	31%		
Female	8,016	56%	25-39	3,703	26%	26 %	
Male	5,993	42%	40-49	1,314	9%	9 %	
Unknown	319	2%	50 or older	1,484	10%	10%	
Race-ethnicity							
African-American	2,075	14%	Faculty Profile	Number	Percent	Perc ent	
Asian/Pacific Islander	2,799	20%	Full-time Adjunct/Part-time Student-to-Faculty Ratio	191	37%	37%	
Filipino	1,442	10%		321	63%	63%	
Latino	3,385	24%		31:1	----	----	
Native American	103	1%					
White	3,123	22%					
Other/Unknown	1,365	10%					

Ninety-two percent of the approximately 26,000 new students who enroll at Chabot each fall, require developmental education in either mathematics or English. Once enrolled, students struggle to master foundational skills with only 58 percent of developmental English students 42 percent of developmental math students succeeding each semester (Office of Institutional Research, fall 2008). This seriously inhibits progress towards transfer or degree/certificate goals.

To address this situation, Chabot will use Title III funding to increase student success and persistence of developmental students across the curriculum. The Title III Activity is guided by the following goals: **Goal 1:** Increase success and persistence in developmental courses; **Goal 2:** Increase success and persistence in courses supported by learning support services; **Goal 3:** Develop student learning outcomes and appropriate assessments at the course, program and college level; and **Goal 4:** Maintain and increase enrollment by increasing persistence.

Expected Outcomes of the Title III Activity are: 1) Increased course success; 2) Increased next-level course success; 3) Increased fall-to-fall persistence; 4) Increased student engagement in learning; 5) Increase the development and assessment of student learning outcomes.

Funds are requested for a Title III Activity Director; a Learning Assessment Coordinator; and Center for Teaching and Learning Coordinator; five Faculty Leads; and Administrative Assistant; stipends for faculty; tutors/peer leaders; books and resources; speakers for training workshops; and an endowment for sustaining activities into the future.

P031A080089 – Chattahoochee Technical College, Georgia

Chattahoochee Technical College (CTC), established in 1961, is the largest of Georgia’s 33 public, two-year technical colleges. With its main campus located just 20 miles north of Atlanta in Marietta, CTC serves the ethnically diverse populations of Cobb and Paulding Counties (combined population 813,896). In the last decade, CTC has opened three satellite campuses in South Cobb County (city of Mableton), Mountain View (East Cobb County), and Paulding Campus (City of Dallas). High schools closest to CTC’s main campus enroll the highest percentages of ethnic/racial minorities in the county (up to 86 percent) and for the majority of area residents; CTC is their only option for higher education.

Chattahoochee Technical College has a rich tradition in technical education and has built a strong reputation with this mission. The college has witnessed an unprecedented enrollment increase in recent years, evidence of the high need for educational programming in the region. **Half of all CTC students are minority, with the largest group comprised of African-Americans (36 percent). We now face a severe institutional problem--our inability to develop new high-demand allied health associate degree programs is limiting educational access for students, creating an obstacle to their employability, and threatening our historic strength and stability.**

Student Profile, Fiscal Year 2007	
Total Enrollment	9,650
Total Minority	50%
African-American	36%
Part-time	63%
Age 25 and over	36%
Female	54%
Receiving Financial Aid	74%
Source: TCSG End of Year Report	
Accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) to offer certificates, diplomas, and 32 associate of applied technology degrees in 28 program areas.	

In response to this problem we propose a Title III Activity designed to **Strengthen Chattahoochee Technical College by Creating New Associate Degree Programs in High-Demand Health Fields (Associate Degree Nursing and Occupational Therapy Assistant).**

New degree programs will qualify graduates for high-demand, high-paying occupations in the greater Atlanta area, throughout the state, and across the nation. The activity also calls for the development of a new microbiology/chemistry lab, renovation necessary to accommodate both new programs, and development of a new advising system for allied health students. **A total five-year request of \$1,997,025** includes \$309,000 (15 percent of total request) in endowment funds to be matched by the CTC Foundation. Endowment interest will be used to assist with institutionalization of the ADN and OTA programs and to fund scholarships for ADN and OTA students.

Faculty Profile, Fall 2007	
Total Faculty	272
Full-time	23%
Adjunct	77%
Minority	11%
Female	47%
Male	53%
Student/Faculty Ratio	25:1
Source: PeopleSoft Employee Detail	

Ongoing formative and summative evaluation processes have been integrated in the design of this activity in order to assess project progress toward benchmarks in stated objectives and against defined baseline statistics. Data and information gathered through the evaluation and analysis process will be used to modify the proposed project (within federal guidelines) so as to maximize the project success and positive impact of proposed strategies on improved CTC student success, successful course completion and persistence.

P031A080124 – Cleveland Community College, North Carolina

Located in Shelby, the county seat of Cleveland County in North Carolina, Cleveland Community College began in 1965 and is a Southern Association of Colleges and Schools (SACS) accredited two-year, comprehensive, public, nonresidential, educational institution. Cleveland Community College offered more than 100 degree, diploma, and certificate programs to over 3,300 students in fall 2007. Cleveland Community College employed 300 full-time and adjunct faculty teaching 794 courses resulting in a 1:12 faculty to student ratio in fall 2007 (unduplicated head count was 9,265). Programs are designed for college transfer, technical, and occupational students. Student body characteristics in the fall 2007 show that 24 percent of students were either American Indian, Asian, Pacific Islander, Black, Non-Hispanic, and Hispanic while the remaining 76 percent were White, Non-Hispanic. Students were predominately female; 68 percent were female and 32 percent male. Students ranged in age from 17 to 85 with a breakdown of age ranges shown below.

Fall 2007 Student Registrations	
Age Range	Percentage (percent)
17-18	16.16
19-24	32.65
25-29	10.61
30-39	19.59
40-49	12.83
50-59	6.15
60-69	1.65
70-85	.35

The proposed project requests \$1,944,251 and provides personnel and respective travel; equipment, supplies, and renovation for a Student Success Center; equipment and supplies to enhance faculty online delivery; and project management and expertise in the areas of assessment and instructional design. The single activity to engage students will address dynamic growth in student enrollment and nontraditional course offerings through online and blended (online and face-to-face combination) courses in recent years leading to a void in student service measures including self-serve options with information access, tutoring, counseling, and career advising. The project seeks to address these areas and strengthen online courses and course components to better engage students.

Outcomes of the project are to increase student retention, completion rates within a three-year period, engagement scores, number of students passing online and blended courses, and the number of faculty trained in instructional technology.

P031A080239 – Coffeyville Community College, Kansas

Coffeyville Community College (CCC), Coffeyville Kansas: Coffeyville Community College is a two-year residential, public community college and technical school located in rural Southeast Kansas, with campuses in Coffeyville (Montgomery County) and Columbus (Cherokee County), Kansas. Coffeyville (population 11,092) is the largest city in Montgomery County (population 34,520) and borders the state of Oklahoma. Columbus (population 3,396) is 52 miles from Coffeyville, is the county seat of Cherokee County and is situated near the Missouri state line. Coffeyville Community College is accredited by The Higher Learning Commission and a member of the North Central Association. Coffeyville Community College is also accredited by the Kansas Board of Regents. Coffeyville Community College’s general service population is the southern half of Montgomery County (same as our taxing district). Thirty percent of our students are minority (see Student Profile Table), with Blacks representing 52 percent of total minorities, and Native Americans representing 33 percent.

The college’s programs of study are in the areas of **Arts and Sciences** (24 programs including Art, Biology, Education, English, Health, History, Music, Pre-Engineering, Pre-Veterinary Medicine, Theatre); **Occupational/ Technical** (15 programs including Agriculture, Auto Collision Repair, Emergency Services Education, Horticulture, Marketing, Welding Technology), and ten **certificate programs** (including Dietary Manager, Electrical Technology, Certified Nurse Aide, Home Health Aide).

Both the Coffeyville and Columbus areas have long been plagued by a weak economy and declining population. Coffeyville Community College is vital to service area recovery efforts. However, in recent years the college’s limited resources have stymied the development of emerging high-priority technical programs. The region is desperately in need of skilled workers, but area residents simply do not possess the skills to meet industry demands.

We have conducted an extensive analysis of industry, community, and student needs and identified three new, high-demand technical programs with great potential for student success with immediate employment or transfer opportunities. These programs will also give CCC a much-needed boost in enrollment revenue.

We have developed this Title III proposal for a single activity targeting new program development, **Creating Technical Programs to Strengthen CCC**, and request funds in the amount of \$1,584,362 over five years to fund the development of **Construction Technology, Precision Machining, and Information Technology associate degree programs**. In addition, CCC also requests a total of \$395,000 in endowment matching funds to assist with institutionalization of programs developed through this activity.

CCC Student Profile (Fall 2007)	
Total Headcount	1972
Total FTE	1231
Average Age	23
Minority	30%
Full-Time	63%
Part-Time	37%
Male	54%
Female	46%
Financial Aid	79%
*Undecided Majors	16%
*Degree Seeking	90%
*Employed 25hrs +wk	40%
* Freshman Student Survey	
Source: CCC Student Services	

CCC Faculty Profile 2007	
Full-Time	63
Part-Time	11
Adjunct	23
Minority	9%
Female	39%
Male	61%
Average Age	42
Avg. Faculty Load/Sem.	21 hrs
Faculty/Student Ratio	1:21
*Master’s Degree or higher	56%
Average Employment	8.3 yrs
*Includes Tech Program Instructors	
Source: CCC HR Dept.	

P031A080046 – Columbia College, California

Established in 1968, Columbia College (Columbia) is a small, public, comprehensive, two-year college in California. It is one of two institutions (including Modesto Junior College) comprising Yosemite Community College District (YCCD). The district is one of the largest in California, transecting more than 100 miles of the fertile San Joaquin Valley from the Coast Range on the west to the Sierra Nevada on the east. The boundaries encompass over 4,500 Square-miles, serving a population of more than 550,000. Columbia's service area consists of all of Tuolumne and Calaveras Counties and portions of Stanislaus County, which include Oakdale, Knight's Ferry, Valley Home, Riverbank, and Waterford. The majority (64 percent) of Columbia students are from Tuolumne County although an increasing percentage of students (19 percent) come from Calaveras County, with additional demand in the Oakdale area. Yosemite Community College District delineates and communicates operational responsibilities to Columbia College and Modesto Junior College (MJC). There are a number of centralized support functions that are controlled by the district rather than each separate college. These include human resources, fiscal control, technology support, grant support, research and planning and facilities, among others.

Institutional Characteristics 2006-07
Headcount: 2,670; Credit FTE: 2,025
Student Age: 56% 24 and under; 44% 25 and over
Gender: 58% female, 42 % male
Ethnicity: White 69%; Black 1%; Hispanic 7%; Asian/Pacific Islander 2%; Unknown 18%
Faculty Characteristics: 58 full-time (68 %), 27 part-time (32 %). 56.5 % of faculty are male, 43.5% of faculty are female
Faculty Ethnicity: White 78.8%, Hispanic 5.9%, Hawaiian 1.2%, Asian 2.4%, Unknown/Non-respondent 9.4%, Declined to state 2.4%

Columbia College is accredited by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges.

Title III Activity: Improving Instruction, Expanding Online Learning and Support and Increasing Resource Development Capacity. This single activity is designed to: 1) improve student learning through enhanced pedagogy and appropriate uses of technology, 2) expand online access to courses and student services, and 3) expand resource development capacity. These strategies should positively impact the institution's fiscal stability as state-reimbursable full-time equivalent and tuition revenue grows from online courses, retention improves from increased student satisfaction and more private gifts and public grants are secured. The activity has six major components:

- Improve learning ;
- Expand effective online learning opportunities;
- Expand online student services;
- Expand teaching and learning innovation and application;
- Expand fundraising capacity and stewardship; and
- Expand grant development capacity and compliance.

P031A080221 – Cuyahoga Community College, Ohio

Cuyahoga Community College (Cleveland, OH) provides comprehensive two-year college programs and services to Cuyahoga County, Ohio. It is regionally accredited by the North Central Association of Colleges and Schools. The College serves 55,000 students annually with an annual operating budget of \$178 million. Student faculty ration is 18:1.

Faculty Demographics	Student Demographics
<ul style="list-style-type: none"> • 384 full-time, 964 adjunct faculty • 80% Caucasian/non-Hispanic, • 15% Black/non-Hispanic, 3% Asian/Pacific Island/Indian; • 1% Hispanic, 1% other • 246 full-time and adjunct faculty teach distance learning courses 	<ul style="list-style-type: none"> • FY 07 FTE 16,930 (annualized) • 62% female, 38% male, 35% are of minority descent • 59% study part-time; 23% attend classes only in the evening and on weekends • More than half are the first generation of their families to attend college • 18% take distance learning courses

Cuyahoga Community College has identified a critical need to support the enhancement, and in many cases, fill the gaps in our infrastructure to better support students taking, and faculty teaching fully distance programs (DL). Four key problems were identified: 1) low persistence rates for students, 2) faculty members are under-prepared to teach DL, 3) quality in distance learning is inconsistent, and 4) there are significant gaps in infrastructure. The activity was designed around addressing these problems in alignment with the College’s mission, goals, and objectives. The overall activity goal is to improve student retention, success, and persistence in DL courses, and eventually fully online degree programs. The Title III activity will strengthen the institution in these ways during the grant:

- The college will build academic and online student support services to enhance persistence and engagement. This includes development of an online student orientation, a virtual front door to DL, online tutoring services, and online advising. As a result, 70 percent of students will participate in advising or e-Advising. There will be 100,000 average page views on the virtual “front door” per month. A total of 8,250 online tutoring sessions will be conducted. College-wide, 500 staff members will participate in one or more DL professional development activities to support these DL features.
- A technological infrastructure for DL will be built. This includes a performance audit of the course management system, Blackboard (Bb), the acquisition of a content management system and community management system, and additional SAN storage drives and servers. It is projected that 75 percent of faculty teaching with Bb will utilize the Bb Content Management System.
- The college will enhance faculty preparedness to teach DL. This includes the creation of beginner, intermediate, and advanced levels of online faculty training program, with train-the-trainer components. As a result, 90 percent of new DL faculty will complete at least one level of the Online Faculty Training program.
- The college will enhance the quality of DL courses. This includes the development of a quality evaluation instrument, master developmental mathematics and English courses for DL, and an online peer-review assessment process. Thirty percent of faculty new to online teaching and Blackboard will participate in a peer-reviewed quality course review process.

As a result, 70 percent of DL students will persist to the next semester and 46 percent will persist to the next year. In a commitment to the success of the activity, the college will make significant in-kind and cash contributions, the college will sustain ongoing expenses after the grant. The Tri-C Foundation will match the endowment support with non-federal funds.

P031A080091 – Edmonds Community College, Washington

MISSION & SERVICE AREA: Edmonds Community College (EdCC) is a public, two-year institution, governed by a statewide system that operates under an open-door policy. Edmonds Community College's mission is "to provide quality opportunities for learning and service responding to the dynamic needs of our diverse community." Its fifty-acre campus is located twenty miles north of Seattle amid a densely populated area characterized as urban concrete sprawl; 76 percent of the service area population over age 25 does not have a college degree.

STUDENTS & FACULTY: Edmonds Community College serves over 10,000 students each quarter; 63 percent are part-time; 40 percent are transfer students and 32 percent professional-technical students; 70 percent are day students; 40 percent are low-income; 60 percent are women; 40 percent are non-Caucasian; and, the average student age is 30. There are 149 full-time faculty, and 350 part-time faculty deliver over half of all instruction. The student-faculty ratio is 23:1.

PROGRAMS: Edmonds Community College has five academic divisions: Humanities; Social Sciences; Math/Natural Sciences; Business; and Health & Human Services. A mix of academic programs is offered which includes an A.A., A.S., and A.A.S. Transfer in 46 program areas and 42 A.T.A Degrees and 52 Certificates in professional-technical programs.

INSTITUTIONAL GOALS: The overall institutional goals related to EdCC's weaknesses/significant problems are to: a) improve classroom assessment and instructional effectiveness by developing and implementing a data-driven comprehensive assessment plan that is integrated into institutional reporting and strategic planning; b) improve student tracking, advising and assessment methods by providing professional development opportunities to full-time and part-time faculty; and, c) improve institutional efficiency and effectiveness by providing faculty and administrators with the quantitative tools needed to determine how students are performing at the course and program level and evaluate the impact of college activities and programs.

ACTIVITY OBJECTIVES:

- 100 percent of academic programs will have identified and documented outcomes that are reviewed annually;
- 80 percent of programs will have documented evidence of the use of assessment strategies and data to improve student learning and instructional effectiveness;
- 80 percent of faculty will report that college-wide abilities are adequately integrated and assessed in course curriculum;
- 100 percent of full-time faculty will be able to retrieve student records electronically; student satisfaction with advising will be increased by 10 percent;
- the percentage of faculty who report improved instructional effectiveness using classroom assessment techniques will increase by 60 percent;
- 90 percent of department chairs and administrators will report improved use of data for decision-making and planning;
- 100 percent of Annual Reports submitted by instructional divisions to the Board of Trustees will use data-driven goals.

BUDGET: 49 percent of the budget will support administrative positions and other key personnel; 18 percent will support professional development activities; 10 percent will support hardware and software; and 20 percent will support an endowment for continued sustainability.

Project Abstract

Moraine Valley Community College, the second largest community college in Illinois, marked its 40th anniversary of service providing educational opportunities for the more than 380,000 individuals living in the twenty-six communities within our college district. Moraine Valley Community College's service area population includes a third representing a variety of minorities. Hispanics and African-Americans represent over 55 percent of minority populations, and one of our communities, Robbins, is 98 percent minority. The number of minority residents is predicted to grow 10 percent by the year 2013 (Crains Chicago Business, 2004).

As a comprehensive, open-door, two-year public community college located in the southwest suburbs of Chicago, Moraine Valley offers transfer programs, career and technical education programs, developmental education, Adult Basic Education and English as a Second Language, and Workforce Development and Community Services. For students planning to transfer to a four-year institution, the college offers four associate degrees: Associate of Arts (AA), Associate of Science (AS), Associate of Fine Arts (AFA), Associate of Arts Teaching (AAT). For students who seek employment after graduation from Moraine Valley, the college offers an Associate of Applied Science (AAS) in 27 career programs. In addition, the college offers 74 technical and career certificates.

Moraine Valley is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools and governed by an elected Board of Trustees.

In fall 2007, headcount enrollment of 15,859 was made up of African-American – 9.2 percent, Hispanic – 13.7 percent, Foreign – 1.8 percent, Asian - .2 percent, and White – 72.6 percent. The 171 full time teaching faculty taught 42 percent of the credit hours offered and the 607 part time faculty taught 58 percent. Faculty to student ratio was: 26 to 1.

Activity: Strengthening Student Success: Intervention Strategies to Increase At-Risk Student Success. One component: \$2,000,000 over five years.

High failure and attrition rates are the result of assessment/advising, academic support and fiscal deficiencies, including ineffective assessment and course placement, insufficient academic advising, outdated academic progress mechanisms, and a low capacity information system.

The proposed activity develops effective comprehensive assessment, advisement and developmental education strategies supported by new Student Information System capacities. Improved student success and retention will increase enrollment-based revenues to fund the ongoing incorporation of new practices and improvements into MVCC operations.

Project Management/Evaluation: Personnel will be hired to administer, assess and ensure effective project implementation and compliance with Title III regulations.

P031A080188 – Fort Lewis College, Colorado

Institutional Features: Fort Lewis College (FLC), located in Durango, Colorado, plays a historic role as an undergraduate, public, four-year liberal arts college with a historic commitment to educate Native American students “free of tuition and on an equality with white students” in perpetuity. Accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools and governed by a nine-member Board of Trustees, FLC offers 96 majors, minors, certificates, and special academic programs, with an average class size of 19. The college is located within the culturally and environmentally unique Four Corners region of the southwestern United States, a sparsely settled region of small towns, high plains desert, and the only two tribal reservations in the state. Here, three of the top five industries are in decline; average pay is 24.1 percent lower than the state average; median housing prices are 187 percent of the state’s, and the Consumer Price Index for goods and services is 114.

Student and Faculty Characteristics (see chart): Students come to FLC for a 21st century liberal arts education at an affordable price. The faculty at FLC is comprised of highly motivated professionals for whom student success is the highest priority.

Student Profile, Fall 2007		
	Total	Native American
Enrollment	3,935	753 (19.1%)
Full-time	90%	90%
Hispanic	233 (6%)	--
Total minority	29.4%	--
Avg. Age	22	23
Degree Seeking	97%	98%
Female	48%	48%
Under prepared	32%	52%
Commuters	66%	51%
Faculty Profile, Fall 2007		
Full-time	176	6
Part-time	63	4
Minority	18%	--
Doctoral level	62%	5
Faculty: students	1:19	--
Source: FLC Institutional Research 2007		

Significant Problems: Fort Lewis College has identified low math success as the greatest obstacle to our ability to deliver high quality liberal arts education and our highest priority is improving academic programs to increase student retention and success. Student success in mathematics at every level and mathematical skills across the curriculum are too low, inhibiting retention, matriculation in high-demand STEM programs, and ultimately graduation. However, changes in revenue streams have limited our ability to address obstacles to student success and ensure long-term fiscal stability.

Proposed Solution: Mathematical Foundations and STEM Success

Mathematics curriculum redesign and learning support will address identified problems of student math failure and attrition by: (a) infusing program courses with best practices, effective instructional technology, and culturally-appropriate strategies; (b) revising and improving placement procedures; (c) developing course- and level-specific academic support services; and (d)

embedding evaluation into each activity element. In addition, faculty in science, technology, engineering, and mathematics will engage in professional development, and the faculties will collaborate to increase the mathematical rigor in key science, technology, and engineering courses. The Fort Lewis College Foundation has pledged to raise \$303,000 to match federal funds for the Endowment option.

P031A080176 – Greenville Technical College, South Carolina

Greenville Technical College (GTC), located in Greenville, South Carolina, is a public, two-year, comprehensive community college with a headcount enrollment of 15,070 students. The college's state-designated service area is Greenville County with a population of 417,000 persons. Greenville Technical College offers certificates, diplomas, and associate degrees in 174 technical programs ranging from allied health to industrial and engineering technologies to culinary arts technology to computer science technology to business management technology. The liberal arts transfer option offers an associate degree in arts or science. Characteristics of the student population: 69 percent Caucasian, 22 percent African-American, three percent Hispanic, and four percent other. Females comprise 60 percent of GTC's student enrollment and part-time students represent 61 percent. The average age of a GTC student is 28 years. Greenville Technical College's faculty is comprised of 729 members with 61 percent who teach part-time. The faculty to student ratio is 1:20.

While GTC is proud of its growing enrollment, at the same time, the percentage of new students under-prepared for college studies is increasing. Moreover, the percentage of students failing in developmental studies courses and leaving the college is increasing. Through two interlocking components, the activity will address one of six college strategic goals: improve student learning and experience through exemplary student support services and teaching/learning environments. **Component I** will **reform** the developmental studies curricula and instruction through a whole course design approach incorporating five design principles: extending time on task; learning outcomes assessment; critical thinking; problem-solving and active learning within a multi-mediated environment including learning communities. **Component II** will **restructure** student support services by extending classroom instruction into a comprehensive Learning Commons for additional time on assignments as well as offer independent and group study areas. The functionality of Datatel, the college's student information system, will be enhanced to provide an intervention system comprised of three new modules: early alerts to at-risk students; comprehensive e-portfolio capability to serve as an electronic transcript for students and assessment tool for faculty; and comprehensive monitoring/tracking of students from registration to enrollment to graduation. Undergirding both components will be a comprehensive professional development program comprised of an annual on-campus faculty institute, faculty-led learning circles, conference participation, and online resources.

As a result of the Title III funds, the college will realize a 10 percent increase in students who earn a letter grade of C or better in developmental courses and subsequent general education entry-level college-credit courses; a 10 percent increase in persistence from semester to semester; and a 10 percent increase in retention from fall to fall semesters. These institutional outcomes are directly related to Title III and Government Performance Review Act (GPRA) priorities.

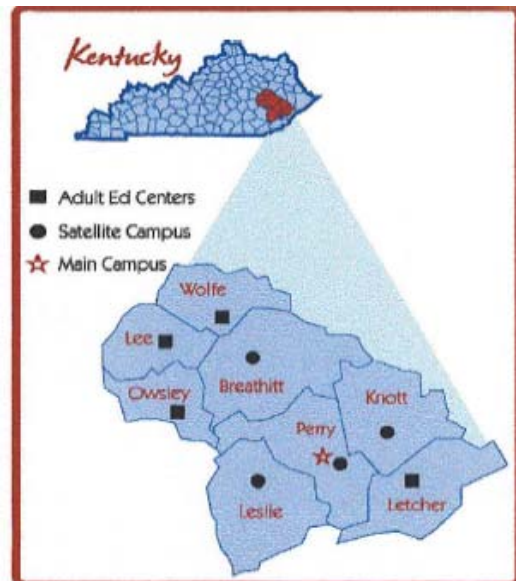
The total cost of the Title III project over the five years is \$1,941,497: Personnel and Fringes, 63.1 percent; Travel, 3.0 percent; Equipment, 13.6 percent; Supplies, 2.0 percent; Contractual, 6.0 percent; Other, 12.3 percent. Major personnel costs include a Curriculum/Instructional Designer, a Learning Commons Coordinator, and a Data Support Specialist.

P031A080210 – Hazard Community & Technical College, Kentucky

The eight-county region served by Hazard Community & Technical College (HCTC) lies in a rugged mountainous area in the heart of the Appalachian region in eastern Kentucky, where nearly one-third of the residents live at the poverty level (compared with 13 percent nationally) and educational attainments are also among the lowest in the United States, with only 8.6 percent of the residents having earned a bachelor’s degree or higher, compared with 24.4 percent nationally (Census, 2000 and Census, Small Area Estimates, 2005).

Reflecting the service region, HCTC, a public, two-year college, serves a rural, isolated student populated, eager for a chance at a better life, but highly vulnerable to college failure. To counter, HCTC will strengthen its support services to include: (1) initiation of new retention strategies, with emphasis on career/transfer planning; (2) introduction of “one-stop” service centers at the main campus in Perry County and a satellite campus in Breathitt County; and (3) employment of new Web-based technologies and “real-time” communications throughout the service region so that students can obtain the help and the support services they need regardless of their location or circumstances.

The adjacent map shows the proposed service centers (Breathitt and Perry Counties) and locations where students will be able to access new online support services (five campus sites and four adult education centers), through the proposed project.



HCTC Student Profile	
Fall Enrollment 2007	4,485
Low-Income	89%
First-Generation	85%
Under-Prepared	86%
Minority	5%
Female	54%
Average age	26
Part-Time Students	63%
Faculty Profile	
92 FT, 69PT	
Student/FT Faculty	49:1
Source: HCTC IR Office, 2008	

The proposed strategies will increase retention of HCTC Students by at least seven percentage points, increase graduation rates by at least five percentage points, significantly improve “best practices” in support services, and transform online support services and supporting technologies at HCTC. (Total funds requested: \$1,971,642, including 20 percent for Endowment, over five years.)

This project is designed to serve a student population that is isolated and especially at risk for college failure. As the accompanying table indicates, 86 percent of the students are under-prepared for college study, based on basic skills assessments; 85 percent are first-generation college students; and 89 percent are low-income.

P031A080071 – Hilbert College, New York

Hilbert College - Institutional Profile	
Level & Control	four-year (since 1992), private non-profit college with an open access mission
Student Body 1,064 students (headcount)	Race/ethnicity: 93% White; 2% Hispanic; 1% Native American; 3% African-American; 1% Unknown Gender: 37% male; 63% female; Largest age group: 18-19= 298
Faculty	Full-time: 48; Part-time: 55; Faculty to Student Ratio: 1:14

Activity: Developing Institutional Capacity to Improve Success and Degree Completion of Under-prepared, At-risk Students – proposed as a comprehensive, integrated strategy to strengthen Hilbert College at a critical juncture. The college must strengthen its liberal arts core and improve student outcomes of its under-prepared students who critically need to complete a college degree. The overarching objective of this activity is to address weaknesses in the freshman year environment necessary to improve the academic success and degree completion of Hilbert’s students which threaten academic quality, management and fiscal stability through one well-planned, evidence-based strategy. **Developing an effective First Year Experience (FYE)** will include: mandatory pre-enrollment testing; an intense Summer Bridge and customized Learning Community program for students who are most under-prepared for college; a strengthened basic skills program linked and integrated with other first-year curricula; a strong faculty advising/mentoring program which ensures that each Hilbert student develops and follows an individualized learning plan to achieve the liberal learning expectations of Hilbert College; and developing the capability of Hilbert faculty and student support professionals in pedagogy and methods now known to be most effective in improving outcomes with under-prepared, at-risk students--the typical student who enrolls at Hilbert College.

Rigorous evaluation plan with best practice research design. Based on the highly-regarded national Center for First-Year Experience recommendations, the activity evaluation will provide a thorough assessment of the impact of Hilbert’s FYE program on the academic success of affected students. The results will provide solid evidence to inform master planning.

P031A080063 – Indiana Institute of Technology, Indiana

Activity title: Freshman College: a highly structured and supportive retention program for at-risk first-year students

Indiana Institute of Technology (commonly known as Indiana Tech), enrolls 3,500 students in 23 locations statewide, including 760 students on the residential campus in Fort Wayne, Indiana’s second largest city. Offering two-year, four-year, and graduate degrees, it is a private university governed by a 17-member Board of Trustees. The heart of Indiana Tech, and the focus of this proposal, is the traditional, four-year, undergraduate Day School program in Fort Wayne, offering engineering, business, criminal justice, education, and computer science degrees.

STUDENT BODY			FALL 2007	ENROLLMENT: 760		FACULTY
Race/Ethnicity	Gender	Age	Average Scores			Faculty to student ratio 16:1
26% African-American 3% Hispanic 61% Caucasian 9% other/unknown	64% male 36% female	18-20: 61% 21 & up: 39%	ACT: 20 SAT: 917			36 full-time (teaching 53% of courses) 158 adjunct

Indiana Tech holds accreditations from the Higher Learning Commission of the North Central Association of Colleges and Schools, the Accreditation Board for Engineering and Technology, and the National Council for Accreditation of Teacher Education.

Indiana Tech proposes to address the facts that: a) too many students leave during the first two years; b) students express dissatisfaction with campus services; and c) these factors affect fiscal stability. Key institutional objectives for the Title III project are to: a) increase the percentage of students returning for their fifth term; and b) increase the five-year graduation rate.

These objectives will be achieved by strengthening services for high-risk students. A key component will be implementation of Freshman College, a highly structured and supportive student development program for at-risk first-year students, incorporating intensive advising, a core group of faculty, developmental courses, and tutorial services.

P031A080233 – Lake Tahoe Community College, California

Since 1975, Lake Tahoe Community College (LTCC), located on the southern shore of Lake Tahoe at an altitude of 6,250 feet, has been the sole provider of postsecondary education for the estimated 30,000 residents of its 196 square mile alpine service area. With beautiful Lake Tahoe on the north, Nevada on the east and high mountain passes at south and west, the community of South Lake Tahoe is isolated from mainstream California and is over two hours driving time from any other California institution of higher education. The Tahoe Basin has not experienced the same economic growth and diversification as the rest of California. Contributing factors are geographic isolation, severe winter weather, limited employment opportunities and stringent environmental concerns, which have virtually stopped commercial and residential development. The major industries of the service area of LTCC are tourism and hospitality. The ski slopes of Heavenly Valley rise above the college, and the Nevada state line, which runs through the center of town has given rise to a row of famous gambling and entertainment casinos. Because the local economy is heavily dominated by tourist-oriented enterprises, seasonal fluctuations in employment are relatively high, much of the workforce is unskilled, and average pay is only slightly more than minimum wage. Employment in the lodging and gaming industry far surpasses any other single industry in the region.

Lake Tahoe Community College is the fifth smallest of the 109 community colleges in the state, and serves an area considerably larger than its district. While the district consists mainly of California communities located along the south shore of Lake Tahoe, in the extreme eastern portion of El Dorado County its service area extends into the Nevada side of the Lake Tahoe basin. Lake Tahoe Community College has a “good neighbor” policy that allows Nevada students to pay a reduced out-of-state rate. Approximately 10-15 percent of LTCC’s students reside in Nevada.

Title III Activity: Improving Institutional Management through Technology Infrastructure Enhancements and MIS Conversion to Datatel Colleague. This Activity centers on the conversion to and implementation of Datatel’s Higher Education Software (Colleague) and necessary technical support and training to improve institutional decision-making, enrollment management, Web-based student services, staff efficiency and effectiveness, and fiscal stability.

P031A080162 – Lamar Community College, Colorado

Lamar Community College (LCC), located in Lamar, Colorado (CO) (on the historic Santa Fe Trail), has been serving southeastern Colorado since 1937. It provides the residents of Prowers, Baca, Kiowa, and Cheyenne counties (population, 20,167) with programs that offer new hope and options for the future. The college serves approximately 1,500 students annually in an area that is rural, isolated, and sparsely populated. Once a flourishing agricultural region, the beleaguered economy is undergoing restructuring through alternative crops, value-added agri-business (cattle/pork) and development of large “high-tech” wind farms. Known as the “Emerald of the Plains,” the region will soon have a new “gem,” the \$50 million Pierre Auger Observatory. As the local economy is undergoing a transformation, the college continues to strive to fulfill its mission to provide “**enriched lives through learning**” in spite of significant fiscal challenges.

We serve a highly disadvantaged service area--among the poorest in the state of Colorado. Nearly 30 percent of area families have an annual income of less than \$25,000 compared with 14 percent for the state. This is reflected in the college’s student population as over 75 percent of incoming students qualify for federal need-based financial aid. Lamar is more than 120 miles from Pueblo, CO, the nearest largest metropolitan area. Many LCC students must drive an hour and a half each way to attend LCC. But for many area residents, LCC is the only viable option for postsecondary education and skill training.

However, decreases in enrollment and in state funding have stretched LCC’s resources to the limit and make it impossible to develop new programs needed to meet the needs of service area residents and current students. Yet without new program development, we cannot increase enrollment, which will generate increased revenue. We are caught in a “catch 22” and the situation is becoming critical. In order to address this crisis our faculty, staff and administrators have developed the following comprehensive activity to address the needs of the college, our students, and service area:

Activity: Strengthening LCC’s Academic Quality and Fiscal Stability by Developing New Academic Programs.

Funds in the amount of **\$1,994,102** over five years are requested to fund the development of the following three new degree programs at LCC.

- 1) **Associate in Science - Science, Technology, Pre-Engineering, and Math (STEM) emphasis (AS).** To prepare students transferring to four-year colleges and those entering STEM-related fields with a rigorous program rich in math and science.
- 2) **Construction Technology (AAS and Certificate Options) -** Prepares students for positions in the construction industry by providing a strong technical foundation that focuses on all aspects of industry. The CBC program emphasizes hands-on facets of industry as well as drafting, management skills, and historical preservation.
- 3) **Canine Training and Management (AAS) -** Prepares students to manage businesses designed to provide canines to the growing service and working dog industry to support the disabled and Homeland Security.

LCC Student Characteristics (Fall 2007)	
Total Headcount	1,196
Average Age	26
Minority	29%
Part-time	61%
Female/Male	63%/37%
Financial Aid	76%
LCC Faculty Characteristics (Fall 2007)	
Total Faculty	53
Female/Male	57%/43%
Avg. Age.	48
Faculty Load	15 hrs.
Faculty: Student Ratio	1:22
Programs of Study: A.S., A.A., and A.A.S, in General Educ., University Transfer, and Voc./Tech. Degrees.	
Source: LCC Institutional Research	

P031A080262 – Lane Community College, Oregon

Engaging Students: A Comprehensive, Integrated First-Year Experience Program

Project Overview. Through Title III, Lane Community College will establish the Engaging Students (ES) program—a comprehensive, integrated First-Year Experience Program for all new students (entering summer or fall terms) who are enrolled in credit classes and who intend to earn a degree or transfer to a four-year university. The program integrates eight research-proven strategies to improve persistence, graduation, and transfer rates for first-year students. Program strategies include: (1) positive campus climate; (2) intervention systems; (3) academic advising; (4) first-year/front-end experiences; (5) learning communities; (6) supplemental instruction; (7) active and collaborative learning strategies; and (8) a student portal to further engage students through two-way interactive communication with the college and faculty and to provide customizable information relevant to individual students’ academic and career needs.

Institution Name: Lane Community College	City: Eugene (Oregon)
Geography Served: Western-Central Oregon (Lane County, Oregon)	
Purpose/Mission: Lane is a learning-centered community college that provides affordable, quality, lifelong educational opportunities that include: (1) professional technical and lower division college transfer programs; (2) employee skill upgrading, business development and career enhancement, (3) foundational academic, language and life skills development, (4) lifelong personal development and enrichment, and (5) cultural and community services.	
Grant Purpose: To improve retention and quality of services for all first-year students through an integrated, first-year experience program.	
Public/Private: Public	Affiliation: n/a
Level: Two-year community college in the Oregon Community College System	
Primary Service Populations: (1) four-year transfer students; (2) career technical students; (3) dislocated workers; (4) adults returning to school/work.	
Programs of Study: (1) traditional academic transfer programs (e.g., science, social services); (2) professional technical; (3) career- and enrichment-related noncredit programs; (4) customized employee training.	

Student Characteristics (2006-07)
Enrollment: Credit: 17,140 (headcount); 8,592.1 FTE. Total (with noncredit): 35,666
Gender: Male: 4,200 (43.7%); Female: 5,415 (56.3%) (116 unknown)
Demographics: Credit: African-American – 158 (2.0%); Asian – 240 (3.1%); Caucasian – 6,683 (86.4%); Hispanic – 437 (5.6%); Native American – 221 (2.9%); Unknown – 1,878 (% not counted). Noncredit: African-American – 75 (1.6%); Asian – 131 (2.8%); Caucasian – 3,773 (80.5%); Hispanic – 625 (13.3%); Native American – 81 (1.7%); Unknown – 4,328 (% not counted)
Age: Credit: 16-17 - 2,253 (14%); 18-21 - 5,236 (33%); 22-25 - 2,707 (17%); 26-30 - 1,850 (12%); 31-40 - 1,771 (11%); 41-50 - 1,102 (7%); 51-55 - 428 (3%); 56-64 - 322(2%); 65+ - 53 (0.3%). Noncredit: 16-17 - 428 (2%); 18-21 - 1,037 (7%); 22-25 - 1,643 (9%); 26-30 - 2,052 (11%); 31-40 - 3,324 (18%); 41-50 - 3,506 (19%); 51-55 - 2,029 (11%); 56-64 - 2,375 (13%); 65+ - 1,585 (9%). Average age: Credit – 26.8; Noncredit – 48.2; Overall – 34.3.

Faculty Characteristics
Full-time: 251; Part-time/adjunct: 302; Student-to-Faculty Ratio: 26.9:1

P031A080177 – Maysville Community and Technical College, Kentucky

Maysville Community and Technical College (MCTC), located in central Appalachia in northeastern Kentucky is the only open door, comprehensive, public two-year college in a service region encompassing 17 counties in Kentucky and two counties in Ohio. Maysville Community and Technical College serves more the 3,600 unduplicated students annually through its main campus in Maysville, the Rowan Campus in Morehead, the Licking Valley campus in Cynthiana, a new extension site in Paris, and numerous outreach sites. Within the service area, 22 percent of individuals live in poverty, less than 12 percent of adults have a bachelor’s degree; and more than 33 percent have not completed high school. Eleven counties within the service area are classified as economically at-risk based on poverty, unemployment and per capita income (Appalachian Regional Council, 2007).

Maysville Community and Technical College’s students are time and place bound, (77 percent are working; 55 percent w/children). For these students, distance delivery courses are not just a preference, they are a necessity and as evidence of this great need, MCTC’s enrollment in courses delivered by distance education has skyrocketed in recent years. But despite our best efforts, limited resources have prevented MCTC from expanding course offerings via distance education in high-demand/high-need disciplines, and student services for distance education students are severely lacking. Our faculty do not have the proper training for effective delivery of online, interactive television, or hybrid courses and our infrastructure is severely taxed.

Student Characteristic, Fall 2007			
Headcount	3,687	Male	45%
Part-time	68%	Female	55%
Need-based Aid	62%	Under-prepared	97%
1 st Gen. College	92%	w/children	55%
Working	77%	Average Age	28
Faculty Characteristic, Fall 2007			
Total Faculty	163	Average Load	15hrs
Average Age	63	Full-Time	88
Female/Male	90/72	Part-Time	75
Associate of arts and associate of science degrees in liberal arts and general education program; Associate of applied science degrees in four disciplines, 20 certificate programs and 13 short-term diplomas.			
Source: MCTC Office of Research Services			

Thus, we submit this Title III proposal with a single activity for the purpose of Increasing Access and Improving Instructional Quality through Distance Education. We request a total of \$1,992,841 over five years to: 1) covert traditionally delivered courses to online, hybrid, and Interactive Television (ITV) delivery; 2) enhance learning inclusive of ITV classrooms and computer labs at access points, faculty studios for course development, and expanded server capacity to accommodate increased volume of distance education users; and 3) develop online academic support service including orientation, tutoring, advising, and basic skills support.

Ongoing formative and summative evaluation processes have been integrated

in the design of this activity in order to assess project progress toward benchmarks in stated objectives and against defined baseline statistics. Data and information gathered through the evaluation and analysis process will be used to modify the proposed project (within federal guidelines) so as to maximize the project success and positive impact of proposed strategies on improved MCTC student success, successful course completion and persistence.

P031A080182 – Merritt College, California

Overview of Title III Activity and Institutional Overview

Merritt College, located in Oakland, California, is seeking \$1,897,314 from the Department of Education's Strengthening Institution's Program to improve educational outcomes for Merritt students by strengthening and integrating its academic programs and student services. The proposed Title III Activity, Strengthening Pathways, Systems, and Services to Maximize Student Success, consists of three interrelated components: 1) curriculum and instruction; 2) faculty and staff development; and 3) support services for students. The project will focus on improving academic performance indicators in four key areas: retention, drop-rate, course completion, and transfer, and will align and link support services to 35 core pre-collegiate and entry-level collegiate courses. The ultimate goal is to transform the way in which both instruction and support services for students increase student success at Merritt.

Institutional Level: Two-year comprehensive community college

Control/Affiliation: One of four public colleges in the Peralta Community College District

Primary Service Population: Merritt serves students from six cities in Alameda County-- Alameda, Albany, Berkeley, Emeryville, Oakland, and Piedmont

Programs of Study: Offers transfer, technical, vocational, and basic skills education

Head Count/FTES (Fall 2007): 7,409 (FTES = 1,949)

Race/Ethnicity: African-American 35 percent; Asian 15 percent, Filipino two percent, Hispanic/Latino 16 percent, Other two percent, Native American one percent, Unknown seven percent, White 21 percent

Age: Average age of students is 33. **Gender:** M 2,253-30 percent, F 5,104-85 percent

Faculty Number: 284 total faculty (94 FTE; 190 PTE);

Faculty-to-Student Ratio: 1:27

P031A080057 – Middlesex Community College, Massachusetts

Strategies for Success: Increasing Achievement, Persistence, Retention and Engagement

Middlesex Community College, with campuses in urban Lowell and suburban Bedford, MA, is a comprehensive, two-year, publicly supported community college founded in 1971. It draws its students from 30 communities northeast of Boston and offers the Associate in Arts in 12 programs, the Associate in Science in 42 programs, and certificates in 29 programs. Fall 2005 full-time equivalent enrollment was 4,854; 60 percent female and 40 percent male. A total of 26 percent of the students are persons of color with an ethnic breakdown that includes: Latino (10 percent); Asian, (10 percent); and Black (six percent). Many students (74 percent) are 29 years of age or younger. In fall 2005, there were 486 faculty: 123 full-time and 363 part-time and a faculty-to-student ratio of 1:19 based on a five-course workload.

One Activity: Strategies for Success

To address the key academic problem of student attrition, faculty and staff designed a single Title III Activity focusing on Reformed Curriculum and Comprehensive Advising. The project aligns with Title III and GPRA priorities. Reformed Curriculum involves the design of developmental and college gateway courses and learning communities embedded with core student success skills related to critical thinking, communication, collaboration, organization, and self-assessment. Comprehensive advising involves the design of integrated advising services to include identification of academic and career goals, creation of realistic educational plans, and continuous tracking and intervention with an emphasis on the core student success skills. The curriculum and advising components will be implemented in four groups of programs that encompass all majors. Key measures are:

- Design of 45 developmental and college gateway courses and learning communities with embedded core student success skills;
- Development of four complementary comprehensive advising programs;
- Increase of 15 percent in first-time full- and part-time student achievement;
- Increase of 17 percent in first-time full- and part-time student persistence;
- Increase of 12 percent in first-time full- and part-time student retention; and
- Increase of 45 percent in first-time full- and part-time student engagement, as measured by the Community College Survey of Student Engagement (CCSE).

An intensive evaluation plan ensures continuous quality improvement to support the achievement of intended impact with a federal investment of \$1,937,148 over the five years of project implementation: Personnel and fringe (60 percent), travel (three percent), supplies (seven percent), contractual (17 percent) and other (10 percent), endowment (three percent) is matched by the institution in year five.

P031A080005 – Minnesota State College-Southeast Technical, Minnesota

Strengthening the Capacity of Minnesota State College-Southeast Technical by the Development of an Additional Program and Four Certificates in the Nursing/Allied Health Sciences Department

Minnesota State College-Southeast Technical (SETC), founded in 1949, is a public two-year technical college with two campuses (Winona and Red Wing, Minnesota). It is one of the thirty-three institutions within the Minnesota State Colleges and University System (MnSCU). The total student enrollment (full-time and part-time) for fall semester 2005 was 1,993. Of this total 138 were minority students. From 2001-2006 enrollment increased by 500 full-time students and 27,343 credits or 1,578 full year equivalent credits, were earned. Of those students seeking degrees in the fall of 2005, 64 percent (592) were retained or graduated by fall of 2006 compared with 58 percent for all MnSCU colleges during that same period. Fifty-two percent of students (Fall 2005) received financial aid; three percent received Aid to Families with Dependent Children (AFDC); and 28 percent were first generation college students. Minnesota State College-Southeast Technical's primary service region encompasses southeast Minnesota, western Wisconsin, and northern Iowa along a corridor stretching from Minneapolis/St. Paul to Decorah, Iowa. Minnesota State College-Southeast Technical is accredited by The Higher Learning Commission and is a member of the North Central Association. The SETC operating budget for 2005-2006 was \$13,571,470.

Activity: To develop, implement, and sustain a two-year degree program in Radiography with certificates for technicians in pharmacy, phlebotomy, ultrasound, and mammography. This project, which focuses on the "Development of Academic Programs," has an annual budget of \$395,000 for a total of \$1,975,000 over five years.

Invitational Priority: The design, activities, and focus of this proposal meets the invitational priority of providing academic programs that are designed to improve and enhance opportunities for low-income students in the workforce and meet local workforce needs.

Key Project Objectives:

(1) To develop, maintain, and sustain a MnSCU-Office of the Chancellor state approved two-year degree in Radiography (Years 1-5); (2) To develop, maintain, and sustain MnSCU-Office of the Chancellor state approved technician certificate programs in pharmacy, phlebotomy, ultrasound, and mammography (Years 2-5); (3) To develop, implement, and sustain strategies in classroom and laboratories to support students who are under-prepared in math, reading, and science entering the Radiography degree program and technician certificate programs in pharmacy, phlebotomy, ultrasound, and mammography (Years 1-5); (4) To develop, implement, and sustain strategies and tools to measure, assess, and predict student retention in the Radiography degree program and technician certificate programs in pharmacy, phlebotomy, ultrasound, and mammography (Years 1-5); and (5) To develop, implement, and sustain strategies for placement in internships and jobs for which students are trained in the Project's expanded Allied Health Sciences areas (Years 1-5).

P031A080116 – Missouri State University, Missouri

Description of the Two Institutions forming the Cooperative Project: Missouri State University-Springfield (lead institution and main campus of university) and Missouri State University-West Plains (partner institution and independent two-year branch campus). The Springfield campus and the West Plains campus of Missouri State University are separately accredited by the Higher Learning Commission-North Central Association of College and Secondary Schools; the West Plains campus qualifies as an independent branch campus under federal guidelines.

Missouri State University (MSU) is a public, comprehensive university system founded in 1905. The main campus of the university is located in Springfield, the third largest population center in Missouri with a metropolitan statistical area population of approximately 385,000.

West Plains is located 110 miles southeast of Springfield. This city of nearly 11,000, located in the Ozarks heritage region of the state, serves as a regional hub for a seven-county area of south central Missouri and several adjacent counties in north central Arkansas. Established in 1971, the West Plains campus is an open admission institution offering one-year certificates, two-year associate degrees, and continuing education courses. The campus is integral to the successful implementation of the overall system mission, serves as a major feeder for the Springfield campus, and provides a site for the Springfield campus to offer upper-level and graduate programs.

Institutional Characteristics 2007-08	
Springfield Campus	West Plains Campus
Headcount: 16,255 undergraduate; 3,093 graduate	Headcount: 1,757
Student Age: 14% 25 and over; 86% 24 and under (undergraduate)	Student Age: 31% 25 and over; 69% 24 and under.
Gender: 56% Female, 44% Male (undergraduate)	Gender: 62% Female, 38% Male
Ethnicity: White 88%; Black 3%; Hispanic less than 2%; Asian/Pacific Islander 2%; Native American less than 1%; Non-Resident Alien 2%; Race/Ethnicity Unknown 4%. (undergraduate)	Ethnicity: White 94%; Black 1%; Hispanic 1%; Asian/Pacific Islander 0%; Other 4%.
Faculty Characteristics: 718 Full-time faculty, 42% Female, 63% Male	Faculty Characteristics: 30 Full-time faculty, 53% female, 47% male
Faculty Ethnicity: 89% white, 11% minority	Faculty Ethnicity: 93% white, 7% minority

This cooperative project will improve business workflows through implementation of electronic document storage and management, develop an Operational Data Store/Enterprise Data Warehouse, improve communication with stakeholders through implementation of a web portal, enhance information security, and train faculty and staff to effectively use these new resources.

P031A080068 – Mitchell College, Connecticut

Mitchell College is a private, not-for-profit, non-affiliated four-year liberal arts college located in New London, CT. It was founded in 1938 as New London Junior College, and renamed in 1951 as Mitchell College. It is accredited by the New England Association of Schools and Colleges and began offering baccalaureate degrees in addition to associate degrees in 1998. There are fourteen bachelor degree programs and seven associate degree programs. In fall 2007, 589 full-time students were enrolled in bachelor degree programs and 38 were enrolled part-time; additionally, 73 percent of the incoming class enrolled in baccalaureate programs. In fall 2007, there were 162 full-time students enrolled in associate degree programs and 19 enrolled part-time. There were also 54 non-matriculated students. The headcount total for both baccalaureate and associate degree students is 846. Of those enrolled, 50 percent are female and 25 percent are minority students. In addition, approximately 26 percent are first-generation and 93 percent are traditional age college students. Ethnic diversity among full-time students includes: four Asian; 92 Black; 67 Hispanic; 18 Native American; 33 Other/or no listing; five Non-resident Alien and 532 White. There are 31 full-time and 42 adjunct faculty members; the faculty to student ratio is 1:14.

Mitchell College is seeking Title III funds to:

- Implement ability-based education and learner-centered assessment to effectively support student learning and future employment;
- Implement a comprehensive program to integrate first-year students into the college community;
- Implement academic and career advising strategies to support students' ability to succeed in a changing economy;
- Implement a college-wide institutional research program to increase effectiveness; and
- Increase endowment to support need-based student scholarships.

Key measures of success will include increasing graduation rates by 15 percent, increasing fall-to-fall retention by 15 percent, decreasing the percentage of freshmen with low GPAs (below 2.0) by 20 percent, and increasing academic departments with assessed learning outcomes to 100 percent.

P031A080013 – Mohave Community College, Arizona

Mohave Community College (MCC) is a public, two-year degree-granting comprehensive community college that serves the residents of rural Mohave County in southwestern Arizona. The MCC district operates campuses in Kingman, Lake Havasu City, Bullhead City and Colorado City. MCC was founded in 1973 and has a current operating budget of \$36,150,562. Enrollment is 3,402 full-time equivalent (5,474 headcount) in fall 2007.

This grant proposes to improve student success at MCC with a focus on high risk, low income and first generation students. The project is one integrated activity, Providing Improved Instruction and Support for High Risk Students, involving instruction, student services and learning support services. Most of our students enter college lacking the basic skills proficiencies needed for college level courses. In addition, these entering students frequently lack the knowledge or demonstrate the behaviors often needed for college success. They require remedial/developmental courses to strengthen their reading, writing and mathematics so critical for their success. Retention and success in these beginning courses become pathways to access and success in subsequent college courses and in reaching their career goals.

We propose to develop alternative curriculum pathways, which recognize the diversity of our student learners by training faculty and staff to alternative teaching methodologies. In this regard, we plan to use research in identifying possible strategies, training faculty to use appropriate methods, and carefully and rigorously evaluate the success of our efforts. In addition, we propose working with local high schools to address articulation of standards and improvements in the preparation of students before they enroll in college. In seeking to achieve our goals, we also propose a comprehensive and well-coordinated effort between instruction and student support services to provide supplemental assistance to these targeted students including additional career counseling, tutoring/supplemental instruction, special courses and workshops, and increased access to financial aid. We expect to significantly increase the success outcomes of our students in terms of learning, retention, graduation and transfer. Details of these outcomes and the comprehensive evaluation process that will be used are provided in appropriate charts herein. 86 percent of the budget costs are for salaries and benefits; three percent is for supplies, et al; two percent is for faculty/staff travel to exemplary programs and conferences; nine percent is for consultation including external evaluation.

P031A0800161 – Nashville State Technical Community College, Tennessee

Nashville State Technical Community College (NSCC) is a public, two-year institution in metropolitan Nashville, Tennessee. There are four additional centers/sites to serve the diverse urban and rural populations in the surrounding areas. Nashville State Technical Community College offers lower-division college transfer programs; professional/technical programs; and adult, community and developmental education. In 2006-2007, NSCC enrolled over 7,077 students. The operating budget for fiscal years 2007-2008 is \$43,251,100.

Activity: \$1,370,826 over five years: Implementing Strategies for Retention

Primary Goal: To improve student retention through a comprehensive plan to strengthen student services, provide faculty training for advising, and improve the quality of Web-based instruction to address course attrition rates.

Academic Goals:

1. To increase the quality and delivery of student services and advising methods to improve overall fall-to-fall retention rates of students; and
2. To improve the quality and methods of Web-based curriculum to increase course retention.

Significant Problem: Nashville State Technical Community College ranks in the lowest percentile of college averages in retention in the Tennessee Board of Regents system (NSCC also ranks below the National Average).

Key Measures:

- 1.1 By September 30, 2009 increase fall-to-fall retention rates of developmental first-time freshmen by two percent (10 percent over the life of the grant).
- 1.2 By September 30, 2009 increase fall-to-fall retention rates of non-traditional first-time freshmen by two percent (10 percent over the life of the grant).
- 1.3 By September 30, 2009 increase fall-to-fall retention rates of economically challenged first-time freshmen by two percent (10 percent over the life of the grant).

Project Management:

Approximately \$198,000.00 (plus benefits) will support a full-time equivalent Title III Project Director. Also, \$40,000 (plus travel expenses) will be paid from Title III funds for the evaluator. Nashville State Technical Community College Title III will operate in accordance with all General Education Provisions Act (GEPA) and Government Performance Results Act (GPRA) requirements to ensure program objectives are met for diverse participant groups.

P031A0800062 – National Park Community College, Arkansas

National Park Community College (NPCC), a public two-year college in Hot Springs, Arkansas, proposes a project with the purpose of strengthening its fiscal stability by developing new programs to increase enrollment-related revenues. Fall 2007 enrollment was 2,529 (down 7.3 percent over the last five years). Students are typically low-income, with 42 percent receiving Pell grants and 75 percent needing to work at least part time. National Park Community College cannot rely on tuition increases because of area poverty, and state funding is inadequate for anything beyond maintaining the status quo.

Students	
Male/Female	36%/64%
Average Age	26.6
Minority	15%
Faculty	
Full-Time	71
Part-Time	105
Stu./Fac. Ratio	14:1

The college’s service area, comprising Garland, Pike, and Montgomery Counties, has a population of 108,616 (2000 Census), is largely rural, with most of the population centered in Hot Springs. Per capita income is well below the U.S. average, and the percentage of persons living in poverty is correspondingly higher. Educational levels are also far below the national average (24.4 percent with bachelor’s or higher), dropping from 18 percent in Garland County all the way down to just 8.8 percent in Montgomery County. With manufacturing employment declining by 19 percent since 2000 (Arkansas Economy at a Glance, 2008), people are looking for new job possibilities. We need to take advantage of this situation by providing access to education for new careers, thus increasing our enrollment and related income while meeting community needs.

Health-related careers are especially attractive to potential students because of Hot Springs’ status as a regional medical center, with four hospitals and a rehab center that draws patients from across the state. In addition, the state’s four largest hospitals are located just 53 miles up the freeway in Little Rock. A growing retirement community in the Hot Springs area, along with overall aging of the population, also places many demands on the health care system. The existing NPCC Registered Nurse and Practical Nurse programs will be revised to address an increasing emphasis on gerontology and to allow online delivery of three courses to expand opportunities for time- and place-bound students. In addition, both RN and LPN program capacity will be increased to address growing demand for graduates, and access to up-to-date equipment and simulation technologies will better prepare students for clinical practice.

New Certified Nursing Assistant, Respiratory Therapy, and Pharmacy Technician programs will be developed and piloted. The 1-semester CNA program will provide the first step on a nursing career pathway, and Pharmacy Technician will also be developed with career ladder steps at the Certificate of Proficiency (1 semester), Technical Certificate (2 semester), and Associate of Applied Science levels. To meet licensure requirements, the Respiratory Therapy program will be at the Associate degree level.

Enrollment revenues from expansion of nursing and introduction of new programs will allow these programs to become self-sustaining and will promote the college’s fiscal stability.

P031A0800017 – Neumann College, Pennsylvania

Neumann College is a private, four-year college near Philadelphia that enrolls approximately 3,100 students (headcount) in 18 majors, with the largest enrollments in nursing and education. More than two-thirds of Neumann students are from groups at a high risk of not completing their degrees—including minority (17 percent), first-generation (approximately 50 percent) and low-income students (approximately 40 percent). In addition, incoming freshmen increasingly require developmental coursework because they are not academically prepared to succeed at the college level.

Based on a thorough analysis of its strengths, weaknesses and problems, the college is requesting Title III funding to: 1) establish a Walk-In Advising Center dedicated to improving the quality of advising on a college-wide scale, and redesign the Freshman Seminar to better support effective advising, and 2) establish a Centralized Developmental Education program that is supported by learning communities, supplemental instruction, instructional technology and faculty development.

Key measures of success will include increasing four-year graduation rates by five percent, increasing student satisfaction with advising by 20 percent, increasing students accepted into majors by the end of their sophomore year by 20 percent, increasing student participation in co-curricular activities by 20 percent, increasing fall-to-fall retention of first-time full-time freshmen with developmental needs by five percent, and increasing course completion rates of developmental students in gateway credit courses by 10 percent.

STUDENT CHARACTERISTICS	
Race/Ethnicity	Percent
Caucasian	64
Minority	17
Unknown	19
Age	Percent
18 and younger	10
19-21	65
22 and older	25
Gender	Percent
Male	35
Female	65
FACULTY CHARACTERISTICS	
Faculty to Student Ratio	14:1
Full-time Faculty	90
Part-time Faculty	200

P031A080144 – New River Community and Technical College, West Virginia

New River Community and Technical College is a developing, two-year, public institution. It was founded in 2003 when the West Virginia Legislature desired to better address workforce needs and to increase access to higher education in this state that is characterized by high unemployment and low educational attainment. The creation of New River was accomplished by combining the associate degrees and technical programs of two existing four-year colleges (Bluefield State and Glenville State) to form the new two-year institution.

Nestled in the midst of Appalachia, New River operates five campuses to serve its rurally isolated, low-income population spread across a nine-county, 5,700 square mile district. As a public, comprehensive, open door college, New River is the only educational provider for most of this service area and is the only accessible option for the entire service area. The college offers a diversified curriculum that includes an associate of arts degree in liberal studies, associate of science degrees in 14 areas, associate of applied science or associate of applied science/technical study degrees in 11 areas, and seven vocational certificate programs.

Student Body Characteristics

New River's student body demographics mirror those of the service area – largely white and impoverished residents of rural Appalachia.

Fall 2007 Student Characteristics					
Headcount	2,279	Male	33 %	Average Age	26
Part-Time	52 %	Female	67 %	White	91 %
Financial Aid	71 %	Graduation Rate (3 yr)	22 %	Minority	9 %

Faculty Characteristics

New River is fortunate to have a dedicated, experienced faculty, most of who were drawn from one of the parent institutions when New River was formed.

Faculty Characteristics, Fall 2007			
Full-Time	34	Total Faculty	171
Part-Time	137	Faculty: Student Ratio	1:13

Activity Title: Developing a Distance Learning System for Rural Appalachia

In order to address institutional problems with poorly designed and ineffectively delivered distance education courses and New River's inability to provide services to time- and place-bound students, problems which severely limit student access to the learning opportunities provided by New River, this project proposes a single, comprehensive activity: "Developing a Distance Learning System for Rural Appalachia."

The project calls for an Interactive Video learning network (IVN) with multiple access points throughout the service area to provide video classes. In addition, we will expand quality and quantity of IVN and Internet college courses, provide extensive faculty development preparing faculty to teach at a distance, and develop basic college services in an online format so that students can apply for admission, register for classes, pay their bills and receive advising through the Internet.

Once this coordinated, comprehensive distance learning system is in place, more Appalachian students will have access to a quality higher education.

P031A080260 – Northwest Iowa Community College, Iowa

Northwest Iowa Community College is a small public, two-year postsecondary institution located in rural northwest Iowa. NCC is the only public institution of higher learning in its four and-a-half county service area encompassing the extreme corner of the state – an area about twice the size of the state of Rhode Island and serves a population of 69,290.

Established in 1966 as a pilot of the Iowa Community College system, NCC is a comprehensive community college offering associate degree transfer curricula and technical programs. Students can graduate from 46 different programs with an Associate of Arts, Associate of Science, Associate of Applied Science Degree or Diploma. The college is accredited by the Iowa Department of Education and Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools (NCA).

According to Iowa Department of Education's Annual Condition of Iowa Community Colleges Report 2007:

47 percent of total enrollments are full time students (606). Two primarily part-time student categories account for the fastest growing enrollment segments: online (23 percent) and high school (41 percent). 1,288 full and part-time students attend classes through NCC. 56 percent of students are female. 74 percent of our student body is traditional aged. 91 percent of the student body lists their ethnicity as Caucasian. The College's minority population has quadrupled in the last four years. 1:12 is the average faculty/student ratio in face-to-face courses. 1:21 is the average faculty/student ratio in online courses. 42 instructors are full-time. 93 instructors are considered adjunct faculty.

Activity 1: Strengthening student learning through outcomes assessment, active learning strategies, and new program development. To improve student learning through: (1) improving the use of outcomes based assessment in courses and programs, (2) increasing the use of active learning strategies and technologies, and (3) expanding student learning opportunities through the development of model new programs.

P031A080115 – Northwest-Shoals Community College, Alabama

Northwest-Shoals Community College (NW-Shoals) is a comprehensive, public, two-year community college serving 3,600 credit students at two main campuses located in the Alabama communities of Muscle Shoals and Phil Campbell. The expanded service area includes northwest Alabama, south central Tennessee and northeast Mississippi.

Northwest-Shoals Community College's mission as a state-supported open-door admissions institution is to provide "*vocational, technical, academic, and lifelong educational opportunities*" that promote economic growth and enhance the quality of life for the people of northwest Alabama. The college is a member of the Alabama College System and is accredited by the Southern Association of Colleges and Schools to award associate degrees and certificates. The curriculum includes both university-parallel programs that prepare students for transfer to a four-year university and occupational and career programs that lead directly to employment.

Fall 2007 headcount enrollment was 3,691, and 97 percent of the students reside in the three-state expanded service area. Eighty-four percent of entering students must take one or more developmental courses. The student population is 15 percent minority, reflecting the population of the service area. Sixty percent of the students are female, the average age is 23, and 55 percent of students attend full-time.

The faculty consists of 77 full-time and 155 adjunct instructors. Of the full-time faculty, eight percent hold doctorates; 71 percent hold Masters and 21 percent hold Bachelors, Associate degrees and/or specialized training that qualify them to teach in terminal career or developmental programs. The faculty to student ratio is 1 to 24.

The most critical need of the college is to develop innovative curriculum and support services to better serve the large number of underprepared and "at-risk" students, thereby improving student-learning outcomes in developmental and gatekeeper courses. The proposed activity will have two components. The first is the development of a comprehensive "one-stop" Learning Success Center (LSC) located on both NW-Shoals campuses that includes a comprehensive, flexible student support system. Engaging students in alternative learning methods that meet individual student needs will also reduce the high attrition rates the college is currently experiencing. Support services will include assessment, placement, intrusive advising, intervention strategies, instruction, and academic and other flexible support services for "at-risk" students. The term "at-risk student" identifies those students academically underprepared for college-level work. The second component is a Faculty Development program for faculty who teach developmental and gatekeeper courses to support and improve student learning. The outcomes for both components will be improved student learning as reflected in higher student achievement, course and program retention and completion, and improved graduation and transfer rates.

P031A080115 – Ohio Dominican University, Ohio

Ohio Dominican University is a four-year, private, Catholic liberal arts university founded and sponsored by the Dominican Sisters of St. Mary of the Springs. Ohio Dominican welcomes to its student body sincere seekers of truth whatever their age, gender, race, religious background, or ethnic and cultural heritage. Originally a women's college, Ohio Dominican became coeducational in 1964 and has served both traditional and adult students for several decades. In 2002, the Board of Trustees approved a plan for institutional reorganization and sought and obtained approval from the Ohio Board of Regents to change to university status. Ohio Dominican has the highest percentage of minority students among the many four-year colleges and universities in central Ohio. The enrollment is approximately 3,100 students, of whom about 700 reside on campus. Of the undergraduate student body, 25 percent are minority, 60 percent are female, and 53 percent are between 18 and 23 years of age. Ohio Dominican has an undergraduate faculty-student ratio of 14.3 to 1, with 68 full-time and 149 part-time faculty.

The university is dealing with graduation and retention rates that do not match the full potential of the institution. Compared to a sample of peer institutions, the retention rate for first-year students returning as sophomores is 10-12 percent below that experienced by the peer universities. To reverse this situation, faculty, staff, and administration are requesting a Title III Strengthening Institutions project, with a single activity focusing on Student Retention Management. One key component of the project is a Summer Transition Program that will provide a bridge to the social and academic challenges of the university for students who are potentially at-risk. Another component is an Early Warning System, which will alert faculty, staff and administrators when students are encountering issues that will affect their success and persistence at the university. The following objectives will be accomplished through the project:

Objective 1: By August 31, 2013, increase the overall fall freshmen to fall sophomore retention rate to 67.6 percent;

Objective 2: By August 31, 2013, increase the fall-to-fall retention rate for African-American students to 57 percent; and

Objective 3: By August 15, 2013, increase the number of at-risk entering freshmen who complete an Early Transition Program to 60 students per year.

Approximately \$1,750,000 is requested over a five-year period (October 2008 through September 2013) to initiate these activities. The largest portion of these costs is the salaries and fringe benefits for staffing including a half-time Title III Coordinator/Activity Director, a Database Analyst to assist with development of the Early Warning System, a full-time Student Success Specialist to help the Summer Transition Program, and a full-time Academic Resource Center Specialist to coordinate ongoing academic support services for students at risk. An additional \$250,000 will be placed in Ohio Dominican University's endowment fund, and these Title III funds will be matched by other funds raised by the University.

P031A080127 – Onondaga Community College, New York

Onondaga Community College (OCC), in Syracuse, NY, is a two-year, public community college, located in central New York, serving a five-county region devastated by a severe loss in manufacturing jobs over the last two decades. Syracuse was recently named one of the “weakest cities in the United States”, based on such factors as population loss and median income (Brookings Institution, 2007). Serving a region now struggling to convert to an information-based economy, OCC has grown to an enrollment of nearly 11,000 students, with an increasingly at-risk student population: eighty-one percent of the first-time students receive financial aid; two-thirds are first-generation college students; fifty-two percent work twenty hours or more per week; and fall-to-fall retention rates for full-time students have declined by ten percent in the past three years.

The proposed activity, Fulfilling the Promise: A ‘Power Start’ Program for First-Time Students, is designed to reverse the college’s high attrition rates and increase degree completion rates by piloting a new orientation/assessment/advisement system, with emphasis on the developmental advisement model, offered through a new Advising Center. The activity also includes piloting a first-year-experience course that focuses on career/education exploration and development of life skills, providing new professional development strategies and Master Advisor training for faculty, piloting a new Retention Alert/Referral process, and revamping the student information system to improve support for advising and analysis of student outcomes.

The end results, carefully analyzed and evaluated, will include a transformation in student engagement in the college environment (as measured by student responses on the Community College Survey of Student Engagement), an increase in student persistence (by at least ten percentage points for full-time students and five percentage points for part-time students), and an increase in the three-year degree completion rate (by at least eight percentage points). The project will also provide faculty advisors and staff with the training and technological support they need to help students reach their potential.

P031A080257 – Palo Verde College, California

Palo Verde College (PVC) is a public, two-year degree-granting comprehensive community college that serves the residents of rural Riverside and San Bernardino Counties in southeastern California. The college operates under the laws of California and is accredited by the Western Association of Colleges and Schools. The Palo Verde district has a main campus in Blythe, CA and a satellite campus in Needles, CA, about 100 miles away. The college was founded in 1947 and currently enrolls 3,900 students.

Developing a Virtual Campus through Technology-Assisted Distance Education Programs and Services.

Technology-assisted education, including media such as video/interactive television (ITV) courses and conferencing, online courses and services, and podcasting, can provide an effective learning opportunity for individuals who live in the isolated rural areas of Riverside and San Bernardino counties. This well designed system will be a great asset to students as well as to faculty and staff. After substantial research and discussion, PVC has developed a comprehensive Title III project to: 1) significantly upgrade the availability and use of technology on the main campus and at off-site locations; 2) create and implement a virtual campus that offers technology assisted courses and programs leading to certificates and degrees; 3) provide ongoing technical support and training for faculty and staff to promote a significant increase in the use of technology in instruction and student services, including online courses and services; 4) create an online counseling/advising program; 5) implement online academic support and orientation services; and 6) provide comprehensive virtual tutorial services.

With this project, PVC will experience a significant increase in opportunity for access and success for students by providing them with a comprehensive distance education program. This program will allow students to complete part or all of their Associate of Arts degree online. The distance education program will also allow students both access and flexibility in addressing specific services online such as completing a college application, participating in a college orientation, and interacting with a counselor. Students will not have to overly disrupt their busy schedules to drive to campus and in ordinarily spend time in lectures, computer labs, seek a certificate or degree, or wait in lines to register, order transcripts, apply for graduation, or complete required forms. Services and activities in the distance education program were specifically designed to address just such needs of the Colleges' students, faculty and staff.

Palo Verde College knows how important management and evaluation are to the success of a significant development program such as the one that we are proposing in this application. The fully qualified project director will have the opportunity, responsibility, and institutional support required to effectively implement this project which in turn will strengthen the college's ability to increase access, retention, graduation / transfer and to better serve our communities.

Details of these outcomes and the comprehensive evaluation process that will be used are provided in appropriate charts herein. Roughly 68 percent of the funds will be for personnel, two percent for travel, 15 percent for equipment, 14 percent for contractual services including tech support and training and external evaluation, and one percent for supplies and copying.

P031A080080 – Polytechnic University, New York

Project Title: “Increasing Student Enrollment and Retention through Faculty Development and the Infusion of Technology into the Classroom and the Curriculum”

Institution: Polytechnic University is a four-year, private, not-for-profit, coeducational institution with an emphasis in science, engineering and technology. The main campus is located in Brooklyn, New York.

Student Body Characteristics: Total enrollment for 2006-2007 was 3,396 (IPEDS). Forty-eight percent (n = 1,621) of total enrollments were undergraduate. 80 percent of undergraduate students are male; 20 percent are female. 95 percent of undergraduate students attend full-time. Of Polytechnic’s undergraduate students, 30 percent are White, 11 percent are Black, 12 percent are Hispanic, 31 percent are Asian/Pacific Islander, seven percent are unreported, and 10 percent are international.

Faculty Characteristics: Polytechnic employs 142 full-time and 159 part-time faculty. 85 percent of full-time faculty members hold Ph.D.s and 89 percent of faculty members hold terminal degrees. 18 percent of full-time faculty members and 19 percent of part-time faculty members are women. With respect to ethnicity, 24 percent of full-time faculty members and 16 percent of part-time faculty members are members of minority groups. The student-to-faculty ratio is 14-to-1 and the average class size is 20.

Activity Description: Polytechnic University’s proposed activity, “Increasing Student Enrollment and Retention through Faculty Development and the Infusion of Technology into the Classroom and the Curriculum” addresses enrollment and retention problems at the institution by infusing best practices in technology-mediated educational tools into the classroom and the curriculum.

Components of this activity include: (1) Establish a Faculty Innovations in Teaching and Learning (FITL) Center; (2) assessment and implementation of a single university-wide course management system; (3) provide technology teaching tools in 40 classrooms / SMART classrooms; (4) provide faculty professional development to 100 full-time faculty in the use of educational technology to enhance teaching and learning; (5) provide 100 faculty with updated laptop computers to enable incorporation of educational technology into curriculum; (6) modify 50 courses to incorporate best practices in educational technology; and (7) upgrade the wireless infrastructure to support student wireless computing program and increase student access to technology-mediated curricular components.

Key Performance Measures: Institutional objectives/key performance measures include an increase of seven percent in undergraduate enrollment over the five-year grant period and an increase of seven percent in the full-time student retention rate over the five-year grant period

Budget: A total of \$1,919,240 is requested over the grant period. Of this, 36 percent is for personnel, including the salary of the Activity Director/Director of the Faculty Innovations in Teaching and Learning (FITL) Center and the Instructional Designer, which will be institutionalized over the course of the grant. 31 percent of the budget is allocated for equipment, including the establishment of the FITL Center and the installation of 40 SMART classrooms. 25 percent of the budget is allocated to contracted services/other, including the upgrade of the wireless network; the evaluation and implementation of the course management system; and the services of an external evaluator to ensure efficient and effective implementation of the grant. Six percent of the budget is allocated for supplies, and three percent is for travel/faculty professional development.

P031A080080 – Research Foundation of SUNY on Behalf of SUNY Potsdam, New York

Activity Title: Expansion of Undergraduate Research to Strengthen Student Confidence and Retention

Institution: The State University of New York at Potsdam (SUNY Potsdam) is a four-year public college. It offers undergraduate and master's programs in three schools. These are the School of Arts and Sciences, the School of Education and Professional Studies and the Crane School of Music. Students are largely drawn from New York State and the northeastern United States.

Student Body: Total enrollment in fall 2007: 4,338. These included 3,999 full-time and 339 part-time. Undergraduate students: 3,614. Among these students 14 percent are White, four percent are Black, three percent are Hispanic, one percent is Native American, three percent are other and 14 percent are unknown. Among undergraduates, 56 percent of students are female and 44 percent are male.

Faculty: The faculty has 377 members - 267 full-time and 110 part-time). The faculty to student ratio is 16 to 1.

Abstract: SUNY Potsdam seeks to address two academic weaknesses identified in an institutional planning process: (1) SUNY Potsdam students are less confident learners than students at other comparable institutions and (2) the potential benefits of student-faculty research programs in addressing that lack of confidence are not fully realized at SUNY Potsdam. These two weaknesses impact on both academic program strengths and fiscal stability.

The specific institutional goal being addressed is to “promote universal individualized instruction.” The specific project objectives include: (1) to increase from 24 percent to 40 percent the number of seniors reporting participation in research with faculty; and (2) increase from 18 percent to 50 percent the number of faculty in the School of Arts and Sciences who are engaged in undergraduate student research activities as part of the curriculum.

Specific tasks will be carried out to increase the engagement and confidence of students as learners. These tasks are to strengthen the use of undergraduate research in the curriculum through support for curricular development at the departmental and individual faculty level. Support will include release time, faculty development and establishment of an office of Undergraduate Research at SUNY Potsdam.

The results of the project will be the institutionalization of an Office of Undergraduate Research. The Office, with an Advisory Board, will promote the use of undergraduate research activities in the curriculum, promote faculty development in undergraduate research, and support student participation in undergraduate research and research conferences off campus. As a result, an increasing number of students, who have been shown to be less confident learners than students at other institutions, will become engaged and confident in their educational activities and select areas of studies in which they can excel. Students will have closer and more continuous contact with faculty in a small-group context. Research indicates that these strategies will lead to increased student success and retention.

P031A080261 – Saginaw Valley State University, Michigan

Saginaw Valley State University (SVSU), located in Saginaw County at University Center in Michigan, is a four-year public institution of higher education. Saginaw Valley State University's five colleges - Arts and Behavioral Sciences; Business and Management; Education; Nursing and Health Sciences; and Science, Engineering and Technology – offer 88 programs of study leading to bachelors and masters degrees. The 39-credit general education requirement draws on traditional liberal arts and sciences, providing students a broad range of intellectual inquiry and disciplinary knowledge in nine content areas: Literature, Arts, Numerical Understanding, Natural Sciences, Historical and Philosophical Ideas, Social Science Methodologies, Social Institutions, Communication, and International Perspectives. Saginaw Valley State University offers eleven masters degrees, in the fields of Communication and Digital Media Design, Administrative Science, Business Administration, Nursing and Health Sciences, and Education. These programs have been developed to meet the needs of working professionals in our service region.

Saginaw Valley State University's project is to strengthen online and distance education programs to facilitate degree completion for a diverse student population that includes students living at a distance from the main campus and those students employed in the region that need or desire more advanced professional education in business, education, or health sciences. Two specific activities have been identified: the development and improvement of academic programs (via distance and online); and the acquisition of equipment for use in strengthening management and academic programs via the improvement of the infrastructure. Specific objectives are to facilitate online and distance course development, provide additional faculty development and support, to enhance the technological infrastructure to best meet the needs of an off-campus population and to provide enhanced communication with other regional agencies including school districts, and health care, and government agencies.

Saginaw Valley State University's current academic program serves the East Central Michigan's 24-county region and is the only public four-year institution of higher education in the region. The campus is between Saginaw, Bay City, and Midland with freeway access from other communities enabling students to commute to the campus. A majority of SVSU students come from the four-county region of Saginaw (24 percent), Bay (11 percent), Tuscola (six percent), and Midland (six percent); however, (43 percent) of the students are from other Michigan counties (39 percent) and other countries (four percent). Most of the students attend class full-time (69 percent); nearly one-third (31 percent) of the students attend SVSU part-time and work full-time. Nearly all the graduate students are employed full-time. Close to 1,000 students attend classes off campus, in Cass City, Macomb, and St. Clair County. Fall 2007, SVSU enrolled 9,662 students with the majority being first-generation university students. Of these, 7,489 (78 percent) were undergraduates; 1,593 (17 percent) were graduate students; and 580 (five percent) were non-degree students, (teacher certification students, post-baccalaureate students and undergraduate guests and auditors). The average SVSU undergraduate student is under the age of 25 (66 percent). The university seeks to attract minority students, and the student body includes 12 percent from minority groups and four percent nonresident aliens. The 14-county region in which SVSU is located is approximately ten percent minority. Female students represent 61 percent (5,962) of SVSU's student body. Students range from dual-enrolled high school students to non-traditional second career students; more than 80 percent require financial assistance to attend the university. The university faculty has grown to 282 full-time members and 300 adjunct members; most faculty (79 percent) have doctoral/terminal masters degrees. Many faculty members have received local, state, or national recognition for their work, including Fulbright Fellowships. Saginaw Valley State University enjoys a twenty to one student to faculty ratio.

P031A080036 – Saint Xavier University, Illinois

Saint Xavier University (SXU) in Chicago, IL, is a private, Catholic institution enrolling approximately 5,700 degree-seeking students in 75 undergraduate and graduate programs in business, education, nursing, and liberal arts. Founded in 1846, SXU was Chicago's first college. The institution has been regionally accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools since 1937 and maintains several programmatic accreditations for professional degrees. One hundred and eighty-seven full-time faculty and approximately two hundred and twenty-two adjunct faculty each semester enable SXU to maintain a conservative 16:1 student:faculty ratio. In 2005, SXU was identified as the eighth fastest-growing public college in Illinois, and we continue to be recognized as a national leader in serving students from diverse ethnic and socio-economic backgrounds. Sixty-four percent of SXU students are first-generation college students. Recently ranked as a "residential college" by the Carnegie Classification, SXU still enrolls a large number of commuter students in its undergraduate program, which underscores the need for this University to serve multiple populations with different academic, professional, and personal needs.

SXU OVERVIEW FALL 2007 N=5,678									
Race			Level		Ugrad. Av Age	First Gen.	Gender		Aid
Cauc.	Black	Hisp.	Ugrad.	Grad.			Fem.	Male	%
64 %	18 %	13 %	58 %	42 %	24yrs	64 %	74 %	26 %	90 %

For the last several years, SXU has experienced continual enrollment growth that has outpaced our institutional capacity and collaborative culture. Attrition (especially in the freshman year) is unacceptably high, graduation rates are below selected peer institutions, and student evaluation of their level of engagement is not what it once was at this liberal arts institution. SXU must create a dynamic academic community where students are engaged—with themselves (as scholars), with their fellow students, with faculty and staff, and with their communities.

Through broad-based strategic planning, SXU stakeholders have identified a multi-faceted project to create, evaluate, and continue to build upon the envisioned engaged learning community: a) meaningful first-year academic experiences; b) effective student intervention strategies; c) community-based and collaborative learning experiences; d) technology-rich learning opportunities; and e) imbedded assessment for continuous project improvement. Faculty development focused on SXU's greatest needs is infused throughout the project design.

The result of this Title III project will be significantly increased retention and graduation—for all students and for the at-risk students depending upon SXU in greater numbers than ever before in our history. Cost-effective project design and a commitment to sound institutionalization strategies will help insure the long-term benefit of the Title III initiative on the university and on the students we have pledged to serve.

P031A080036 – Santa Fe Community College, Florida

Santa Fe Community College (SFCC), Gainesville, in north central Florida is a public two-year community college established by the Florida legislature in 1965 to serve Alachua and Bradford counties, having an operating budget of \$65,009,895 in fiscal year 2006-2007.

Students - There were 16,588 total headcount including 8,075 full-time students in fall, 2007. Females comprise 52 percent of all students. 69.8 percent are White, 13.4 percent are African-American, 9.4 percent Hispanic, 2.9 percent Asian/Pacific Islander, and 4.5 percent Other. The average age is 24.1 years.

Faculty - There are 253 full-time and 312 part-time faculty members. Six percent hold doctorates and 63 percent have a masters degree. The faculty-to-student ratio is 1:22. The proposal will address poor student success rates, low retention rates, excessive time to degree and low graduation rates in barrier gateway math courses.

Activity 1: \$1,996,099 over five-years: Improving Student Success through a Transformational Math Redesign Program. The goal of this activity is to increase student success and graduation rates by developing a comprehensive math redesign program that includes assessment, placement and mandatory math sequencing registration, course redesign, and professional development. Five math courses will be redesigned consistent with the National Center for Academic Transformation model.

Samples of Key Measures - Include the following: a) students who satisfy math general education requirements within two years will increase by 17 percentage points over baseline of 53 percent; b) students who complete redesigned developmental math coursework within the state two-year standard will increase by 12 percentage points over the baseline of 58 percent; c) drop-out rates in two math courses (MAT1033 and MAC1105) will decrease by five and three percent over baselines; e) success rates in all five redesigned math courses will increase at least ten percentage points over current baselines; e) fall-to-fall retention rates of redesigned courses will increase by three and six percentage points respectively for college-level and developmental math courses over respective percentage baselines of 62 and 50; and f) three-year graduation rates of MAT1033 students will increase six percentage points over the baseline of 34 percent.

The Title III Activity will cost \$1,996,099 for five-years providing a full-time Title III Project Director, Support Specialist, and decremental funding for a Math Emporium Director and two Math Emporium Coordinators. Funds will also be used to develop the Math Emporium, programming for the Math sequencing system, consultants for professional development and evaluation, travel and faculty stipends/release for course redesign. Funds will expand the Emporium to two additional instructional sites.

Santa Fe Community College's strong commitment is evident with a total contribution of \$1.43 million for the five-year project, and \$303,229 average annual cost to institutionalize and sustain it.

P031A080084 – Seton Hill University, Pennsylvania

Activity Title: Integrating Outcomes-based Assessment with Interactive and Assistive Instructional Technology to Improve Retention

The proposed Title III activity will transform the way Seton Hill University improves retention. It represents an integrated and comprehensive plan to increase persistence and retention of first-year students. By integrating interactive and assistive technology with outcomes-based assessment and combining that with a plan to improve administrative decision-making this Title III activity will have a “double-barreled” approach to the problem of student retention which continues to drag down the university’s ability to be successful. The activity will culminate in the institutionalization of a faculty and staff training program in the classroom use of interactive and assistive technologies and outcomes-based assessment to improve teaching and learning. Most important it will give administrators the ability to analyze institutional data to improve immediate and long-term decision making, effect outcomes-based curricular and other changes and ultimately improve recruitment, retention and graduation rates.

Programs and Primary Audience: Founded by the Sisters of Charity in 1883 and located 30 miles east of Pittsburgh, Pennsylvania. Seton Hill University (SHU) is a Catholic, private, coeducational, liberal arts institution offering 87 baccalaureate and master’s degree programs. Fall 2007 total headcount enrollment was 2,005; the highest ever with 1,649 undergraduates, and 356 graduate students. Traditional undergraduate students: come from 36 states and 20 foreign countries; 18 percent belong to minority groups (regionally two percent of the population are minorities); 39 percent are male and 61 percent are female; and the average age is 21.5. Approximately 50 percent of traditional undergraduates are first generation/low-income students.

Faculty: SHU has 60 full-time, five part-time teaching faculty and 57 adjuncts. Faculty to student ratio is 1:15. Fifty-seven percent of faculty are women; 86 percent have terminal degrees.

P031A080084 – Silver Lake College of the Holy Family, Wisconsin

Silver Lake College (SLC) is a four-year, coeducational liberal arts college founded by the Franciscan Sisters of Christian Charity. The campus is located in Manitowoc, Wisconsin, which is on Lake Michigan, 90 miles north of Milwaukee. Silver Lake College offers Bachelor of Arts and Bachelor of Science degrees in 15 majors and a Bachelor of Business Administration in two majors. The College also offers Master of Arts degrees in Education and Special Education, a Master of Music degree in Music, and a Master of Science degree in Management and Organizational Behavior.

The total Title III, Part A Strengthening Institutions grant request is \$1,998,613 over five-years for the following activity: **Increasing the integration of the liberal arts and professional studies.**

The goals and objectives of the activity come directly from four of the college's five strategic initiatives and the strategic plan. The four goals the project will address are: 1) the college will fully develop and clearly articulate the concept of an integrated curriculum to its internal and external constituencies where the liberal arts and professional studies can thrive together as the heart of the academic enterprise; 2) the college will commit to placing the right people in the right positions to best carry out the mission and vision; 3) the college will create a culture that makes service to students a priority; and, 4) the college will grow in enrollment and in financial resources.

The implementation strategies to achieve the goals and objectives are: 1) to strengthen the informational technology infrastructure and implement an IT system that supports the college's growth and expansion; 2) to institutionalize a comprehensive professional development model that prepares all college personnel for 21st century IT and instructional technology; 3) to create a liberal arts competency assessment system that measures where and when the college's liberal arts competency are integrated into learning; 4) to create an institutional research system that analyzes and applies data to planning, budgeting, and responds to future educational needs learners; and 5) to institutionalize an experiential learning system that enables every student to have access to an experiential learning opportunity and faculty to have access to an externship opportunity to apply discipline-related theory to practical applications.

End-of-project performance measures that will show:

The college has increased its enrollment of disadvantaged students.

The college has expanded its services to retain and graduate disadvantaged students.

The college has increased the number of disadvantaged students graduating within six years of initial enrollment.

The college has increased the number of professional credentials of full-time personnel.

The college operates within an IT system that is fully supported and integrates the academic and administrative functions of the college.

The college has deployed a comprehensive institutional effectiveness assessment system that generates data and other information that informs all plans, actions, and goals of the college.

P031A080024 – Southeastern Community College, Iowa

**ABSTRACT—Making Good on the Promise of the Open Door:
Transforming Instructional Programs and Student Support Services**

Founded in 1920, Southeastern Community College is a **public comprehensive community college**, accredited by the North Central Association, that each semester serves approximately 3,200 credit students at its main campus in West Burlington, Iowa, and three outreach centers. Our **mission** is to provide quality, affordable, and accessible lifelong learning opportunities, which meet or exceed the expectations of the people we serve. The district, lying along the Mississippi River, is economically challenged, with high rates of family poverty (13.1 percent) and unemployment (5.2 percent) and low levels of educational attainment (only 14.7 percent with a bachelor’s degree or higher), compared to Iowa’s 7.3 percent, 4.9 percent, and 24 percent, respectively (American Fact Finder, 2006).

The purpose of our proposal is to improve the success of the college’s diverse, under-prepared, at-risk and non-traditional student population, which has historically been underserved and under-represented in higher education. The proposed project will improve student success by: (1) strengthening instructional programs; and (2) strengthening student support services, including institution-wide access to critical student information. Achieving the grant objectives will transform our institution by strengthening:

- (1) *The instructional program*—changes to help students gain skills needed to achieve their educational goals include redesign of developmental and key gateway courses to incorporate technology, new instructional methods, and new writing and math labs;
- (2) *Student support services*—strengthened support services, including tutoring, advising, tracking, and intervention will help students overcome barriers to success; and
- (3) *Faculty/staff professional development*—training topics will include integrating technology, diverse learning styles, and effective strategies and proven methods, including transition services, for helping high-risk students succeed. Carefully managed, in-depth training on the student information system (Datatel) will provide convenient access to information critically important to intervention, tracking, early alert, and outcomes assessment.

The college will increase student success (as measured by course completions, transition from developmental to college-level courses, fall-to-fall retention, and graduation) through improved advising, competency-based curriculum modifications, and greater use of technology for improved learning and student support.

Southeastern Community College	
Service Area Population	106,000
Programs of Study: Associate of Arts, Associate of Science, AAS, Diplomas & Certificates	
Student Characteristics	
Fall 2007 Headcount	3,351
Minority	8.2 %
Average Age	24.8
Gender	62.2 % female
Receive Financial Aid	83 %
Under-prepared	Over 85 %
Faculty Characteristics	
Full-Time	83 (35.5 %)
Part-Time	151(64.5 %)
FT Faculty:Student Ratio	1:22

P031A080090 – Southwest Virginia Community College, Virginia

Institutional Characteristics: Southwest Virginia Community College (SVCC) is located in Cedar Bluff, Virginia. Southwest Virginia Community College is a comprehensive two-year public institution and is one of 23 colleges in the Virginia Community College System (VCCS). The primary service population is 118,279 and includes the counties of Buchanan, Dickenson, Russell, and Tazewell, Virginia, located in the Appalachian coalfields.

The college offers six Associates of Arts & Science degree programs: Business Administration, Education, Engineering, General Studies, Liberal Arts, and Science. Other awards include 19 Associate of Applied Science; 4 Diploma; 22 Certificate; and 48 Career Studies programs of study.

Student Characteristics: **Race:** 96 percent White, three percent Black, and one percent other. **Gender:** 42 percent male; 58 percent female. **Average Age** is 29. [18 (three percent); 18-21 (28 percent); 22-24 (13 percent); 25-34 (21 percent); 35-44 (16 percent); 45-59 (15 percent); 60+ (four percent)]. **Full-Time Equivalent:** 2,369; **Headcount:** 5,902. **Faculty Characteristics:** Total Faculty: 198: 68 full-time; 130 adjunct. **Faculty/Student Ratio** is 1:18.

Activity: Strengthening Academic Programs through Curriculum Development and Revision.

This five-year project primarily addresses community workforce needs through matching or adapting occupational offerings with student and area manpower needs. A new occupational/technical program will be developed in *Network Security* and two new associate degree programs will be developed in *Technical Studies – Construction Management* and *Polysomnography*. The General Studies core curriculum will be transitioned to an online format to serve as the foundation from which all subsequent online programs can evolve. An associate of applied science degree program in *Respiratory Care* will be upgraded, as well as a certificate program in *Practical Nursing*. A total of 46 courses will be developed, including 27 online courses.

A **Distance Learning Academy** will be created to improve the quality of technology-enhanced instruction and to provide faculty with opportunities to become certified Distance Learning Instructors. All full-time faculty will have the opportunity to participate in one or more professional development opportunities that will result in incorporating current technology-based instructional methods into their teaching practices. Seven classrooms will be converted to an electronic/multimedia format and 48 classrooms will be upgraded with interactive touch response systems to further facilitate the integration of technology-based instructional methods into teaching practices.

A **Virtual Advising Center** will be created to provide online advising and other support services for distance learners during evening and weekend hours. Help Desk services will also be expanded to include evening and weekend hours, as well. Online Academic Advisors will provide “Live Help” and will develop new online student support services, such as “at-risk” intervention systems and online communication systems for distance learners, as well as developing and teaching online orientation courses. The impact of these activities will be to significantly increase retention and pass rates among distance learners.

P031A080019 – Terra Community College, Ohio

Terra Community College is a two-year, comprehensive community college situated in the northwest quadrant of Ohio. It was founded in 1968. It offers pre-baccalaureate Associate of Arts and Associate of Science Degrees for students who plan to transfer in to a bachelor degree program. It also offers 43 A.A.B. and A.A.S. degrees and 38 Certificate programs. Fall 2007, the student head count was 2,495; 527 students were enrolled in distance learning course sessions. There are 39 full-time faculty and the number of adjunct faculty teaching varies from semester to semester, with 220 adjuncts comprising the part-time faculty roster. One hundred sixty-six faculty taught during the fall 2007 semester. The student to faculty ratio is 15:1. The college has 921 (36.9 percent) full-time students and 1,574 (63.1 percent) part-time students. Its ethnic diversity is made up of 84.6 percent Caucasian, 3.4 percent African-American, 0.4 percent Asian, 5.8 percent Hispanic, 0.4 percent American Indian, and 5.4 percent unknown. It had 426 graduating students in 2006-2007.

The project's major purpose is to establish a comprehensive distance learning (DL) program that will build on a current modest program. It seeks to increase the number of DL course sessions, to increase the number of faculty delivering such courses and the number of students enrolled in three different kinds of DL courses, fully online, hybrid, and course-casting (use of audio/video playback devices). It will hire a new Instructional Technology Specialist, Help Desk Technicians, a new science faculty member and a Coordinator for Distance Learners to work directly with students. It will provide special training to full- and part-time faculty, those who have taught DL before and those who have never taught DL, in the ANGEL course management system that has already been purchased by the college. It will establish a DL Faculty Studio and purchase some needed audio and video equipment.

P031A080069 – Kenai Peninsula College, Alaska

Kenai Peninsula College (KPC), a public, open door, two-year community college, is the only institution of higher education on Alaska’s Kenai Peninsula, an area the size of West Virginia. Kenai Peninsula College serves over 31,346 remote residents and over 20,224 residents living in four small away in Homer, and a small extension site in Seward, 168 miles distant. Our service area is a land of extremes of geography, weather, distance, isolation, wildlife, cultures, economics and education. The economy is embedded in seasonal occupation; average unemployment for the region (11.4 percent) is consistently well above the national average; per capita personal income (\$30,795) is 89 percent of the national per capita income; and the cost of living is 134 percent of the national average. Yet, Alaska ranks 47th in seniors going directly to college and 50th in degree attainment (Alaska PSE Commission 2008). A community campus of the University of Alaska System (UA), KPC is affiliated with the University of Alaska Anchorage (UAA) and accredited by the Northwest Commission on Colleges and Universities. Kenai Peninsula College offers programs leading to five technical certificates, 15 Associate’s degrees (AA/AS), and local access to five UAA Bachelor’s degrees.

Students and Faculty: As with most community colleges, KPC’s student population is constantly changing. Most significantly, over the past five years, our traditional-aged population has increased 66 percent to represent one out of every two students. Our faculty are dedicated professionals with expertise in high-demand areas of study unique to the region. (See chart at left.)

Student Profile 2007	
Headcount	1,580
Minority	11.8%
Alaska Native	7.4%
Male	42%
Avg. Age	30
Part-time	79%
Under-prepared	80%
First Generation	70%
Financial Aid	47%
Faculty Profile 2007	
Full-time	32
Adjunct	80
Faculty:Student	1:14
Master’s/higher	55%
Source: KPC Fast Facts	

Kenai Peninsula College students, faculty, and the college itself have one basic thing in common: the demands of the physical environment require ingenuity and fortitude if we are to survive and thrive. These demands must be faced and a compromise with the environment reached to achieve success.

Problems: Three primary problems prompted this proposal: enrollment is too low (down 10.2 percent in five years), too many students (at least 30 percent) do not have access to support services because they are time-and/or place-bound, and institutional funds are inadequate for the high cost of start-up for a comprehensive distance initiative.

Proposed Solution: To that end, Kenai Peninsula College requests five years of Title III funding, totaling \$1,996,319 to develop, pilot test, evaluate and institutionalize a Distance Education Access and Success Bundle. We propose to increase enrollments, institutional self-sufficiency, and fiscal stability by converting a high-demand academic program (Process Technology), beginning at the developmental level through core courses, for distance/hybrid

delivery through multiple modalities to extend equal access to all service area residents, bundled with a wide array of support services accessible through compatible modalities to ensure their accomplishment of project goals and objectives.

P031A080032 – University of Bridgeport, Connecticut

Project Title: “Strengthening Academic Support and Student Services to Improve Retention”

Institution. The University of Bridgeport (UB), founded in 1927, is a four-year, private, non-sectarian institution located in Bridgeport, Connecticut, the state’s largest city. The University of Bridgeport is an urban, culturally-diverse institution. Undergraduate enrollment has increased 30 percent from 2004-2007; undergraduate growth is primarily in minority populations, reflecting enrollment trends in the region. The university has experienced robust enrollment growth in recent years.

Programs. Academic programs are career-oriented, pre-professional or preparatory for graduate and advanced study. Twenty-six undergraduate majors include accounting, biology, computer science, computer engineering, dental hygiene, design, human services and social sciences. Post-baccalaureate programs include business, education, engineering and health sciences.

Accreditation. The University of Bridgeport is governed by a 26-member Board of Trustees and is accredited by the New England Association of Schools and Universities (NEASC). In 2004, NEASC reaffirmed UB’s accreditation for the maximum ten years.

Student Body Characteristics. The fall 2007 undergraduate enrollment was 1,791; graduate students totaled 2,961. Undergraduate population by race/ethnicity included: 33 percent Black-non-Hispanic, 31 percent White-non-Hispanic, 13 percent Hispanic, five percent unknown, three percent Asian, less than one percent Native American and 14 percent non-resident alien. Women totaled 68 percent; men totaled 32 percent. Forty-seven percent are 21 years old or younger.

Faculty Characteristics. In Fall 2007, the University employed 114 full-time and 322 part-time (adjunct) faculty. Fifty-six percent (64) of full-time faculty teach undergraduate courses and 54 percent (175) of adjuncts teach undergraduate courses. The faculty-to-student ratio is 1:12.

Activity Description. With Title III support, UB proposes a single activity, *Strengthening Academic Support and Student Services to Improve Retention*. The activity addresses retention and student success through comprehensive faculty development consisting of professional training in educational technology, student success strategies, and improved classroom technology. Components of this activity will: (1) create the Center for Excellence in Learning and Teaching (CELT) for faculty professional development and enhanced student support services, to include developmental math and English; (2) implement and train faculty and student support staff to use the early alert software tool, *Retention Alert*; (3) implement online/Web-based registration for students; (4) provide technology teaching tools in 30 classrooms/SMART-classrooms and four student study areas; and (5) provide faculty professional development to at least 60 full-time and 30 adjunct undergraduate faculty.

Key Performance Measures. Institutional objectives/key performance measures include an increase of 10 percent in overall undergraduate student retention rate over the five-year grant period, professional development activities for 60 full-time and 30 adjunct undergraduate faculty, full implementation and functionality of Web-based/online registration and *Retention Alert* software, the upgrading of 30 classrooms to technology-enabled, Smart classrooms and four student study areas located in undergraduate residential housing.

P031A080196 – University of Sioux Falls, South Dakota

University of Sioux Falls Promising New Direction: High-Demand Nursing Degree Ladder Program

Service Area: The University of Sioux Falls (USF) is a private, faith-based, four-year liberal arts institution – the oldest in South Dakota (est. 1883) – and is affiliated with the American Baptist Churches. The University of Sioux Falls is located in Sioux Falls, the lone metropolitan area among the top 50 fastest growing located completely in the Midwest (U.S. Census Bureau, 2007). While the city’s Metropolitan Statistical Area has a population 223,000, Sioux Falls has a population of 148,100 and is the economic and cultural hub of South Dakota, recently experiencing exponential growth in the health care sector. In fact, Sioux Falls is recognized as the finest major medical center between Denver, CO, and the Mayo Clinic in Rochester, MN. The two largest hospitals rank first and second among the city’s top 10 employers.

Governance, Mission and Programs of Study: The University of Sioux Falls is governed by a Board of Trustees and accredited by the Higher Learning Commission of the North Central Association (2002). The mission of USF is to provide academic excellence and to foster personal and spiritual development. University of Sioux Falls offers 33 major areas of study, two-degree completion programs, seven pre-professional programs, and master’s degrees in Business Administration and Education.

Student and Faculty Profile: As of fall 2007, the total undergraduate headcount was 1,261 (1,032 full-time); 42 percent (2006 data) were classified at or below 150 percent of poverty and 53 percent were female. Among the *faculty* for fall 2007, 65 were full-time, with 75 percent holding terminal degrees, and 84 were part-time. The student-to-faculty ratio was 15:1.

Key Institutional Threats for USF: Small, faith-based institutions like USF, known for fostering academic excellence, are increasingly faced with stronger competition from other institutions with lower tuitions and broader arrays of degree options tied to market demands. Having historically followed a traditionalist model for liberal arts education, USF is missing opportunities to grow with Sioux Falls, which is attracting new labor markets and populations at a phenomenal rate. Consequently, USF is threatened with static enrollments (80 percent of the budget is tuition-driven) and competition from state-funded and for-profit institutions that have a strong presence in Sioux Falls. Extensive research, analysis, and planning has led USF to propose a *new direction* – to build on the university’s solid Natural Sciences program in order to offer health-related professional degree options tied to industry demands. Doing this will attract new enrollments that will ensure USF’s long-term growth and self-sufficiency.

Proposed Activity to Strengthen USF: Responding to prospective students’ interests and to the labor market demand for nurses, USF proposes to develop a nursing degree ladder program that will tap into three different enrollment markets. The University of Sioux Falls will develop curricula and instructional resources for the following nursing degrees: *Associate of Science in Nursing*; *Bachelor of Science in Nursing*; and *RN-to-BSN Degree Completion Program*. Supportive instructional resources such as science labs (for nursing prerequisite courses) will be updated, and a new nursing classroom/lab will be added. The Title III program, which specifically funds new technical program development, will provide the startup costs that will enable USF to achieve the following: (1) necessary classroom/lab space and equipment/supplies; and (2) nursing specialists (to be hired) to develop/pilot the nursing ladder program.

Overall Project Outcomes: The overall project outcomes are two-fold: (1) to strengthen academic programs and the university’s fiscal outlook on a long-term basis by tapping into new enrollment markets; and (2) to strengthen critical instructional infrastructures and resources to support new professional degree program development.

P031A080246 – Zane State College, Ohio

Improving Student Success through Expanded Educational Opportunities

Name of the institution: Zane State College City: Zanesville, Ohio

Purpose: Improving Student Success through Expanded Educational Opportunities

Overview of the proposed project. Based on a thorough self-analysis, Zane State College identified that low attainment is a significant problem that affects the college's ability to fulfill its purpose and implied promise to its community. The college developed two goals to address the two-pronged problem: getting more students enrolled; and retaining and supporting student academic needs. Consequently, the college proposes a single activity, *Success through Expanded Educational Opportunities*, which will address the problem of the low number of students attaining a degree, certificate, or other credential. This comprehensive activity will expand student access to learning opportunities and increase achievement through strengthening and maintaining student contact and interaction. Highlights of the five-year plan include:

- Increasing the type and scope of educational offerings by creating a transfer curriculum (and division) for associate of arts and associate of science degrees and offering additional certificate programs;
- Broadening the delivery of course offerings by improving and developing additional distance education offerings and enhancing classroom and distance learning initiatives by upgrading infrastructure; and
- Implementing a comprehensive first-year student experience that enhances targeted efforts for engaging students, including a customized orientation process, increased student advising (especially with transfer students), and the creation of student learning communities.

Distinguishing Features. Chartered in 1969, Zane State College is a public not-for-profit two-year technical college. The Ohio Board of Regents and a nine-member local Board of Trustees govern the college's mission and policies. The college serves residents of three rural Appalachian counties – Muskingum, Guernsey, and Noble – in the east-central part of the state. The region has high unemployment and poverty rates. Its population's average educational attainment level is significantly lower than the rest of Ohio. The college offers 27 technical programs that lead to associate of applied science, associate of applied business, or associate of technical study degrees. The college also offers eight one-year certificates.

The college's student base includes the following demographics:

- 1,843 students (head count) were enrolled (Fall quarter);
- 62 percent are female;
- Average age is 26 years old (part-time students' average age is 29; full-time, 25); and
- 8 percent of our students are minorities.

The College has 219 faculty (51 full-time; 168 part-time): for a faculty-student ratio of 1:8.4

P031A080246 – University of North Texas, Texas

The University of North Texas (UNT), founded in 1890 as the Texas Normal College and Teacher Training Institute on the second floor of a hardware store on the town square of Denton, Texas has grown into the flagship institution of the UNT System which now includes the main campus in Denton, the UNT Dallas campus, and the UNT Health Sciences Center in Fort Worth.

Dedicated to providing quality education and proud of its long history as an educational leader in the state of Texas, UNT now faces significant institution-wide challenges with enrollment of an increasing number of high-risk incoming students (both first-time freshmen and transfer students). Once students enter our doors, they often risk facing large impersonal classes and a system they may find confusing and counterproductive. Retention and graduation rates are below national averages for similar institutions and failure rates reach 48 percent in core courses (e.g. College Algebra). We lose more than 1,000 students from each first-time freshman cohort before their junior year and more than one-third of freshman transfer students leave UNT after one year without graduating.

Major Institutional Challenges: (1) weak student retention/ graduation; (2) ineffective teaching strategies; (3) weak student tracking and intervention mechanisms, and (4) insufficient resources for supporting new initiatives. To combat these challenges, UNT proposes a single activity ***A Model for Engaged Student Learning: Strengthening Academic Programs and Institutional Management*** which focuses on strengthening student learning through (1) core course redesign and (2) student support services and comprehensive student tracking.

Ongoing formative and summative evaluation processes have been integrated in the design of this activity in order to assess project progress toward benchmarks in stated objectives and against defined baseline statistics and/or in contrast to comparison groups as specified in the activity design. Data and information gathered through the evaluation and analysis process will be used to modify the proposed project (within federal guidelines) so as to maximize project success and positive impact of proposed strategies on improved UNT student success as defined by successful course completion, fall-to-fall retention, and graduation.

Undergraduate Students, Fall 2007	
Headcount enrollment	27,242
Total Minority	8,524 (31.3 %)
African-American	3,648 (13.4 %)
Hispanic	3,237 (11.9 %)
Incoming Transfers	49.8 %
Average age	22.4 yrs
Female	55.1 %
Receiving Federal Financial Aid	62 %
Receiving Pell Grant	25.3 %
Source: Institutional Research	
Programs Of Study: 99 bachelor's, 104 master's and 49 doctoral degree programs offered through 10 Colleges and Schools	

UNT Faculty Profile, Fall 2007	
Total Faculty	1,282
Full-time	69 %
Part-time	31 %
Minority (Full-time only)	24 %
Female (Full-time only)	37 %
Male (Full-time only)	63 %
Student/Faculty Ratio	26:1
Terminal Degrees	89 %
Source: Institutional Research	

P031A080246 – Westmoreland County Community College, Pennsylvania

The College: Westmoreland County Community College (Youngwood, Pennsylvania) is a public comprehensive community college, serving Westmoreland County and two neighboring counties with seven education centers. The college is governed by a local Board of Trustees, appointed by the Westmoreland County Commission, and is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools. The college offers 62 credit programs leading to the A.A. and A.A.S degrees, 12 diploma, and 38 certificate programs. Fall 2007 enrollment was 6,215 students, FTE of nearly 4,700, with an average age of 28. Of those who reported, 3,821 (61.5 percent) were female; 2,318 (37.3 percent) male; 5,732 (92.2 percent) White, non-Hispanic; 140 (2.3 percent) African-American; 44 (.7 percent) Hispanic; 23 (.4 percent) Asian; 13 (.2 percent) American Indian; eight (.1 percent) mixed race. Three categories of faculty serve the college: instructional (85 full-time and approximately 350 part-time); counselors (five full-time, eight part-time), and librarians (two full-time, one part-time.) The student to faculty ratio is 17:1.

The Purpose of the Request: The college requests its first award of a five-year Strengthening Institutions Program grant for one activity, “Transforming Westmoreland County Community College to Increase Student Success.” The activity will strengthen the institution’s capabilities for achieving its vision and mission revised in 2007 to expand beyond student “access” to “success.” The goal is to increase the persistence, retention, and academic success of targeted students, specifically, academically underprepared first-time, degree-seeking students and students taking the eight most highly enrolled entry courses referred to as gatekeeper courses, both areas of identified concern. A cohort of an expected 400 students needing developmental education in the fall term and 100 in the spring will experience increased student assessment and placement, academic advising, formalized first year orientation, and organized case management. Strategies build upon recent college actions which established a Department of Developmental Education, and hiring of a well qualified director, to provide coordinated, integrated academic and student service support; established 14 faculty coordinator assignments for developmental and gatekeeper courses; and adopted a policy requiring entering student assessment and placement. The developmental and gatekeeper courses will be assessed. Standardized entry skills and course outcomes will be identified, connecting sequenced courses. Faculty and staff are preparing to pilot, assess, and refine such instructional assistance practices as linked courses, learning communities, and supplemental instruction. An important foundation for the transformation is the initiation of faculty and staff use of longitudinal student unit record information for analytical purposes to understand how students actually progress through college programs in order to develop strategies and choose appropriate interventions to improve student outcomes. To achieve these strategies, the activity provides: acquisition of technological support enabling novice faculty and staff users to utilize tools for case management, create ad hoc and canned reports, and conduct trends analysis; a dedicated technician who provides direct faculty and staff support; student services assistants who will serve as case managers; and professional development. The strategies result from thorough analysis and extensive faculty/staff strategy teams focusing on priority issues as one of 83 selected community colleges collaborating in the “Achieving the Dream” project aimed at increasing student success. The project will result in increased enrollment and tuition and fees adequate to sustain the new positions and strategies beyond the five-years, providing long-term success for students and strengthening the college and community.

P031A080227 – Butte Glenn Community College District, California

BUILDING UNIVERSITY TRANSFER & TEACHING EXCELLENCE (BUTTE)

The Butte Glenn Community College District (BGCCD) is one of California's largest single Campus district, and serves Butte and Glenn Counties. Butte College (BC) has capitalized on its natural habitat to establish a culture of sustainability in all areas of its operations, including curriculum, facilities and student services and is recognized as a national leader for its efforts. Butte College is an accredited two-year open entry, community college serving approximately 22,070 students (unduplicated head count) and 10,812 full-time equivalent students (FTES) for 2007- 2008.

This Title III project consists of one-activity **BUILDING UNIVERSITY TRANSFER & TEACHING EXCELLENCE (BUTTE)** with three components (see below); each of which will result in increased student success and retention. In a comprehensive development plan (CDP) process, faculty, staff, students and community stakeholders identified major problems that impact the academic programs, institutional management and fiscal stability. These problems were converted into opportunities through the Title III project and its goals: (1) increase the number of students who persist from fall to fall; (2) increase the number of students who use campus online tools for career and educational planning; (3) improve success rates in key basic skills and first semester courses for degree seeking (transfer or associate degree) students; (4) integrate updated technology with Web-based student information components to improve academic success and retention; and (5) obtain financial stability by increasing the current FTE base at BC. The three components of the proposed Title III project are described below:

Academic Foundations for Success: is a comprehensive offering of a range of academic support and instruction for students, including Native American students, who require significant study and guided practice outside of class to strengthen their college readiness skills. It includes First-Year Experience, Case Management, Passport to Success, Learning Communities, Supplemental Instruction, Mentoring Models, and On-Course which will become the basis of a comprehensive program providing BC students with a research-based best practices approach to integrated learning for increased retention and enrollment.

Faculty and Staff Development for Transfer and Teaching Excellence involves ongoing training for faculty and staff on teaching effectiveness, instructional technology, case management, and sustainability integration.

Leveraging Technology for Student Success involves implementing processes for online registration, assessment, educational planning, as well as supplying state-of-the-art hardware for Native American students and for developmental math students. Butte College is fully supportive and thoroughly committed to the success of the Title III project and fully institutionalizing and integrating it into the campus' mission and strategic plan of increasing student success and retention.

P031A080102 – Delta State University, Mississippi

Project Title: “Increasing Student Success and Retention through the Transformation of Laboratory Science Instruction.”

Institution: Delta State University is a four-year, public institution located in Cleveland, Mississippi. Delta State University provides a comprehensive undergraduate curriculum, offering twelve baccalaureate degrees in 42 majors. The three disciplines with the highest undergraduate enrollments at DSU as of fall 2006 were nursing (306 students), elementary education (274 students) and biology (207 students).

Student Characteristics: Total enrollment for fall 2006 was 4,217 (IPEDS). Eighty-one percent (n = 3,427) of total enrollments were undergraduate. Sixty-one percent of undergraduate students are female; 39 percent are male. Eighty-three percent of undergraduate students attend full-time. Of DSU’s undergraduate students 60 percent are White, 38 percent are Black, one percent are Hispanic, and one percent are Asian/Pacific Islander.

Faculty Characteristics: As of fall 2006, DSU employed 175 full-time faculty and 73 adjunct faculty. Among full-time faculty, 51 percent are male and 49 percent are female. Eighty-nine percent are White, seven percent are Black, and four percent fall into other categories. Seventy-five percent of the faculty holds terminal degrees. The student-to-faculty ratio is 16:1 and the average class size is 22.

Activity Description: Delta State University’s activity, “Increasing Student Success and Retention through the Transformation of Laboratory Science Instruction,” involves multiple strategies. The overarching strategies that comprise this activity include: (1) redesign of 12 high-enrollment laboratory science courses to include best practices in science education, effective use of educational technology, and applied use of instrumentation; (2) intensive faculty development in best practices in incorporating educational technology into the curriculum and in discipline-specific best practices; (3) equipping 10 biology laboratory/classrooms, four chemistry laboratory/classrooms, one shared science computer lab and one physics lab/planetarium with current educational technology tools (smart classroom packages); and (4) replacing obsolete instrumentation in 20 science classrooms/laboratories with current instrumentation with digital interfaces and data collection capabilities.

Key Overall Objectives: Among the key objectives of the activity are: (1) to increase student success in 12 identified high-enrollment laboratory science courses by five percent over the baseline; (2) to increase the retention rate of students enrolled in laboratory science courses by five percent over the baseline; (3) equip 20 classrooms/laboratories with educational technology tools and upgraded instrumentation; (4) increase faculty professional development; and (5) increase headcount enrollment at DSU by seven percent.

Budget: A total of \$1,988,289 is requested over the five-year grant period. Of this amount, 28 percent is allocated for personnel, including the Title III Project Coordinator/Activity Director and an Administrative Assistant to help manage the grant; two percent is allocated for travel/faculty professional development; 27 percent is allocated for equipment and instrumentation for science laboratories; 20 percent is allocated for supplies, including scientific instruments and library resources; 23 percent is allocated for contracted services/other, including external evaluation of the activity.

P031A080114 – Ashland Community & Technical College, Kentucky

Located in northeastern Kentucky (Ashland) in the heart of the Appalachian region, Ashland Community & Technical College (ACTC) is a two-year, open admissions, public community college. In 2003, Ashland Community College (established 1938) and Ashland Technical College consolidated to become Ashland Community & Technical College. The main campus site is College Drive located within Ashland. The Roberts Drive campus is just outside the city limits and the Technology Drive campus is in an industrial park 16 miles from the main campus.

Service Area: Ashland Community & Technical College serves a five-county area in an economically distressed region of Appalachia where persistent poverty and low educational levels prevail. A very high number of families are low-income (43.6 percent) and the average unemployment rate is 7.6 percent compared to 4.4 percent for the nation (January 2008). Few residents complete four years of college (13 percent), far lower than the state (20 percent) and the nation (27 percent).

Institution Profile: The college offers university-parallel programs for transfer to four-year institutions and career programs for advancement in professional and technical fields. Accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) and governed by the Kentucky Community and Technical College System Board of Regents, ACTC offers 113 career certificates, 23 associates in applied science degrees, and two associates in arts degrees.

Mission/Vision: The college encourages student success by maintaining a learning environment that fosters effective communication, personal enrichment, professional and intellectual growth, and career and decision-making skills.

Institutional Threats: More students enroll at ACTC who are low-income, academically underprepared, and first-generation college than most two-year colleges nationwide. Consequently, success rates for high risk developmental and general education courses are below national benchmarks and retention and graduation/transfer rates are low and declining. Access to postsecondary education has become a path to nowhere for over half of first-time entering students who fail to return the following fall. As more area residents seek postsecondary opportunities and enrollment increases, so do the number of students at-risk for academic success. Severe and recurring cutbacks in state funding and persistent revenue loss through student attrition threaten institutional viability. The gap between enrollment increases and state funding is expected to continue to widen, hampering the ability to address the needs of predominantly at risk students.

Proposed Activity: Funds are requested for developing and piloting new proactive support services to improve retention and persistence: (1) Success Centers at all three campus sites; (2) faculty and staff advisor training in proactive advising; (3) peer mentoring; (4) First Year Success Course; (5) Supplemental Instruction for high risk courses; (6) Web-accessible advising resources; and, (7) technology-enabled student progress and outcomes tracking to more easily facilitate use of evidence-based data for assessing and improving programs and services.

ACTC STUDENTS - FALL 2007	
Total Enrollment	4,758
Full-Time (35%)	1,636
Part-Time (65%)	3,122
Average Age	28
Female/Male	49 %/51 %
First Generation*	88%
Pell Grant Eligible	49.6%
Acad. Underprepared	75%
ACTC FACULTY – FALL 2007	
Full-Time Faculty	96
Part-Time Faculty	123
FT Median Age	52
FT Female/Male	47%/53%
FT Student Faculty Ratio	17.7
ACTC Institutional Research 2008; * student self-reported	

P031A080039 – Austin Peay State University, Tennessee

Austin Peay State University (APSU): Located 50 miles northwest of Nashville in Clarksville, Tennessee, APSU, smallest of six public universities in the Tennessee Board of Regents system, has served the state since 1927. Eighty percent of students come from nine counties: Montgomery, where the University is located, and eight surrounding counties in rural Tennessee and Kentucky. Most students are first-generation, and almost 84 percent receive financial aid. Per capita income for the service area is only \$17,133. More than one in five adults have not completed high school, and only 14.5 percent have a bachelor’s degree or higher (U.S. Census estimates, 2006).

Service Area	APSU Students	APSU Faculty
Population = 408,473	Fall 2007 Headcount = 8,341	Full-Time = 297 (42.8 %)
APSU Programs of Study	Minority = 23.6 %	Part-Time = 222 (57.2 %)
Associate (AS, AAS), baccalaureate (BA, BBA, BFA, BS, BSN, BSPS), master’s (MA, MAEd, MS, MMusic, MSN, MSM), and EdS	African-American = 16.2 %	Faculty-Student Ratio = 1:20
	Average Age = 26	
	Female/Male = 63.3 % / 36.7 %	Sources: U.S. Census 2000, APSU Institutional Research
	Receive Financial Aid = 83.8 %	
	Part-time = 22 %	

Problems: Both APSU’s fall-to-fall retention rate and six-year persistence-to-graduation rate have been consistently around 10 percent lower than the other public universities in Tennessee. The most recent fall-to-fall retention rate was 72.7 percent (including students who transferred within the Tennessee public university systems), compared to 82 percent for the state, and the six-year graduation rate was 37.4 percent, compared to 50.5 percent for the state. With high numbers of at-risk students enrolling each year, it is not surprising that 30 percent or more of grades in 71 different freshman/sophomore-level courses, are D, F, or W. In a 2008 faculty survey, one out of five professors indicated little or no knowledge of skills necessary to teach and retain under-prepared students, with over 60 percent typically relying on traditional lecture methods.

Purpose of Activity: *Promoting Student Success.* APSU proposes a single, integrated activity to increase student retention by improving advising, redesigning high-enrollment/low success courses, and developing targeted services to highly at-risk students (those conditionally admitted, placed on academic probation, or returning from suspension). To do this, we will provide professional development for advisors (faculty and staff) on intrusive advising and for faculty on pedagogies proven successful with diverse learners. In addition, we will combine mentoring, tutoring, advising, and a success course for the at-risk groups. Within the activity, we will have two focal points: 1) strengthening student retention; and 2) revitalizing faculty/staff development. The latter will include creation of a new Teaching/Learning Center to coordinate on-campus workshops, consultation with experts, attendance at professional meetings and institutes, and a Summer Academy to give faculty the opportunity to redesign and pilot courses integrating new practices to enhance student learning.