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# P031A220008

## Arkansas State University – Beebe

Beebe, AR

Abstract

Arkansas State University – Beebe (**ASUB**, Beebe, Arkansas), is a public, open-enrollment, comprehensive two-year college offering transfer and technical Certificates, Associate degrees, community education, dual high school/college enrollment, and workforce training; our mission is *“Transforming Lives Through Quality Learning Experiences.”* Four campuses and a number of sites reach throughout our three-county, largely rural service area *(pop. 197,387 Census 2019)* 35 miles northeast of Little Rock, the state’s capital and largest city.

In Fall 2019, ASUB had a 3,317 headcount and 2,250 full-time equivalent (FTE) students. Forty percent of students were male, and 60 percent were female. Over 78 percent of students are older than 25. Eighty-two percent of students are White, five percent Hispanic and eight percent are other minorities. Sixty-two percent of ASUB’s students were Pell recipients and 88 percent received financial aid. Lastly, 52 percent were full-time, and 13 percent were online only.

**Disadvantage** is widespread—14 percent of area residents live in poverty and only 20 percent hold bachelor’s degrees (*Census 2019*) —but higher education expands opportunity here as everywhere, and ASUB has built a reputation for **strong student outcomes.** Retention typically exceeds Arkansas community colleges’ average, and the college has been repeatedly selected to compete for the nationally recognized Aspen Institute Prize for Community College Excellence. Our students’ hard work and commitment deserve much of the credit: for example, 2019 Aspen Institute data shows that 91 percent of first-time students enrolled in programs that require college-level math and English; 54 percent met their math requirement and 71 percent met their English requirement within one academic year. Nearly all (92 percent) first-time students enrolled full-time, and nearly half (47 percent) earned at least 24 college-level credits in the first year. However, ASUB’s **enrollment** is steadily declining, **down 29 percent** since 2012. So, after decades of focus on success, our priority now is also **building access** for which we have targeted six different groups of students. These students will also require new forms of support.

ASUB therefore proposes ***Connected from the Start***. We will **expand distance learning** by converting 36 general education and technical courses for online delivery. Online enrollments have exceeded 50 percent of the total since 2017, so we are confident that this option will meet many needs. To convert these courses, we will create course “Master Shells” with standard objectives, content, assessments, and other features; instructors can add content, but the shells alone will have sound instruction with video scripting, lab simulations, exam proctoring, and course effectiveness reporting. We will also **simplify** and **streamline support services on-campus** and **online** by renovating a Main Campus space for a One-Stop Enrollment Services Center and creating a Virtual One-Stop Services Center for online support. A new **early alert** system will identify both online and on-ground students at risk of failure or drop-out, and mental health professionals who serve as Success Coaches will provide assistance including referrals to on- or off-campus sources as needed. Faculty and staff professional development will also support the project.

The project responds to **Competitive Preference Priorities 1** and **2** with services and work- based educational experiences aligned with in-demand employment. It also addresses problems identified in institutional planning: insufficient high-quality online courses due to inadequate staffing, faculty professional development, and technology tools; and ineffectively structured student services due to fragmentation and nonexistent follow-up for at-risk students. **Outcomes** (greater enrollment, retention, completion) address GPRA and ED SIP **Performance Indicators** for **enrollment, retention, graduation,** and **cost.** The Year 1 budget request totals $449,379.

# P031A220012

## Miami Dade College - Hialeah

Hialeah, FL

Abstract

Miami Dade College (MDC) Hialeah Campus requests $2,105,018 to implement its proposed *Engine of Progress* project to serve students enrolled at the campus.

Project goals are to (1) strengthen professional development for faculty to learn and apply skills for delivery of virtual teaching; (2) modernize facilities to ensure resources and technologies prepare students for inquiry, research, and active experiential learning in face-to-face and virtual environments; and (3) improve quality of academic offerings, facilities, and student supports to increase graduation metrics to secure performance-based funding and ensure the proper and timely expenditure in accordance with applicable regulations and laws.

Measurable objectives are to 1.1 Increase enrollment of students in STEM pathways by 3 percent annually, and 15 percent over the project period; 1.2 Increase the percentage of students who are enrolled in in-demand pathways who graduate from the Hialeah Campus by 2 percent annually, and 10 percent over the project period; 1.3 Increase percentage of students who engage with Digital Learning Commons services by 4 percent annually, and 20 percent over the project period; 1.4 Increase the number of students who participate in leadership development opportunities on campus or virtually by 2 percent annually, and 10 percent over the project period; 2.1 Increase faculty members’ proficiency of teaching skills in terms of delivery of virtual teaching in courses and their laboratories by at least 4 percent annually, and 20 percent over the project period, as measured by Quality Matters standards and peer review; 2.2 Increase faculty members that serve as research mentors by at least 12 percent annually, and 60 percent over the project period; and 3.1 Increase the number of students who engage in authentic research experiences by at least 6 percent annually, and 30 percent over the project period.

The *Engine of Progress* project seeks to build capacity for remote co-curricular learning and online student support services. To address identified academic program weaknesses— exceptional student achievement challenges; low on-time graduation rates; limited opportunities for student and adjunct faculty engagement; need for faculty training; limited student academic supports; low use of existing support services; helping students bridge the “digital divide” —as well as to address the identified institutional management weakness—declining student enrollment and limited laboratory resources—the project will create a Digital Learning Commons to house virtual MDC-Hialeah support services; offer virtual laboratory experiences; provide virtual STEM tutoring and peer mentoring; offer authentic research experiences; leveraging technology to provide high-quality digital learning content through online co- curricular programming; and provide faculty professional development for faculty who teach remotely. An existing classroom will also be converted into a dedicated, on-campus physics laboratory with state-of-the art equipment. To address the identified fiscal stability weakness— limited campus funding and resources—the project has been designed to improve retention and timely completion outcomes, which will generate additional revenue through increases in state performance-based incentive funding that is aligned directly to these metrics.

The *Engine of Progress* project will address Competitive Preference Priority 1: Tutoring, Counseling, and Student Service Program by offering student support services, including career development services, online through the proposed Digital Learning Commons; and by providing tutoring, peer mentoring, and other instructional support in virtual laboratories. It will address Competitive Preference Priority 2: Providing Flexible and Affordable Paths to Obtaining Knowledge and Skills by providing career development and skills training through the proposed Digital Learning Commons as well as by providing skills training through the proposed co- curricular leadership development pathway.

# P031A220022

## Presentation College

Aberdeen, SD

Abstract

**Graduating More Nurses: Implementing Guided Pathways at Scale to Meet Workforce Demand.**

Presentation College (PC) offers a variety of associate and bachelor’s degree programs at its vibrant campus in rural Aberdeen, South Dakota, and first offered online degree programs in 2000. Since its founding in 1888, PC has lived its commitment to “serve the underserved.” Compared to all SD private colleges, PC enrolls students with the lowest average ACT score (19) and the highest proportion of Pell-eligible students (42 percent). Fifty-six percent are first-generation college students, and nearly 25 percent are affiliated with an underrepresented race or ethnicity. Half of PC students are enrolled in the Bachelor of Science in Nursing (BSN) program. BSN students may enroll either on campus or through the LPN-to-BSN or RN-to-BSN programs online, with students placed in clinical experiences in the regions where they reside.

Only one out of every two students who enrolls at Presentation College returns for their second year of college. PC has double the transfer-out rate and half the graduation rate of peer colleges. Yet, of students who *do* return for their second year at PC, they graduate at rates comparable to students at competitor colleges. *Graduating More Nurses* will deliver targeted, coordinated supports to improve fall-to-fall retention as a critical early milestone for all PC students, with a special focus on supports for the BSN Pathway. The project includes the following elements, integrating Competitive Preference Priorities #1 and #2 (CPP1 and CPP2):

1. Comprehensive advising and success coaching model throughout students’ guided pathways, with: student intake; academic success planning; personalized, holistic, equity-based supports and coordinated referrals to address academic and non-academic barriers; and monitoring of student success outcomes (CPP1).
2. System of touchpoints along students’ guided pathways.
3. Student onboarding: revised New Student Orientation and new First Year Experience, with both on-campus and online modalities, and Living-Learning Communities on-campus.
4. Academic supports for gateway English and math and critical-pass science/BSN courses.
5. Career development facilitated through a Work-Based Learning (WBL) Framework, with career exploration tools, enhanced Nursing Lab simulations, and expansion of online LPN- to-BSN programs with new clinical WBL sites in three new states (CPP2).
6. Integration of a comprehensive advising and student success management platform.
7. Documented processes and workflows for communication, coordination, and service delivery.
8. Professional development to support the *Graduating More Nurses* project.

Key student success outcomes include:

1. Persistence momentum: Fall-to-fall retention: from 51 percent to 70 percent of first-time, full-time PC students; and from 59 percent to 67 percent of first-time BSN students.
2. Credit momentum: from 31 percent to 41 percent of first-time PC students earning > 30 credits in first year; and from 38 percent to 48 percent of first-time BSN students earning > 18 credits in first year.
3. Gateway momentum: English: from 66 percent to 72 percent; math: from 75 percent to 80 percent of PC students.
4. Six-year graduation: from 34 percent to 40 percent of PC students; from 37 percent to 45 percent of BSN students.
5. Employment: from 89 percent to 94 percent of PC graduates; and from 92 percent to 95 percent of BSN graduates.

# P031A220029

## Hagerstown Community College

Hagerstown, MD

Abstract

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Office of Academic Affairs, Hagerstown Community College 11400 Robinwood Drive, Hagertown, MD 21742 (LRC-313) Email: [larenninger@hagerstowncc.edu](mailto:larenninger@hagerstowncc.edu) Phone: (240)-500-2437

**Overview of Project Activities:**

Established in 1946, Hagerstown Community College (HCC) in Hagerstown, Washington County, is Maryland’s first community college. This region of west-central Appalachia has been hit especially hard by higher-than-average teen pregnancies (25.8/1,000) and high mortality opioid overdoses (57.3/100,000). COVID-19 (13,600+ infections, 265 deaths) has further weakened the already bleak economy, which has suffered some of the most interminable rates of poverty and unemployment in the nation.

HCC serves more than 6,000 credit students from diverse backgrounds each year. More than 800 area high school students are enrolled in HCC’s Early College Programs. Over the past several years, 70 percent of HCC’s credit students have been enrolled part-time, they do not graduate within three years, and they also do not qualify for many financial assistance programs that could reduce the cost of completion. The College has experienced an increase in credit minority enrollment, 27.7 percent in FY20, which exceeds the county’s minority population (approximately 21.8 percent), with Black and Latino students the predominant minorities. Nearly half of all HCC credit students are first-generation college students, and roughly 30 percent receive Pell grants.

HCC students are highly motivated to enroll in college and obtain a degree. However, the challenges (cultural barriers, financial burdens, family responsibilities) often hinder timely college completion, especially for those students who are only attending part-time because these barriers limit each student’s ability to navigate the college and to know what resources are available to help them be successful. Using evidence-based best practices the proposed **Guided Pathways Approach to Student Success (GPASS)** Title III project is focused on improving student retention and success. The project plan intentionally engages students, faculty, staff, and community by developing strategic orientation, FYE, and an early alert system to identify students at-risk of dropping out. Implementation strategies are organized according to two major components, 1) increased Student Engagement and Retention (Orientation, First Year Experience, Early Alert System, Career Development) and 2) improved Teaching and Learning (Instructional Design, Quality Matters, Faculty Development/Learning).

**Activity Funding:** $2,249,894 over five years

Project GPASS addresses both Title III Competitive Preference Priorities 1 and 2.

* 1. Tutoring, Counseling, and Student Service Programs: Activity Components 1 and 2
  2. Fostering Flexible and Affordable Paths to Obtaining Knowledge and Skills: – Activity Components 1 and 2

# P031A220034

## Independence Community College

Independence, KS

**Abstract**

**Institutional Overview:** Independence Community College (ICC) is a two-year educational institution accredited by the Higher Learning Commission. ICC is accredited by the Commission on Institutions of Higher Education. Independence Community College serves the best interests of students and the community by providing academic excellence while promoting cultural enrichment and economic development. Currently, our educational and support programming includes 35 programs of study for Associates of Arts and/or Science degrees, 11 programs of study for Certificate completion, Student Support Services, Upward Bound, men's and women's athletic programs, and a variety of campus organizations and activities.

**Project Title:** The Pirate Century: Creating Pathways to Student and Institutional Success for ICC's Second Century.

**AP Problems:** Fall-to-Fall retention of first-time, full-time students is too low. Graduation rates (150 percent time) are too low. Pass rates in key general courses are too low. **IM Problems:** ICC lacks the capacity to meet students’ non-academic needs. ICC lacks a comprehensive professional development plan. ICC’s technology infrastructure is inadequate. ICC’s technology infrastructure creates limited data-informed decision making. **FS Problem:** Poor retention rates contribute to declining revenue.

State and local funding is insufficient to support institutional growth and student success.

**OVERALL GOALS: AP Goal:** Increase the number of FTFT students who complete degrees, certificates, and/or transfer.; **IM Goal:** Improve institutional systems to support student success. **FS Goal**: Improve fiscal stability through increased retention.

**OUTCOMES:** Objectives related to ICC’s major problems are designed to measure changes in retention and graduation (Obj. 1.1-1.3); failure rates in high-enrollment gateway and core curriculum courses (Obj. 1.2); improve tracking and data management capabilities of the student success team so that Early Alert and student progress data is available (Obj. 2.1); more students at risk of course failure receive early alerts prior to midterm (Obj 2.2); ensure all ICC applicants utilize new platform to apply to College. (Obj 2.3); ensure that the new ERP solution is implemented across campus. (Obj. 2.4); ensure faculty/staff trained in use of improved data infrastructure for accurate, democratized data. (Obj. 2.5); improve revenue by aligning budget with support initiatives to increase retention and graduation (Obj. 3.1).

**Competitive Preference Priorities:** ICC’s proposal addresses both:

**Competitive Preference Priority 1**: Tutoring, Counseling, and Student Service Programs; and

**Competitive Preference Priority 2**: Fostering Flexible and Affordable Paths to Obtaining Knowledge and Skills.

**Funds Requested: $2,1,24,325**

# P031A220050

## Gulf Coast State College

Panama City, FL

**Abstract**

**Gulf Coast State College** (GCSC) serves the educational, economic and community needs of the Florida Panhandle, a distinctive service district that extends 110 miles. As a member of the Florida College System, GCSC predominately offers two-year programs, awarding both the Associate of Arts (70 transfer options) and Associate in Science degrees (24 career options), as well as 35 certificate programs and four workforce-related bachelor’s degrees in Applied Science and Nursing. The College’s FTE for 2019-20 was 3159: 69 percent were part-time students, 62 percent were female, 59 percent were under 21 years of age, and 30 percent identified as minorities (African American, Hispanic, and other). The faculty-student ratio was 19:1 with 106 full-time faculty and 150 adjunct faculty.

**Significant Problem**: The convergence of disjointed curricular pathways, traditional instructional practices and fragmented student support systems dramatically impacts completion. GCSC students juggle academics, jobs, and family responsibilities. Too often, many start their college careers with inadequate academic planning and limited familiarity with the demands of higher education. Sadly, the result is a steady stream of attrition that cascades over time. Fifty percent of the students who start in the fall term disappear by the following fall term; ultimately, only two out of ten students will graduate within two years. (IPEDS, 2020).

**Project Description**: To strengthen self-sufficiency, GCSC will develop a Guided Pathway Framework with carefully constructed curriculum maps, deliberate opportunities for career exploration, and redesigned critical courses using high-impact practices and emphasizing career contextualization. Unified Support will provide timely strategic guidance beginning with a robust onboarding process leading to a pathway-centric orientation, personal coaching and structured goal development followed by intentional advising and targeted intervention strategies such as

academic tutorial and career support. A redesign of the College’s website with an extensive integration and expansion of systems, including a new Customer Relations Management and upgraded advising software applications that will streamline and facilitate communication, provide advising support, and ensure timely alerts to sustain student progress. As a result, the project will create a coherent strategy to integrate student support efforts, share best practices, and maximize resources increasing persistence, retention, and graduation rates.

**Project Outcomes**: *Guided Pathways to Success,* will significantly impact student success, resulting in a 12 percent decrease in DWF rates in critical pathway courses and a 12 percent decrease in excess credits at graduation, also a 10 percent increase in persistence, a 15 percent increase in fall-to-fall student retention, an 8 percent increase in the graduation rate, concurrently increasing perceptions of Academic Challenge and Support for Learners by four points respectively on the CCSSE. These results will contribute to institutional self-sufficiency and respond directly to GPRA’s higher education goal and the intent of the intent of the Title III Strengthening Institutions Program.

**Allocation of Budget:** With the full request totaling $2,249,614, grant funds directly support the Activity, with 58.4 percent in Personnel and Fringe Benefits, 1.2 percent in Travel, 1.7 percent in Equipment, 1.2 percent in Supplies, 30.4 percent in Contractual, and 7.2 percent in Other. The budget also supports the Competitive Preference Priorities (CPPs) 1 and 2 and will be fully institutionalized.

# P031A220052

## North Iowa Area Community College

Mason City IA

Abstract

**Institutional Profile/Demographics:** NIACC is a rural two-year public college, serving primarily first-generation college students (79 percent) and low- to medium-income households. This year NIACC began a thorough review of the college’s strategic plan with a commitment to undertake a set of systemic reforms based on guided pathways principles with the goals of improving student outcomes and reducing equity gaps. This proposal dovetails with that project.

**Project Summary:** NIACC struggles with low retention and graduation rates for first-time, full- time, first generation, low-income and underprepared students. Pass rates in gateway courses are chronically problematic. NIACC’s advising structure is also inadequate and deficient in career onboarding, practicum/career work experience, and placement. The lack of sufficient technology has led to an inefficient early alert system (EAS), the inability to provide staff ready access to student datasets, inefficient workflows and a general inability to make data-driven decisions at all leadership levels. *Pathways to Success* will increase graduation rates for historically underserved students, thus increasing outcomes for persistence and retention, student success and career planning. The following are key to supporting these outcomes. NIACC’s plan will:

* **Improve academic supports:** NIACC will establish new wrap-around supports from the student entry point until graduation: Bridge for new students, Boot Camp, and peer tutoring. Advanced EAS will enhance communication between students, faculty and staff, helping students to stay on track with absences, assignments and required activities (CPP 1— Tutoring, Counseling, and Student Service Programs).
* **Provide training and resources to improve onboarding, advising and career services:** Two new advisors/career navigators will provide intrusive advising, career coaching, and improve scheduling. Work-based learning (WBL), career skills exploration, and institutional collaboration to develop new student focused career pathways. (CPP 2—Fostering Flexible and Affordable Paths to Obtaining Knowledge and Skills).
* **Provide integrated, active-based learning opportunities, engagement activities, and embed project-based learning:** Integrated, active, and engaged project-based learning (PBL) activities, embedded into curriculum will encourage the development of skills in collaboration, communication, and problem-solving.
* **Advance Campus Technology:** Navigate technology will improve student advising with a productive EAS. New technology will also increase NACC’s capacity for data-informed decision-making.

**Expected Outcomes**: These strategies will deliver the following outcomes by September 30, 2026; 1) increase fall to fall retention for FTFT first gen students to 58 percent; 2) increase fall to fall retention for low-income students to 55 percent; 3) increase 3-year graduation for low-income students to 50 percent; 4) increase 3-year graduation for underprepared students to 47 percent; 5) Increase fall to fall pass rate of “C” or better in College Algebra to 70 percent; 6) “C” or better in Math for Liberal Arts to 70 percent; 7) “C” or better for Comp 1 to 82 percent; 8) Increase career assessments for incoming students to 90 percent; 9) Increase use of early alert system to 100 percent.

Total Requested: $ 2,248,165

# P031A220053

## North Central State College

OH

Abstract

North Central State College (NCSC) strives to increase access to and success in higher education for residents of its service area. *Access* is achieved through affordable tuition, quality programs, and a welcoming culture. *Success* is achieved through student engagement, students’ goal completion and a culture of excellence. Student engagement with college faculty and staff supports students for their goal attainment. This proposal seeks funds for boosting student access, retention, completion and success through a strategic reinvention of the academic division of NCSC, with a view toward the future of high quality, academic engagement in on-demand, online programs, with expedited delivery, and engaging student support systems.

Although there are select, fully online degree and certificate programs offered,NCSC’s academic challenges include a lack of widely available, fully online academic degree and certificate programs for adult students which support flexibility for student life and work balance in the context of access to post-secondary education and career upskilling opportunities. The “college of tomorrow” is substantially needed now, as the 2020 emergency response to Covid made only too clear. Adult students struggle with access because of a heavy reliance on onsite course and program requirements at the college. This could be significantly ameliorated by the use of asynchronous instructional designs and standardized application of LMS platforms, digital resources, anytime/anywhere access to learning, and a trained faculty and staff prepared to create and sustain this strategy. Further, as relevant research indicates, flexible course formatting using fully online, short-term schedules, not only produces gains in student enrollment and retention (which strengthen the institution fiscally), but have been associated with either gains in, or comparable, student learning outcomes, while adding the benefit of efficient and expedited program completion and greater satisfaction for teaching faculty.

Over the five years of this proposed project, 52 percent of the 60 degree and certificate programs at NCSC will be substantially revised for online or hybrid delivery—including 22 new programs and revisions of 10 piloted online programs. Further, the entire general education core curriculum will be developed for online delivery, including 50 percent of current courses which have not been taught other than face-to-face in the past (114 courses). An additional 50 percent of the 366 courses which have been taught online will be revised to reflect significant investments in faculty instructional design and DEI training under the grant.

As noted above, such widespread curricular innovation, and ultimately student support systems, are predicated on *three* additional proposed elements. *First*, all (46) full-time faculty and 50 percent of key adjunct faculty (53) will rotate through intensive (30 modules) training from ACUE to support instructional course design and programmatic interventions to support the enhancement of diversity, equity, and inclusion initiatives at the institution. Progress in these will be assessed through criterion testing across the training to ensure training effectiveness. *Second*, support staff members—Technology Success Coaches and an Instructional Designer—will be funded initially under federal funds but transitioned fully to college funds over the five years as enrollment growth and student success measures positively influence fiscal resources. These personnel will 1) participate and support faculty through training and curricular conversion, and 2) support the online student experience through after-hours and weekend technology and course supports. *Third*, an Equity Programs and Access Coordinator will be funded on the team and transitioned to college funds. This individual will monitor implementation of the DEI faculty training, be involved in student advising, tutoring, training, and support processes particularly designed and suited for diverse populations of underrepresented students at the institution.

As the institution succeeds in meeting the goals, objectives, and activity goals embedded in the project, resultant increases in online student enrollment, expansion of the College market, success in course credit completion, retention and graduation---will all contribute to expansions in institutional stability and fiscal resourcing. These enhanced resources will be reinvested in sustaining the project activities and personnel through college funds in the years following project completion.

# P031A220066

## Marymount University

Arlington, VA

Abstract

**Project Title:** Marymount University’s *Early Success Program (ESP)*

**Institutional Profile:** Founded in 1950 by the Religious of the Sacred Heart of Mary (RSHM), Marymount University (MU) is a comprehensive Catholic university located just outside of Washington, D.C. MU’s enrollment is approximately 3,200 students, 2,000 of whom are undergraduates. Of MU’s domestic undergraduates, 64 percent are non-White, 92 percent receive financial aid, 33 percent are Pell grant-eligible, and 39 percent are first-generation collegegoers.

**Significant Problem:** Too few students return for their second year of study, and too few second-year students persist to their third year at MU, leading to low retention and graduation rates. Driven by its RSHM mission, MU accepts students from a wide array of backgrounds and educational experiences, which can lead to student under-preparation for college-level work.

Additionally, many students are prevented from advancing in their programs or completing their general education requirements due to first- and second-year courses known to have high rates of grades D, F, or Withdrawal. Further, high impact practices known to improve student learning and persistence, such as student-faculty research collaborations and career readiness and exploration, are infrequently available to students in their first two years of study.

**Project Goal:** *ESP* is focused on a singular goal: **Increase the retention of first-year students through to their third year**, which will be realized through wrap-around academic support enhanced by appropriate technology. *ESP* surrounds students with support from faculty, staff, and peers, all training and learning together on how to best deliver retention-focused activities. *ESP* connects to both Competitive Preference Priorities through its suite of tutoring and academic services for students and through the pathways of experiential learning preparation and career readiness.

**Activities/Strategies to meet need:**

1. Hire two additional professional academic advisors so that all advisors have smaller caseloads and can use predictive analytics for proactive, intentional interventions
2. Implement the use of customized predictive analytics software to identify and support at- risk students
3. Develop and implement a summer bridge program for students with suboptimal high school GPAs to improve their academic preparation
4. Hire a teaching coach to assist the MU faculty development specialist in training faculty on retention-focused course design and pedagogy, and creating modules and materials to support faculty efforts
5. Employ additional supports for peer-to-peer learning, including additional Supplemental Instruction leaders, subject tutors, writing consultants, peer mentors, and academic coaches, and hire a tutoring coordinator to train, deploy, and supervise peer-to-peer learning personnel in high DFW courses

**Measurable objectives and performance indicators**:

1. Increase first- to second-year overall retention from 72 percent to 82 percent
2. Increase first- to second-year retention for first-year students with high school GPAs less than 3.0 from 63 percent to 73 percent
3. Increase second- to third-year retention from 85 percent to 88 percent

**Total funds:** $2,021,443

**Competitive Preference Priority:** Marymount University will address Competitive Preference Priorities 1 and 2.

# P031A220069

## Albion College

Albion, MI

Abstract

Albion College is a private, residential liberal arts college serving 1,429 FTE students (fall 2020) in Albion, a south-central Michigan city (population 8,402) whose citizens struggle with unemployment and poverty. In affirming the College’s vision as an institution devoted to public purpose, fostering a sense of “Belonging, Purpose, and Action,” in all programs, Albion has charted a course to increased enrollment, growing nearly 19 percent between fall 2014 and fall 2020.

In a college community that has rapidly transformed itself for racial and ethnic diversity— moving from an enrollment of 13 percent non-White students in fall 2013 to more than 40 percent non- White students in fall 2020—the College has embraced the opportunity to serve a student body whose diversity reflects that of the U.S.

**Overall Goals: Goal 1** (AP): Enhance the College’s capacity to serve its transforming student body; **Goal 2** (AP): Create a model of higher education in which the College is a community where all students belong fully and find their purpose through academic programs and academic success; **Goal 3** (IM): Support more effective institutional decision making; **Goal 4** (IM): Increase professional development opportunities for Albion faculty and staff; and **Goal 5** (FS): Establish a Title III Endowment.

**Problems to be Addressed:** Retention and graduation rates for student populations are too low; significant equity gaps exist among students of color and low-income students (AP 1 and AP 2); pass rates and grades in introductory courses are too low (AP 3); curricular and pedagogical bottlenecks adversely affect students preparing for a STEM-related careers (AP 4); inadequate data collection, analysis, and dissemination capacity (IM 1); Albion cannot keep pace with professional development and training related to changing demographics and technology resources (IM 2); and the College has a significant operational deficit (FS 1).

**Implementation Strategies: Initiative 1:** Implement Academic Success Programs; **Initiative 2:** Create a Campus Culture of Belonging; **Initiative 3:** Establish a Data-Informed Decision- Making Infrastructure and Practice; and **Initiative 4:** Implement Comprehensive Professional Development and Training Program

**Outcomes:** Increased retention for first-time, full-time entering students—overall, Black/African-American, Pell (Objectives 1-3), and students persisting to the third year (Objective 4); increased six-year graduation rates by student populations (Objectives 5-7); increased overall average pass rates in gateway STEM courses (Objective 8); increased faculty/staff satisfaction with support for data-informed decision-making (Objective 9); increased faculty/staff trained in diversity/inclusion and use of information technology (Objectives 10-11); increased training of STEM faculty and teaching staff in best practices for STEM instruction (Objective 12); and increased Title III endowment (Objective 13).

**Responds to Competitive Preference Priorities 1** (p. 51-53) **and 2** (pp. 54-55)

**Funds Requested:** $2,235,401

# P031A220077

## Bismarck State College

Bismarck, ND

Abstract

**Contact Person:** Kaylyn Bondy, Vice President for Student Affairs

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Activity Budget $2,249,840

**Project Title: Bismarck State College Pathways to Achieve Student Success (BSC PASS)**

As North Dakota’s only Polytechnic Institution and a member of the North Dakota University System (NDUS), Bismarck State College (BSC) serves 3,716 students from across the entire state with enrollments typically from 49 states (Fall 2020). Established in 1939, BSC’s service area includes 10 counties in south-central North Dakota (ND) within a 90-mile radius. Of this area, eight of 10 counties are considered “frontier” counties, with a population density of six, or fewer, people per square mile. Bismarck/Mandan is the largest community with a MSA population of 131,635, with most other communities in the region under 2,000 in population.

BSC’s service area is driven by agriculture. The energy industry is next largest, followed by manufacturing and processing. Looking to the future, it appears not much will change as agriculture and energy will continue to remain strong followed by manufacturing and processing. North Dakota’s rural population is challenged by lack of opportunity. The distances from farms to communities where job and education opportunities can be found are extreme. Located in the heart of Coal Country and adjacent to two American Indian Reservations, students pursuing education and career goals face many barriers: academic under-preparation, inadequate career counseling, financial constraints, and family responsibilities

With a vigorous reform of college success strategies and a focus on the College’s polytechnic mission, BSC’s Title III project, **Pathways to Achieve Student Success**, will create an integrated approach that removes the isolation and gaps that contribute to students’ failing to complete their education pathway. The three-stage methodology (Engage, Connect, and Deliver) infuses the implementation plan and will create significant, sustainable change in the educational programs for underprepared students as well as prepare all students for completion with experiential learning opportunities. The goals for the project include:

* Goal 1: Increase the percentage of all students who persist from Fall-to-Fall.
* Goal 2: Increase the percentage of students who successfully complete by decreasing the percentage rate of Drop, Fail, Withdraw, Incomplete, or Unsatisfactory (DFWIU).
* Goal 3: Create Student Success Courses (UNIV 100 & 101) to improve services to first-time BSC students in non-limited enrollment programs to align with evidence-based strategies for proactive advising.
* Goal 4: Improve the teaching and learning environment by implementing Skills Labs, embedded tutoring, and faculty development.
* Goal 5: Develop strategies designed to improve workplace readiness.
* Goal 6: Strengthen fiscal stability by increasing enrollment.

Project BSC PASS addresses the two Title III Competitive Preference Priorities list below:

* **CPP1:** Tutoring, Counseling, and Student Service Programs: Project Goals One-Four, Six
* **CPP2:** Fostering Flexible and Affordable Paths to Obtaining Knowledge and Skills: Project Goals Five-Six

# P031A220083

## University of Wisconsin-Superior

Superior, WI

Abstract

**Institutional Profile:** The University of Wisconsin-Superior (UW-Superior), located in Superior, Wisconsin, is a regional university within the University of Wisconsin System (UW System) that enrolls 2,559 students. UW-Superior is the designated public liberal arts university of the UW System, with 60 undergraduate programs and 11 graduate programs. The institution is dedicated to its mission to “foster intellectual growth and career preparation within a liberal arts tradition that emphasizes individual attention, embodies respect for diverse cultures and multiple voices, and engages the community and region”. In order to better meet the needs of our students and our mission UW-Superior proposes the Title III Strengthening Institutions Program: **Yellowjackets Fly: Engaged Advising for Student Success**.

**Problems:** UW-Superior has retention and graduation rates significantly lower than peer institutions and among the lowest in the UW System. An inefficient and disjointed advising model, inadequate staffing, and inconsistent training and professional development opportunities for faculty and staff have resulted in low student retention and graduation rates. UW-Superior’s current retention rates along with changes in state demographics make sustaining enrollment targets impossible and thus present ongoing fiscal challenges that threaten sustainability.

**Project Description and Goals:** This project proposes one overarching goal: to stabilize and sustain enrollment by increasing retention rates. This will be accomplished through establishing a culture of shared responsibility for student success through the full development and implementation of an appreciative intrusive advising model that provides students both academic and non-academic assistance. To achieve this goal four main activity components will be undertaken:

1. Revise and enhance new student orientation to introduce the advising model for all incoming students
2. Provide professional development tied to advising and student success best practices to the entire university community in phases appropriate to their roles
3. Identify and solve structural challenges across the current advising system
4. Design and implement full capacity and utilization of Navigate, a student success management system, across the entire university

**Expected Outcomes:** Increase and sustain enrollment at 2,611 by increasing first to second year retention rates by 12 percent to 73 percent and increasing 6-year graduation rates to 52 percent (18 percent increase).

**Priorities:** The proposal addresses **Competitive Preference Priority 1:** Tutoring, Counseling, and Student Service Programs through the development and enhancement of the academic advising system to connect students to wrap around services and promote retention. The proposal also addresses **Competitive Preference Priority 2:** Fostering Flexible and Affordable Paths to Obtaining Knowledge and Skills through the hiring of an internship coordinator to implement institutional structures for internships, grow internship opportunities, and incorporate internship and career planning into the advising model.

**Funds Requested:** $2,029,310.49

# P031A220119

## Western Iowa Tech Community College

Sioux City, IA

Abstract

**Student Characteristics:** Among WITCC’s 2,864 students (Fall 2020), 39 percent are minority, average age is 25, 42 percent are first-generation in college, nearly half receive federal financial aid, over 70 percent work at least part time, and 43 percent are enrolled part-time. While transfer preparation is part of the College mission, WITCC has struggled to help students succeed in the category, with graduation and transfer rates lagging well behind state and national peers. Additionally, WITCC’s early indicators- success in first term and fall-to-spring retention show that student attrition occurs early in their academic journey. These findings are accompanied by student survey results indicating a low sense of belonging at the College.

To alleviate significant institutional problems exemplified by weak retention, transfer, and belonging rates, WITCC has designed a comprehensive Title III project, ***Pathways to Success: Strengthening Transfer and Promoting Equity.***

We request a **total of $2,172,535** over five years to:

1. Strengthen Transfer Pathways and Support through a clear and transparent Transfer Catalog, onboarding and consistent support, community building through experiential learning and a Minority Scholars Transfer program; and
2. Foster an Equity-minded Campus Culture through professional development, course review and revision through an equity lens, and building community through a Center for Diversity Enrichment. The project also includes a request for $250,000 in endowment funds, to be matched by private dollars raised by the WITCC College Foundation. A portion of the interest gained from the endowment funds will be utilized, in future years, to provide scholarships for high-need students and assist with institutionalization of initiatives developed via this project.

The proposed project addresses both Competitive Preference Priorities. In Competitive Preference Priority 1- Tutoring, Counseling, and Student Service Programs, the Transfer Navigator will develop and implement a comprehensive intake process to identify transfer students’ goals and barriers and provide personalized support resources***.*** Competitive Preference Priority 2- Fostering Flexible and Affordable Paths to Obtaining Knowledge and Skills is addressed through Experiential Learning in which transfer students gain soft skills and real-world experience through project-based learning and engagement with community partners.

# P031A220120

## Monroe County Community College

Monroe, MI

Abstract

(MCCC) proposes Title III grant proposal called First Year Excellence to support student engagement through improved, proactive student support services designed to **increase retention and academic goal attainment.** Two proposed activities are inclusive of both Competitive Preference Priorities (CPPs):

**Activity 1: Implement a data-informed, proactive student success model**

* Mandatory advising (CPP1)
* Develop new learning commons spaces
* Workshops
* Tutoring labs
* Individual tutoring
* Peer tutoring
* Training faculty and staff in use of retention software

**Activity 2: Develop and implement First-Year- Experience (FYE) courses**

* Faculty trained to teach pathway-specific FYE
* Counselors trained to teach FYE for undecided students
* Career exploration for all undecided students
* Integrated first-semester experiential learning (CPP2)
* Integrated campus engagement experience

Founded in 1964, MCCC is a public, two-year institution supported by tax monies from Monroe County (54.2 percent), the State of Michigan (20.7 percent), student tuition (24.4 percent), and other resources (0.7 percent). Governed by a seven-member, locally elected Board of Trustees, the Main Campus is centrally located within Monroe County. Academic programs include 34 degree programs, 25 certificates and abundant transfer options. In 2019, the College received continuing accreditation from the Higher Learning Commission for a 10-year term.

In Fall Semester 2020, credit **enrollment** was 2,312 students. The **ethnic diversity** of the student population is 77.03 percent white/non-Hispanic, 3.11 percent, Hispanic, 2.72 percent Black/non-Hispanic, 0.74 percent Asian/Pacific Islander, 0.43 percent American Indian/Alaskan, 0.09 percent Non-Resident Aliens, 1.21 percent two or more races, and 14.66 percent unidentified. The **female-to-male ratio** is 62 percent to 38 percent. Over the past year, the **mean age** has risen two years to 24 as the college has leveraged a state program providing free tuition to local frontline workers during the COCID-19 pandemic. The **faculty** is comprised of 54 full-time members and 78 adjunct members with an average **faculty-to-student ratio** of 1 to 17.

# P031A220124

## Minnesota State Community and Technical College

Fergus Falls, MN

Abstract

**Project Title**: Striving Toward Equitable Engagement and Retention (STEER)

**Institutional Profile**: Minnesota State Community and Technical College (M State) was established in 2003 with the consolidation of Fergus Falls Community College and three campuses of Northwest Technical College at Detroit Lakes, Moorhead, and Wadena. The four campuses of M State, “specialize in affordable and exceptional education, service, and workforce training,” and offer a diversity of educational experience and workforce preparation for Minnesota residents.

**Significant Problems:** Achievement gaps for BIPOC students; Low student performance in identified “gateway” courses; Poor fall-to-fall retention, especially among BIPOC and part-time students; declining year-over-year enrollment.

**Project Overview**: Analysis of trends in student performance and institutional challenges led to the creation of *Equity 2030* plan and the *Vision 2025* five-year strategic plan. In accordance with the principles of both documents, M State will provide additional supports for BIPOC and part- time students, additional faculty training opportunities, and the establishment of a Student Success Center.

The project includes three main Activities:

1. **Activity 1:** Develop Student Success Centers to provide “concierge” services to students including: career readiness, supportive services for basic student needs, new student orientations, and first year experience programming.
2. **Activity 2**: Enhance educational support in fundamental gateway courses.
3. **Activity 3**: Conduct targeted professional development to facilitate greater student success through deployment of high-impact practices, transformative advising, and increased cultural awareness and competency.

**Program Objectives**

* + Increase the number of full-time, degree-seeking students by 9 percent from 2021-2022 to 2025-2026.
  + Annually increase of 1 percent of first-time, full-time degree-seeking students retained after first year.
  + Annually increase of 2 percent the number of part-time, degree seeking students retained after first year.
  + Decrease Fall–to-Fall retention rate disparity between White and BIPOC populations by 10 percent by 2026.
  + Increase by 9 percent the number of first-time, full-time degree seeking students enrolled who graduate within three years of enrollment.
  + Decrease the cost per successful outcome by $34 by year five.

Funds Requested: $2,035,678 over 5 years

# P031A220125

## Northwest Florida State College

Niceville, FL

Abstract

**Institutional Profile:** Located in the coastal heart of the Florida panhandle, Northwest Florida State College (NWFSC) is an open access college offering bachelor’s degree programs, associate degrees, and certificates. NWFSC’s student body includes high school graduates going directly to college, active-duty military, separating veterans reorienting to civilian life, and individuals who are changing careers or returning to the workforce. The College’s 5,679 annual enrollment is comprised of 26.5 percent minority students, and more than 41 percent of its students are low-income (Pell recipients). NWFSC has the highest percentage of students (11 percent) receiving post 9/11 GI Bill benefits in the Florida College System.

**Project Title:** Raider Flight Plan: Defining Students’ Paths to Success with Strategic Onboarding, Data-Informed Academic Outreach, and Embedded Achievement Mentors

**Problem**: Academic performance, persistence and completion among low-income students and Black/African American students are lower compared to non-Pell eligible and White students. These may be exacerbated due to students having limited access to technology to support participation in classwork. NWFSC also has a lack of existing personnel to serve as mentors for students who struggle academically. Many at-risk and underrepresented students do not receive the guidance and skills they need to complete their degree programs as they are not required to enroll in a College Success Course. Low course success rates and student retention rates have resulted in decreased tuition revenue.

**Goal**: The overall goal of NWFSC’s **Title III Raider Flight Plan Project** will adhere to the Department of Education’s strategic plan to increase college access, affordability, quality, and completion by improving postsecondary education and lifelong learning opportunities for youths and adults **(GPRA Goal #1)**.

**Activities**: To meet the critical needs of its low-income and underrepresented students, the Project will implement the following two (2) activities that directly relate to the institution’s strategic goals: (1) Develop and implement an updated and revised College Success Course with a curriculum that targets degree program completion strategies; (2) Develop and implement an Academic Outreach Plan that includes a comprehensive early alert system that targets resolving achievement gaps, and design new processes to improve student success in online classes and high-enrollment General Education courses with high withdrawal and failure rates. Academic Intervention Specialists will provide intensive academic outreach and support to students in “gateway” English and mathematics courses. An Achievement Mentor Program will employ staff specifically to mentor low-income and Black/African American students.

**Funds Requested**: NWFSC requests Title III funding in the total amount of **$2,245,280** for Years 1 - 5 to implement services and programs designed to successfully achieve proposed Activity #1 and Activity #2. In addition to the requested Title III funds, the institution will provide a total of $952,142 of in-kind resources.

# P031A220129

## Indiana University - South Bend

Bloomington, IN

Abstract

**Increasing Retention and Lowering DFW Outcomes for Low Income and At Risk Students at IU South Bend: A Learning Community Approach to Success**

Indiana University South Bend is requesting support from the Strengthening Institutions Program to address three **Institutional Goals**: (1) increase student enrollment, retention and success; (2) provide high quality educational opportunities via internships; (3) expand diversity, equity, and inclusivity, increase sense of belonging, and increase retention. We propose addressing these goals through **Activities** that fit both **Competitive Priorities**: (1) implement an early intervention effort to integrate academic and student services through case management, faculty interaction, and peer support in a learning community (*Titan Teams, goals 1,2,3)*; (2) lower DFW rates using tutoring, supplemental instruction, and peer mentors (e.g. Cooper, 2010, goals 1,3); Batz et al., 2018; Doman, 2014); (3) create an Office of Professional Engagement for workplace experiences (Robinson, et al. 2020, goal 3).

SIP funding is intended to result in the following **Outcomes** by 2026**,** *with Titan Teams as the treatment group in a quasi-experimental evaluation design*: a 5 percent increase in first to second year retention from 66 percent-71 percent by 2026. Eliminate the retention difference between low income (Pell 64 percent/non-Pell 67 percent) students and increase African American retention 5 percent. Eliminate the 4- year gap in graduation outcomes between white (18 percent), Hispanic (13 percent) and African American (12 percent) students. Increase 4-year graduation rates 4 percent (17-21 percent; 6 years from 36-41 percent). Increase a sense of belonging 10 percent in first year beginners and 5 percent annually thereafter. *To increase overall campus retention*: lower DFW rates in gateway courses an average of 3 percent. Increase internship numbers by 10 percent annually and sites by 5 percent annually. Increase syllabi student learning outcomes for work experiences by 20 percent annually.

# P031A220134

## Kansas City Kansas Community College

Kansas City, KS

Abstract

**Institutional Profile:** Kansas City Kansas Community College (KCKCC) is a centrally located public 2-year institution in northeast Kansas. Within the city limits of Kansas City, KCKCC’s sensitivity to the needs of its students is demonstrated by its accessibility, flexibility, comprehensiveness, quality, and accountability. According to the 2018 American Community Survey for the U.S. Census, the population of KCKCC’s service area is over 165,000, with more than 50 percent Hispanic and African American. The KCKCC service area suffers from the traditional challenges of an urban community, such as high poverty rates, up to 20 percent, and low academic achievement levels, and 18 percent of the population with a college degree. Three (3) of the “feeder” high schools have more than 50 percent of students eligible for free- or reduced-priced meals—a key poverty indicator.

**Project Title:** Student Support for Program Success (SSPS) Project

**Problems:** A critical review of KCKCC’s strengths and weaknesses identified the following challenges: (1) Stagnant first-time, full-time degree-seeking students have low retention and graduation rates; (2) Advising services face a challenging time to provide services to all students, and there is no standard roadmap online that students can access to see the course path they need to graduate; (3) Declining enrollments and low retention rates have led to decreased tuition revenue; (4) First-time, full-time degree-seeking cohort retention rates in developmental education are low. Developmental course success rates are lower for Pell-eligible students compared to non- Pell students. Students struggle to complete a non-developmental credit-bearing course after taking developmental reading successfully; (5) Students placed into developmental reading and English are potentially required to pass three developmental courses before reaching the gateway English course. Standalone courses in developmental reading and English lengthen the developmental sequence, time to matriculation, and time to graduation; and (6) Primary threats to the institution include a lack of resources and funding.

**Proposed Activities:** (1) Design and implement a guided pathway advising model complemented by comprehensive academic supports such as Success Coaches and timely student interventions to address challenges inside and outside the classroom that hinder success; and (2) Integrate corequisite remediation courses into the model, ensuring students gain the skills and the momentum needed to continue their efforts to earn a degree.

**Outcomes:** (1) Increased retention rates for first-time, full-time students placing into developmental coursework; (2) Decrease in the percentage of low-income students taking developmental courses; (3) Increased persistence rates for low-income and underrepresented students; (4) Increased 3-year graduation rates for low-income students, underrepresented students and first-time, full-time freshman; (5) Increased program velocity; (6) Increased course success rates for low-income and underrepresented students; (7) Increased developmental course success rates for first-time, full-time students and underrepresented students; and (8) Increased end-of- term GPAs for first-time, full-time students.

**Funds Requested:** $1,762,055.00

# P031A220142

## University of Central Arkansas

Conway, AR

**Abstract**

**UCA Start Up! Program for Low-Income Student Success**

Beginning from the perspective that a holistic definition of student success necessarily encompasses many interconnected dimensions of development, this SIP Grant Proposal outlines a comprehensive, multi-layered, and structured approach to providing needed services to low-income students in order to improve student persistence, retention, academic performance, and sense of belonging for the five-year period of the grant and beyond. With more than forty percent of our undergraduate student population qualifying as low-income (defined as Pell Grant-eligible in their first semester), the University of Central Arkansas recognizes the necessity of better understanding and meeting the needs of these students in order to fulfill the University’s mission and meet our strategic goals.

The proposed UCA Start Up! Program for Low-Income Student Success is designed to strengthen existing institutional programs and student success efforts by improving the academic success rates of our low-income students, increasing opportunities for career preparation and future financial success of our low-income students, and creating a future-oriented campus with policies, practices, and pedagogies that are inclusive and equitable. Each of these goals aligns with priorities identified in UCA’s 2022-2026 Strategic Plan as well as on-going efforts to improve fall-to-fall retention rates, increase academic performance levels, and raise students’ sense of belonging at UCA.

To fulfill project objectives, the Start Up! Program includes six strategic activities: 1) the addition of peer- and professional coaches dedicated to guiding first-time entering, low-income students through their first three semesters; 2) summer orientation programming for students and families; 3) celebrations of effort and achievement; 4) development of an interactive career exploration process; 5) financial wellness programs; and 6) on-going professional development for UCA faculty and staff.

# P031A220143

## Newman University Inc.

Wichita, KS

Abstract

Newman University (NU) in Wichita, Kansas, requests funding from the Department of Education for a Title III, Part A, Strengthening Institutions Program (SIP) titled **Navigating the University Experience: Integrating Student and Faculty Support for Increased Retention, Graduation, and Professional Achievement.**

The proposed project meets all SIP program requirements as well as the requirements for both competitive preference priorities. NU’s program is centered around two major goals: (1) Measurably increase first-year retention, work- based experiences, and graduation rates; and (2) Measurably increase faculty expertise and use of best practices in teaching and advising within and beyond the classroom. The project will expand the existing Student Success Center (SSC) (Activity 1) and create a new Center for Excellence in Teaching and Learning (CETL) (Activity 2). Central to NU’s Comprehensive Development Plan (CDP) is Navigator, an innovative curricular and co-curricular common experience for all NU students that will leverage existing strengths and provide integrated academic and career support from students’ first semester through graduation.

The project goals and activities are aligned with NU’s mission, strengths, and strategic plan, and address specific identified weaknesses. As a result of the project, NU will increase first-to-second-year retention of full-time students by 6 percent; increase first-to-second-year retention for transfer students by 4 percent; and increase four- and six-year graduation rates by 5 percent. Furthermore, 70 percent of Newman students will participate in an internship or other work-based learning experience before graduation, and 90 percent of full-time faculty will participate in one CETL faculty development program (with at least 80 percent of participants reporting use of the best practices learned in their own teaching or advising by the end of the project period).

These measurable objectives and their associated performance indicators will be achieved through a carefully designed combination of strategic new hires and evidence-based programmatic elements. New personnel include a Director of Navigator, Director of Career Services, and Director of Faculty Development. The Directors of Navigator and of Faculty Development will serve as Activity 1 and Activity 2 Coordinators respectively, reporting to the Project Director, Newman’s Dean of Arts and Sciences. These new hires will work together to fully implement the Navigator program and prepare faculty to teach it. Additional student support services include hiring peer tutors and embedding tutors in gateway courses with high DFW rates; implementing a Career Studio model of career education; purchase and implementation of retention management software and engagement instruments; and increasing emphasis on the use of ePortfolios. These initiatives will lead to a full implementation of the Navigator curriculum. Renovations in support of the SSC and CETL are also planned to provide a welcoming one-stop shop for students who need assistance, as well as dedicated space for faculty development programming.

Newman is fully committed to sustaining the impacts of its SIP activities, which align with the University’s Strategic Plan. In Years 2 through 5, NU will gradually institutionalize the costs of personnel and continuance of student success software supporting at-risk students. In addition to enrollment increases as a result of achieving first-year retention and graduation targets, NU’s endowment request of $255,000 with 1:1 match will support sustainability of efforts beyond the grant period and contribute to increased fiscal stability.

Newman enrolls a diverse population of 2,053 undergraduates and graduate students (Fall 2020). Among its enrollment of 1,058 full-time undergraduates, 32 percent are low-income as defined by Pell eligibility, 22 percent are underrepresented minorities, and 20 percent self-report as first-generation.

# P031A220150

## East Stroudsburg University of Pennsylvania

East Stroudsburg, PA

Abstract

**Building Support Infrastructure, Ensuring Student Success**

East Stroudsburg University (ESU) is requesting $2,157,372.62 in Title III SIP program funding for a project to improve the academic success of students. Achievement of institutional goals will be measured by a 4.92 percent increase in first to second year retention rates and a 6.76 percent increase in the 4-year graduation rate by the conclusion of project year five. This project is supported by the President and Provost, with leadership provided by the Dean of the College of Business and Management to ensure effective implementation and assessment of the project and its success.

Located in eastern Pennsylvania, ESU has 4,993 undergraduate students (5,842 total enrollment) and 209.6 FTE faculty. Although ESU is a Predominantly White Institution, 41.9 percent of their undergraduate population identify as a student of color, with the largest percentage of those being Black or African American (20.3 percent of all undergraduates).

Institutional strategic planning and analysis processes have identified the need for infrastructure supports to increase student engagement and ensure student success. To address this need, the ESU Title III project will implement four strategic activities: 1) implementation of the WARRIORfish Academic Early Alert System, including faculty professional development and addition of an Academic Success Coach; 2) use of a Chatbot to provide faster, more efficient student access to university information, including services provided by offices such as Financial Aid and the Registrar; 3) strengthening programming for the Men of Color Alliance and Women of Color Initiation, organizations which address academic and retention concerns for Black/ African American students; and 4) implementation of a program of micro-credentialing with Digital Badges and a First-Year Business Experience. These activities were selected due to their demonstrated effectiveness in improving student engagement and academic success, especially with populations similar to those of ESU. The funded services will be available to all students.

This project addresses both Competitive Preference Priorities. The ESU response to Competitive Preference Priority 1 includes the hire of an Academic Success Coach (ASC) to provide personal follow-up contact for students identified through the WARRIORfish Academic Early Alert System. The ASC will also support all first-year students who are in need of additional, personalized assistance with academic planning and achievement. The combination of an Early Alert System with personal follow-up has shown demonstrated effectiveness in improving student retention and academic success, especially with first-year students. To address Competitive Preference Priority 2, the project includes implementation of a micro-credentialing program with Digital Badges documenting skills and competencies that might not be readily apparent on a traditional academic transcript. In addition, the College of Business & Management will pilot “First-Year Business Experience,” a program that will embed “soft” skills into the first-year curriculum, preparing students for internships and jobs. Potential employers and internship sites are increasingly seeking candidates with skills beyond academic content, and these programs will better prepare students for successful internships and careers.

Granting this Title III request will allow ESU to address documented academic needs with timely implementation of proven academic support, retention activities, and professional development.

# P031A220151

## The Evergreen State College

**Olympia, WA**

Abstract

Evergreen's Strengthening Institutions Program (SIP) proposed project, **Holistic Advising: Coordinated Services and Technologies with Community- and Career-Connected High- Impact Practices**, will increase success among students historically underserved by higher education. By building new approaches and knitting together academic and support components, the project will enable many more students to thrive. Evergreen students will experience a coherent and seamless network of support, with a single, visible point of access. This network will leverage technology and empower staff and faculty trained in best practices for student success.

Based on a thorough and careful analysis of Evergreen’s strengths, weaknesses, assets, and aspirations for bolstering the student experience, the SIP project goals are:

1. Address students’ comprehensive needs through holistic advising and coordinated, wrap-around services
2. Leverage technology to strengthen Evergreen’s student support services
3. Build a culture of holistic advising through communities of practice, systems improvements, and staff and faculty professional development
4. Expand and strengthen community- and career-connected learning

Four sets of interlocking, mutually reinforcing activities are proposed to meet the goals:

* Goal 1 activities focus on enabling a culture of advising, welcome, and student support. The SIP leadership team will design and deliver a wrap-around support system. Staff and faculty will coordinate to deliver this new system, using tools for communication and collaboration. A single access point, Greener Hub, will provide a streamlined path for students seeking or referred for support. The college’s capacity to deliver basic needs services will be extended.
* Goal 2 activities involve leveraging technology to bolster student success. The college will integrate and implement technology systems that will enable whole student support.
* Goal 3 activities will enable institutional culture change, as well as individual and collective growth. Broadly delivered and systematic training of faculty and staff in best advising practices and other capacity-building efforts will inculcate care for the whole student experience.
* Goal 4 activities build community- and career-connected learning opportunities into the network of support, thereby making it possible for many more students to access internships, mentoring, career events, and other associated opportunities. Expanded student participation in high- impact practices, such as community-based learning and service, internships, and travel will be central in Goal 4 activities. SIP investment, supplemented by college resources, will underwrite these activities.

Anticipated outcomes include increased confidence among students in their post- secondary studies and post-degree prospects, increased persistence beyond the initial year of enrollment at Evergreen, increased engagement in high-impact and career-linked activities, and, ultimately, increased graduation rates.

# P031A220162

## Southwest Mississippi Community College

**Summit, MS**

Abstract

Steps to Success at SMCC

Southwest Mississippi Community College, a 2-year public college serving four remote, impoverished counties in Mississippi, is the gateway to higher education for many low-income students who otherwise would have no opportunity to complete a college degree. In these four counties, the poverty rate is more than twice the national average and degree completions (bachelor’s degree or higher) are just 15 percent, or about half the national average (U.S. Census, 2019).

Meanwhile, the majority of SMCC students are academically at risk, based on entering basic skills assessment, and more than 80 percent are the first generation in their family to attend college. Forty-three percent of the students are African American and at least 60 percent qualify as low-income. And while the region has suffered economically for generations, it also shows signs of growing, supporting an increasing number of businesses - such as Sanderson Farms, Croft Metals, Weyerhaeuser Forest Industries, Summit Plastics, International Paper, several electrical companies and contractors, and companies that specialize in oil and gas production. All these companies are seeking well-qualified employees. In addition, schools throughout the four counties are searching for qualified teachers, administrators, and staff as well.

Unfortunately, SMCC students are struggling, attempting to master key gateway Math courses and persist in college, with 42 percent leaving college before the next Fall semester (OIE, 2021). The College, too, is struggling, stymied by weaknesses in its gateway Math program, advisement and other support services, and the College’s student information system.

To meet these challenges, SMCC proposes to reform its current gateway Math program by strengthening tutoring through incorporation of the Structured Learning Assistance (SLA) model and redesigning its 3-course gateway Math sequence by infusing active learning strategies and supporting technologies into the curriculum. In addition, SMCC seeks to further improve retention and graduation rates by transforming its approach to advising - training staff and faculty advisers in the developmental advising model, initiating a new Leadership+ program to help student explore new career opportunities through seminars with local business leaders and internships, and revamping its outmoded Student Information System to support the intrusive, developmental advising model.

While SMCC is a novice in its application for federal funding, having never applied for or received a Department of Education grant, the College has, through its planning process, designed a project that is well-researched, based on sound rationale, and backed by administration, faculty, and staff who are committed to improving student success at SMCC.

This project addresses both Competitive Priorities by (1) providing tutoring and student service programs designed to improve academic success as described above, and (2) fostering flexible and affordable paths to obtaining knowledge and skills through the Leadership+ program, which provides work-based learning experiences, including internships, that align with in-demand industry sectors or occupations.

# P031A220182

## Northwest Kansas Technical College

**Goodland, KS**

Abstract

**Institutional Profile:** Northwest Kansas Technical College (NWKTC), located in Goodland, Kansas, is a two-year public institution founded in 1964 to meet the growing demand for a skilled workforce. The mission of NWKTC as a leader in career and technical education is to prepare individuals for gainful employment in technical and professional careers, productive personal lives, and lifelong learning. NWKTC offers 16 associate degrees and 17 technical certificates. According to the 2019 Data Profile for the U.S. Census, the population of NWKTC’s seventeen (17) county service area is over 26,000, with more than 15 percent living below the poverty level. The two (2) “feeder” high schools have more than 65 percent of students eligible for free- or reduced-priced meals—a key poverty indicator. In addition, only 17 percent of the adult population aged 25 and older have earned a 4-year degree or higher. This indicates that a high percentage of the NWKTC student population is low-income and first-generation college students.

**Project Title:** SEATSS (System for Early Alert, Tutoring, and Student Support) Project

**Problems:** A critical review of NWKTC’s strengths and weaknesses identified the following challenges: (1) Faculty lack an effective process for alerting administration, academic advisors, or counseling staff when a student’s performance begins to decline. This often results in students not maintaining satisfactory academic progress and ultimately becomes a retention concern; (2) Student performance metrics and the attainment of program outcomes are collected at the end of each semester through a paper-based form; (3) Internships and other work-based learning opportunities are currently not standardized across the 15 technical programs. In addition, there is no formalized or consistent process for establishing formal partnerships with industries to offer internships; (4) While NWKTC faculty have an awareness of potential internships and work-based learning opportunities for students, there is no mechanism or formal process for assisting students in pursuing them; and (5) While NWKTC is a publicly funded two-year state college, there is no local taxing authority by which the College can raise mill levy taxes to support student success. All funding currently comes through limited state appropriations, student tuition, and fees, or grant funds secured.

**Proposed Activities:** (1) Improve student-centered advising by implementing early alert, academic and behavioral interventions, and whole-person resources for non-academic needs; and (2) Develop an approved and supervised program-related training plan that incorporates an expansion of work-based learning opportunities – including micro-internships, longer-term internships, and apprenticeships.

**Outcomes:** (1) Increased retention rates; (2) Increased 3-year graduation rates; (3) Increased number of students who engage in work-based learning; (4) Increased percentage of faculty using the early alert platform; (5) Increased percentage of faculty who express positive attitude toward using the early alert platform; (6) Increased percentage of students earning ABC grades in courses with supplemental instruction; (7) Increased percentage of students receiving early alerts remaining in good academic standing; and (8) Increased percentage of students using career services who express positive attitude about services received.

**Total Project Cost:** $1,406,385

# P031A220195

## East-West University

**Chicago, IL**

Abstract

East-West University (EWU) is a private, not-for-profit, non-denominational institution of higher Learning in Chicago’s South Loop. East-West is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools, and provides affordable, quality higher education to students from all ethnic and socio-economic backgrounds. EWU’s Title III Program “Strengthening and Increasing Student Success” improves and strengthens the institution’s institutional management, academic quality and fiscal stability in order to expand University’s capacity to serve low-income students.

The four overarching goals for the Title III project are: 1) Improve EWU’s communications for greater efficiency and to improve student success; 2) Improve retention at EWU from 35 percent to at least 50 percent; 3) Enhance the capability of EWU’s faculty in better student engagement and teaching for student success; and 4) Improve EWU’s capacity for fundraising and enhance financial

Within these goals are three major initiatives: 1) Integrate emerging technologies into EWU and into instruction and advisory functions. (Implement three technology systems at EWU: Jenzabar SONIS, a new administrative management system to replace an obsolete one, Jenzabar Retention Full Suite to improve communication and retention and to monitor students’ academic progress; and CANVAS to enhance the capability of faculty in better student engagement and teaching.) 2) Expand and improve support services for at-risk freshmen students. (Offer HM 100 Course to assist students to make a successful transition into college; provide tutors; provide career counseling to expand internships and jobs after graduation; provide crisis counseling; and provide additional library materials for better faculty student engagement.) 3) Enhance and increase EWU’s financial capability through new technology systems for EWU’s fund development and financial aid offices. (Implement Jenzabar Advancement to improve the capacity of EWU’s donor base for major donors and alumni and Jenzabar One Financial Aid to promote efficient financial transactions and processes.)

EWU’s Title III will be staffed by a Project Director, Student Success Technology Manager, Specialized Counselor, Career Counselor, Administrative Assistant, Tutors and Instructors who work in conjunction with other EWU departments for the success of low-income students.

EWU has completed the two Competitive Preference Priorities which are included in EWU’s application. East-West University requests a budget of $446,427.00 for the first of five years to initiate EWU’s Title III Program.

# P031A220197

## Coastal Bend College

Beeville, TX

Abstract

**Project Title: Creating T.R.A.I.L.S. (Teaching, Retention, Advocacy, Innovation, Learning) to Success**

**Institutional Profile:** Coastal Bend College (CBC) is a comprehensive public community college with an expansive service area that encompasses 9,000 square miles in the diverse South Texas counties of Bee, Karnes, McMullen, Live Oak, Duval, Jim Wells, Brooks and parts of Atascosa and Kleberg counties. CBC has an annual enrollment of over 4,500 students, 74 percent of whom are minority, across its four locations in the cities of Alice, Beeville, Kingsville, and Pleasanton, Texas. The College also offers remote learning programs of study that serve over 4,000 online students annually.

**Significant Problems:**

* Student retention/graduation rates are too low
* Standardized training and professional development processes do not sufficiently prepare faculty and staff to address the diverse needs of learners
* CBC’s current infrastructure and institutional resources do not address existing academic disparities among students

**Project Overview:**

CBC will fully implement a pathways framework that supports a student from matriculation to graduation, transfer, or workforce entry, ensuring quality programming in all modes of instruction through the implementation of quality standards into programming and developing a distance learning program that addresses and includes delivery, processes, policies, procedures, and practices (CC1 and CC2). This project includes two main Activity Components.

**Activity Objectives:**

* **Activity Objective#1:** Increase student retention and completion rates through the implementation of a Pathways Framework to include the career/transfer pathway (connection, entry, progress, completion, transition) interventions.
* **Problem addressed: Low student retention/graduation rates.**
* Create a system of professional development and a dedicated training location with appropriate training resources, designed to prepare faculty and staff to address the diverse needs of learners.
* **Problems addressed: Standardized training and professional development processes do not sufficiently prepare faculty and staff to address the diverse needs of learners; CBC’s current infrastructure and institutional resources do not address existing academic disparities among students.**

**Funds Requested**: $1,999,709.92

# P031A220213

## Everett Community College

**Everett, WA**

Abstract

**Project Title**: Supporting Economic Mobility for Non-Traditional Students

**Institutional Profile**: Everett Community College (EvCC) is a public 2-year accredited community college located in the City of Everett (population 110,000) in Snohomish County in western Washington State. EvCC is one of the largest community colleges in the state, serving over 18,000 students annually, with over one-third (33.8 percent) identifying as students of color. The service area is characterized by a large population of community members with low educational attainment and high poverty rates. EvCC fall start students complete within 3 years at a rate of 27.8 percent There is a significant gap in completion rates, compared to all students, for those 25 and older (-3.8 percent), historically underrepresented by race/ethnicity (-8.6 percent), low-income (-7.1 percent), and those who have pre-college academic needs (-10.1 percent). Non-traditional students are over-represented among the 33.8 percent of students that require pre-college coursework: 47.7 percent of all students with dependents, 40 percent of all historically underrepresented students, and 32.8 percent of all students ages 25 and older have pre-college needs upon enrollment.

**Strategies and Activities**: Weaknesses and best-practices identified as part of an extensive Comprehensive Development Plan underscore the urgent need to: (1) Improve the rate at which students transition pre-college coursework to college-level coursework; (2) Ensure career and experiential learning opportunities are scaffolded throughout all Pathways to provide consistent and just-in-time support; (3) Respond to the needs of non-traditional students using mechanisms to support flexible and accelerated learning; and, (4) Develop a coordinated approach to resource access and distribution to improve affordability.

**Outcomes**: EvCC is using pre-pandemic baselines. By September 2026, the College anticipates increasing the percentage of degree-seeking students completing within 3 years from a 2016-17 baseline of 27.8 percent to 32 percent; the percentage of degree-seeking students retained from fall-to-spring from a 2018-19 baseline of 71.7 percent to 77; the percentage of degree-seeking students retained from fall-to-fall quarter from a 2018-19 baseline of 55 percent to 60 percent; the percentage of degree-seeking students earning at least 15 credits in their first year from a 2018-19 baseline of 67 percent to 72 percent; and, the percentage of students that transition from pre-college to college-level coursework within one year from a 2018-19 baseline of 26 percent to 31 percent. Benchmarks for historically underrepresented race/ethnicity groups are also specified.

Addressing **Competitive Preference Priority 1**—Tutoring, Counseling, and Student Services Programs—by using best practices for supplemental instruction, including Integrated Basic Education and Skills Training (IBEST) and corequisite coursework, to rapidly move students into core courses supporting retention, academic success, and completion, particularly of those who are historically underrepresented.

Addressing **Competitive Preference Priority 2**—Fostering Flexible and Affordable Paths to Obtaining Knowledge and Skills—by using a career connected learning framework to introduce and expand practices involving career exploration and work experience tied to classroom learning preparing students for in-demand industry sectors and occupations.

EvCC requests $2,250,000 over five (5) years ($450,000 annually) to support the personnel, services, and activities in the proposed project to meet project outcomes, objectives, and goals.